

Aboriginal Youth Collaborative

Feasibility Study



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ISBN: 978-1-927009-27-7

Aboriginal Youth Collaborative Feasibility Study

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EXECUTIVE SUMMARY

While conditions vary across First Nations, Inuit, and Métis communities, as well as urban and rural contexts, the well-being gap between Aboriginal and non-Aboriginal populations is significant across most of the country. Population aging and emerging labour shortages in Canada present an opportunity for Aboriginal youth, as the fastest growing demographic, to make a significant contribution to the country's long-term prosperity. As the Aboriginal population is projected to rise above 1.5 million by 2026, there is an urgency to act now to enable, support, and empower Aboriginal youth to achieve their potential and participate fully in Canada's social and economic future.

Achieving better outcomes requires innovative ways of approaching enduring challenges. Although Aboriginal communities, organizations, businesses, governments, and foundations are working to improve Aboriginal socio-economic conditions, many remain disconnected from one another and struggle to effectively engage Aboriginal youth and their communities, resulting in missed opportunities and limited impact. Businesses and foundations are increasingly interested in working with Aboriginal partners, while governments and Aboriginal organizations are increasingly recognizing that they cannot address complex issues on their own. Many leaders are encouraged by benefits of building new, collaborative solutions.

From May to November 2011, leaders from Aboriginal Affairs and Northern Development Canada, the Assembly of First Nations and its Youth Council, Inuit Tapiriit Kanatami and its Youth Council, the J.W. McConnell Family Foundation, Suncor Energy, and Social Innovation Generation @ MaRS worked with the Public Policy Forum to assess the value and viability of creating a multi-sectoral collaborative focused on Aboriginal youth. The PPF held a series of roundtables and virtual engagement sessions with over 75 Aboriginal youth and organizational leaders across sectors. Benchmarking research on existing collaborative models was also conducted to learn about the design, key lessons and success factors for each approach.

The feasibility study confirmed that we need to improve how organizations (including Aboriginal organizations, governments, businesses, and civil society) and communities work together by creating a long-term, multi-sectoral, national collaborative of Aboriginal youth and organizational leaders. The proposed collaborative would:

- Develop and launch a national Aboriginal youth leadership program that will help youth leaders develop and amplify a series of community based projects that will change the trajectory of their communities and their own future prospects
- Support these and other community based efforts by connecting them with each other and with external resources (e.g. financial, coaching, expertise)
- Share good community practices throughout the network
- Enable organizations and practitioners working on Aboriginal youth leadership and community development to learn from and build on each other's efforts, and to develop new practices together

Over the coming months, proposed next steps include:

1. Assembling a leadership table and determining partners, funding sources, an institutional home and a sustainable funding model for the collaborative.



2. Working with Aboriginal youth leaders to develop and pilot a youth leadership program.
3. Begin supporting promising community-based approaches by connecting them to each other and to external partners.
4. Formally launching the collaborative by holding one or more events co-designed by Aboriginal youth to highlight community-led processes, develop membership principles, and establish a developmental evaluation process.



A. Background

The current demographic trajectory in Canada presents an opportunity for First Nations, Métis, and Inuit youth to make a significant contribution to the country's social and economic future. The Aboriginal¹ population is growing twice as fast as the overall Canadian population and is projected to rise above 1.5 million by 2026. The population will also remain considerably younger than their non-Aboriginal counterparts. At a time of emerging labour shortages, Aboriginal youth have the potential to substantially contribute to Canada's workforce and to the prosperity of the country and its communities. This opportunity should not be missed. We must remove barriers, break down silos, and support and empower Aboriginal youth to realize their personal, economic, and social potential.

Unfortunately, a range of unfavourable historic and current dynamics has led to many challenges for today's Aboriginal youth². Canada's Aboriginal youth experience relatively poor outcomes, particularly youth living on reserves and in remote communities. While there is significant diversity among First Nations, Métis, and Inuit communities³, there are a number of common challenges that cut across geographic, political, and socio-cultural boundaries. Some of the more concerning indicators include high secondary school drop-out rates and low university completion rates, the disproportionate likelihood of incarceration and victimization, as well as the high rates of suicide and teen pregnancy compared to the non-Aboriginal population in Canada. While conditions vary across urban and rural, First Nations, Inuit, and Métis communities, the well-being gap between Aboriginal and non-Aboriginal populations is significant in most of Canada. Conditions facing First Nations, Métis, and Inuit communities are summarized in Appendix A.

Achieving positive long-term outcomes requires new and better ways of approaching enduring challenges. Many individuals and organizations⁴ across sectors are working to support Aboriginal youth. These include leaders from Aboriginal communities, organizations and governments, as well as a growing number of businesses, foundations, and non-governmental organizations. Although a range of organizations are looking for ways to work with First Nations, Métis, and Inuit youth to build a better future for them and their communities, many are not working with each other or supporting one another as effectively as they could to generate necessary change.

Collaborative efforts are emerging, but many organizations remain disconnected from one another and struggle to effectively engage Aboriginal youth and their communities, especially when they lack knowledge of community values and how to involve youth. Currently, many successes and lessons are not shared widely, leading to the duplication of efforts to develop and spread approaches and missed opportunities for impact. Organizations are increasingly recognizing that they cannot address large challenges on their own, and many are starting to realize the benefits of building new, collaborative solutions. A select list of ongoing initiatives is included in Appendix B.

¹ Throughout this document, 'Aboriginal' refers to First Nations, Métis, and Inuit people.

² While this document does not detail the historic context, it acknowledges its role in influencing the current context.

³ Throughout this document, the term 'community' includes urban, rural, remote, reserve and any other discrete geographic area.

⁴ Throughout this document, the term 'organization' refers to Aboriginal organizations, businesses, educational institutions, foundations, governments, government funded entities (e.g. school boards) and non-governmental organizations.



B. About the Feasibility Study

From May to November 2011, leaders from Aboriginal Affairs and Northern Development Canada (AANDC), the Assembly of First Nations (AFN) and its Youth Council, Inuit Tapiriit Kanatami (ITK) and its Youth Council, the J.W. McConnell Family Foundation, Suncor Energy, and Social Innovation Generation (SiG) @ MaRS have been working with the Public Policy Forum (PPF) to explore and develop the idea of creating a multi-sectoral collaborative focused on Aboriginal youth. The proposed collaborative would strive to improve outcomes for Aboriginal youth and their communities by enhancing how Aboriginal youth and organizations work together. The process had a relatively broad definition of youth, including children, adolescents, and young adults in their 20s.

Figure 1. Steering Committee Members

Aboriginal Affairs and Northern Development Canada (AANDC)	Jean-François Tremblay, Senior Assistant Deputy Minister Nicole Kennedy, Director General, Strategic Policy and Research Fraser Valentine, Director, Strategic Policy Directorate
Assembly of First Nations (AFN)	Richard Jock, Chief Executive Officer Donnie Garrow, Youth Liaison Caitlin Tolley, Nation Youth Council Representative for QC & Labrador
Inuit Tapiriit Kanatami (ITK)	Jim Moore, Executive Director Elizabeth Ford, Director of Health and Social Development Shelly Watkins, Youth Project Coordinator
J.W. McConnell Family Foundation	Stephen Huddart, President and CEO
Suncor Energy	Cathy Glover, Director, Stakeholder Relations and Community Investment Lori Gammel, Manager, Suncor Energy Foundation and Community Investment Bonnie Veness, Manager, Stakeholder and Aboriginal Relations
Social Innovation Generation (SiG) @ MaRS	Allyson Hewitt, Director, Social Entrepreneurship

To assess the viability of a collaborative, the PPF held a series of roundtables and virtual engagement sessions with Aboriginal youth leaders across the country. A series of sessions were also held with business, foundation, government, and NGO leaders. The engagement processes sought to answer the following questions:

- Are Aboriginal youth and organizational leaders interested in forming a national collaborative?
- What benefits could a collaborative provide?
- How would it operate?
- What would it strive to achieve?

The sessions provided organizational and youth leaders an opportunity to explore the collaborative idea as they worked together to articulate the potential of a collaborative, what it might look like and how it would work. They also discussed their areas of interest and how the collaborative might function. Over 20 Aboriginal youth leaders across Canada took part in this process. While AFN and ITK youth council members were the majority of youth participants, representatives from the Congress of Aboriginal Peoples and the Métis National Council, and other youth leaders were also included. Engagement sessions with organizations involved over 55 leaders representing Aboriginal organizations, academia,



business, foundations, governments, and NGOs across the country. A list of participants in the process is included in Appendix C.

As part of the feasibility study, the PPF also conducted benchmarking research on existing collaborative models to learn about the design, key lessons and success factors. A summary is included in Appendix D.

C. What we learned

Youth and organizational leaders believe that organizations and communities are not working together as effectively as they must to address issues

Aboriginal youth and organizational leaders highlighted challenges that they have experienced working together. Youth leaders engaged feel that existing relationships with non-Aboriginal people are often weak. They are concerned that many non-Aboriginal people are unfamiliar with the culture, norms, protocols, and traditions, which differ from community to community. Youth leaders stressed the importance of taking the time to understand Aboriginal youth perspectives and build relationships prior to working together. They noted that currently, organizations working with communities do not always build adequate relationships prior to starting their work.

Organizational leaders described the challenges of building relationships with Aboriginal youth and their communities. Many non-Aboriginal leaders are seeking introductions to communities and guidance on how to better engage local youth in a respectful manner. Both youth and organizational leaders highlighted that it takes time to build productive relationships, making it challenging in the context of short funding cycles.

Poor community engagement was noted by youth and organizational leaders. Some past efforts by non-Aboriginal groups have not effectively involved community members in their creation and implementation. Despite their good intentions, many of these efforts have been ineffective as a result. Some approaches can even be harmful when they create expectations that are not realized due to short-term funding or generate tension between external providers and the community. Other initiatives fail to build on or leverage community assets and may inadvertently reflect cultural insensitivity.

Organizational and youth leaders also highlighted the need for better relationships with their peers. Aboriginal youth leaders are interested in building stronger links with youth leaders in other Aboriginal communities. Specifically, they want to better understand what others are doing and learning, so that they can share these lessons and apply the good practices in their own community.

Business, government, foundation, and NGO leaders highlighted challenges connecting within and across sectors. Despite pockets of collaboration, many people do not know one another. Many organizations have developed good practices, but a large number do not generally share what they are doing or learning. This results in a situation where efforts are disconnected. Two organizations may be working in the same community a couple years apart or on the same issue in different communities, but do not learn from, support, or build on each other's work.

While several leaders highlighted that there is little duplication of service provision in a community at a given time, there appears to be significant duplication of efforts to learn and develop approaches.



Groups may each invest in developing similar approaches, building trust, and conducting research that does not build on what others have learned. When groups do not leverage each other's efforts, opportunities for impact are missed.

Some organizations find it challenging to share their knowledge and insights due to their limited time and funding. They would welcome support, resources, and partnerships that would help them expand the work they are doing and spread good models.

Leaders believe that no organization can address challenges facing many communities on their own. Many are interested in working together to develop and test new collaborative approaches supported by multiple partners.

Leaders support the idea of creating a long-term, multi-sectoral, national collaborative of Aboriginal youth and organizational leaders

Almost every leader engaged is interested in being part of a national collaborative. Many are interested in understanding more specifically how they can contribute.

This is a particularly opportune moment for greater collaboration, with many sectors looking to build new and expanded partnerships. Governments are looking for partners to address challenges as resources are declining and issues are as pressing as ever. Business leaders are increasingly recognizing both the economic potential of Aboriginal communities and their own role in changing the trajectory of communities. Philanthropic and community sector leaders are increasingly interested in contributing to the success of Aboriginal youth and their communities, and are looking for more opportunities to engage. All groups, including Aboriginal youth and community leaders, recognize that they cannot succeed alone and must work together to develop more collaborative and effective models.

While leaders from all sectors acknowledged that there is 'no silver bullet, national solution' to the range of challenges faced by First Nations, Inuit and Métis across Canada, they believe that they can learn from each other and become more effective by working together. Leaders believe that a collaborative could help them to:

1. Meet and build longer-term relationships within and across groups
2. Share information on issues, conditions, good practices and opportunities
3. Align and support each other's work and build new and better approaches together

Comments on each of these benefits are described below.

1. *Meet and build relationships within and across groups*

Leaders highlighted three types of relationships that need to be fostered. These include relationships:

- *Among Aboriginal youth leaders in communities across the country:* Youth leaders would like to be better connected with their counterparts across the country. They believe that a collaborative could help them build relationships across regions and between First Nations, Inuit, and Métis youth leaders. Currently, there are limited financial resources to support youth



councils, and there are no resources to connect one council with another. Additional support for youth councils and leadership programs would improve the effectiveness of these organizations.

