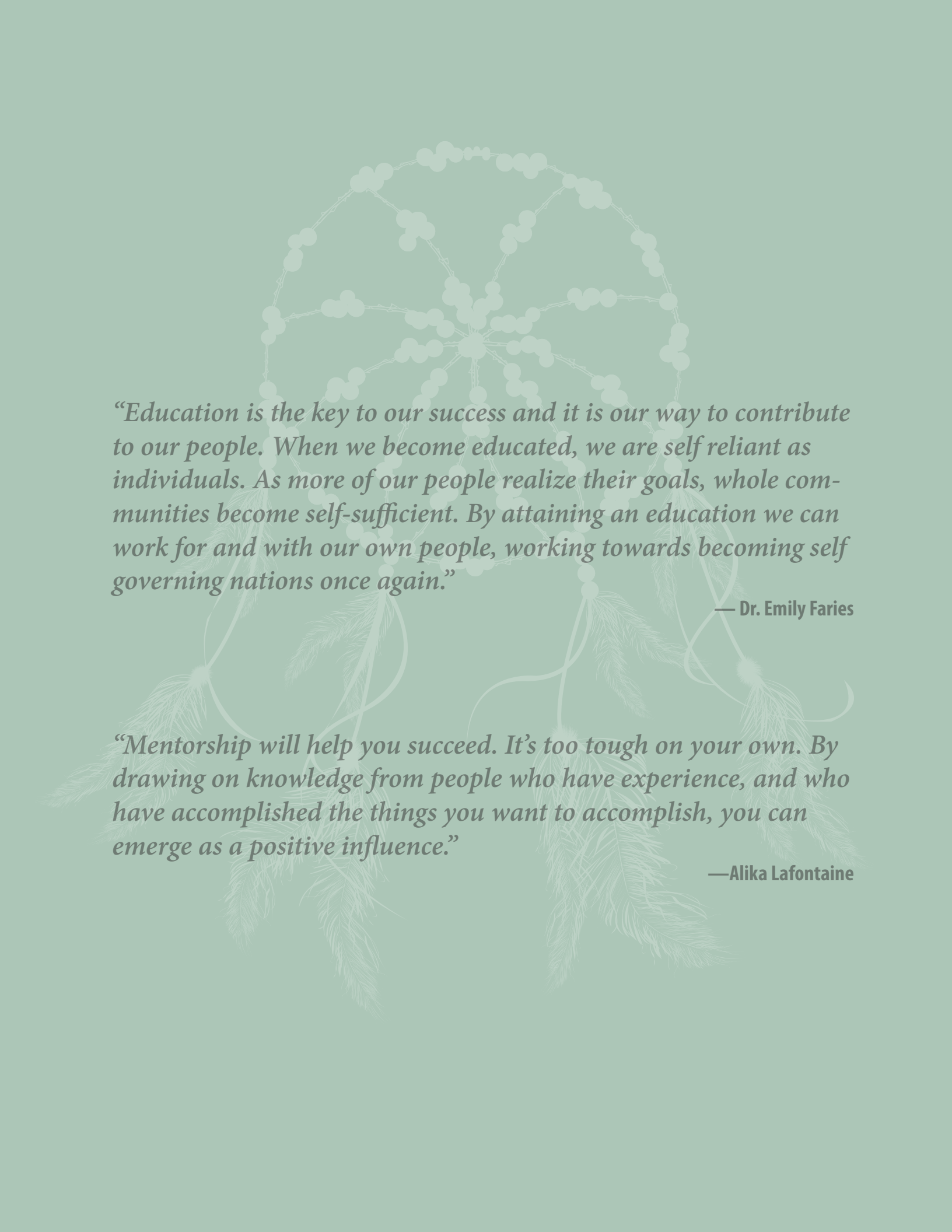




AFN *Youth Income
Assistance Toolkit*



“Education is the key to our success and it is our way to contribute to our people. When we become educated, we are self-reliant as individuals. As more of our people realize their goals, whole communities become self-sufficient. By attaining an education we can work for and with our own people, working towards becoming self-governing nations once again.”

— Dr. Emily Faries

“Mentorship will help you succeed. It’s too tough on your own. By drawing on knowledge from people who have experience, and who have accomplished the things you want to accomplish, you can emerge as a positive influence.”

—Alika Lafontaine



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“In the past we celebrated happiness and success with the entire community, we were proud to say that our families were successful..”



INTRODUCTION

Welcome to the Rest of Your Life!



You've arrived! You're right here, right now, and you need to make some decisions:

- Stay in school, leave school or go back to school?
- Stay in your community or leave?
- Get a job or go on welfare?

You're at an important time in your life, and every decision you make will lead you down a different path. If you're reading this toolkit then you're thinking about all these options that are before you. The idea of this toolkit is to help you travel down the road to a healthy, interesting, challenging life. It came out of a meeting called

The National Youth Dialogue on Income Assistance (Welfare), hosted by the Assembly of First Nations (AFN) in Vancouver on February 12, 2011. There were youth there from right across the country, and they spoke loud and clear about welfare (welfare and employment insurance) and its effects on their lives and their communities.

Maybe you're thinking about a trade (or maybe you're not even sure what exactly the trades are). Maybe you're thinking about more schooling. This toolkit has important information about colleges, universities and trades to get you started. Maybe you've always wanted to have your own business but you're not sure where to start. There's a section in this toolkit dedicated to young entrepreneurs. If you'd like to know more about how to manage your money, a section has been written just for you. Even if you have no idea what you want to do, there's a section to give you some of the tools to get you thinking so you can make some decisions and plan for your future. Of course, we can't include everything in this toolkit but if you can access the Internet, we've included a lot of links to web sites where you'll find more detailed information.

This toolkit has been put together by the Assembly of First Nations and is aimed at First Nations youth. To get more copies, to see an online version of this toolkit (which includes live web links), or to learn more about the AFN and its youth programs, go to www.afn.ca or call 1-866-869-6789.

If you don't have access to the Internet, just call! For all of the web links that we recommend, there's a list of phone numbers in the appendix that will connect you to all of the organizations mentioned here.



TOOLKIT TAB 1

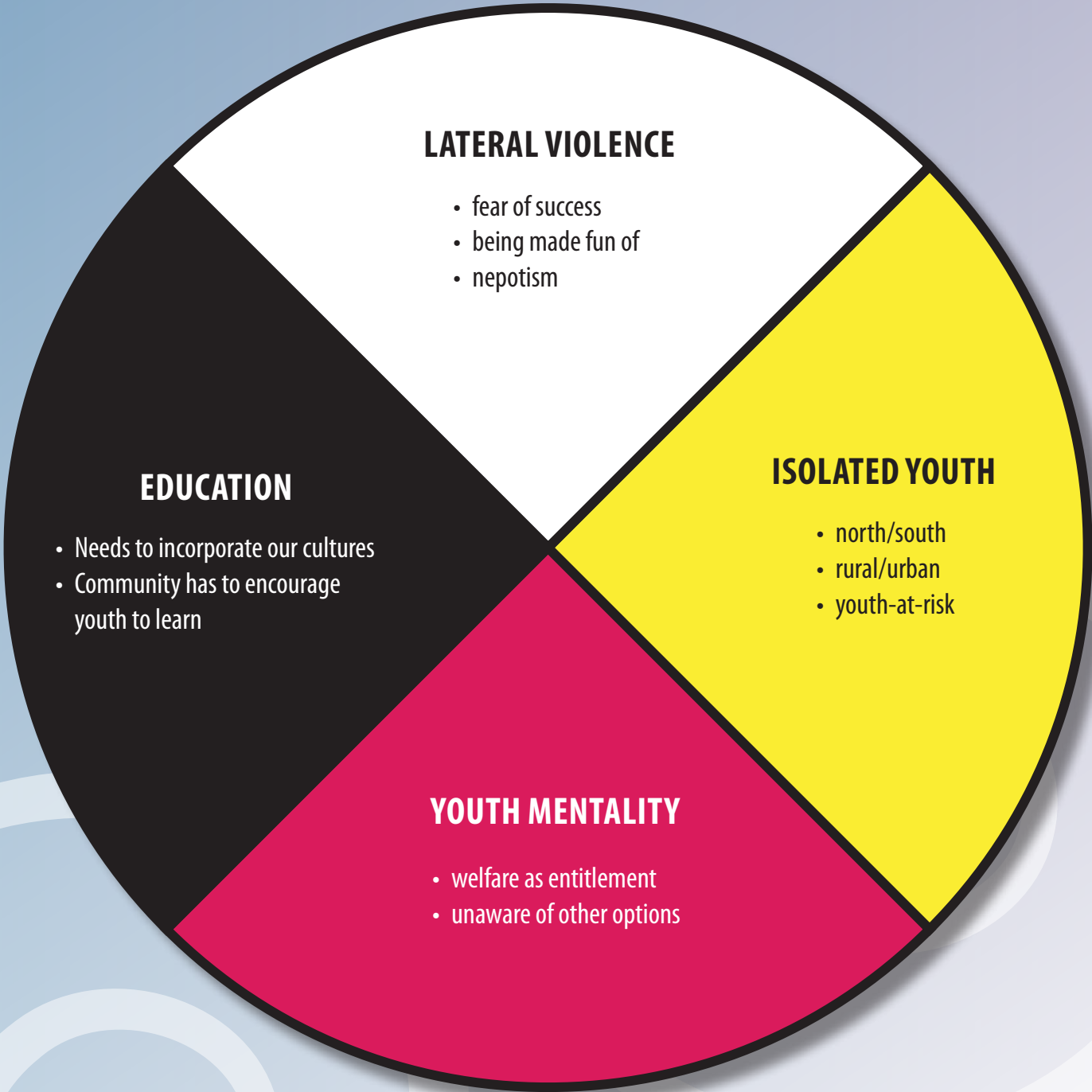
What You Said

The main reason that youth came together in Vancouver was to talk about welfare, how it affects the lives of First Nations people, and what can be done so that youth can avoid welfare. Here are the main points made at the sessions:

What is Happening Now?

EDUCATION	LATERAL VIOLENCE (when oppressed people turn on each other)	YOUTH MENTALITY	ISOLATED YOUTH
Our education has to include our own cultures and traditions	People are fighting one another and there is a fear of succeeding, that they will be cut off by their friends and community if they're successful	There is a sense of entitlement; many young people have been taught that welfare is government's responsibility, which they're entitled to when they turn 18.	Many youth suffer from "cyclical isolation"; youth only know what's around them, so if they are only around welfare, that's all they'll ever know/ choose
The community (Elders, parents, families, etc) needs to encourage and be involved in the education of our youth	There is nepotism (when leaders favour their relatives and friends) in many communities	Many First Nations youth choose welfare because they do not know what other options are available	Youth in foster care or in jail need more support. Welfare to them is a way to survive.
There should be programs/ opportunities to encourage people who leave the communities to come back	There is little/ no support once you leave the community leading many people to feel excluded and cut off from their community	Young people need and want to be involved; communities need to encourage youth and create opportunities for youth to be involved	Issues in remote communities are different from issues in cities

"We need to learn how people's past experiences affect today's choices."



What was Receiving Welfare Like for Past Generations?

What can we Learn From the Past?

- We need to learn how peoples past experiences affect today's choices.
- In the past we celebrated happiness and success with the entire community, we were proud to say that our families were successful. Our grandparents would reward our youth with traditional gifts and words of wisdom and strength. Today we have jealousy, gossip, harassment, bullying, miscommunication and so on. Our Elders are abused and youth have forgotten how to use their listening abilities and respect to how we treat each other as families and relations. Our traditional ways in respect have faded.
- When we look at our past, there is a proud past. Our people were proud of doing hard work, proud of working for themselves and of where they came from. Over the years that pride has changed... Many people are missing that cultural connection to pride. We need to convey pride to youth and our communities.
- In the Yukon there was traditional welfare, we helped each other. We always needed food because of the hard winters; if a family didn't have food, they would get help from others; where one is weak they get strength from others. It's a give and take process.

“Our people were proud of doing hard work, proud of working for themselves and of where they came from.”

What would life be like in our communities if we no longer had to rely on welfare?

- People would be taking responsibility for their actions... helping each other out!
- Community mentality would change to remove Indian Act Language; “Band” and would be replaced by “Nations” to reflect who we are as human beings and Nations and to put a human face to First Nations issues for Canadians
- High school graduation rates would be higher, more people employed, and less poverty.
- Youth would have a greater sense of belonging, even while away from the community.
- There would be less youth incarcerated and in-care because programs would be more efficient and not just delivered as band-aids, but also as a long term solutions.
- Community members would encourage each other's success, instead of be jealous and bitter of those who are able to advance themselves.
- Youth would have a strong voice in their community and be heard and valued by their community.
- There would be more economic opportunities in communities and more money for infrastructure, businesses and housing.

“Traditional welfare is people helping each other, it's a give and take process.”

What has to happen to get from where we are to where we want to go?

EDUCATION	CULTURAL KNOWLEDGE AND IDENTITY	GATHERING AND SHARING INFORMATION
Encourage youth to value education—role models are a powerful way to do this. Successful First Nations people can inspire children and youth to place a high value on education.	Community youth centres should teach life skills and traditional knowledge, not just provide a place for kids to play pool and video games.	Share success stories and information between communities.
Promote culturally friendly institutions such as the First Nations University of Canada, where there are Elders on site, and a higher level of support and guidance.	Foster pride and an unshakable sense of identity in our culture and traditions, and encourage youth to seek a balanced life.	Check out lessons learned from an active measures program in Manitoba that works with youth on welfare. www.youtube.com/amcyouth
Try different approaches to education: A relevant and interesting curriculum. An environment where First Nations students feel comfortable, able to learn Involve students in goal setting earlier in life.	Seek a way of preparing youth for challenges they will experience walking in “both worlds” (traditional First Nations world and mainstream Canada).	Examine best practices in other countries, like Sweden, Europe, Australia and the U.S. What are they doing to help people move from welfare to training and jobs?
Traditional education, mainstream education—it’s all learning! Learning is good!	Teach traditional culture and language to all youth	
Develop a program to showcase our champions, possibly around the slogan “Be the Change you Want to See.” This program would help youth understand the connections between education and future opportunities.	Make all youth feel welcome in their communities, whether they leave the community for education or work, or stay.	
Provide better financial and other support to students in post-secondary institutions, so they stay and complete their degrees/diplomas, etc.	Strengthen the connections between home, the school, community and culture.	
Identify the strengths of students early in life, and get them connected with the right supports.		

“Years ago our people were self-reliant...our life was hard but we lived like men. Then the government came and offered welfare to our people..it was as if they had cut our throats.”

Harold Cardinal, The Unjust Society.

“They want to be able to buy their daughter that Beanie Baby she always wanted and their son the GI Joe he always wanted. But welfare doesn’t do that. Welfare allows you to live month to month, and there’s nothing in there for living in luxury.”

Chieff Todd Peigan, Pasqua First Nation, Saskatchewan



→ **CHECK THIS OUT**

To see a copy of the complete proceedings of the National Youth Dialogue on Income Assistance (Welfare), go to the Assembly of First Nations (Social Development Secretariat) website

www.afn.ca ←

If We Didn’t Rely on Income

Assistance:

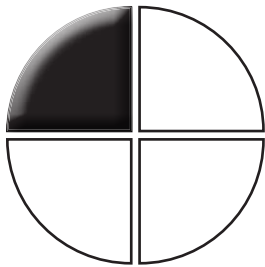
- “People would be taking responsibility for their actions... helping each other out”
- “High school graduation rates would be higher, more people employed, and less poverty”
- “Youth would have a greater sense of belonging, even away from the community”
- “There would be less youth incarcerated and in-care because programs would be more efficient and not just delivered as band-aids, but also as a long term solutions”
- “Youth would have a strong voice in their community and be heard and valued by their community”
- “Community mentality would change to remove Indian Act Language; “Band” would be replaced by “Nations to reflect who we are as human beings and Nations and to put a human face to First Nations issues for Canadians”
- “Community members would encourage each other’s success, instead of being jealous and bitter of those who are able to advance themselves”



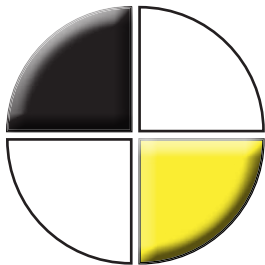
TOOLKIT TAB 2

Decide it, Plan it—Do it!

Are you wondering what to do with your life? Relax. Moving forward in life is not rocket science. Just take it step by step, and remember that you don't need to do it on your own. But first, A very simple message: welfare is a dead end street, and the lower your education level, the more likely you are to end up on welfare.



If you choose to drop-out of high school and rely on welfare, you will be getting \$6,300 a year. The one bonus: you don't have to do anything for that money. On the downside, doing nothing gets pretty boring after a while. Choosing welfare will have you struggling to afford the basic necessities of life such as food, water, and shelter. Forget about owning a car, taking vacations, etc.



Graduating from high school will give you more choices, due to the \$20-25,000 you will probably make (at the very least). Unfortunately, many people end up in jobs they don't like, but stick with because they need the money. If you manage your money well, you will be able to afford a used car, a better apartment, and maybe some travel. Unfortunately, if you have kids, you'll barely scrape by.



If you graduate from college or university the possibilities are endless. Depending on what you study, you can take a variety of jobs. Your starting salary will be around \$32,000 to \$41,000 a year! As you progress through your career you will receive pay raises and increases. Depending on how you spend your money, you will be better able to afford a house, a car, vacations, and other things. You will also be able to choose where you want to work, because you have more marketable skills. You may choose to work for your First Nation, an alternative employer, or even yourself. You can't go wrong with getting an education!

People are always blaming their circumstances for what they are. I don't believe in circumstances. The people who get on in this world are the people who get up and look for the circumstances they want, and, if they can't find them, make them.

- G.B. Shaw, *Mrs. Warren's Profession*, 1893

If you've decided that welfare isn't for you, congratulations. Now what? There are three key ideas to help you move forward: **Decide it, Plan it, Do it!**

Decide It!

You will need to think about setting some goals. If you already have an idea (maybe you want to become a nurse, or start a construction company), then you're already one step closer. If you have no idea what kind of job or schooling you want or need, then talk to people you trust and respect. Here are some questions to help guide you:

- When have you been most committed, passionate and enthusiastic?
- When have you been most creative?
- When have you been most sure of yourself and your decisions?
- When have you enjoyed your work most?
- What talents were you relying on, and using, in these situations?
- What activities are you drawn towards?

At this stage, even having a rough idea of something you think you would enjoy is fine. This toolkit has more tools and ideas to help you.

Plan it!

Your goal or idea is not just going to happen on its own. You need to start planning.

Try writing some things down. In the middle of a blank page, write down a career that you would really like to have. Put a circle around it. Then draw lines to smaller circles and write down all the things you can think of that have to be done to get you to that job. Here's an example:

Once you have some ideas, then talk about it with people you trust and respect. If someone in your community already has a job that interests you, talk to them, find out what they did. Maybe a high school guidance counselor or the education director



at the Band office has some ideas and advice. Your friends and family know you best; if you trust their judgement, ask them for advice and ideas. But also

“Obstacles are those frightful things you see when you take your eyes off your goals.”

—Henry Ford

remember what the youth talked about in the first section: you may not have a lot of people supporting you; some people may not want you to succeed; your family might not want you to leave the community.

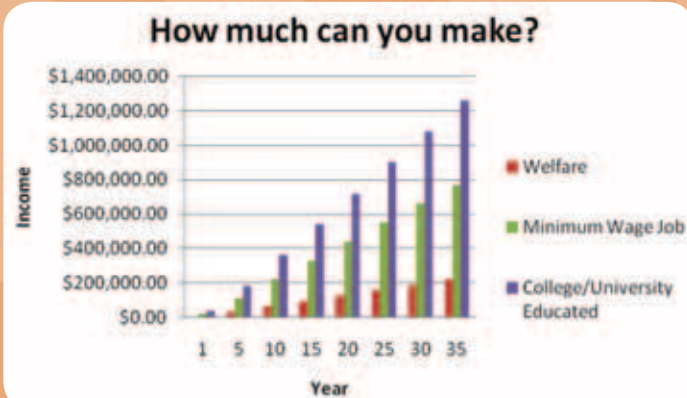
You need to respect your Elders and your family but you also need to make your own decisions about what's best for you. Getting an education and a career you love, then sharing that with your community and family is good for everyone.

Keep in mind that you might go through all this and decide that your original idea isn't going to work. If that happens, just change your plan.

The main thing is to act! Think about your future NOW, then get out there and live it.

“Happy are those who dream dreams and are ready to pay the price and make them come true.”

— Leon J. Suenes



If you're on welfare for 35 years, you will make \$200,000. In comparison, if you are university or college educated, you will make over one million dollars more than what you would have on welfare. This graphic doesn't include pay raises and inflation, so you stand to make even more than it shows.

“We understand these are extraordinary economic times. Yet this makes it all the more important that we invest immediately in First Nations, especially in youth. If we do not, the gap between First Nations citizens and other Canadians will grow.”¹

- AFN National Chief Shawn A – in – chut Atleo

¹ <http://www.theglobeandmail.com/news/opinions/education-is-the-key-to-aboriginal-and-canadian-potential/article1475104/>

Education: The More the Better

Build some schooling into your plan, you'll be glad you did. Any path you choose in life can be made easier with education. If cost is an issue, talk to your Education director in your community. You may be surprised at all the different places you can look for funding. More education means more doors opening and more choices in life, so why not take advantage of that?

Statistics

43%—almost half—of Aboriginal people have no certificate or diploma beyond high school education



Some men see things as they are and say, “Why?” I dream of things that never were, and say, “Why not?”

- George Bernard Shaw

Do it!

Once you've decided on your plan it's time to put it into action. This will probably be the longest part of your journey, and you're going to need all the support you can get. One thing that is guaranteed: there will be surprises and obstacles. Just stick to the plan, and if your situation changes, make a new plan.

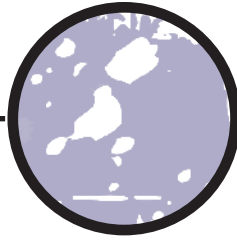
Keep on going, and the chances are that you will stumble on something, perhaps when you are least expecting it. I never heard of anyone ever stumbling on something sitting down.