- *Among business, educational institution, foundation, government, and NGO leaders working to improve conditions for Aboriginal youth and their communities:* While there are pockets of collaboration, many leaders do not know others in their sector and there are very few relationships that span across sectors. Building a network of organizations interested in empowering Aboriginal youth to fulfill their goals would help many to be more effective in their work. This network should include leaders from federal, provincial, territorial, and Aboriginal governments, businesses, educational institutions, foundations, and NGOs.
- *Between Aboriginal youth and organizational leaders:* Organizational and youth leaders are looking for more stable, longer term relationships with each other. Youth leaders believe that a collaborative could help them improve relationships with non-Aboriginal organizations. This is viewed as a necessary first step to improving outcomes. As one youth leader expressed, ‘Before we can work together, we have to know and understand each other’. Many organizational leaders are looking for ways to engage Aboriginal youth to help them design and/or deliver their initiatives. As one participant explained, ‘The key to being effective isn’t the program design. You can have a great program, but if the relationship isn’t there it won’t get the results.’ Relationships need to be maintained over time. Youth and organizational leaders highlighted challenges associated with short-term funding and project cycles and believe that a long-term collaborative could add longevity and stability to initiatives and improve their effectiveness.

2. *Share information on conditions, good practices and opportunities*

Both youth and organizational leaders would value more systematic information sharing. Youth leaders are particularly interested in sharing what they are doing and learning from each other. They want to know what others are doing and to have a better sense of which organizations might be able to help them and their communities fulfill their goals.

Several organizational leaders expressed difficulty understanding ‘the current situation’. They said that they would value a synthesized view of conditions and challenges. Some are also interested in co-funding research. Many organizational leaders are interested in contributing to and having access to a common ‘factbase’ that synthesizes current conditions, recent and ongoing initiatives by theme and community, as well as good practices and opportunities for partnerships. While several leaders believe that an online portal could be useful, it would have to be well designed and maintained. Some leaders are primarily interested in this information to help them advance their own work while others see the benefits of creating a platform that would enable more effective collaborative efforts. A few participants stressed the importance of providing information that would engage Canadians more broadly.

3. *Provide a platform to align and support each other’s work and build new and better approaches together*

Youth leaders are interested in being more equal and engaged change agents in designing and developing new approaches. They would like to help set priorities and be involved in leading and



implementing initiatives. Youth leaders have a range of ideas to improve their communities, but require assistance. They believe that a collaborative could help them:

- Develop approaches that work for their communities;
- Engage external (and community) stakeholders in a respectful dialogue and work together to develop/implement better ways of doing things;
- Sustain and support existing youth and community-led initiatives (e.g. cultural, recreational, and athletic) over a sustained period of time;
- Develop community assets; and
- Connect youth with mentors and role models.

Many organizational leaders are looking for ways to enable Aboriginal youth to set priorities and drive efforts. As one leader stated, ‘we need to create conditions that lead to a pull [for support from outside the community], rather than pushing our solutions.’

Organizational leaders also believe that a collaborative could provide them with opportunities to partner and build on each other’s work. Two or more groups could, for example, work in a more coordinated fashion in a few communities. A collaborative could connect and amplify existing multi-stakeholder initiatives (e.g. *Changemakers* and other Aboriginal education initiatives, *Many Hands, One Dream*’s work on youth Aboriginal health, Ahp-cii-uk’s community based work). Finally, it could support the development and incubation of new multi-partner approaches to address existing challenges. These approaches could cut across existing silos, and leverage a range of community and organizational assets. Ideally, they could be designed for learning and continuous improvement, and successful approaches could be spread nationally.

The collaborative should have a long-term national vision supported by discrete short-term project-based objectives

Leaders highlighted the need to think both holistically about challenges at a broader scale, while working on discrete activities with clear community based objectives. They highlighted three levels of impact that a collaborative could advance.

1. *Improving the way that Aboriginal youth and organizations that support them work together*

Youth and organizational leaders believe that the collaborative should strengthen the way that Aboriginal youth and organizations that support them work together. Youth leaders were particularly focused on altering the way in which engagement occurs, and highlighted this as a critical and necessary first step in driving impact in their communities.

- a. *Aboriginal youth should be included in all aspects of the collaborative and project governance.* To successfully improve outcomes, Aboriginal youth must be full partners in developing approaches. Initiatives must be respectful of local culture and language, and promote self-determination, mutual understanding and non-discrimination. Ensuring that Aboriginal youth are respected partners is a key first step. For many youth leaders, this outcome alone would be considered a success.
- b. *The collaborative should promote shared responsibility and collective action that supports and leverages existing structures and assets.* Communities and organizations must work



collectively and support one another's efforts. Initiatives should build on and develop community assets and foster cultural and linguistic identity, as well as leverage and expand existing efforts. They should be collectively funded over a long period of time (generally, at least 5 years) so that no one group bears full responsibility.

- c. *The collaborative should foster long-term, holistic, community centered approaches.* Many leaders spoke of the fragmented nature of initiatives that focus on one geography, one issue, or a limited period of time. Efforts should be community centred, address issues in an integrated fashion, and have sufficient longevity (e.g. at least 5 years) to develop and build community capacity.
- d. *The collaborative should support continuous learning.* All partners should consistently examine, evaluate and attempt to improve the work that they are doing together and the outcomes that they achieve. They should be prepared to try new approaches and quickly adapt if they are not working. Through their collective experimentation, they should be mindful of their impact on all stakeholders.

2. *Empowering and enabling Aboriginal youth to fulfill goals in their communities*

Second, the collaborative should empower and enable Aboriginal youth and help them connect with their linguistic and cultural identities. Youth leaders expressed concern that many Aboriginal youth struggle with their identities. For some, historic and existing discrimination make it difficult for them to retain their traditional linguistic and culture ties.

Youth leaders are concerned that many young Aboriginal people do not have positive role models and are not given opportunities to connect with Elders or to learn their culture. Many experience insensitivity and discrimination at school and outside their communities. As a result, a significant number of youth disengage and 'drop out' not only from school, but from civic and communal life. Those with weak identities and low self-esteem often lack the courage to seize the few opportunities that do exist for them. Many are afraid to try. Many are afraid to fail. These are the youth that often have the worst outcomes.

Youth leaders tell us that to stop this cycle, their peers must be engaged. Education and recreation options must be relevant to Aboriginal youth. Currently, not enough schools offer native studies, native language classes or cultural learning, so many youth get frustrated with their school curriculum and how it is delivered. Many communities do not have strong cultural, recreational or athletic activities in their communities so youth must go off-reserve to play sports or participate in recreation. Finally, many Aboriginal youth lack role models and mentors necessary to help them along the way.

The collaborative must work to engage and empower a new and larger cadre of Aboriginal youth and increase their desire to participate. This may include supporting a range of sport and recreation, linguistic and cultural activities, mentoring and leadership, and youth council participation. It may also increase youth awareness of a broad range of potential options for their community so that they can select and drive the types of partnerships and programs that arise. Finally, it could provide better support to existing Aboriginal youth leadership groups, including the national youth councils (see Appendix E).



3. *Improving specific socio-economic outcomes*

While leaders want to see a clear connection between the proposed collaborative's work and improved socio-economic outcomes in communities across the country, there is debate as to how the collaborative should foster this objective. Several organizational leaders believe that the collaborative should initially develop discrete measurable outcome goals (e.g. high school graduation rates, employment rates, poverty rates). Others, , favored an approach where goals are set at a community level through the participation of Aboriginal youth and other collaborative members.

Several supported the idea of more discrete thematic or community goals that would be advanced by working groups. The collaborative could, for example, form a national working group on Aboriginal education, that would work together to establish a factbase, set collective goals, and develop a joint plan to advance those goals which would include both short and long-term milestones. Leaders stressed that collaborative working groups should leverage and bring together existing efforts and assets rather than building new efforts 'from scratch'.

Other leaders expressed an interest in community based working groups that focus on a range of inter-related issues (e.g. education, recreation, language, health, crime prevention) at the local level. Ideally this type of working group would draw heavily on local youth and community leaders to set goals and priorities, and to design and implement action plans for collective approaches.

There was a significant group that saw improved outcomes as the broader mission of the collaborative rather than a discrete goal. They believe that the collaborative should initially focus on improving the relationships between Aboriginal youth and civil society and empowering youth to drive change. While these activities are in service of improving outcomes, the focus would be on these two more achievable objectives. While the debate over how to position national outcome objectives was not resolved, all participants agreed that improving socio-economic outcomes should be the principle purpose of the collaborative and must be central to its mission.

D. An emerging model

Based on the engagement process, there is sufficient support from Aboriginal youth, Aboriginal organization, business, education, foundation, government, and NGO leaders to move forward with a national Aboriginal Youth Collaborative that supports community level initiatives and national learning.

Impact goals

The collaborative could work to advance three levels of impact:

1. Improving the way that Aboriginal youth and organizations that support them work together
2. Empowering and enabling Aboriginal youth to achieve their goals
3. Improving socio-economic outcomes for Aboriginal youth and communities



Each goal would need to be fleshed out and defined by the collaborative. For example, the first level of impact, ‘improving the way that Aboriginal youth and organizations work together’, could include the following elements⁵:

- Aboriginal youth are included in all aspects of collaborative and project governance (e.g. defining objectives, initiative design, implementation, refinement, capacity development)
- Leaders take shared responsibility and participate in collective action that leverages existing structures and assets (e.g. sharing information, building on and supporting each other’s efforts, spreading good practices)
- Leaders develop and implement long-term, holistic, community centered approaches
- Continuous learning and continuous improvement is embedded in all initiatives

The collaborative’s definition of how to work differently could be the basis of the principles under which it would operate. The collaborative may also seek to spread new approaches beyond its work.

The second objective, ‘empowering and enabling Aboriginal youth to achieve their goals’, could include:

- Helping Aboriginal youth leaders articulate goals for their communities and ways of achieving their objectives
- Connecting them with external partners to support locally driven approaches

The process of identifying and advancing youth goals is likely to lead to improve community level socio-economic outcomes both through the projects that youth advance and through the process of driving community change. Tracking and measuring discrete outcomes nationally should also be considered as a goal of the collaborative, recognizing the challenges of being able to achieve this in the near term. Socio-economic outcomes should be considered as the collaborative leadership moves forward on the first two goals.

Approach and governance

Achieving breakthrough outcomes for Aboriginal youth and their communities requires: creating the space and support for youth to lead, connecting (often) disparate community and external efforts to enhance their impact, and aligning these efforts to drive change. Specifically, the collaborative would:

1. Develop and pilot an Aboriginal youth leadership program that teaches skills and helps youth lead change in their communities

The collaborative would work with and support Aboriginal youth leaders (e.g. national youth council representatives) to develop and pilot a leadership program for First Nations, Métis and Inuit youth across the country. The leadership program would select young leaders and help them develop their ideas for new and existing innovative projects that they would implement and expand in their communities. Specifically, the program would provide them with a platform to explore possibilities and help them articulate the change that they want to see in their communities. It would help them build community support, explore good practices, and design their strategy. Finally, it would connect them to

⁵ These draft principles reflect the views of leaders engaged. They are also aligned with the principles adapted by *Many Hands, One Dream* (<http://www.manyhandsonedream.ca/english/manyhands-principles.pdf>).



partners that would support their efforts to implement concrete activities and projects that will drive the change they are seeking in their communities. Where possible, leadership program staff and volunteers would provide coaching and enable peer support to help young leaders expand current efforts to maximise their impact and to access new complementary supports for their community.

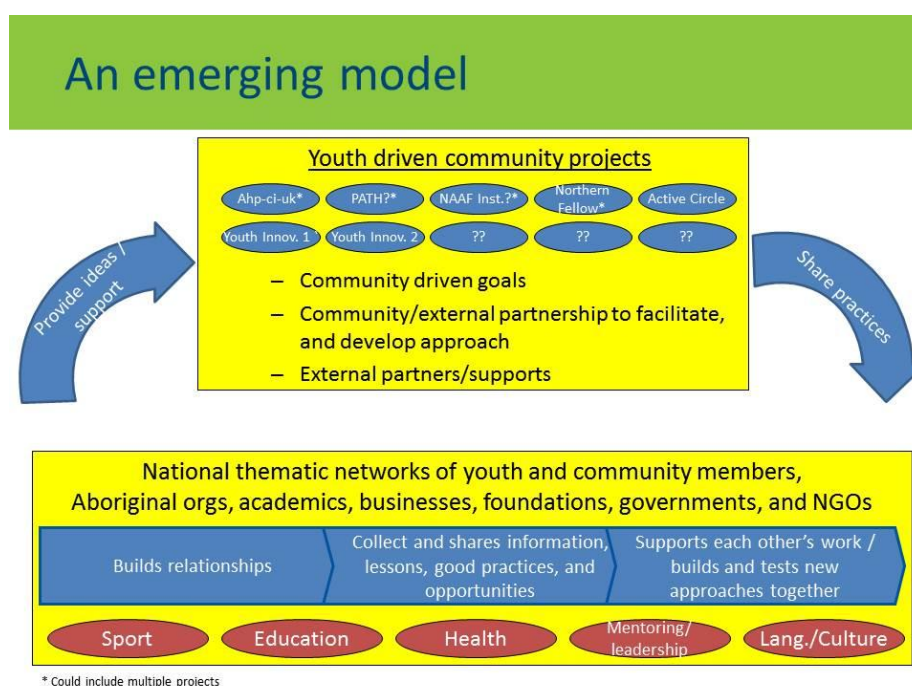
2. Connect community efforts with each other and with external partners

The collaborative would connect community based efforts, including those developed in the leadership program with external partners, such as peer and professional mentors, funders, and experts. It would also help willing external partners, including businesses, foundations, and NGOs connect with promising community efforts. Collaborative members could help this process in a variety of ways. Aboriginal organization and government partners could help identify promising practices. Governments could also leverage and share their research. Business and community leaders could provide a range of coaching, mentorship, training and other supports. While funding would likely come from a variety of sources, collaborative identified projects could provide good investment opportunities for new philanthropic funding and for existing public and private funds.