- Charles F. Kettering

Are you thinking of leaving your community? Remember that you can always come back! Home will always be there, and these days, it's easy to keep in touch while you're gone with email, Facebook, and the phone. If you're staying in your community, look around with fresh eyes, and try to see new possibilities. What does your community need? Maybe you're the person who can fill that need. Remember that in your own community, often in your own home, you can start a business, get training or take courses for college, university and trades. We will look more into that later.

“Age wrinkles the body. Quitting wrinkles the soul.”

- Douglas MacArthur.



TOOLKIT TAB 3

Where are you going?

The hardest part about planning your future is narrowing down your choices. What do you want to do? Well, what are you good at, or interested in? Start there.

Maybe you're pretty sure you know what you want to do but what if there are other things you've never thought of? One way to create choices is to do something called a **self assessment survey**. This usually involves a list of questions that you answer about yourself, and the answers give clues about what type of work you may enjoy. There are lots of self assessment surveys online. Try this activity, from "Guiding Circles," which is a career path approach that combines new ideas about how to plan for careers with traditional Aboriginal ways of doing things, such as storytelling, to help you create a portrait of who you are by looking at some of the favourite things you like to do.

"Intellectual growth should commence at birth and cease only at death"

- Albert Einstein

The Favourite Things Circle

Adapted from Guiding Circles Booklet 1: Understanding Yourself Coaching Manual, Aboriginal Human Resource Council & Ergon Communications ©2003. Used by permission AHRC & Ergon Communications.

The Favourite Things Circle helps you to identify and think about what you like to do. You can use this information to help you tell your life story and use that information to point to some of the possibilities for careers.

Before you Begin

- Read and answer the questions one at a time, in order—don't read ahead, it might change your answers.
- Don't think too hard! Let your mind wander, put down the first words that come to mind.
- Write down each answer in the ring for that answer. When you finish each section, take a minute to think about what it says about your life, who you are, and the choices you are making.

"You really can have it all if you put the time and effort in."

- Alika Lafontaine



What are 12 things I like to do? (choose from all areas of your life: home, work, hobbies, etc.) If you can't think of 12, just write down as many as you can.



Is it planned or spontaneous?



How long since I last did each of these 12 things?



Do I do it alone or with someone else?



Does it cost or is it free?



Does it involve mind, body, spirit, emotion or a combination?

Education is the key to our success and it is our way to contribute to our people. When we become educated, we are self-reliant as individuals. As more of our people realize their goals, whole communities become self-sufficient.”

- Dr. Emily Faries

When You're Finished: Think About it

- What insights come to you when you look at what you've written?
- Is there anything on your list that you love to do but haven't done for a long time?
- What is keeping you from doing activities you haven't done in a while?
- Many people find that most of the items on their list cost little or no money; is that the case for you?
- How much involvement do you have with other people, and who are the other people?
- How balanced are the activities that you enjoy doing? Do you find yourself with too many activities focused in a particular area? What might that tell you about yourself?



“Education is what remains after one has forgotten what one has learned in school. “

- Albert Einstein

Any surprises? Often people are surprised by what they have put into the circle. Also, many people notice a gap between what they really enjoy doing and what they are doing. If you notice that kind of gap, why are you not doing what you enjoy? Some people are surprised to learn that they are doing more of their favourite things than they thought.

This tool provides clues about who you really are and what's important to you. Keep it handy, and use it to remind yourself of what you can do, what you enjoy, what you've learned in life, how you fit in with others, etc. Also, when you're thinking about a career, reflect on how it may align with your Favourite Things. Does it fit nicely with what you've written, or does it pull you away from the things that are important to you? If you liked using this activity from Guiding Circles, ask your education director or school guidance counsellor to get the booklet "Guiding Circles: Understanding Yourself" which can be ordered at www.aboriginalhr.ca

Want to take the next step and connect yourself to a school or a job? The SchoolFinder website helps students find an educational institution that delivers a program in their area of interest. SchoolFinder also has a free, 80-question "career quiz" that identifies possible areas of interest, and points to specific jobs that might work for you. For example, if the results of the quiz say you'd be a good lawyer, the site describes what lawyers do, what education you need to become a lawyer, how much money you'll make, and the chances of getting a job once you've graduated from law school.

"If you think education is expensive, try ignorance."

- Attributed to both Andy McIntyre and Derek Bok

→ CHECK THIS OUT

SchoolFinder - <http://www.schoolfinder.com/careers/3step1.asp>
Career Cruising - <http://www.careercruising.com/>
Guiding Circles - <http://www.aboriginalhr.ca/en/programs/guidingcircles>

← MINISTRY CAREER WEBSITES

Check out these provincial and territorial career development websites
British Columbia - http://www.workbc.ca/career_pathways/career_planning/welcome.htm
Alberta - <http://education.alberta.ca/students/planning.aspx>
Saskatchewan - <http://www.aeei.gov.sk.ca/career-employment>
Manitoba - http://www.edu.gov.mb.ca/k12/docs/support/c_plan_home/
Ontario - <http://www.tcu.gov.on.ca/eng/postsecondary/careerplanning/>
Nova Scotia - <http://www.gov.ns.ca/psc/v2/jobCentre/careerStarts/>
New Brunswick - <http://www.gnb.ca/0012/womens-issues/wg-es/careersurf/index-e.asp>
Prince Edward Island - <http://www.gov.pe.ca/psc/index.php?number=1034252&lang=E>
Yukon - http://www.psc.gov.yk.ca/services/career_planning.html



TOOLKIT TAB 4

Welfare... Or What?

By this time, there are likely a lot of ideas going around in your head. Maybe you're feeling a bit nervous or overwhelmed. Maybe you (or someone else) have come up with reasons why you can't follow your dream.

Chances are, if there's something in your way, there's a way around it.

What's Stopping You?

PROBLEM...	...SOLUTION
English is not my first language	Find someone in your community that you respect and who is good with English (maybe a relative? Maybe the Education Director? Maybe a teacher?) Ask them to help you understand application forms or how to fill out some of the Access Aboriginal student services to find someone who speaks the language, or to receive assistance with work that needs to be completed.
It's going to cost money to go to school or get training. I can't afford it.	Check with your Education Director, your Band may have money set aside that you can apply for. Check out our links to scholarships and bursaries, or even get a student loan if you need to.
I haven't finished high school or I don't have very good marks.	Find out what you need for some of the specific courses or programs you're interested in. Go back and take those final courses. Get help from a guidance counsellor. You may be able to even do the required courses online or by correspondence.
I've heard that it's tough going to a college or university. People will discriminate against me, I'll feel unsafe and lonely.	Be proud of who you are and where you come from. Stay in touch with people from your community for their support. Find a Native Friendship Centre or connect with Aboriginal Student Services and Support at the college or university you want to go to. Check them out and get plugged in.
Everyone in my family has always been on welfare. No one has ever been to college or university, why should I?	Be the first! Set your goal, reach it, and make your people (and yourself!) proud. Look inside and outside your community for role models who have done what you want to do, and know that you have what it takes to be a role model yourself. Encourage your family and friends to follow in your footsteps.

PROBLEM	SOLUTION
My community is too far from a college or university, I'm not sure I want to leave home for that long.	Go to school at home! Check out distance education. Or find a school that offers courses at a satellite campus near you. It doesn't mean you have to go to Toronto or Vancouver, but maybe it might mean going to Thunder Bay or Prince George.
I don't really want to live in the city. It's going to be hard to adjust to everything and I won't have anyone to help me.	You don't have to do it alone. Before you go, ask at the Band office if they know of anyone from your community that went to that city. Check out the Aboriginal student services or Aboriginal office at the college or university you want to go to. Or even if they don't have an Aboriginal centre, they will have a student centre to help you find housing, transportation, childcare, etc.
I don't have a computer so how will I do all the work?	Use the computers at school. Apply for funding through your band for a laptop. Use some scholarship or bursary money to buy a computer. Most colleges/universities have computer facilities that students can use to do their work and in some programs, you may even be given a laptop.
I have special needs or a learning disability, there's no way I'll be able to cope at college or university.	All colleges and universities have student disability/special needs resource centres. The Learning Disability Association of Canada (www.ldac-acta.ca) can also help find services.

“Unemployment is three times higher among Aboriginal people and average family income is half that of the average Canadian family.”

–Alika Lafontaine

Education Means You Have Choices

One of the best ways to prepare for your future is to keep going to school. There are more than 70 universities and over 100 community colleges in Canada. Thousands of apprenticeships, training programs and volunteer experiences are also available. With all this education around, there is no reason why you shouldn't get some. Find the person in your community who is in charge of education, and talk with them about your future.

Do you need money to do what you want to do in life? Most of us do. People with a trade or college/university education make more money than high school graduates, and high school grads make far more than people on welfare. First Nations students have many funding opportunities available for their education, so why not go for it?

You may decide to leave your community to go to college, university or another institution. However, there is also a wide range of distance education options—courses you can take over the internet, right in your home. Did you know that someone in Ontario can get a Master's degree from a university in Sweden? At Nipissing University, students are instructed via video conference by a professor in the United States. You don't have to leave home to become educated; you just have to make the decision and do the work.

With First Nations communities growing fast across the country, there is a great need for well-educated people to take on leadership roles and work in professional jobs, right in the communities. Once you've got that degree or diploma, it's your call whether to stay in the community or leave, but the great thing is: YOU WILL HAVE A CHOICE! Go as far as you can in your education, and you will be able to choose from many paths; drop out and your choices will be few.

If you decide to leave home to attend college or university, there are numerous supports for First Nations students. Universities often employ an Aboriginal liaison or have an entire Aboriginal services department. These services help students by bringing the Aboriginal community together, and offering support to those who are away from home or struggling with their studies.

If you want a university education that's designed for First Nations students, The First Nations University of Canada may be an option for you. Housed at the University of Regina in Saskatchewan, they offer programs in Indigenous arts, language, science, business, history, education, social work, and health. All of their programs are designed for First Nations students.



Training and Employment Programs Can Take you Anywhere

If there are industries in your area such as forestry or mining, you can probably get trained—free—to get a job in one of those companies. If you decide later on to leave that job, you can take that training you received and use it to get another job somewhere else. Just make sure you keep all of your certificates so you can prove you have the training. Chances are you'll need your high school diploma to apply. Talk to someone at your high school about this option, or phone or email the companies and ask them if they are hiring, and what level of school is needed (high school, trades, college, university, etc.) Most communities can also access something called ASETS (Aboriginal Skills and Employment Training Strategy) offices. Ask at your band office who is in charge of your regional ASET office and see what funding may be available for the training you are interested in. (A list of ASET offices is provided at the end of this toolkit). You could also ask about the Youth Employment Strategy. These programs provide money to First Nations youth, but YOU HAVE TO GO AND ASK ABOUT IT.



Be aware that some training programs do not guarantee jobs at the end, so check out what the rules and regulations are before signing up.

Apprenticeships are probably the quickest way to become trained and begin work within an organization. People who become an apprentice are paid while they train— SWEET! The only pitfall, although you can't really call it that, is that you must have some education in a formal classroom setting. For example, if you want to apprentice as a carpenter, you can't just show up and tell them you know how to use a hammer. To be a carpenter's apprentice, you need a Grade 10 education.

Never mind searching for who you are. Search for the person you aspire to be.

–Robert Brault

So, here's the scoop. If you have graduated high school, it would be a really good idea to look into a trade, college or university. If you haven't finished high school, look into what programs are available to help you get your high school diploma, then go from there. If you don't want to do that, look into training programs offered by your First Nation or Aboriginal organization. There are plenty of opportunities out there—take advantage of what's being offered, while it is there!

Volunteering to Gain Experience for Employment

What is volunteering?

“Volunteering is giving your time of your own free will.” This means that you choose to give your time freely, without getting paid in money, to help others. Volunteering is a two way street: it helps you learn new skills, meet new people, get references for future jobs and education, experience new situations AND it helps the people and organizations you volunteer with.

Volunteering is a great way to explore careers and jobs you are interested in. For example, if you think you want to be a teacher – volunteer in a classroom or day care, a summer camp or as a sports coach. If you are interested in working in health care, such as a nurse, ambulance attendant, or doctor – volunteer in a community health centre or hospital. If you are considering a field in website design or graphic design, many not-for-profit organizations look for volunteers to help them design newsletters, brochures, posters for events, and more. If you want to work in the hospitality sector – such as a hotel or restaurant, volunteer to organize fundraising events or plan activities. You might have to leave your community to volunteer. If so, work it into your plan.

Keep in mind: Volunteering can be like a job. You might be asked to complete an application form, or submit a resume, or be interviewed before you get started. The organization wants to know who you are

“It is our time as indigenous people in this country to take our rightful place. It's our time to see the treaties implemented. It's our time to see the young ones supported.”

National Chief Shawn A-in-chut Atleo¹

¹ <http://www.theglobeandmail.com/news/national/british-columbia/atleo-elected-new-afn-chief/article1228417/>

and what you are interested in before they match you with a volunteer opportunity.

You may have a regular schedule, such as every Saturday morning from 10am – 12noon or you may be able to volunteer from home. But once you make a commitment, it's important to follow through. Make it a priority to volunteer doing something you are passionate about or want to learn more about – a cause (such as cancer research), a social issue (such as homelessness) or an activity (such as hockey or music). And keep in mind that volunteering often leads to job opportunities.



“Empowerment is an extension of youth engagement. Empowerment includes supporting youth in the development of skills, competence and identity, but also supporting them in using these.”

– Clair V. Crooks

CHECK THIS OUT!

The First Nations University of Canada is a university that offers post secondary education in a culturally supportive First Nations environment. <http://www.firstnationsuniversity.ca> or (306) 790-5950, extension 3100 or 1 First Nations Way, Regina, Saskatchewan S4S 7K2

Where do I find out about volunteer opportunities?

There are 250 Volunteer Centres across Canada who promote volunteer opportunities – check out www.volunteer.ca or 1-800-670-0401. There are also national websites, such as www.getinvolved.ca and www.charityvillage.ca that list volunteer opportunities. Or look in your phone book or search the internet for “volunteer opportunities + (your community)” or “non-profit organizations + (your community)”.

LINKS:

Red Seal - <http://www.red-seal.ca/w.2lc.4m.2@-eng.jsp> – for apprenticeship

Ontario Colleges - <http://www.tcu.gov.on.ca/eng/postsecondary/schoolsprogram/college/index.html>

Ontario Universities - <http://www.tcu.gov.on.ca/eng/postsecondary/schoolsprogram/university/index.html>

BC Universities - <http://www.aved.gov.bc.ca/institutions/universities.htm>

BC Colleges - <http://www.aved.gov.bc.ca/institutions/colleges.htm>

BC Institutes - <http://www.aved.gov.bc.ca/institutions/institutes.htm>

Alberta Institutions - <http://www.advancededucation.gov.ab.ca/post-secondary/institutions/public.aspx>

Saskatchewan Institutions - <http://www.aeei.gov.sk.ca/post-secondary-educ-Institutions>

Manitoba Universities - <http://www.edu.gov.mb.ca/ael/unicoll/universities.html>

Manitoba Colleges - <http://www.edu.gov.mb.ca/ael/unicoll/colleges.html>

Quebec Post-Secondary - http://www.mels.gouv.qc.ca/elevs/index2_en.asp?page=collegial

New Brunswick - http://www2.gnb.ca/content/gnb/en/departments/post-secondary_education_training_and_labour/post-secondary_education.html

PEI - <http://www.gov.pe.ca/ial/index.php3?number=1027713>

Newfoundland and Labrador - <http://www.ed.gov.nl.ca/edu/postsecondary/public.html>

Yukon - <http://www.yukoncollege.yk.ca/>

Nunavut - <http://www.nac.nu.ca/>

ASET offices across Canada: http://www.hrsdc.gc.ca/eng/employment/aboriginal_employment/locations/index.shtml



TOOLKIT TAB 5

Finding A Job

In the next ten years it is expected that 700,000 new jobs will be created in Canada. Will your job be one of them? If you're interested in mining, forestry, oil and gas, manufacturing, retail, computers or health related jobs, it could be.



If you want one of these jobs, keep the following tips in mind:

Have a long term plan

It's important to live for today and plan for tomorrow, but when you're thinking about your future, think years ahead. Decide where you want to be in one year, two years, three years and five years, then work toward those goals, one step at a time. The

more careful and detailed

your plan, the more likely you are to succeed. And if the straight line you charted has to make some detours along the way, embrace the new challenges and work them into your plan. It's better to have a plan and change it, than to have no plan at all and spend your time reacting to what the world throws at you.

A big part of your plan will be your family, friends, anyone else you can count on to support you. See the "Decide it, Plan it—Do it!" section for more information on planning.

Get the training and education you need

In today's society, education is more important than ever before. Without your high school diploma your choices are very, very limited. There just aren't

that many jobs left that don't require a high school education or more. So chances are that when you get your plan in place, there is going to be some education required to get you where you want to go. Remember to use career mapping tools like "Career Cruiser", "Guiding Circles", and "SchoolFinder" to help you figure out what jobs are right for you, what schooling you need and where the schools are. Also, remember that your learning will continue once you get a job, with new training opportunities to keep your skills updated.

Expect to start low and work your way up

If you want to be a millwright you first have to be a millwright's apprentice. If you want to be a rock star, expect to play in a lot of small town bars before

We're Young! Over 50% of the Canadian Aboriginal population is under the age of 25; while about 30% of non-Aboriginal people are under the age of 25. When they retire, will we be ready to step into their jobs?

you hit the big time. Anyone starting at a new organization out of college or university can expect an entry level position. If you want a leadership position, it will take patience and persistence to get there.

Be prepared to change jobs

After entering the workforce, there's a good chance that you'll change jobs several times, either because you want to or you have to. You may have to change jobs because your job no longer exists; you may want to change jobs because you see new opportunities elsewhere. Today's job market changes very quickly, so keep your eyes open for new and better challenges, and expect the occasional surprise, especially early in your career. When considering a new job make sure you want it for the right reasons. If the money is the most exciting part of the job, think long and hard before pursuing it.

Realize that it might not happen

Aim high in life, but if it doesn't work out, have a fall-back plan. That kid who wanted to be a rock star might work in the music business behind the scenes, teaching music, or jamming with friends in a local band on weekends. The one who wanted to become a Chief Executive Officer (CEO) may end up a senior manager or starting a business.

You're building a life here, and your job is just one part of it. If you reach your goals but are miserable, you've missed some important lessons. If you fail to become CEO but have a happy family, lots of friends and enough money to do interesting things—you win!

“When people go to work, they shouldn't have to leave their hearts at home.”

- Betty Bender

CHECK THIS OUT

GOVERNMENT OF CANADA JOBS - <http://jobs-emploi.gc.ca/index-eng.htm>
SERVICE CANADA JOB BANK - <http://www.jobbank.gc.ca/Intro-eng.aspx>
ABORIGINAL JOB CENTRE - <http://www.aboriginalcanada.gc.ca/acp/jc/site.nsf/eng/menu.html>
SKILLED WORKERS.COM - http://www.skilledworkers.com/search_job/search.php
BRITISH COLUMBIA - https://search.employment.gov.bc.ca/cgi-bin/a/searchjobs_quick.cgi
ALBERTA - <https://www.jobs.alberta.ca/jobs-dynamic.html>
SASKATCHEWAN - <https://govskpsc.taleo.net/careersection/10180/joblist.ftl>
MANITOBA - <http://jobsearch.gov.mb.ca/jow/>
ONTARIO - <http://www.gojobs.gov.on.ca/Jobs.aspx>
QUEBEC - <http://www.carrieres.gouv.qc.ca/>
NOVA SCOTIA - <http://www.careerbeacon.com/corpprof/govns/govns.html>
NEW BRUNSWICK - <https://www.ere.gnb.ca/competition.aspx?lang=E&t=Y>
NEWFOUNDLAND AND LABRADOR - <https://www.hiring.gov.nl.ca/Default.aspx>
PRINCE EDWARD ISLAND - <http://www.gov.pe.ca/psc/index.php?number=1032581>
NUNAVUT - <http://www.gov.nu.ca/hr/site/jobs/index.shtml>
NORTHWEST TERRITORIES - <http://www.hr.gov.nt.ca/employment/>
YUKON - <http://www.employment.gov.yk.ca/yukon.html>

Canada's Aboriginal population has grown 322% over the last 30 years. Our communities are growing, and we need skilled professionals and well educated leaders. Where do you fit in?

EXAMPLE:

How to Become an Electrician

- Let's say you've decided to become an electrician.
- You'll need your high school transcript (Grade 10 education required, Grade 12 if you want to be in the union), a resume, references, and a letter explaining why you want to be an electrician.
- Then you'll complete an aptitude test or an interview and take a few safety courses.
- After that, you will have to pass a probationary period before becoming an apprentice.
- You'll be an apprentice for four years, much of it is paid, and you'll spend about 8 weeks each year in school.
- Your last step in becoming a licensed electrician is passing a final exit test.



Note that you didn't start at the top! Becoming an electrician took education, planning, time and effort. What's in it for you? Once you've got your electrician's papers, you've got a trade you can take anywhere in Canada, and an income of between \$40,000 – \$90,000 per year. You've got choices.