3. Enable practitioners working on Aboriginal youth leadership and community development to learn from and build on each other's efforts

Where possible, the collaborative would help regional, national, and thematic efforts to learn from each other and build on successful practices. Staff and web tools would help governments, businesses, and civil society leaders identify and understand existing efforts and programs (e.g. those profiled in appendix B) and build on them together. The collaborative would also connect people who might work together on projects. As successful models are developed, implemented and refined, the collaborative would capture and share learnings for the benefit of communities and practitioners across the country.

Figure 2: An emerging model



While the collaborative should be small and dynamic at its inception, the model could be formalized over time through experimentation and learning. The emerging model illustrated above captures one possible approach, which is elaborated further below.

As good practices are identified and developed, they could be captured and spread by national networks of organisational leaders, youth and community members. They could also reside on a central Wiki webpage.

These networks would help leaders to:

- Build relationships across organizations and sectors;
- Share information on conditions, good practices, lessons learned and opportunities; and
- Align their activities, support one another, and develop new approaches together

Collaborative staff and tools could help members of national networks connect with and provide support to community-led initiatives. For example, if youth in a community were to identify sport and recreation as a priority, they may connect with a network focussed on that theme. Examples of potential themes are included in figure 2.

Thematic networks could contribute to and collect existing best practices in their field. They could also work together to develop and test innovative approaches. Ideally, thematic groups might partner with multiple community driven groups that request their help and expertise.

Ideally, national networks would be driven by youth priorities in their communities. Where possible, they could build on and amplify existing multi-partner efforts. Groups that are currently supporting the Aboriginal learning *Changemakers* process could, for example, join with others, including universities, to form the core of an Education and Learning network. The Working Together Initiative (WTI) could form the core of a Sport and Recreation network. *Many Hands, One Dream*, a group of 11 organizations focused on Aboriginal Health, could form the basis of a Health network. A profile of each of these groups is included in Appendix B.

Through this process, learnings from communities would be captured and spread nationally, and communities would have an entry point to access national best practices and supports to fulfil their goals.

Representatives from community project groups and national learning networks would be included in a national Aboriginal Youth Collaborative leadership table that integrates the work, helps identify learnings and gaps, and highlights areas for additional focus. Ideally, the national leadership table would include a significant proportion of youth representation (e.g. 25%) along with key representatives from Aboriginal organizations, business, foundations, government, and NGOs. Once the leadership table exceeds 8-10 members, it may be advisable to form a smaller executive committee.

Organization and financial requirements

Benchmarking of collaboratives in Canada and the United States (see appendix D) suggests that permanent staffing is required to coordinate and support a leadership table, community projects, and national thematic networks. While collaborative members lead and drive working groups and the



steering committee, permanent staff is necessary to coordinate activities and to provide strategic, research, and logistical support. Staff members are also required to support fundraising and reporting, and to provide communications support.

While functions vary by collaborative, most have around 3 full-time equivalent employees – generally a coordinator and 2 people supporting working groups. It also appears that the need for staff does not decrease over time. Successful collaboratives generally take on more work as they evolve and maintain or increase staffing. As leadership turnover occurs in organizations, permanent staff is required to integrate new leaders into a collaborative and to help them to continue to work together.

It is recommended that the collaborative recruit a person to function in the coordinator capacity immediately on a 50% time allocation. Once the steering committee and working groups are formed and activities are clearer, a staffing plan should be developed.

Financial requirements also vary widely across collaboratives. Those examined have budgets between \$250K and \$1M annually, which they use for staffing, office, travel, and to support communications. One collaborative also has a \$300K a year fund to support projects recommended by working groups. This fund is only used when projects are unable to secure resourcing from other sources. Collaborative funding tends to come from 1-3 foundation and government sources. One collaborative is currently moving to a sliding scale membership fee model.

In addition to staffing and related costs, the Aboriginal Youth Collaborative would require funding for travel, particularly for youth and NGO participants. While organizational leaders can generally be expected to invest their time and energy into the work of the collaborative, most Aboriginal youth are volunteers. Stipends or small contracts may be advisable to support their participation in community working groups and on the steering committee and on working groups. Finally, while the collaborative should strive to leverage existing resources for projects, it would be valuable to have a small central fund of last resort to support working group and steering committee initiatives. An outline of costs to consider is provided in figure 3 below.

Figure 3: Collaborative cost categories

Potential Costs	
Full-time staff:	Coordinator
	Research and programming support
	Communications and operations support
Programming:	Support for youth councils
	Youth leadership program
	Community projects
	Launch events
	Other events
	Travel and logistics
Research:	New project design and implementation
	Stakeholder outreach and engagement
Communications:	Website
	Online engagement
Operations:	Office space and infrastructure
	Travel for stakeholders
	Youth stipends



E. Risks and mitigation strategies

Throughout the engagement process, several pitfalls have been identified. There are several ways in which the proposed collaborative could fail to drive impact:

1. *Low participation by Aboriginal youth and communities.* The collaborative cannot be effective without substantial leadership and commitment by Aboriginal youth and communities. It is suggested that one or more Aboriginal leaders and/or organizations lead the collaborative. Youth council and other young Aboriginal leaders should be involved in its governance and driving its action. Finally, the collaborative would benefit from the endorsement by Aboriginal leadership across the country.
2. *Inability to engage civil society.* Collaboration can only happen if leaders from government, business, foundations, and NGOs commit to contributing and learning from each other and from Aboriginal youth leaders. Within the first six to twelve months of the collaborative, it is recommended that clear principles be established and adopted by members, projects and activities that engage members should be launched and a strategy should be developed to deepen member participation and leadership.
3. *Insufficient long-term financial support.* Many previous efforts in this space have been underfunded or had short term funding that ends ‘just as the initiative is starting to have impact’. Some counseled against starting to build a collaborative unless long term commitments are in place. To address this risk, the collaborative should establish a 5- 10 year funding strategy to ensure its relevance. Early years are likely to require investment in relationship building and heavy learning. In the absence of longer term support, the effort is unlikely to achieve desired impact. Maintaining funding requires a clear articulation and demonstration of the value add of the collaborative and a strong focus on generating value from the investment.
4. *Inadvertently ‘competing with’/duplicating other efforts.* To be effective, the collaborative must amplify the effort of others and not compete with them. It is important that it generate buy-in and build partnerships with existing efforts. It is also important that it be aware of major efforts in the space and ensures that others are aware of the work that it is supporting.

F. Aboriginal Youth Collaborative proposed next steps

The following actions are recommended to move forward with the development of an Aboriginal Youth Collaborative.

1. Start to establish the Collaborative

- Assemble a leadership table
- Identify key partnerships and funding
- Identify an institutional home for the collaborative and hire a coordinator. It is suggested that the person be hired on an interim or permanent basis with at least a 50% time allocation.
- Develop a funding model for sustainability over the next 5-10 years



2. Identify and develop high potential community-led projects

- Work with (and support) Aboriginal youth leaders to understand current approaches (e.g. Dechinta, PATH, Ahp-cii-uk, Mamow Sha-way-gi-kay-win, Arctic Fellowship Program, CEPS), the projects that they have developed and the support that they require
- Assess gaps in current offerings
- Develop options (e.g. program curriculum/approach) to support more community-led processes, such as:
 - Provide greater support to existing initiatives, and/or
 - Develop new leadership program that will help youth design and launch community based projects
- Identify and profile other existing community-based projects

3. Connect community projects with external support networks

- Identify and develop national support networks
 - Based on existing core groups (e.g. Changemakers Learning/Education, WTI Sport)
 - New groups (to be launched later)
- Animate and connect the networks
 - Establish and track national metrics
 - Connect networks to each other
 - Connect networks to community projects

4. Formally launch the collaborative

- Hold one or more launch events
 - Co-designed by Aboriginal youth
 - Leverage existing events
 - Youth and multi-sectoral leaders
 - Virtual launch
 - Web/facebook page
 - Face-to-face with working group sessions?
- Highlight community-led processes
- Develop principles of membership
- Establish a developmental evaluation process to capture learnings and advance goals throughout the process



APPENDIX A - Current Conditions

This is a selection of slides that were prepared by Aboriginal Affairs and Northern Development in February 2011.

The full deck is available at <http://www.ppforum.ca/publications/aboriginal-youth-collaborative>



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Aboriginal Youth – Socio Demographic Background

Supporting Aboriginal Youth Through Social Innovation
Roundtable

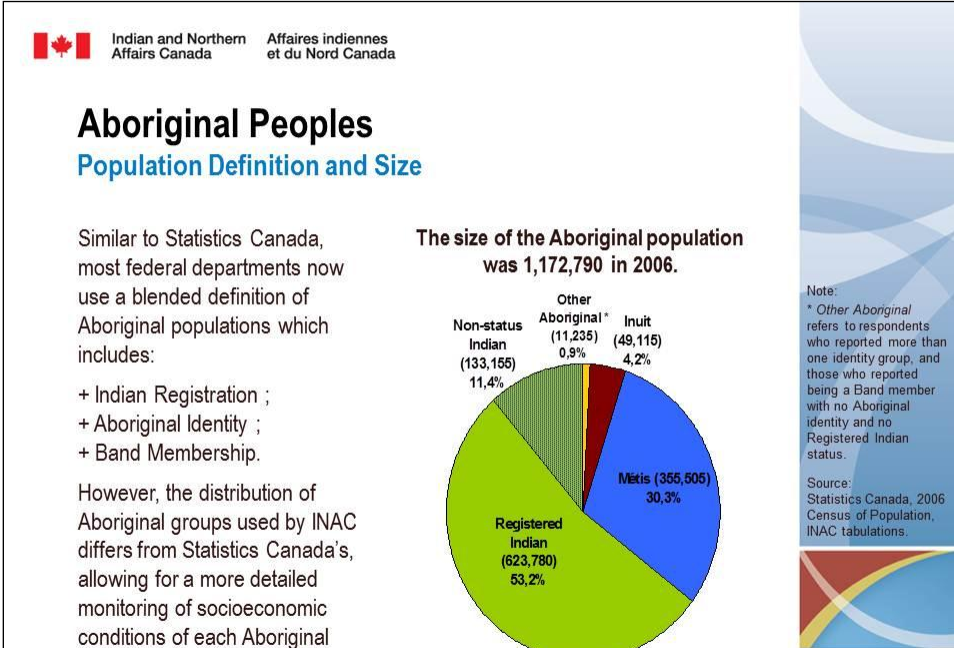
Public Policy Forum


February 17, 2011

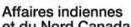
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Aboriginal Peoples

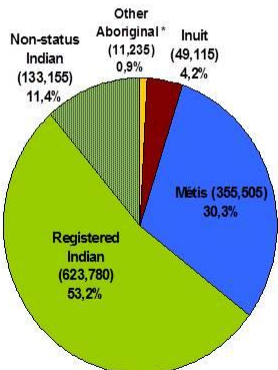
Population Definition and Size

Similar to Statistics Canada, most federal departments now use a blended definition of Aboriginal populations which includes:

- + Indian Registration ;
- + Aboriginal Identity ;
- + Band Membership.

However, the distribution of Aboriginal groups used by INAC differs from Statistics Canada's, allowing for a more detailed monitoring of socioeconomic conditions of each Aboriginal group.

The size of the Aboriginal population was 1,172,790 in 2006.