Where the Jobs Are

In the coming years, the federal government expects there will be new jobs in the following areas:

- “Green Jobs:” solar energy, wind energy, geothermal energy and new forest agreements with First Nations are allowing us to do work that fits our cultural values as protectors of the land. For an example of this, check out the Eco Canada's BEAHR program for training opportunities at www.beahr.com
- Business, finance, and administration
- Natural and applied sciences
- Health
- Social science, education, government services, and religion
- Trades, transport, and equipment operators
- Primary industry occupations
- Process, manufacturing, and utilities

Specific jobs that will be in high demand in the coming years:

- Contractors and supervisors, trades workers, such as carpentry and pipe fitting
- Head nurses and supervisors
- Home builders and renovators
- Nurse aids and other assistants

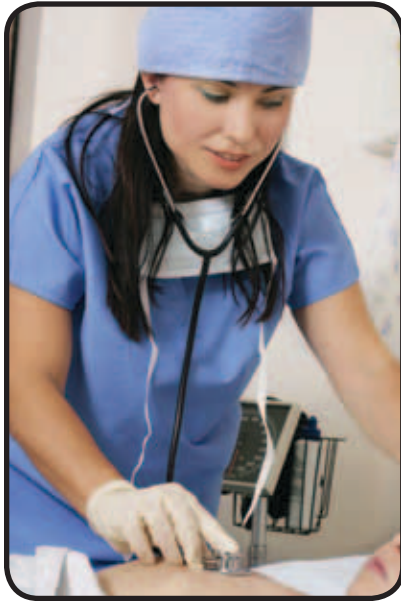


“Choose a job you love, and you will never have to work a day in your life.”

- Confucius

“Nothing is really work unless you would rather be doing something else.”

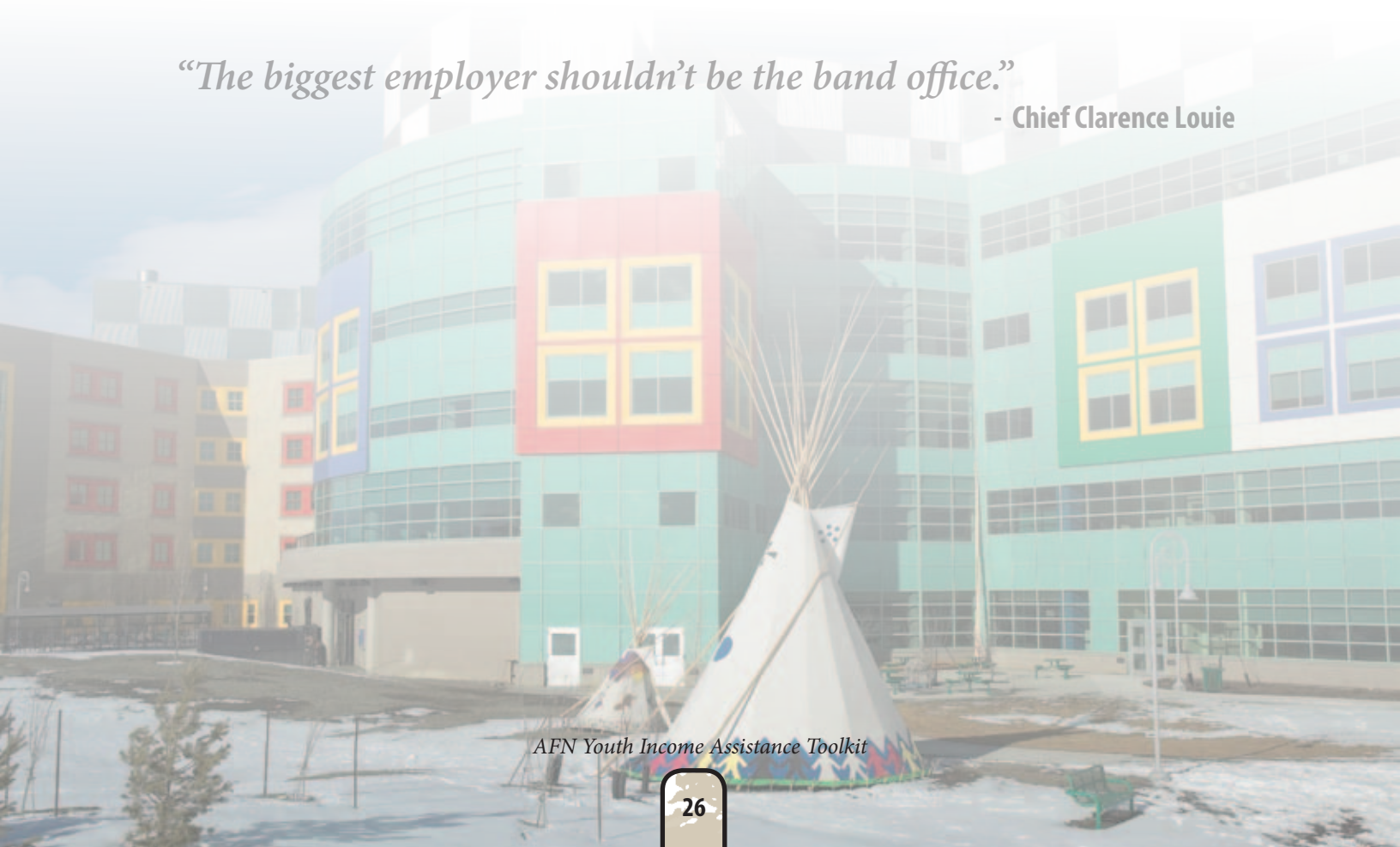
- James Matthew Barrie



- Legislators and senior management, human resources managers, and human resources and business service professionals
- Civil engineers and industrial engineering and manufacturing technologists and technicians
- Managers, education social and community services physicians, dentists and veterinarians
- Optometrists, chiropractors and health diagnosing and treating professionals
- Therapy and assessment professionals
- Other technical occupations in health care, such as registered nurses
- Radiation technologists
- Managers in public administration
- Facility operation and maintenance managers
- Supervisors in oil and gas drilling services
- Oil and gas well drillers, servicers, testers, and related workers
- Supervisors, processing occupations in petroleum, gas and chemical processing and utilities

“The biggest employer shouldn’t be the band office.”

- Chief Clarence Louie





TOOLKIT TAB 6

Getting Trained, Going to School

Funding

Education and training cost money—luckily, there is funding available to get you just about any form of education or training you need.

Contact the Education Department in your First Nation. Your Band may give you funding to go to school.

There are also a lot of bursaries you can apply for. Some are available to students to study in certain fields, other bursaries are only open to students from specific provinces. Check out the Aboriginal Canada Portal at www.aboriginalcanada.gc.ca and locate the “funding tool” on the right side of the page, to search for education funding. You can also check out the Canada Student Loans and Grant services from the Government of Canada at www.canlearn.ca. You may even be able to apply for a loan to buy a computer to use at school.

There are also a large number of scholarships (www.scholarshipscanada.com) available to high school, college, and university students. The criteria for some of these scholarships are based on grades; however there are quite a few scholarships that have other criteria, such as which province/ territory you are from and/or aboriginal status.

The Aboriginal Skills and Employment Training Strategy (ASETS), Aboriginal Skills and Training Strategic Investment Fund (ASTSIF), and the Aboriginal Skills and Employment Partnership (ASEP) programs are good examples of sources of funding for training and shorter term education. Ask at your Band office if the community already has any

“Education is wonderful in that learning things is not where it ends; you can continue the learning process by teaching others about where you’ve been and where they could be going.”

- Alika Lafontaine

projects that include some funding for training. If your community is an ASET holder, it means there will be someone, either in your First Nation, or someone regionally, that can help you match your interests with potential training opportunities.

Distance Education: Go to School at Home

Distance education is a new way of going to school, and it’s growing fast. It allows you to get an education in your own home, instead of having to move out of the community. This could be very appealing if you are a single parent or have young children at home. Universities such as Athabasca, Guelph, Simon Fraser, Waterloo, and others offer courses online. Many colleges also provide distance education. EDinfo is popular in the west for distance education, but the BC institute of Technology, Assiniboine, Red River, Algonquin, Humber, and Sheridan College all use distance education.¹

You will likely have to make trips to the university or college, but you don’t have to permanently move to the city. This is a major bonus if you want to

¹ <http://alis.alberta.ca/ec/ep/esp/distance.html>

continue to live in your home community. Note that just because you're home doesn't mean the courses are easier; it still takes discipline to get the work done.

Some of the ways that you might learn through distance education include: multi-media, online activities, print materials, web, e-mail, Internet, CD-Rom, computer software, audio/video conferencing, audio/video tapes and TV or radio.² Unfortunately, trades programs generally don't offer distance education, because most of the work is hands-on—if you're an electrician's apprentice, you need to be working with the electrician. The good part is that with trades you're not in school nearly as much as in college or university programs; you spend most of your time getting paid to work with a licensed tradesman, learning first-hand.

SchoolFinder.com offers a good distance education resource. It provides information and links to distance education learning opportunities across Canada.

Colleges and Universities

Which is right for you, college or university? That depends on what type of education you need to reach your goals.

College programs are generally 1-2 years long and prepare you for specific jobs. For example, a college might offer a program in heavy machinery that will give you the qualifications you need to apply for those types of jobs specifically.

College programs often have an on-the-job training or internship component to them as well. Many college courses lead to a higher level of study at the university level. For example, a graduate of a college nursing program can move to university to study nursing further and become a registered nurse. In some places the lines between college and university are getting blurry, as some colleges now

² <http://www2.athabascau.ca/aboutau/distanceeducation.php>

offer university degrees, as well as diplomas and certificates.



Universities grant degrees. Undergraduate degrees can be quite general, such as a Bachelors degree in Science, or English. These degrees don't prepare you for any specific job, but they do provide a broad understanding of a certain field of study. An undergraduate degree takes three to four years to complete.

Once you have your undergraduate degree, you can then apply for a graduate degree, which also takes several years to complete. Graduate degrees, such as master's and doctoral degrees, are more specific, as students become experts in a certain area within their field.

University is also where the professional schools are, such as medical schools for doctors, and law schools for lawyers. In most cases, you need an undergraduate degree to apply to a professional school. There are some exceptions to this like social work and nursing, but you'll have to check out the program you're interested in.

*“If we open the door to a school,
we close the door to a jail cell.
We need to make those direct
correlations.”*

- National Chief Shawn A-in- chut Atleo

Trades

Trades programs are usually available through colleges. The student begins as an apprentice, then after a certain amount of in-class time and hours of on-the-job experience, becomes a master tradesperson. One big bonus of learning a trade is that the on-the-job part of the apprenticeship is usually paid. An excellent resource is the book *Careers in the Skilled Trades: a Resource for Aboriginal People*, available from Ningwakwe Learning Press. Check it out at: http://ningwakwe.on.ca/catalogue_files/page0049.htm You may be able to get your local education office to buy a copy.

The difference between school and life? In school, you're taught a lesson and then given a test. In life, you're given a test that teaches you a lesson."

- Tom Bodett

→ CHECK THIS OUT

Imperial Oil lists scholarships and education employment programs grants on their website www.imperialoil.com, under the "community and society" tab and "aboriginal engagement" link on the right hand side of the page.

Post Secondary Student Support Program (PSSSP): <http://www.ainc-inac.gc.ca/edu/ep/pse-eng.asp>

Aboriginal Skills and Employment Partnership Program (ASEP): http://www.rhdcc-hrsdc.gc.ca/eng/employment/aboriginal_training/index.shtml

Athabasca University Distance Education: <http://www2.athabascau.ca/aboutau/distanceeducation.php>

Government of Alberta Distance Education List: <http://alis.alberta.ca/ec/ep/esp/distance.html>

Human Resources and Skills Development Canada List of Policies and Programs: http://www.hrsdc.gc.ca/eng/corporate/policy_programs/index.shtml

Quebec Student Loans: www.afe.gouv.qc.ca/en/index.asp

CanLearn: www.canlearn.ca

Scholarships Canada: www.scholarshipscanada.com

Student Awards.com: www.studentawards.com

Learning Disabilities Association of Canada: www.ldac-acta.ca

Once First-Nations youth complete high school, about 75 per cent will go on to post-secondary education. This is close to the national average for all young Canadians.

– Globe and Mail Judith Maxwell¹

¹ <http://www.theglobeandmail.com/report-on-business/economy/economy-lab/the-economists/first-nations-quiet-revolution-will-begin-in-the-classroom/article1847164/>

We want all of our people to graduate – that’s what everybody says, but that’s not the reality of what’s going to happen with a lot of native kids. And to me, as long as they have a work ethic, that’s what I want to see developed in our people....As long as you have a work ethic, you’ll always have a productive life and you’ll always have a chance to bounce back.

– Chief Clarence Louie





TOOLKIT TAB 7

Creating Your Own Job

Maybe you're not interested in working for someone else, and you'd like to start your own business. Successful businesses are based on hard work and good ideas. In order to start and run your own business, there are a few things you need to know.

Business Basics

A business begins as an idea that solves a problem or fills a need. Is there something your community needs, that people would be willing to pay for? For example, if people are complaining there is nowhere to go for a good breakfast, a breakfast restaurant might be a good idea. Are people constantly talking about how hard it is to get to nearby communities to shop and visit relatives? Maybe a shuttle service would be a good business to start.

A person who starts a business is called an entrepreneur. Are you the kind of person who would make a good entrepreneur? One way to find out is to just dive in and start your business. Another way is to take an entrepreneur quiz, such as the ones listed in the "Check This Out" section below.

Funding Sources

Where are you going to get the cash to start your business?

There are many funding sources, but the best place to start is your band office. If your Band has an economic development office, it will have information about local, regional and national business funders, and can help you with your other business planning as well.

“When a First Nations community is poor, nobody really pays attention to them except for when they want to complain about them being welfare recipients or a burden on the tax system... But wherever you go where First Nations people are bringing millions of dollars into the economy of their region and they're creating hundreds of jobs, there's a better relationship. There's a business relationship. I want to see business relationships between the native and non-native communities, not a dependency relationship or a pity relationship.”

– Chief Clarence Louie

If there is no economic development office, and you are not getting help from your band, don't give up! Jump on the Internet and start at the Aboriginal Business Portal (see the link below). This is a great place to start. Search for "Economic Development and Business," and then click on "Funding Sources." On this site you can select your specific region or even a certain government department.

How to Write a Funding Proposal

Sometimes creating your own job means you need to write a proposal for funding to get start-up dollars or other types of support. Most funding proposals will be for government programs that provide start up funding for small businesses or

Tips when writing funding proposals:

- Be clear about your vision: what do you want to accomplish with this money or support? Why are you doing this?
- Describe your business or project idea as clearly and concisely as possible. State your goal/ objective and your target audience.
- Do your homework. Know how much money you need and for what purposes it will be used. Be able to describe the costs in detail. For example, how many staff or volunteers will you need? Are there other expenses such as office space or equipment?

"The critical ingredient is getting off your butt and doing something. It's as simple as that. A lot of people have ideas, but there are few who decide to do something about them now. Not tomorrow. Not next week. But today. The true entrepreneur is a doer, not a dreamer."

- Nolan Bushnell

entrepreneurs. To check out a sample funding proposal, go the appendix. The first place you should check out is **Aboriginal Business Canada**. Call a development officer and tell them about your idea and they can let you know what you need to do to apply for funding. They have a specific fund for Aboriginal youth entrepreneurs. Call the office closest to where you live (see the list at the end of the toolkit).

If you live in Manitoba, here's an example of a funding source: the **Young Rural Aboriginal Entrepreneurship Initiative in Manitoba**, which offers funding and helps young entrepreneurs develop their business skills.

- Establish a timeline. When do you need the money and when will your business start? Be realistic.
- Create an evaluation plan. How will you know when your business (and the grant you are asking for) is successful? These are often called "indicators" of success. When you have 10 customers? Or have received an income of a certain amount of money? What are your short-term (a few months) and long-term (a year or more) goals?

It's always a good idea to have a "second set of eyes" review any applications or proposals you write. Have someone with experience – a friend, a col-

“The economy should always be the number one issue, it’s the number one issue for white people – it should be the number one issue for native people.”

– Chief Clarence Louie on Entrepreneurship

league, a teacher, a parent – read your application and ask you questions about it before you submit it. You might only have one opportunity to submit the grant proposal so give it your best effort!

Writing A Business Plan

Now that you have your business idea and are confident that you are an entrepreneurial kind of person, it’s time to write a business plan. This important plan outlines what the business will do, how the business will be run, and why it will be successful. It includes the following sections:

Market Research and Planning:

- who’s buying what you are going to sell
- what you’re selling and at what price
- who your competitors are
- what’s the best location
- how you’ll advertise

Operational Plan

- how you’re going to run the business day to day
- what laws or regulations you’ll have to be aware of
- what kind of people you’ll need to help you
- what buildings and land you’re going to use

Financial Projections

- Your best guesses about how much money you think will come into and flow out of the business each month, each year for three to five years. Includes categories like “supplies,” “staffing,” “rent,” etc.
- Helps you to figure out where your costs are, and how much money you’re going to need for the business to survive and thrive.
- For more detailed information about how to write a business plan, see the Appendix

“Entrepreneurs are simply those who understand that there is little difference between obstacle and opportunity and are able to turn both to their advantage.”

– Niccolò Machiavelli



“A business has to be involving, it has to be fun, and it has to exercise your creative instincts.”

—Richard Branson

CHECK THIS OUT

BUSINESS SUPPORT

Aboriginal Business Canada - <http://www.ainc-inac.gc.ca/ecd/ab/abc/ifa/aab/index-eng.asp>
Regional Development Officers - http://www.ainc-inac.gc.ca/ecd/ab/abc/abt/h_ab00091-eng.asp

ENTREPRENEUR TESTS

Consilium Entrepreneurship Quiz: This quiz is in the Appendix at the back of this Toolkit.
Success Magazine 20 Question Entrepreneur Test - <http://www.successmagazine.com/Entrepreneurship-Quiz/PARAMS/article/581/channel/20>.
Business Development Canada (BDC) Entrepreneurial Self Assessment - <http://www.potentielentrepreneur.ca/client/questionnairenewsection1en.asp>

BUSINESS PLAN DEVELOPMENT

The Canada Business website <http://www.canadabusiness.ca/eng/125/107/>
Espirit Entrepreneurship Program - <http://www.bdc.ca/en/espirit/Pages/default.aspx>
Indian and Northern Affairs Canada - <http://www.ainc-inac.gc.ca/ecd/ab/abc/ref/pbp/ab00335-eng.asp>
Entrepreneurship website - <http://www.entrepreneurship.com/tools/pdf/businessPlanWorkbook.pdf>
RBC Business Plan - <http://www.rbcroyalbank.com/sme/create-plan/business-plans.html>
Business Development Canada - http://www.bdc.ca/en/i_am/aboriginal_entrepreneur/Pages/aboriginal_fund.aspx

FUNDING SOURCES

Aboriginal Business Portal: <http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/funding.html>
CharityVillage: www.charityvillage.com/cv/ires/fund.asp
Check out the links to funding sources on the Assembly of First Nations Social Development webpage at www.afn.ca (Social Development)
Note: there are many community based funding sources. Visit your band office to find out what's available in your community

SUCCESSFUL YOUNG ABORIGINAL ENTREPRENEURS

Amy Dopson: Young Female Entrepreneur of the Year, BC Aboriginal Business Award, 2010

In two years Amy Dopson of Prince Rupert, B.C. developed PAC10 Tutoring into a successful business. Dopson's business tutors students in Math, English and Science and offer flexible programs which work within a student's school schedule. PAC10 Tutoring also offers monthly group programs, private sessions and year-round tutoring services.

Robert Ellis: Young Male Entrepreneur of the Year, BC Aboriginal Business Award, 2010

Ellis Excavating Limited is a lifelong dream of this young entrepreneur. His four year-old business, based in Nanaimo, B.C, provides excavation services to the construction industry. The work includes site clearing, road building, trenching, pipe and foundation-laying.

“An entrepreneur assumes the risk and is dedicated and committed to the success of whatever he or she undertakes.”

– Victor Kiam



TOOLKIT TAB 8

Staying Connected: Making Social Media Work for You

What is Social Media?

Social media is a broad term that includes all the online tools that allow people to communicate easily in order to share information and resources. Social media can include text, audio, video, images, podcasts, and other multimedia communications.

A social networking site is an online place where a user can create a profile and build a personal network that is connected to other users. Social networking sites allow users to share ideas, activities, events, and interests within their individual networks.

In the past five years, such sites have rocketed into a phenomenon that is used by tens of millions of Internet users. There are over 300 social networking sites in the world that boast over 1 million users each!

micro-blogging service that enables its users to send and read messages known as tweets. Tweets are text-based posts of up to 140 characters displayed on the author's profile page and delivered to the author's subscribers who are known as followers.

- **YouTube** is a free video-sharing website on which users can upload, share, and view videos
- **LinkedIn** is a large professional online network where members connect with each other, participate in groups, provide answers to questions posted by other members, and interact with each other. Jobs are posted, and the site is very popular with employers and recruiters. Most functions of LinkedIn are free.

Common Types of Social Media

- **Facebook** is a free social networking website that is operated and privately owned. Users can add friends and send them messages, and update their personal profiles to notify friends about themselves. Additionally, users can join networks organized by city, workplace, and school or college.
- **My Space** is a free social networking site, like Facebook, that allows users to set up a profile and connect with others.
- **Twitter** is a free social networking and



Why use Social Media and Social Networking Sites?

- Social media can keep you connected to your friends, families and colleagues no matter where you are – in your neighbourhood or across the country. A quick email or posting on Facebook lets everyone know what you're up to.
- Networking is one of the most important components of job searching. Traditional networking means that you go to meetings or events where you meet potential employers (like job or career fairs), tap into your own personal network (who do you already know?), or ask friends who they know. Social media and networking sites can complement and enhance your career and job search by finding information about jobs and careers that are only available online.

When you're looking for Work:

- Make sure your profile page and postings are appropriate. Future and current employers may be able to read your profile.
- If you're currently employed, remember that your employer may access information about you. Keep your work search confidential by asking your contacts for advice and information, not directly for work or job leads.
- If you're not currently employed, tell your contacts you're looking for work. Tell them about your skills and accomplishments.
- Join groups or networks on the web (through **LinkedIn**, for example) that reflect your interests, both professional and recreational, to expand your network.

- Change the privacy settings to control who has access to specific areas of your profile. It's a good idea to allow only close friends to access your instant messaging and comment on your blog entries.

SOCIAL MEDIA TIPS

- Be your own person online, not someone you're not.
- Be nice. What you say online is "printed" and although you may delete it, it might have already been forwarded or passed on to others. An angry posting will live on long after you have calmed down, and could be used against you.
- Think about what you post, before you post it.
- Keep passwords private.
- Don't accept "friend" requests from people you don't know.
- Make sure you understand the privacy settings and use them to protect your privacy.