Group	Population	Percentage
Registered Indian	623,780	53.2%
Métis	355,505	30.3%
Non-status Indian	133,155	11.4%
Other Aboriginal*	11,235	0.9%
Inuit	49,115	4.2%

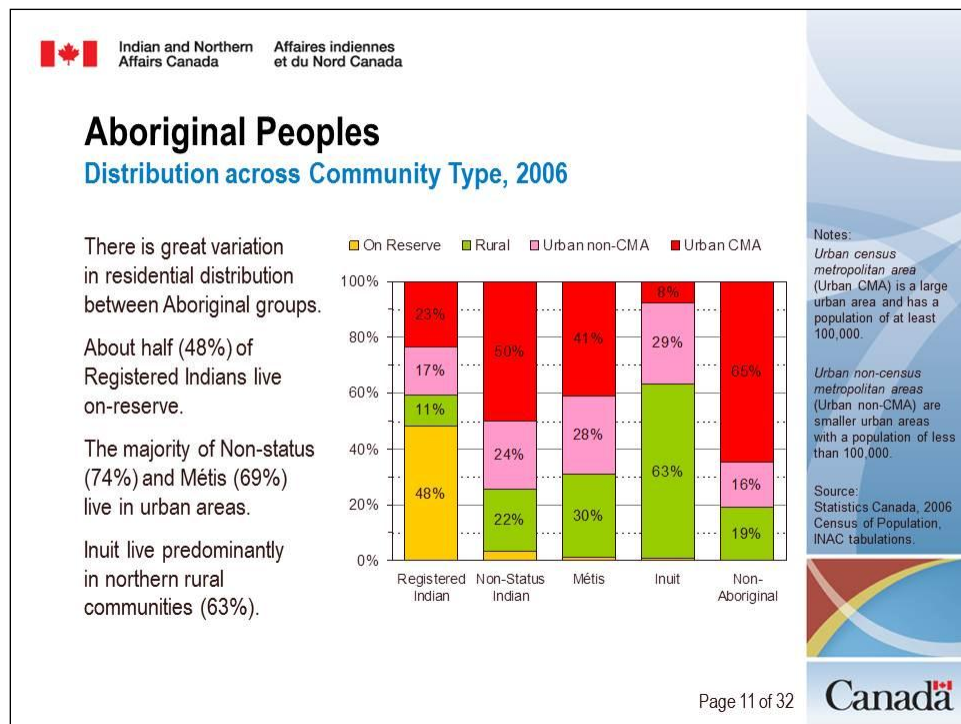
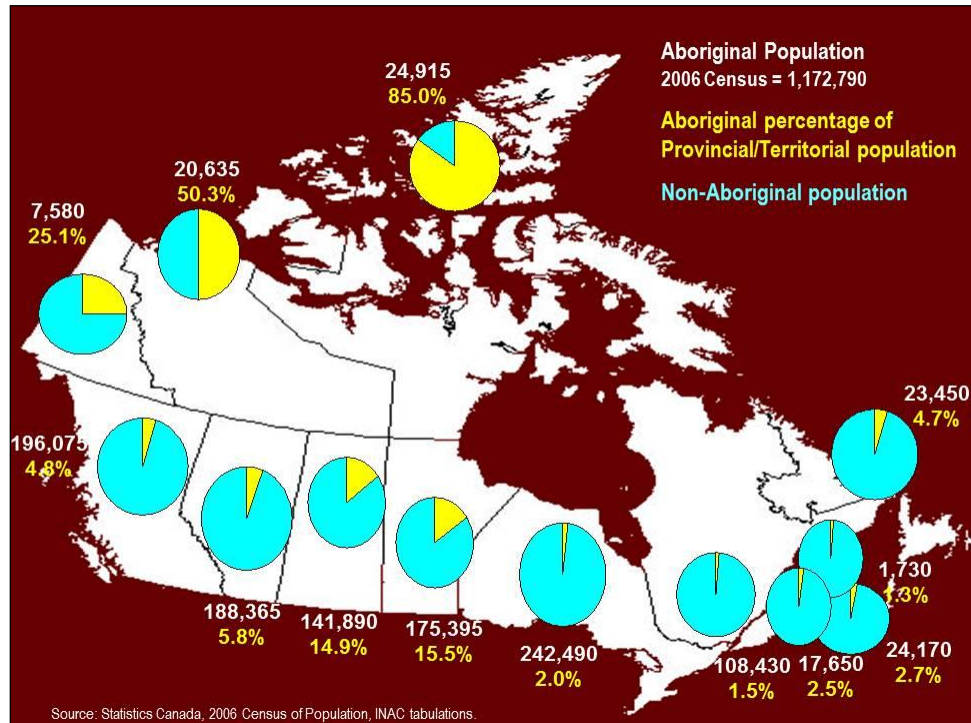
Note:
* Other Aboriginal refers to respondents who reported more than one identity group, and those who reported being a Band member with no Aboriginal identity and no Registered Indian status.

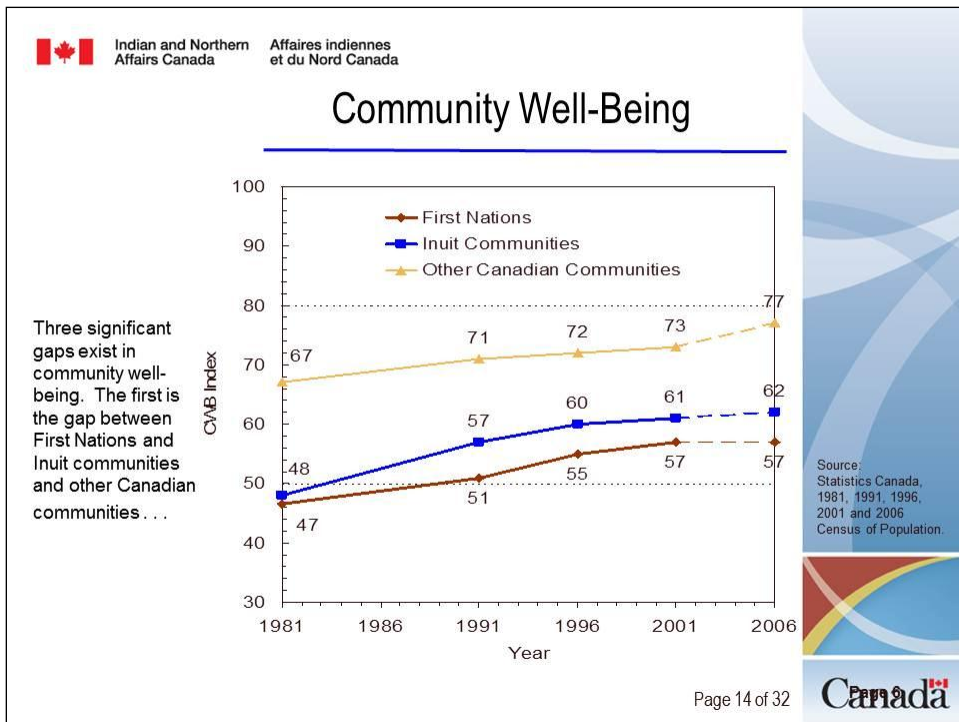
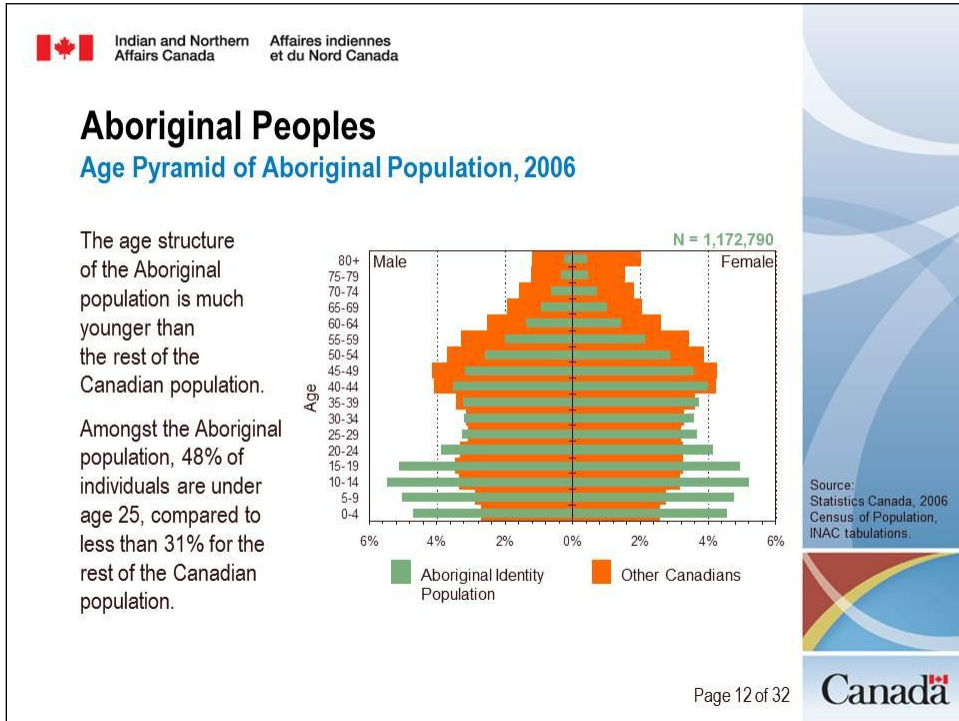
Source:
Statistics Canada, 2006 Census of Population, INAC tabulations.

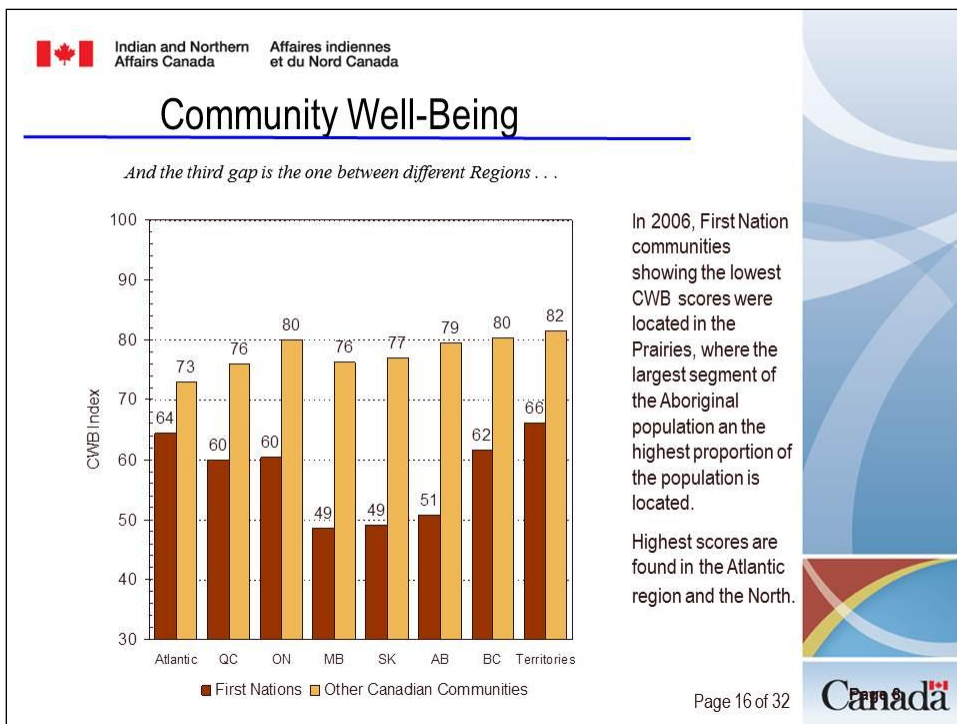
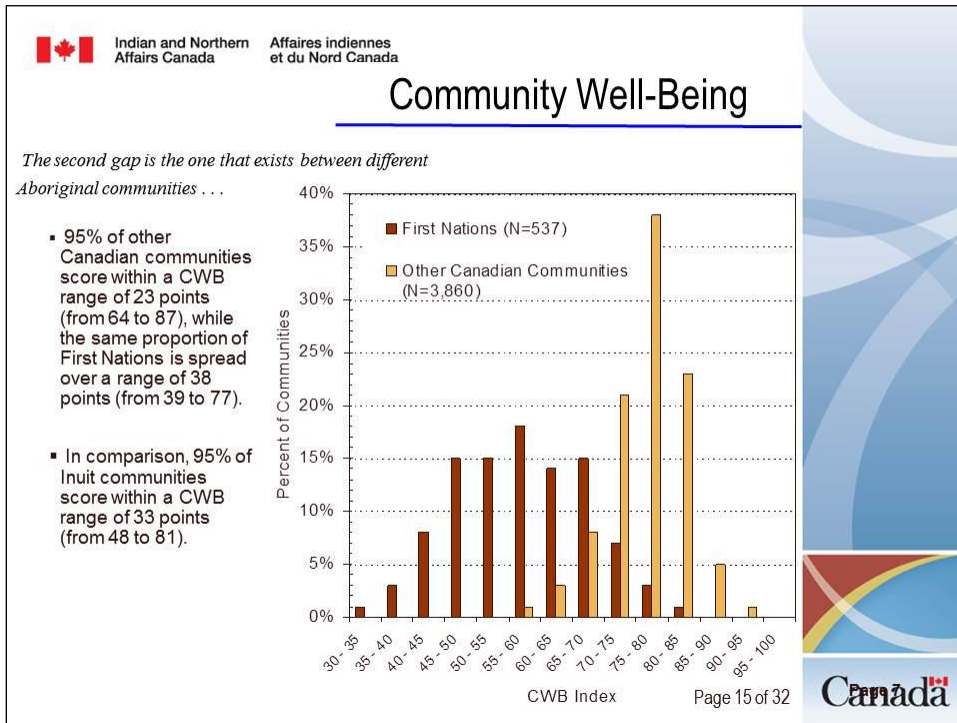
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Current Realities

- ❖ Up to 50% of Aboriginal youth continue to drop out of high school.
- ❖ First Nations teenage girls giving birth at a rate 6 times that of the Canadian average.
- ❖ Aboriginal youth are 7-9 times more likely to be incarcerated.
- ❖ Among Inuit youth, the suicide rate is 135 per 100,000 compared to 11.8 per 100,000 for the non-Aboriginal population.
- ❖ Inuit Youth are the most challenged segment of this demographic group. Métis youth tend to fare the most positively.
- ❖ Urban Aboriginal youth experience higher levels of educational attainment, employment, etc.

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Realities

Teen Fertility Rate (Women – Age 15-19)

The fertility of Registered Indian teenage girls is six to seven times higher than that of other Canadian teens and more than twice the rate of American teenagers, who have the highest teen fertility of all industrialized nations.

According to UN statistics, Registered Indian teenage girls have a fertility level comparable to that of teenage girls of Afghanistan and Ethiopia, and higher than Somalia and Haiti.

On the world stage, the fertility of Registered Indian teenage girls would rank 126th out of 156 countries.

Region, Country	Rate
Registered Indian	94
Canada (34)	15
Africa	104
Asia	40
Europe	18
Latin American	76
North America	40
Oceania	27
Most Developed Countries	23
Developing Countries	57
Least Developed Countries	116
Democratic Republic of Congo (156)	222
Afghanistan (132)	113
Ethiopia (126)	94
Brazil (123)	89
Occupied Palestinian Territory (115)	79
Somalia (106)	66
India (103)	62
Haiti (85)	46
United States (83)	42
Sweden (8)	5
Japan (3)	3

Sources:
FNUAP (2008), 86-89 ;
GUIMOND, E. and N.
ROBITAILLE, 2009.
"Mère à l'adolescence :
analyse de la fécondité
des Indiennes inscrites
âgées de 15 à 19 ans,
de 1996 à 2004",
Cahiers québécois de
démographie, Vol 38,
No 2, 287-310.

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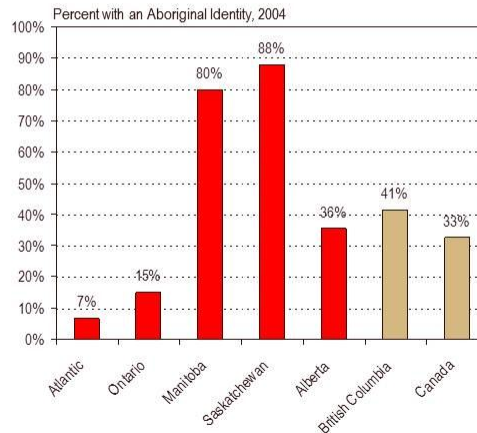
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Realities

Youth in Custody

While Aboriginal youth comprised 5% of the Canadian youth population, 33% of youth in custody were Aboriginal.

In Manitoba and Saskatchewan, 84 out of 100 youth incarcerated were Aboriginal.



Source:
Department of Justice
Canada,
<http://www.justice.gc.ca/en/ps/rs/rep/2004/snap2/r3.html>

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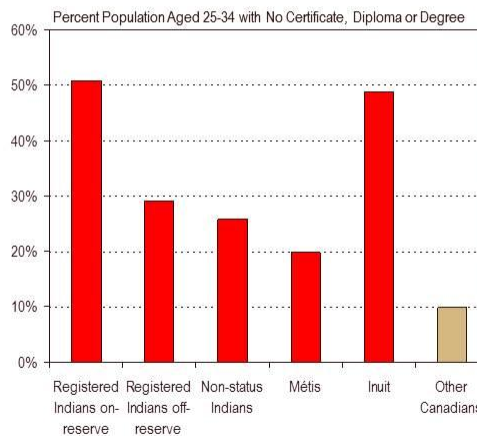
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Educational Attainment of Young Adults (25-34)

Proportion with no Certification, Diploma or Degree, 2006

Aboriginal young adults are more likely to have no educational certification compared to other Canadian young adults.

Half of young adults amongst the Registered Indians living on reserve (50%) and Inuit (49%) do not have any formal educational certification, compared to one in nine (10%) other Canadian young adults on average.

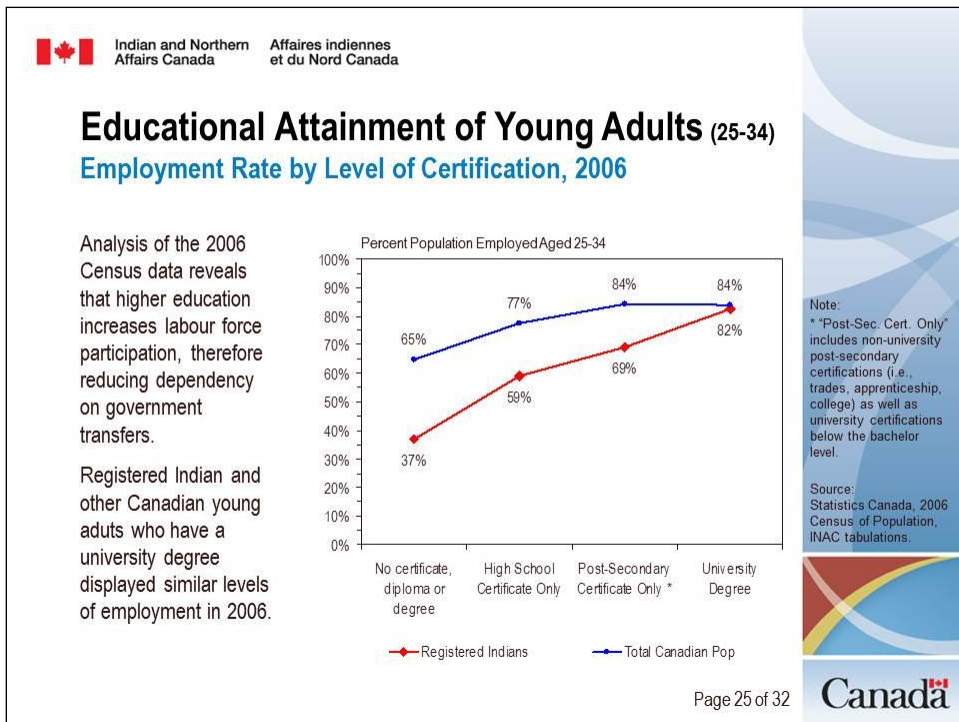
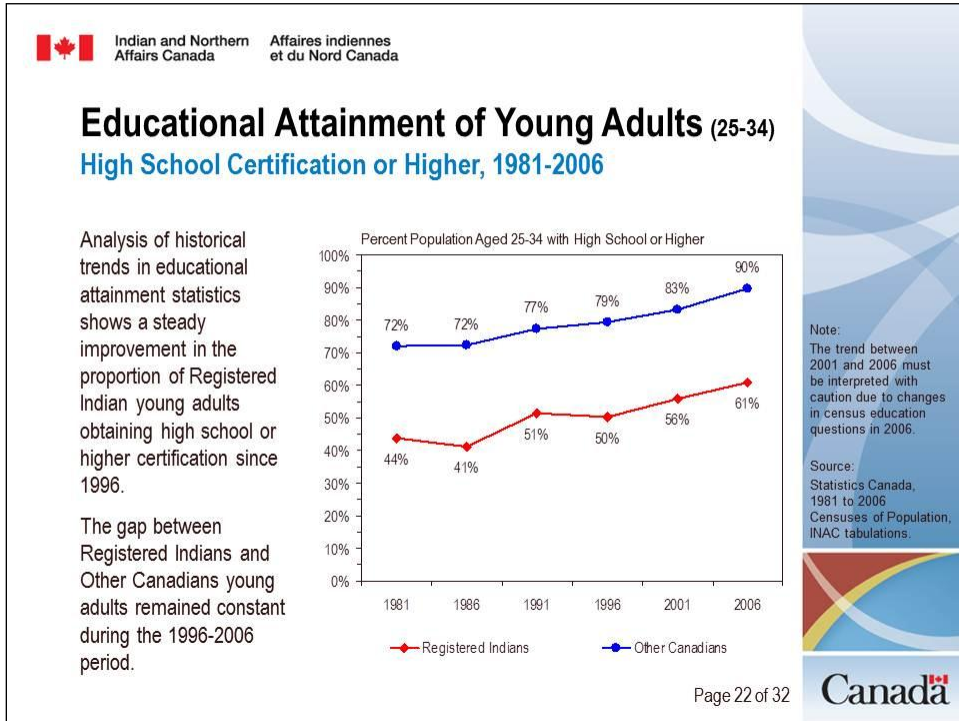


Source:
Statistics Canada, 2006
Census of Population,
INAC tabulations.

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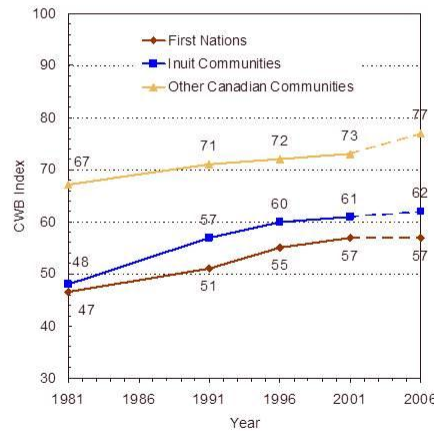
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Education and Well-Being

Average Community Well-Being (CWB*) Scores, 1981-2006

The socio-economic well-being of First Nation and Inuit communities (measured by the CWB index) has been improving for most of the last twenty-five years.

Analysis of CWB components (education, labour force, income and housing) reveals that about 45% of the overall increase in the First Nation CWB score results from improvements in educational attainment.



Note:

* The Community Well-Being (CWB) Index was developed to help measure the quality of life of First Nations and Inuit communities in Canada relative to other communities and over time.

This tool uses Census data to produce 'well-being' scores for individual communities based on four indicators: Education, Labour Force, Income, and Housing.

Source:
Statistics Canada,
1981 to 2006
Censuses of Population,
INAC calculations.

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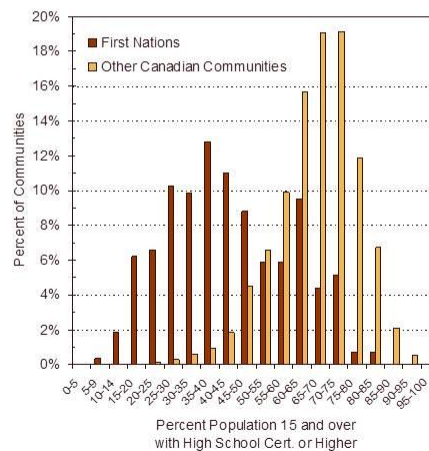
Education and Well-Being

Distribution of Communities by Education Level, 2006

First Nation communities show large disparities in terms of educational attainment.

Analysis of 2006 Census data on education for communities of 250 individuals or more reveals that:

- Among the "bottom 100" Canadian communities, 81 were First Nations;
- No First Nation community ranked among the "top 100" Canadian communities.



Source:

Statistics Canada,
2006 Census of
Population.

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APPENDIX B – Current Aboriginal Youth Networks and Initiatives

NOTE: These are some of the initiatives that were highlighted through the process. They include select multi-stakeholder initiatives, Aboriginal youth leadership initiatives, and other approaches that were highlighted by participants. It is not a comprehensive list of Aboriginal youth initiatives in Canada.

Multi-Sector Collaboratives, Networks, and Tools

Aboriginal Affairs Working Group – Aboriginal Economic Development

In August 2009, Premiers directed their respective Ministers of Aboriginal Affairs to work with the five National Aboriginal Organization (NAO) Leaders and the Federal Government (if possible) to examine how governments and NAOs can work more effectively to improve outcomes for First Nation, Inuit and Métis peoples. On October 29, 2009, Provincial and Territorial Ministers and NAO Leaders established the Aboriginal Affairs Working Group (AAWG), chaired by the Ontario Minister of Aboriginal Affairs, and held their first meeting in Toronto. The group has focused on tangible, concrete and results-oriented action in the priority areas of education, skills training (lifelong learning), economic development, and health and well-being. The second meeting of the Working Group was held on April 28, 2010 in Toronto. Ministers and Leaders agreed to work on three key goals: closing the graduation gap; closing the income gap; and ending violence against Aboriginal women and girls. The AAWG website shares success stories and information on Aboriginal economic development.

Potential opportunity for the collaborative

- The collection and categorization of success stories and contact info
- Success stories include a number of partnership examples that may serve as model initiatives to learn from/build on
- Examples could be used to identify potential members with proven interest and success in collaboration
- As the AAWG appears limited to P/T and NAO collaboration, there could be interest in exploring the potential of the collaborative as a multi-sector sub-group on Aboriginal youth

Aboriginal Canada Portal

The Aboriginal Canada Portal (ACP) is a window to First Nations, Métis, and Inuit online resources and government programs and services and a partnership between Government departments and the Aboriginal community. The ACP contains links to external internet sites and ACP staff provide some client services, including contact information and the redirection of calls. However, the ACP does not develop any web content. The ACP Working Group is composed of national aboriginal organizations and federal departments. The partners are: AFN, CAP, Council for the Advancement of Native Development Officers, ITK, Métis National Council, Native Women's Association of Canada, AANDC, Canadian Heritage, CIDA, DFAIT, HCan, HRSDC, IC, Justice Canada, NRCAN, and Public Safety. The ACP team develops the portal through contributions of its researchers and the public. Content must meet specified criteria in order to be published on the site. The public can submit Aboriginal content links by filling out an online form. The ACP publishes statistical reports of ACP user use.