Wherever you go online—e-mail, instant messaging, your website, your blog, your social networking website—you leave a footprint. It’s easy for potential employers, co-workers and clients to check out your online profile—all they need to do is **Google** you (search your name on the Internet using the Google search engine). What will they find? Google yourself to find out what your online profile is.

What’s on Your Wall?

Pretend you’re in the middle of your school’s cafeteria and everyone in the school is there with you. On the wall of the cafeteria is a large white sheet of paper. Imagine that you write everything that is currently on your Facebook “wall” on that piece of paper in permanent marker. Everyone in your school, including your teachers, parent visitors

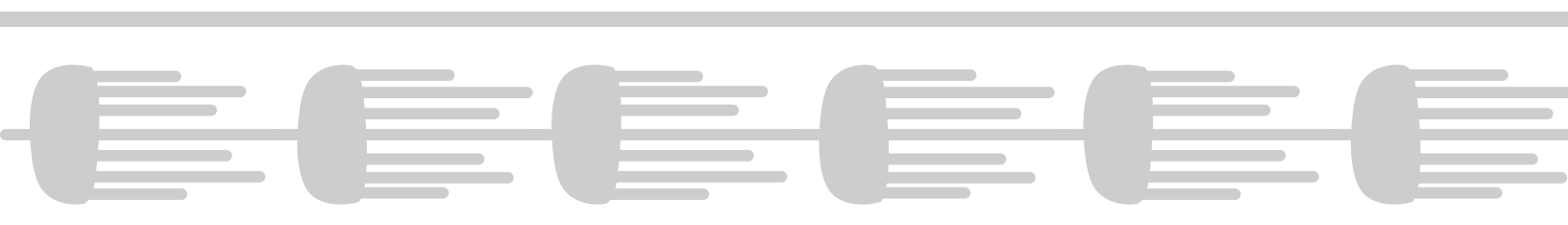
and all the students can see the wall. This is exactly what happens with your Facebook “wall” – you might think what’s on your Facebook wall is only seen by a few people, but it’s really public information. Every time you post something, remember that it can be viewed by others—including potential employers.

Pick up the phone!

Social media and electronic communication is easy and quick but it does not – and cannot – replace hearing your friends and families’ voices. Staying connected to your community and family means making an effort and taking the time to call. Set up a regular schedule so you don’t forget, such as every Sunday night.

Our social networks, both the old-fashioned type in real life, as well as the new constructs created by social software, give us the ability to do amazing things for ourselves and for others.

– Chris Brogan





TOOLKIT TAB 9

Managing Your Money

Managing your money properly helps you achieve your life goals. A budget is an organized way of managing your money – knowing how much is coming “in” (how much you make) and how much is going “out” (how much you spend). These are also called “revenue or income” and “expenses”.

Budgeting helps you to achieve your short-term and long-term goals – like buying a new video game (short-term) or buying your own car or house (long-term). Budgeting gives you a clear picture of where you are and where you’re headed with your money.

To develop a budget, start by listing all of your sources of regular income, such as part-time job revenue, monthly allowance, etc. Next, brainstorm a list of regular expenses that you’re responsible for. Finally, subtract the total expenses from the total income. If you’re spending less than you make you’re in pretty good shape. If you are spending more than you make, something has to change!

“A penny saved is a dollar earned.”

– Ben Franklin

What’s a Budget?

Here’s an example:

MONTHLY INCOME

DESCRIPTION	AMOUNT	TOTAL FOR THE MONTH
part-time job working at the grocery store. \$10/hour x 10 hours/week	\$100/week	\$400
TOTAL INCOME		\$400
MONTHLY EXPENSES		
Bus tickets	\$20/month	\$20
food	\$30/week	\$120
clothes	\$100/month	\$100
TOTAL EXPENSES		\$240
NET INCOME		\$160

Don't know where your money is going? Keep track for a month – keep all your receipts or a piece of paper and a pen in your pocket and write it all down – everything from buying a drink to taking someone out for lunch.

After you have finished tracking or developing a budget, take a look at your spending habits. What are you pleased about? What would you like to change? What are your financial priorities? For example, saving to buy a car, or go on a trip, or pay for school.

Saving money really just means NOT spending all your money at once – putting some aside for your needs in the future. By saving money, you're reducing some of your current spending and putting your money to work for you – you earn interest on the money that you put away. Interest means your money increases, or grows, when you leave it alone in a savings account or other investment option.

Most financial management experts tell you to “pay yourself first”. What does this mean? If you are putting away too much of your money or spending all your money on essential needs, you'll never feel like you're benefiting from all the work you are doing to earn that money. Take 10% of what you're earning and spend it on YOU – whatever you want – food, treats, clothes, going to the movies, etc. So if you make \$400/month in a part-time job, spend \$40 and treat yourself. That will make it easier for you to save money for your future.

“Take care of your pennies and your dollars will take care of themselves.”

– Scottish Proverb

TIPS

- Work part-time as a teenager. Get used to handling money in small amounts.
- Pursue a career that you enjoy – you might have more money at a job you dislike but being unhappy at work 40 hours a week will cause other stresses and problems in your life.
- Understand the difference between “needs” and “wants”. A need is something that is essential, such as food, shelter and housing, basic clothing and transportation. A want is something you desire, like a new video game, or certain type of clothes or recreational activities. Spend on “wants” only after all your basic needs are met.
- Learn how to save money at an early age. Financial experts say that you should put away some of what you make ALWAYS – into a savings account or an investment plan. For example, set a goal – like saving one-third of what you earn. So if you make \$30 babysitting, put \$10 away. Or if you make \$300 every week at a part-time job, put \$100 away in a savings account.
- Live within your means – only spend what you have, or borrow what you can afford to borrow, so you don't spend years trying to catch up.

INVESTMENTS

- By putting money away, or saving money, you are really making more money. This is called an investment.
- If you open a savings account at a bank, the bank pays you interest (a certain percentage) on the money you deposit. The more money you save, the more money you make on interest. This is called “compound interest”.
- You can also set up other types of savings accounts or investments, like a Tax Free Savings Account, purchasing a Canada Savings Bond, or starting a Registered Retirement Savings Plan (RRSP). Ask your local bank or credit union to explain your options to you.

Credit and Debt

Credit and debt are tools you use only when you need them. They can be both good and bad! When you borrow money that you don't have, this is called "debt". Credit cards are really debt; when you pay for something on your credit card you now owe the credit card company that money. And they charge interest—a fee for letting you borrow from them. For example, if you borrow \$100 at a 20% interest rate, you are really paying \$120 for getting the \$100 you need. And if you don't pay the credit card or loan off right away, the interest "compounds"—that means it adds up—so the next month, you could pay 20% interest on top of the \$120 (not the original \$100 your borrowed). And so on!

Manage your debt by paying off all of your credit cards every month, and always pay off the credit card or loan that has the highest interest rate first – that will save you money. Credit cards are best used in situations where you know you will be able to pay the balance (the amount you owe) on the credit card each month or for emergency purchases. If you find you're not paying off the balance each month, or are getting deeper into debt, get rid of your credit card.

Using a credit card properly helps you create a positive "credit rating" or "credit history," so banks and other credit companies know you can pay off your debt and can trust you to manage your money. This will help you borrow larger amounts of money in the future to buy a house or a car or invest in your education.

Always shop around before getting a credit card or a loan in order to get the best deal – interest rates and monthly fees vary a lot! Compare rates, payments and the total cost of borrowing.

For more information about credit, debt, savings, budgeting and financial literacy, check out **The**

Money Belt, a website designed just for youth ages 15-29 at www.themoneybelt.gc.ca

Credit Counselling

Sometimes it's easy to get into trouble when you're managing your own money – usually by taking on too much debt or credit and not being able to pay it off. There are lots of organizations that can help you if you find yourself in this situation. Credit Counselling is a program for people experiencing financial difficulties and for those wanting to learn more about money management. Check out Credit Counselling Canada, www.creditcounsellingcanada.ca or 1-866-398-5999 to find a local credit or debt counsellor near you.

"A bank is a place that will lend you money if you can prove that you don't need it."

– Bob Hope

Credit or debt counseling helps people who:

- worry constantly about money
- borrow money to get out of debt
- have creditors contacting them
- use credit cards to meet monthly expenses
- are a month or more behind in monthly payments
- having difficulty setting and living by a budget
- want to learn to manage your money more effectively

CHECK THIS OUT

Credit Counselling Canada:
www.creditcounsellingcanada.ca



“Never spend your money before you have it.”

– Thomas Jefferson

“The safest way to double your money is to fold it over once and put it in your pocket.”

– Kin Hubbard



TOOLKIT TAB 10

Appendix: The Details

Welfare... or What?

“thinking of a career?”

- <http://volunteerguelphwellington.on.ca/useredits/File/Thinking%20of%20a%20Career.pdf>

“questions to ask”

- http://admin.volunteerguelphwellington.on.ca/useredits/File/FAQ_Teen-complete.pdf

Where are you Going?

Guiding Circles www.guidingcircles.com

Creating Your Own Job

Sample Funding Proposal

This sample funding proposal is for:

Marketing and promotional materials for a start-up lawn care business, called Circle Tree Lawn Care. The funder is ABC Community Development Corporation.

Sample Cover Letter

Date

To whom it may concern:
(if the name of the person is included in the grant information,
use their name and title)

Regarding: ABC Community Development Corporation Call
for Proposals (or Funding Application)

Please find attached a funding proposal to support the creation
of marketing and promotional materials for my new business,
Circle Tree Lawn Care.

I launched this business six months ago and it is clear that I
need marketing and promotional materials in order to expand
my business in my community. I know that a new website,
flyers, brochure and ads will help me get the word out and
create a successful business that has the potential to hire more
employees in the future.

Please contact me if you have any questions. I look forward to
hearing from you.

Sincerely,

Your signature

Your Name (typed)

1. Project Summary

Sometimes called an “Executive Summary”. Answer the question: *What do you want to do and why?*

Circle Tree Lawn Care is a lawn care business that I established six months ago. The services it provides include: grass cutting, trimming, plant watering, removal of branches and lawn debris, raking, and other related tasks. I have registered the business and, until now, have been selling my services by word of mouth, on local free websites, and by posters throughout the community. I have a few regular clients but I need more clients to make the business successful and to pay for the start-up costs I incurred. I believe that strong communications and marketing materials, including the development of a website, a brochure and ads in local media will let people know about my business and connect me with more clients.

2. Project Goal

One or two sentences describing the purpose of this grant.

To create marketing and communication materials to promote Circle Tree Lawn Care to prospective clients.

3. Project Work plan

This can also be called project activities and time lines. Answer the questions: what are you specifically going to do with the money, who is going to do the work, and when will it be done?

The project work plan or activities plan is often in the form of a chart.