Potential opportunity for the collaborative:

- The website could inform the development of the collaborative online platform
- When fully developed, a link to the collaborative online platform could be added to the ACP
- Portal contains information on potential collaborative members



Ahp-cii-uk

Ahp-cii-uk (“Going the right way”) is a pilot project and an approach to economic and social development currently employed by three Nuu-chah-nulth communities on the West Coast of Vancouver Island. The project was initiated by four partners: HCan and the BC Ministry of Aboriginal Relations and Reconciliation (funders), Synergos Institute (expertise on multi-sectoral partnerships), and Nuu-chah-nulth Tribal Council (facilitates entry into communities and provides expertise and admin support). The approach brings together corporate, government, and non-profit partners and Aboriginal communities to bridge the gap between resources available and the communities’ ability to access them. Through a process that begins with significant pre-engagement, communities and external partners implement Community Action Projects (CAPs). Seed funding is used in the R&D phase of the projects and to leverage funds from other sources. Once developed, participating partners work together to raise funds to implement CAPs.

The Ahp-cii-uk team is best defined as process/relationship managers rather than project implementers. The initiating partners fund the workings of the team which is composed of a Project Director, a Project Manager, and Facilitators. As CAPs progress, local coordinators take on increasingly more work and facilitation/management shifts away from Ahp-cii-uk staff. In other words, as the direct costs of management falls, contributions to CAPs rise.

Potential opportunity for the collaborative:

- Partner to engage communities and develop initiatives
- The collaborative could serve as a potential source/point of contact for external partners/funders

Calgary Urban Aboriginal Initiative (CUAI)

CUAI is a partnership initiative that aims to support and enhance work across and between eight Domain groups by engaging broad bases of stakeholders in order to drive real and sustainable advances for urban Aboriginal people in Calgary. With a focus on bringing stakeholders, community and agencies together with all levels of government, CUAI has a mandate to facilitate Domain-specific forums in order to develop concrete, actionable and practical solutions to issues facing Aboriginal Calgarians.

The Canadian Boreal Forest Agreement (CBFA) and Aboriginal employment

The Canadian Boreal Forest Agreement (CBFA) presents a new collaborative model for addressing sustainability and conservation by recognizing the shared aims of industry and environmental groups. Signed in May 2010 by 21 forest product companies and nine leading environmental organizations and funders, the agreement commits both stakeholder groups to work collaboratively to secure a more competitive industry and a more sustainably managed boreal forest. CBFA signatories have established a secretariat to coordinate the ecological and marketplace agendas of national and regional working groups, convened an independent science advisory team, and intensified outreach efforts with Aboriginal groups, governments, and interested stakeholders. The forest products industry is the largest industrial employer of Aboriginal peoples in Canada (17,000 employees) and depends on 1400 Aboriginal businesses for its day to day operations. The CBFA provides a promising platform for further collaboration to increase employment and entrepreneurial opportunities for aboriginal youth, especially given the Memorandum of Understanding on education and skills development for First Nations youth between the Forest Products Association of Canada and the Assembly of First Nations.



Ch'nook Initiative

CH'NOOK is the collective effort and resources of a committed Circle of Partners and Friends. The three key partner groups are aboriginal advisors, lead funding partners, and academic accord partners, with lead funding provided by TD, Encana, Nexen, and UBC. The core purpose of the Ch'nook initiative is to increase Aboriginal participation in post-secondary business education. In other words, Ch'nook efforts focus on encouraging, enabling and enhancing business education opportunities for Aboriginal participants.

Many Hands, One Dream

Many Hands, One Dream is a long-term initiative to generate commitment, foster collaboration, and develop and implement solutions that will improve the health of First, Nations, Inuit and Métis children and youth in Canada. Directed by a group of 11 Aboriginal and non-Aboriginal national organizations, this initiative began with a summit in 2005, which brought together over 160 Aboriginal and non-Aboriginal health professionals to initiate sustained, long-term change. Many others have joined this movement by supporting the principles of Many Hands, distributing material, participating in other gatherings, and working to improve the health of Aboriginal children and youth in a collaborative way. The key principles include: self-determination, intergenerational, non-discrimination, holism, respect for culture and language, and shared responsibility for health. The organizations involved with *Many Hands* are involved in public policy advocacy, communications and outreach, and education for health professionals.

Potential opportunity for the collaborative

- Their summit could inform the design and organization of a similar event for the collaborative
- Existing network of national organizations could serve as a working group on health
- Network and website could support info-sharing

Multi-Sectoral Economic Opportunities for Indigenous Peoples (MSEOIP)

As part of the leadership initiatives of the Indigenous Leadership Development Institute, the *Multi-Sectoral Economic Opportunities for Indigenous People* is designed to increase economic and employment opportunities for Indigenous people, especially youth. The project calls for a roundtable consisting of 12 participants representing indigenous people, corporate, education and government sectors. In contrast to past approaches, the present project adopts the perspective that the issue of creating meaningful economic opportunities requires a holistic and collaborative approach. A website with member-only access has been created for MSEOIP.

Potential opportunity for the collaborative

- Align the collaborative with the MSEOIP to expand networks and increase support for successful initiatives
- Their website, while private, could inform the development of a similar online platform for the collaborative

Oil Sands Leadership Initiative (OSLI)

The Oil Sands Leadership Initiative (OSLI) is a collaborative network between ConocoPhillips Canada, Nexen Inc., Statoil Canada, Suncor Energy Inc. and Total E&P Canada. OSLI is supporting a sustainable community pilot project launched in the northern Alberta hamlet of Janvier-Chard. This program is unique because it is self-directed by the community, and particularly the youth in the community. The sustainable community pilot project has three phases: design of project, implementation (3 years), and



then infrastructure support. The design of the project is based on the community determining what it wants to undertake, and includes a close partnership with Carleton University and the Ghost River Rediscovery Centre. Implementation of the pilot project began in January 2010, and will continue for three years. The final phase of the project is infrastructure support, which will be based on the needs and wants of the community as they are determined through the three years of working on their project plans.

The Circle on Philanthropy and Aboriginal Peoples in Canada

The Circle is an open network to promote giving, sharing, and philanthropy in Aboriginal communities across the country. Most of their work happens within Collaborative Circles (Education, People and Land), which bring together members and other individuals, government representatives, and for-profit businesses and organizations also working to connect with and support the empowerment of Aboriginal peoples in Canada. Collaborative Circles identify key issues, nurture conversations, strengthen relationships, research innovative solutions, and work to expand the level and reach of financial and human resources. Participation in Collaborative Circles is open and free of charge. The Circle also hosts occasional gatherings intended for dialogue and sharing face-to-face to gain access to new research, stories, and their expanding network across the country. One gathering a year has been organized since 2008.

Potential opportunity for the collaborative

- Source of innovative solutions
- Locus of potential partners
- Collaborative Circles may offer lessons on relationship building and organizational structure

Tripartite Forum

The Mi'kmaq-Nova Scotia-Canada Tripartite Forum is funded 50/50 by the federal and NS governments and was formed in 1997 as a partnership between the Nova Scotia Mi'kmaq, the Province of Nova Scotia and AANDC, to strengthen relationships and to resolve issues of mutual concern affecting Mi'kmaq communities. At every level of the Forum's committee system there is representation from each of the three parties. Working committees develop issue-specific projects and are grouped along the following lines: Culture and Heritage, Economic Development, Education, Health, Justice, Social, and Sports and Recreation. A project fund of \$300 000 is used as a last resort to fund issue-specific projects developed by the working committees. Otherwise, project funding is sought from existing government sources. All committees liaise with the Confederacy of Mainland Mi'kmaq, the Unions of NS Indians, and the NS Native Women's Association. The TF Secretariat is composed of four staff members.

Potential opportunity for the collaborative

- Leverage TF model
- The collaborative could serve the TF by connecting projects to new partners

Working Together Initiative (WTI)

The Working Together Initiative is an initiative committed to innovation. It is a group of individuals, NGOs, and government departments (federal and provincial) that have pooled their resources to explore how sports and physical activity can achieve and leverage multiple policy objectives as well as learning how to work more effectively across boundaries. Two key principles have guided the work since it began in Fall 2007: 1) contributions – time, money and expertise are all valued; 2) shared leadership – reflects our belief that to effectively innovate we need many leaders working together across sectors,



governments and departments; everyone at the table is encouraged to identify areas of work that they can lead; overall direction for the initiative is provided by the collective. The goal of WTI is to learn about how to work together across sectors and departments/agencies; capture and share what is learned about both the WTI itself and the pilot projects; and bring this methodology to other sectors or challenges if successful. The intended outcome is to influence policy, impact communities, create systems change, and generate new knowledge. At present, WTI has accomplished the following:

- Came together to explore the possibilities for “working together” and designed and implemented three pilot communities:
 - Seine River/Gen 7 – A very successful and ongoing project now in its third year
 - Wabano Centre for Aboriginal Health – A project that took longer to develop but is now ready to move forward
 - Brampton Newcomer Project – A project that ultimately did not move forward but provided great learning and produced some unanticipated and positive outcomes.
- Launched the Knowledge Framework to capture and share learnings
- Expanded range of activities including the development of some opportunities for proactive research and the creation of an online medium for storytelling and shared learning
- Continued learning and expanded activity in Seine River and Wabano Community Health Centre pilot projects; the inclusion of sport/physical activity in CIC settlement/integration activities; the decision was also made to move forward with a WTI 2.0 Platform; undertaking a year-long prototype on developmental evaluation with a world-leading expert

Potential opportunity for the collaborative

- Potential network

Aboriginal Youth Leadership Programs

Arctic Indigenous Youth Alliance

The Arctic Indigenous Youth Alliance seeks to connect the vision of youth with the wisdom of Elders, and to relate Traditional Knowledge and Values to issues of development and globalization. Their goal is to provide education and leadership development to Northern Indigenous youth. They seek to empower the youth to engage decision makers (industry and government), and equip them to make decisions for a sustainable development framework based on the traditional knowledge and customary practices of the Dene and Inuvialuit Indigenous peoples.

Arctic Youth Leadership

The Arctic Youth Leadership (AYL) program was designed to provide Inuvialuit young people with an opportunity for personal growth and development through challenge and adventure. Building skills in teamwork, leadership, communication are part of the program, as well as building the confidence and resilience to use these skills in all aspects of one's life. Through the provision of these skills and attributes to young people, the AYL program is designed to enhance the opportunities that participants undertake in the rest of their life through the development of skills that contribute to their ability to be successful in a wide variety of pursuits.



Believe in Our Youth

Dedicated to uplifting aboriginal youth in Canada and all youth around the world, this organization provides tools and organizes workshops that help improve their lives, the lives of their families and their community. Focus is on balancing between education, health and business.

DreamCatcher Mentoring

DreamCatcher Mentoring is an innovative e-mentoring program designed to empower students to realize the rewards of staying in school. They have created a strategy to bridge the education, cultural, communication, and geographic gaps in Canada by connecting Yukon and Nunavut high school students with Canadian mentors who work in their aspired "dream careers".

Empowering Indigenous Youth in Governance and Leadership (EIYGL)

Empowering Indigenous Youth in Governance and Leadership (EIYGL) is a Registered Charity that is a youth led leadership capacity building initiative of the Indigenous Leadership Development Institute Inc. Bringing together Indigenous youth leaders from across Canada, EIYGL provides Indigenous youth with important ingredients that builds effective leaders through meaningful skill development, identification of common issues, challenges, opportunities and values. EIYGL contributes to Canadian society through volunteerism which, benefits the community. EIYGL provides a dynamic leadership pool of young people, a valuable resource in Canada.

Ghost River Rediscovery Society Youth Leadership Program

The Ghost River Rediscovery Society Youth Leadership Program has offered local and international programs for young leaders since 1998. It provides culturally diverse leadership training for young people with an interest in Indigenous communities and sustainable development around the world. The program offers youth from a multitude of backgrounds the opportunity to broaden their horizons and become agents of positive change in their communities and abroad. Ghost River Rediscovery Society Youth Leadership Programs range from national exchanges and public engagement tours within Canada, to international community engagement projects and development projects to international youth internships in both the developed and the developing worlds.

Indigenous Women in Community Leadership

The Indigenous Women in Community Leadership program helps you, as a First Nations, Métis or Inuit woman, to create change in their community. The program has three components over the course of four months:

- 1) **A three-week intensive course** at the Coady International Institute, which includes training in leadership, asset-based community development, governance & advocacy, and project management. During the three-week course, participants also get to meet with their mentor for about one week.
- 2) **A three-month work placement** which is identified and negotiated by the participant with the approval of the IWCL program manager. The community placement will help them practice the tools and skills learned in the three-week course. Participants are guided and supported by their mentor during the community placement.
- 3) **One week at the Coady** to reflect on the placement and overall program, to present their community placement results, and to graduate.

The program is made possible by the generous support of the Imperial Oil Foundation and ExxonMobil Foundation. Each successful candidate receives a full scholarship which includes tuition, travel, accommodations, meals and a 3- month community placement stipend.



Keewatin Winnipeg Youth Initiative

The Keewatin Winnipeg Youth Initiative is a life skills program facilitated by The Assembly of Manitoba Chiefs. KWYI's vision is to lead our youth onto the right path by giving them positive experiences to raise self-esteem. KWYI provides programs that preserve culture and offer volunteer / work experience.

Lead Your Way!

The National Aboriginal Role Model Program celebrates the accomplishments of First Nations, Inuit, and Métis youth aged 13 to 30. Lead Your Way inspires Aboriginal youth to strive to reach their goals. Each year, 12 Aboriginal role models are selected for their achievements, leadership, and innovation, who are nominated by their peers. Throughout the year, the role models will attend celebrations, school functions, workshops, and conferences to share their stories with other Aboriginal youth. Lead Your Way is hosted by the National Aboriginal Health Organization and funded by Health Canada. Review our Frequently Asked Questions for more information.

Me to We's Sacred Circle: Empowering A Generation of Young Aboriginal Leaders

As an initiative of *Me to We*, the Sacred Circle Program provides the opportunity for Aboriginal youth to explore their identity and develop leadership skills, while focusing on the capacity and strengths of each individual and community. With expertise in youth empowerment, facilitators collaborate with elders and community members to relay the knowledge and experience of elders and community members to students engaged in the Sacred Circle program.

Northern Youth Abroad

The program enables youth aged 15 to 22 living in Nunavut and the Northwest Territories to acquire professional skills and training, hands on work experience, and high school credits through a cross cultural work and learning experience in southern Canada and abroad. Northern Youth Abroad seeks to foster cross-cultural awareness, individual career goals, and international citizenship in Northern youth. They promote leadership development, healthy self-confidence and self-esteem by providing life-changing experiences.

Nunavut Sivuniksavut

Nunavut Sivuniksavut is a unique eight-month college program based in Ottawa. It is for Inuit youth from Nunavut who want to get ready for the educational, training, and career opportunities that are being created by the Nunavut Land Claims Agreement (NLCA) and the new Government of Nunavut. Students in the NS program learn about Inuit history, organizations, land claims and other issues relevant to their future careers in Nunavut. They also gain valuable life experience by spending eight months in the south and learning to live on their own as independent adults. The program is open to youth from Nunavut who are beneficiaries of the NLCA. It runs from September until May. Approximately 22 students are chosen each year for the 1st year of the program.

Unified Aboriginal Youth Collective (UAYC)

The Unified Aboriginal Youth Collective is a consortium of Aboriginal youth representative bodies and organizations in British Columbia. Their purpose is to unify the diverse groups of Aboriginal youth to establish a common voice. The UAYC was established in 2006 when Aboriginal youth around BC expressed interest in working together through a unified forum. Since its inception, the UAYC has worked in partnership with the Ministry of Aboriginal Relations and Reconciliation. Current members of the UAYC include:

- Knowledgeable Aboriginal Youth Association



- Aboriginal Youth Leadership Association
- BC Association of Aboriginal Friendship Centres – Provincial Aboriginal Youth Council
- Métis Youth British Columbia
- BC Assembly of First Nations—First Nations Youth Council of BC

YMCA 7th Generation (Y7G)

This leadership program for senior high school Aboriginal youth in Calgary empowers them to achieve personal, academic, social and career goals by offering weekly group workshops and one-on-one mentorship. Participants have the opportunity to take part in activities, training and workshops that will support the youth in becoming healthy leaders. The objective is to inspire self-empowerment in today's Aboriginal youth, while embracing the Seven Sacred Teachings and the YMCA Four Core Values.

Other Organizations and Initiatives Highlighted During the Process

Actua's National Aboriginal Outreach Program

The National Aboriginal Outreach Program supports the development and delivery of science, engineering and technology camps, workshops and community outreach initiatives to young Aboriginal Canadians. Using a community-based approach, Actua delivers confidence-building programming that is locally and culturally relevant, exposes youth to Aboriginal role models in a variety of science fields, and demonstrates how traditional knowledge plays a significant role in the study of science. The Program helps address the urgent need to engage Aboriginal Canadians in science, technology, engineering, and math fields, both to ensure future prosperity within Aboriginal communities and to contribute to a diverse Canadian workforce. Their key to success is engaging community leaders, including teachers, Elders, parents and local volunteers to help shape and deliver the curriculum. By partnering with community organizations, Actua maximizes its capacity to reach Aboriginal youth audiences. Partnered with over 200 Aboriginal community organizations across Canada, Actua engages over 20,000 Aboriginal youth through their programs each year.

Ashoka Canada's *Changemakers* Competition: Inspired Approaches to First Nations, Métis and Inuit Learning

Ashoka Canada recently announced their upcoming initiative *Inspired Approaches to First Nations, Métis and Inuit Learning*, which aims to find, map and generate innovative ideas and strategies to improve aboriginal students' engagement and success in education. At the same time, it intends to create collaboration and dialogue to support changes in the field. The partners in this project include the Counselling Foundation of Canada, the J.W. McConnell Foundation, Martin Aboriginal Education Initiative, RBC Foundation, the Donner Canadian Foundation and Cindy Blackstock, First Nations Child and Family Caring Society of Canada. Through this initiative, Ashoka will identify innovative solutions from many sectors that can contribute to equitable educational outcomes for aboriginal learners. Top entries will be recognized with prizes, which will be awarded at a closing summit. Additional prizes will acknowledge outstanding entries from specific geographic regions or thematic topics.

Potential opportunity for the collaborative

- The collaborative could spread and help communities apply good practices collected
- Engage partners as part of a working group



CISCO's Pilot Project with The Holmes Group and the AFN

Cisco will join The Holmes Group and the national Assembly of First Nations in a pilot project focused on re-establishing indigenous environmental stewardship and self-determination through building sustainable and efficient homes, enhancing community design and planning, and integrating appropriate green technologies and clean energy sources to improve the health and living conditions in First Nations communities. The pilot project will be located at Atikameksheng Anishnawbek, formerly known as Whitefish Lake First Nation, in northern Ontario.

Dechinta: Bush University Centre for Research and Learning

Dechinta is a northern-led initiative delivering land-based, university credited educational experiences led by northern leaders, experts, elders and professors to engage northern and southern youth in a transformative curricula based on the cutting-edge needs of Canada's North. Through a range of programs, participants have the opportunity to conduct their own research, engage in hands on aspects of community sustainability, learn about self-governing communities, and take part in mentorship and internship programs.

Enbridge's School Plus Program

The Enbridge's *School Plus Program* was established in 2009 in partnership with the Assembly of First Nations to support enrichment programming and extracurricular activities in First Nations schools near major Enbridge pipeline routes and their wind farm in Ontario. About 50 First Nations schools are currently eligible for the program, which encourages First Nations youth to stay in school. The program expanded in 2010 to include initiatives for Métis and urban Aboriginal communities through partnerships with the following organizations:

- Métis Child and Family Services in Edmonton to provide the Enbridge Hot Lunch program at Highlands School in inner city Edmonton.
- The Gabriel Dumont Institute in Saskatchewan to support a teaching resource on the history of the Métis people for public and Catholic schools near our right-of-way.
- The University of Winnipeg to fund the Enbridge Eco-Kids on Campus program to enable youth from two inner city schools in Winnipeg to receive enriched science programming at the University of Winnipeg once a week for 10 weeks.
- Stardale Women's Group to support the Honouring the Girls' Stories program that builds mentoring relationships and nurtures artistic expression among Aboriginal girls in Calgary.
- MacKenzie Art Gallery to support an urban outreach program that provides quality arts education to on-reserve and inner city students in Regina.

EXEKO's Trickster Effect and idAction

The *Trickster Effect* is a socio-cultural intervention program based on a series of artistic, recreational and educational activities simultaneously implemented with a group of youth and a group of adults from the same community. *idAction* delivers essential social tools for one to think and act through critical analysis and project management, enabling the most underprivileged to take action in society and discover its most important aspects.

Fortis' Skill Builder

Together with other sponsors, including Corix Utilities, Spectra Energy, Enbridge, BC Hydro, Kinder Morgan, Trans Canada and BC Transmission Corporation, FortisBC is working proactively to educate and train First Nations youth for potential employment in the utility construction industry. *Skill Builder* was launched in 2009 and is held in communities across BC all year.



Free the Children's We Day

Since the first We Day in 2007, over 160,000 youth from across North America have joined together to celebrate the positive actions they are taking and to build the momentum of the movement of young people making a difference in their communities and around the world. Through We Day, youth learn that it is cool to care. The We Day movement lives online at Weday.com, a website dedicated to educating, engaging and empowering a generation of socially conscious youth. Weday.com features videos by world-renowned celebrities and speakers, newspaper articles about timely global and social issues, and countless other resources.

Potential opportunity for the collaborative

- Could serve as a platform for engaging and sharing info/learnings with Aboriginal and non-Aboriginal youth

IndigenACTION

The AFN National Youth Council has taken a lead role in establishing this new initiative that will carry forth the energy of the Olympic Games into Indigenous communities. IndigenACTION will enhance existing relationships and develop new partnerships to help improve the quality of life for Indigenous peoples by promoting healthy lifestyles, community togetherness and community-based economic spin-off opportunities. This will include securing greater investment and support for their own athletes, as sport has great potential to encourage, motivate and create confidence in our young people.

Mamow Sha-way-gi-kay-win – North South Partnership for Children

Established in 2006, Mamow Sha-way-gi-kay-win/The North-South Partnership for Children is a dynamic and evolving partnership between First Nation Chiefs, Elders and youth living in remote communities in northwestern Ontario with caring individuals and voluntary organizations based in southern Ontario. The mission of the organization is to respond to the identified needs of First Nation communities by building relationships and securing resources from voluntary sector organizations, individuals, the corporate sector and other funding bodies to meet basic needs and provide programs, training, and other forms of support.

Martin Aboriginal Education Initiative (MAEI)

MAEI's vision is to empower Aboriginal students with the knowledge and confidence they need to complete secondary school and to continue their education. In support of this goal, MAEI supports initiatives that improve education at the elementary and secondary levels for Aboriginal Canadians. MAEI's current initiatives include:

- An Aboriginal youth entrepreneurship project implemented in partnership with the National Foundation for Teaching Entrepreneurship to Youth;
- An accounting mentoring pilot project implemented in partnership with the Canadian Institute of Chartered Accountants;
- A five-year model schools project in two southern Ontario band-operated schools designed to accelerate improvement in literacy and numeracy, implemented with the support of the following partners: the Margaret and Wallace McCain Family Foundation, the Ontario Institute for Studies in Education (University of Toronto), and the University of Western Ontario;
- A promising practices in aboriginal education website: a web-based aboriginal education clearinghouse launched in 2009 for the purpose of fostering exchanges of promising classroom practices;



- A partnership with Laurentian University to pilot a project that enables Aboriginal youth to earn high school and university credits at the same time;
- Free The Children has also teamed up with MAEI to create a campaign that shines a spotlight on the challenges related to the education of Aboriginal children and youth in Canada; and
- A potential mentoring partnership with CESO

Potential opportunity for the collaborative

- The Promising Practices in Aboriginal Education website includes models that could be spread through the collaborative

Motivate Canada's Active Circle

The Active Circle is an initiative of Motivate Canada and the Aboriginal Sport Circle which supports Aboriginal youth and communities to become vibrant, active and healthy through sport and recreation. In collaboration with Active Circle, GEN7 aims to encourage Aboriginal youth to live, and encourage others to live, an active and healthy lifestyle through sport, physical activity, and other means. GEN7 also focuses on helping Aboriginal youth to become leaders in their community.

National Aboriginal Achievement Foundation (NAAF)

Working in partnership with aboriginal, private, and public sector stakeholders, the NAAF is a charitable organization whose mission is to fund and celebrate the achievements of aboriginal people. The Foundation hails itself as the largest supporter of aboriginal education outside the Government of Canada. NAAF's four core programs are aligned around education (bursaries amounting to approximately \$3 million/per to First Nations, Inuit, and Métis); awards (14 recipients/year and recognized as one of the highest honours the aboriginal community can bestow upon its achievers); in-classroom programs on career options (*Taking Pulse* joins with industry to provide documentaries and curriculum materials on career options in specific growth sectors); and high school career fairs (*Blueprint for the Future* consists of two annual career fairs hosting up to 1,800 students each and featuring speakers, workshops, and a trade show). A five-member executive sees to the management of NAAF and the Foundation is guided by a 17-member board of directors, the vast majority of which are aboriginal people. Board members are mostly from academia and the private sector.

- NAAF Institute (page 21)
NAAF will create a virtual institute that will be a resource for schools, teachers, etc. and a clearing-house for promising practices. As part of the NAAF virtual institute, an online portal will ensure that teachers and students have access to the resources they need. This tool would include capabilities for everything from research, to project papers, curriculum development and training.

Potential opportunity for the collaborative:

- Partner in collecting and spreading good practices, as well as engaging communities

Pathways to Education Canada's Winnipeg Site

This is a charitable organization that helps youth in low-income communities graduate from high school and successfully transition into post-secondary education or training. Pathways removes systemic barriers to education by providing leadership, expertise and a community-based program proven to lower dropout rates. Today, Pathways operates in eleven communities across Canada with programs in



Ontario, Quebec, Nova Scotia and Manitoba. Their Winnipeg community has a high concentration of Aboriginal youth. The core program provides a comprehensive set of academic, social and financial supports to youth. Working alongside the school system, and through a force of volunteers, the program delivers after-school tutoring, mentoring and financial assistance to overcome the barriers that can stand in the way of education. The results of this unique program have been ground-breaking, reducing high school dropout rates by more than 70% and increasing the number of youth going on to college or university by over 300%.

Small Change Fund

Small Change Fund was founded in 2009 in response to the major resource gap for groups working in remote, marginalized, and rural areas on issues of environmental sustainability and social justice. The website connects people directly to projects at the local level by providing an online marketplace that acts as a clearinghouse for charitable projects validated by expert advisors. As the only Canadian organization of its kind, Small Change Fund helps local projects on the ground, which are often overlooked. Since its launch in December of 2009, the site has raised significant revenue in direct support of grassroots projects related to aboriginal issues, diversity and multiculturalism, education, environment, food, philanthropy and fundraising, socially responsible investing, social finance, sustainability, and youth.

Potential opportunity for the collaborative

- Partner on community outreach
- Promote initiatives through the collaborative



APPENDIX C – Engagement Session Participants

Youth Leaders

Kluane Adamek, Yukon
Noelani Avveduti, Alberta
Ben Amundson, Northwest Territories
Jessica Bolduc, Ontario
Evan Chamakese, Saskatchewan
Ashlee Cochrane, Ontario
Caitlin Cote Tolley, Québec
Jerry Daniels, Manitoba
Peggy Day, Inuvialuit
Sandra Dicker, Nunatsiavut
Erin Egachie, Manitoba

Jocelyn Formsma, Ontario
Isaiah Gilson, Yukon
Sarah Janke, Nunavut
Thomasie Johnston, Nunavut
Noel Joe, Newfoundland/NS
Eugene Kubuituk, Nunavut
Julian Moulton, New Brunswick/PEI
Sailasie Saviadjuk, Nunavik
Erralyn Thomas, British Columbia
Jennifer Watkins, Nunavik

Leaders across Sectors

Don Adams, Motivate Canada
Shari Austin, RBC
Angela Bishop, Canadian Council for Aboriginal Business
Willa Black, Cisco Systems Canada Co
Cindy Blackstock, First Nations Child and Family Caring Society of Canada
Mitch Bloom, Canadian Northern Economic Development Agency
Jessica Bolduc, Possibilities Group
Tammy Brown, KPMG LLP
Amy Buskirk, Donner Canadian Foundation
Brenda Butterworth-Carr, Royal Canadian Mounted Police
Ron Canuel, Canadian Education Association
Michelle Corfield, Corfield and Associates Consulting Services
Eric Costen, Health Canada
Tina Dacin, Queen's University
Paul Davidson, Association of Universities and Colleges of Canada
Mike DeGangné, Aboriginal Healing Foundation
Nadia Duguay, Exeko
Bruce Falstead, FortisBC
Jennifer Flanagan, Actua
Kaz Flinn, Scotiabank
Al Garman, Ahp-cii-uk (Board)
John Graham, Patterson Creek Consulting
Mary Herbert-Copley, United Way of Canada
Teresa Homik, Enbridge Inc
Stephen Huddart, The J.W. McConnell Family Foundation
David Hughes, Pathways to Education Canada
Robert Jolicoeur, KPMG LLP

Brittany Jones, Native Women's Association of Canada
Brock Kaluznick, EnCana Corporation
Allison Kouzovnikov, Community Foundation of Nova Scotia
Tonya Lagrasta, KPMG LLP
Carlana Lindeman, Martin Aboriginal Education Initiative
Sam Macharia, Aboriginal Affairs and Northern Development Canada
Jennifer Madden, Cisco Systems Canada Co
Rachel Mason, Government of British Columbia
Helen McLean, Donner Canadian Foundation
Adrian Mrdeza, Métis National Council
Elisha Muskat, Ashoka Canada
Sarah Pagé, First Air Inc
Laura Palmer Korn, YMCA Canada
Matt Petersen, CIBC
Julia Porter, Right To Play
Will Postma, Save the Children Canada
Jennifer Rattray, University of Winnipeg
Ruth Richardson, Small Change Fund
Allison Sandmeyer-Graves, Free the Children
Lucie Santoro, Martin Aboriginal Education Initiative
Mark Selman, Simon Fraser University
R. Scott Serson, Orcas Consulting
James Stauch, Walter and Duncan Gordon Foundation
Maran Stern, Me to We
Marilyn Struthers, Ontario Trillium Foundation
Julie Tucker, Métis National Council
Yolanda Wanakamik, Lakehead University
Pamela Zabarylo, KPMG LLP



APPENDIX D – Benchmarking Existing Collaborative Models

	<u>10-Year Plan to End Homelessness</u>	<u>Ahp-cii-uk</u>	<u>Boston Youth Violence</u>	<u>Calgary Urban Aboriginal Initiative</u>	<u>STRIVE</u>	<u>Tripartite Forum</u>	<u>Vibrant Communities</u>
Objective	<ul style="list-style-type: none"> • End Calgary homelessness in 10 years 	<ul style="list-style-type: none"> • Improve community conditions including reduced suicide attempts 	<ul style="list-style-type: none"> • Reduce youth violence in 5 Boston neighborhoods 	<ul style="list-style-type: none"> • Improve outcomes for Aboriginal people in Calgary 	<ul style="list-style-type: none"> • Improve cradle to career education outcomes 	<ul style="list-style-type: none"> • Improve outcomes for Aboriginal communities in NS 	<ul style="list-style-type: none"> • Reduce poverty • Learn through 12 local 'labs'
Membership	<ul style="list-style-type: none"> • 100 community orgs 	<ul style="list-style-type: none"> • 15-25 leaders in each of 3 communities supported by SFU facilitators 	<ul style="list-style-type: none"> • 50-60 funders and service providers 	<ul style="list-style-type: none"> • ~500 members from gov't, First Nations groups, service agencies, community groups 	<ul style="list-style-type: none"> • 100-200 members per community • 15 US communities • Coaching 60 others 	<ul style="list-style-type: none"> • 100 federal, provincial and First Nations reps 	<ul style="list-style-type: none"> • Networks of 50-200 in each city lead by a local lead agency • 12 Communities
Meetings/ activities	<ul style="list-style-type: none"> • Monthly meetings of 9 sector groups • Coordinating body administers grants to community groups 	<ul style="list-style-type: none"> • Monthly meetings between community liaison/ facilitator and community 	<ul style="list-style-type: none"> • Bi-monthly meetings 	<ul style="list-style-type: none"> • Quarterly meetings of 8 domain groups • Monthly Core group meetings 	<ul style="list-style-type: none"> • Monthly local working group meetings • Bi-monthly Executive Committee meetings • Regular local learning networks 	<ul style="list-style-type: none"> • Quarterly meetings of 7 working groups • Monthly meetings of SC • Bi-annual meetings of Officials • Annual meeting of Ministers 	<ul style="list-style-type: none"> • Varied by community • Central reporting, coaching, telelearning
Governance	<ul style="list-style-type: none"> • 9 sector groups report to the Coordinating Committee 	<ul style="list-style-type: none"> • 1 Community council per community • Community identifies priorities 	<ul style="list-style-type: none"> • 3 working groups report to a central Committee 	<ul style="list-style-type: none"> • 8 domains, each with a core committee • Domains report to a coordinating committee 	<ul style="list-style-type: none"> • 4 working groups report to a large (35 member) Executive Committee 	<ul style="list-style-type: none"> • 7 working groups report to a Steering Committee which reports to Sr. Officials and Ministers 	<ul style="list-style-type: none"> • Locally driven • National coaching and reporting



Benchmarking cont...

	10-Year Plan to End Homelessness	Ahp-cii-uk	Boston Youth Violence	Calgary Urban Aboriginal Initiative	STRIVE	Tripartite Forum	Vibrant Communities
Formal requirements of members	<ul style="list-style-type: none"> • Voluntary participation 	<ul style="list-style-type: none"> • Voluntary participation 	<ul style="list-style-type: none"> • Adhere to the Collaboratives funding and provision principles 	<ul style="list-style-type: none"> Adhere to CUAJ values (culturally sensitive, holistic approach, respectful, inclusive) 	<ul style="list-style-type: none"> • Shared vision • Data driven • Collaborative action • Sustainability /continuous improvement 	<ul style="list-style-type: none"> • Commit to advancing joint workplan 	<ul style="list-style-type: none"> • Match funding • Share learnings and insights • Contribute to national targets (and have own targets)
Annual budget/ staffing	<ul style="list-style-type: none"> • \$250K • 1 FTE 	<ul style="list-style-type: none"> • \$300K • 1.5 FTEs 	<ul style="list-style-type: none"> • \$500K • 2 FTEs 	<ul style="list-style-type: none"> • \$370K • 3 FTEs 	<ul style="list-style-type: none"> • \$600-700K and 3-8 FTE per community 	<ul style="list-style-type: none"> • \$1M including \$300K to fund projects • 4 FTEs • Funded 50/50 by Prov/Fed govs 	<ul style="list-style-type: none"> • \$300-400 for national support plus ~\$250K of matched funding per community • 3 FTEs nationally plus local
Benefits	<ul style="list-style-type: none"> • Alignment around goals/buy in to execute • Strengthened community relationships 	<ul style="list-style-type: none"> • Community driven process; facilitators build relationships link for corporations 	<ul style="list-style-type: none"> • Shared view of data, activities, and common visions/approach • Understanding of best practices 	<ul style="list-style-type: none"> • Collaborative granting process (Fundors Domain) brings funders and applicants together 	<ul style="list-style-type: none"> • Shared goals / targets / reporting • Collective action 	<ul style="list-style-type: none"> • Direct connection between governments and communities can solve issues quickly 	<ul style="list-style-type: none"> • Learning across country/common issues • Local ownership / autonomy
Learnings	<ul style="list-style-type: none"> • Youth require a stipend to participate 	<ul style="list-style-type: none"> • Takes time to establish relationships / build trust • Pre-engagement is critical 	<ul style="list-style-type: none"> • Schedule meetings well in advance • Ensure data drives decision making 	<ul style="list-style-type: none"> • Adapt to what works for the community • Domains drive the work 	<ul style="list-style-type: none"> • Central engagement did not scale down over time (new members, new activities) 	<ul style="list-style-type: none"> • Collaboration strong • Funding for projects is biggest challenge • Collaboration cannot be sustained without permanent Secretariat 	<ul style="list-style-type: none"> • Tough to leverage IT • Highly resource intensive; requires highly dedicated staff



APPENDIX E – National Aboriginal Youth Councils

	Represent	National Youth Council	Regional Youth Councils	Engaged
Assembly of First Nations (AFN)	<ul style="list-style-type: none"> First Nations across 10 Provincial/Territorial regions 	<ul style="list-style-type: none"> One male and one female from each of the 10 regions 	<ul style="list-style-type: none"> Youth councils in some regions 	<ul style="list-style-type: none"> 11 national youth council members
Inuit Tapiriit Kanatami (ITK)	<ul style="list-style-type: none"> Inuit living in 53 communities across northern regions 	<ul style="list-style-type: none"> One rep and one coordinator from each of the 6 regions and a President 	<ul style="list-style-type: none"> Youth councils in 6 regions 	<ul style="list-style-type: none"> 7 national youth council members
Métis National Council (MNC)	<ul style="list-style-type: none"> Métis Nations of ON, MB, SK, AB and BC 	<ul style="list-style-type: none"> Two reps from each of the 5 regions 	<ul style="list-style-type: none"> Youth councils in ON and BC 	<ul style="list-style-type: none"> 2 staff members
Congress of Aboriginal Peoples (CAP)	<ul style="list-style-type: none"> Off-reserve Indian, Inuit, and Métis peoples in 10 regions 	<ul style="list-style-type: none"> One rep appointed by each of the 10 regions and 4 elected Execs 	<ul style="list-style-type: none"> Youth councils in some regions (e.g. SK) 	<ul style="list-style-type: none"> 1 national youth council member
Aboriginal Friendship Centres	<ul style="list-style-type: none"> Urban and migrating First Nations, Inuit and Métis peoples 	<ul style="list-style-type: none"> One rep from each of the 8 regions: BC, AB, MB, SK, ON, QC, North, East 	<ul style="list-style-type: none"> Regional councils in BC, AB, MB, SK, ON, and QC 	<ul style="list-style-type: none"> 1 former youth coordinator
Native Women's Association of Canada (NWAC)	<ul style="list-style-type: none"> Aboriginal women, particularly First Nations and Métis women 	<ul style="list-style-type: none"> One rep from each of the 11 regions 	<ul style="list-style-type: none"> Youth councils in NWT and QC 	<ul style="list-style-type: none"> 1 staff member



Thank you to our partners



Aboriginal Affairs and
Northern Development Canada

Affaires autochtones et
Développement du Nord Canada



Assembly of First Nations



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