ACTIVITY	TIMELINE	RESPONSIBILITY - WHO
Hire a communications company or marketing/graphic design expert to create a logo and branding guidelines for Circle Tree Lawn Care that can be used on the website, in the brochure and ads. Obtain 3 quotes before hiring.	<ul style="list-style-type: none">• Contact potential communications companies and ask for quotes: March 1-15• Interview and check references: March 15-20• Hire someone: by March 30	“your name”
Develop a logo/brand for Circle Tree Lawn Care	By April 30	Communications Company with “your name” input
Hire a website provider, based on their cost, skills and availability.	April	“your name”
Develop the website	By May 31	Website developer, with review by “your name”
Hire a graphic designer, based on their cost, skills and availability, to create the brochure, flyer and advertising templates.	May	“your name”
Develop brochure, flyer and advertising templates	By May 31	Graphic Designer
Book advertising space in local newspapers and magazines. Print copies of the flyer and brochures.	May	“your name”
Distribute communications materials throughout the community and promote the website.	May – September, ongoing	“your name”

4. Project Budget

Usually, there will be a specific format for you to input your budget. Here is a sample. The expenses should be based on accurate numbers – you will have to do some research and find out what items cost before completing your budget.

EXPENSES	
Develop logo/brand	\$1,000
Website design and creation	\$1,500
Graphic design of brochure, flyer, ads	\$1,200
Printing costs (flyer, brochures)	\$ 800
Advertising space	\$2,500
TOTAL EXPENSES	\$7,000
REVENUE	
Current advertising budget	
(\$ you have set aside for this expense)	\$ 900
Funds Requested	\$6,100
TOTAL REVENUE	\$7,000

Notes

You can always add “notes” to your budget, such as:

Although the costs are broken into three areas of communications expertise (logo, website, graphic design), a single company or person might be hired to do all three activities based on their expertise.

5. Evaluation Plan

Answer the questions: How will you know if this grant has been successful? What are the “indicators” and “outcomes”?

Indicators (What are the specific outputs of this grant? e.g. things that are produced and/or counted)

- A logo and branding guidelines for Circle Tree Lawn Care will be developed
- A website that is easily updated and visually attractive will be in place, tracking 500 visitors in the first 3 months
- 1,000 brochures will be produced and distributed in key places in the community
- 10 ads will be placed in local publications (newspapers, magazines, etc.)

Outcomes (*What will be long term the result of this grant?*)

- Circle Tree Lawn Care will have 25% more business this year and 50% more business next year.
- When the business grows by 50%, an additional staff person will be hired, thereby creating local jobs.
- Circle Tree Lawn Care will earn a reputation as the best local lawn care company in our community.

6. References

Choose at least 2 or 3. Include their name, position (or title), organization or employer including the location where they work or volunteer, phone number and email address. Always choose references that are not related to you – they should be “arms length” which means that they will not personally benefit from this proposal in any way. ALWAYS ask for permission to use someone’s name as a reference first.

Jane Black
Computer Studies Teacher
Northern Lights School, Edmonton, Alberta
Telephone:
Email:

John Brown
Executive Director
Boys and Girls Club, Edmonton, Alberta
Telephone:
Email:

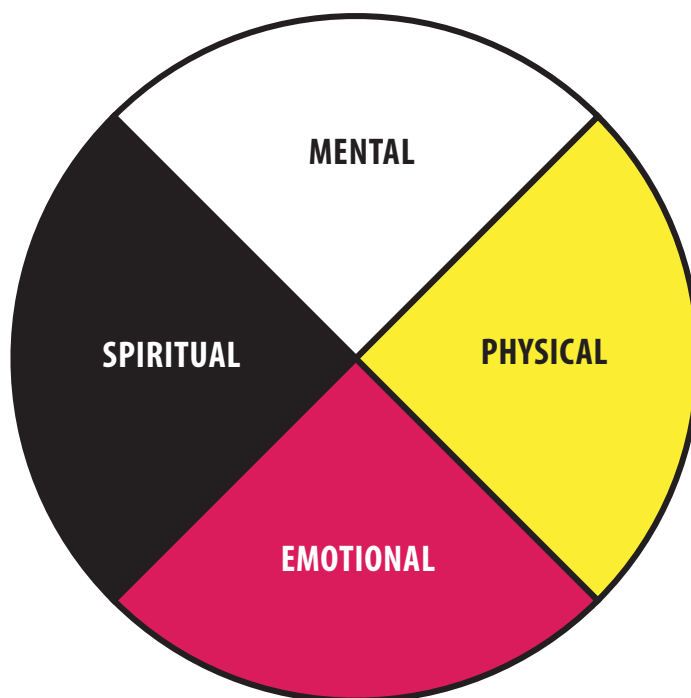
7. Appendices

Add any materials to the application that will support it. You can include your current poster about your company, any photos of you and your equipment, any newspaper or newsletter articles about the start up of your business.

Typical components of a funding proposal:

http://www.charityvillage.com/cv/learn/PDFs/Proposal_Components.pdf

The Self Assessment Wheel



Success in any business, just like success in life, is linked to balance. When the requirement of the mental, physical, emotional and spiritual dimensions are met and balanced your personal chances for success in business are greatly increased.

In this type of self-evaluation it is usually best to check your first response rather than taking a long time to consider your answer. The assessment will not be seen by anyone else unless you choose to share it.

To complete the assessment, check the category that best describes your feelings about how that statement applies to you. There are no right or wrong answers to these questions; only the answer that best describes how it relates to you.

Self-Assessment Wheel (cont.)

THE MENTAL DIMENSION:			
In regards to your business venture the mental realm includes a wide variety of learning and experiences. Check off which of these statements usually applies to you:			
STATEMENT	AGREE	SOMETIMES	DISAGREE
I am good at communicating my ideas to others.			
I am good at dealing with problems.			
When a decision has to be made, I can make it easily even though I am not always sure of the outcome.			
I have found ways to deal with stress and use them when I encounter stressful situations.			
Once I decide to do something, very little can stop me.			
I often ask for advice from people who are older and more experienced than I am.			
I enjoy working on projects that can take a long time to complete successfully.			
When I have a problem, I can usually find more than one way to solve it.			
I believe it is important to organize tasks before I start them.			
I like taking care of details.			
I do not mind working long hours if it means I will accomplish my goal.			
I generally use my mistakes as a learning process.			

Self-Assessment Wheel (cont.)

THE EMOTIONAL DIMENSION:

Being successful in business is often directly related to how we feel about ourselves in life. The emotional dimension of business relates to how we work and communicate with others as well as how we relate to ourselves.

STATEMENT	AGREE	SOMETIMES	DISAGREE
I have the support of my family in starting this business			
I have friends with whom I can discuss my business ideas and problems.			
I have faith in my ability to carry out projects I have started.			
I have completed projects in the past that I have been proud of.			
When I do a good job, I am satisfied in knowing personally that the job has been well done.			
I find it easy to get others to do things for me.			
I try to find the benefits in a bad situation.			
I feel good about myself when I get up in the morning.			
I enjoy being able to make my own decisions.			
I would rather be in charge of a project than follow someone else's orders.			

Self-Assessment Wheel (cont.)

THE PHYSICAL DIMENSION:

Achieving your goals in business takes physical health and stamina. In the physical dimension you will assess your own perceptions in these areas.

STATEMENT	AGREE	SOMETIMES	DISAGREE
I have the energy to work more than eight hours a day if I must, to achieve my goals.			
I am in good health and do not get sick very often.			
Although my physical health is not as good as it could be, I have investigated how I can achieve my goals with the assistance of others.			

THE SPIRITUAL DIMENSION:

This dimension of the "Self Assessment Wheel" refers to the "spirit" and support of the community as well as belief in a higher power.

STATEMENT	AGREE	SOMETIMES	DISAGREE
I am able to gain energy from my belief in a power greater than myself.			
The people in the community I am living in help give me the drive and energy to keep going.			
I believe that the support of people in a community is an important part of success in business.			

Creating Your Own Business

How to Write a Business Plan

A business plan is one of the most important aspects of running a business, because it outlines why the business will be successful and how the business will be run. First, begin with a description of what the business will do. Include long-term goals in the description; they will give you something to strive for.

Market Research

The next step is to perform market research and write a marketing plan. Market research is conducted to analyze information that will help you make the right decisions regarding your business. A new business would research its target market, community, competition, and location. When researching your target market (customers) answer the following questions:

- Who are your best prospects?
- Where do they live?
- What do they buy?
- Where do they normally get it?
- When do they usually buy it?
- How much are they willing to spend?
- Why do they buy it?
- Do they have extra money for your product?
- Is the purchase planned or made on impulse?
- How do they buy it (cash, cheque, visa, MasterCard)?

If the product or service you want to sell isn't currently on the market, this information will be hard to come by. In this case, you could begin by asking people these types of questions, and send out a survey to community members asking them if they would be interested in what you're selling. Lastly, decide who you will be targeting. Will you target a certain age, sex, location, income group, occupational type, or lifestyle.

Second, do some research on your community, if that is where your business will be. Answer the following:

- How is the community growing and developing?
- How much money do people in the community have?
- Do you have any business competition?
- If there is competition, have they been around for a long time?

Third, find out who your competitors are. This is the most important part of your marketing research. You need to know as much as possible about your competitors, because this information will tell you whether to go ahead and start the business, or not. Information you will want to know about your competitors:

- Which customer groups are they serving? Are they serving yours?
- What combination of products or services do they sell? Are they similar to yours?
- How are their prices? Could you make a profit selling the same thing at a lower price?
- Where are they located?
- Do they make a profit?
- Is the business growing into new markets?
- How much market share do they hold?
- Have there been businesses similar to yours that did not succeed previously?

Finally, decide on the best location for your business. Depending on the kind of business you're opening, a good location could make the difference between success and failure.

All of this research will make you more aware of what is going on around you. Things in the business world are constantly shifting so this will be key throughout your entire endeavor. As long as the business is in operation you will require a keen knowledge of what is happening both inside your business and in the outside market.

Marketing Plan

Marketing is the things you do to meet the needs of your customers and respond to trends in the market. The marketing mix identifies:

- People (individuals, groups and organizations)
- Product (what you are selling/providing)
- Price (how much they are getting it for)
- Promotion (letting people know it is available)
- Place (location and where they can get it).

Determining this mix will help you focus and streamline your marketing so you are not wasting time on targeting people who will not buy your product. For example, would you ever put an advertisement for city living in a country life magazine? After you have determined your marketing research, you must develop your marketing plan. Everything that was identified previously in your market research will be included in the plan.

Generally a plan has the following sections:

- Executive Summary
- Target Market (people)
- Product Description (what you are selling)
- Pricing Strategy (how much they will pay and why)
- Promotion (how will you let people know you exist)
- Location (where they can get it)
- Sales Forecast (how much do you think you will sell)

It is important to note that the marketing plan is not fool proof, it will need to be changed and updated as you learn more.

Developing an Operational Plan

This section describes how your business will operate internally. The parts of an operational plan are: investigating laws and regulations that pertain to your business (band by-laws, as well as provincial and federal laws)

- Description of the Production Process or Service Process
- Staffing Requirements (human resources)
- Organizational plan (organizational chart)
- Physical Resources (land, building)

Examples of laws and regulations to be aware of are: registering your business (license); patent, copyright, or trademark laws; provincial sales tax (PST); goods and services tax (GST); harmonized sales tax; insurance; and certain certifications.

Next you are going to want to describe the production process, which means different things in different markets. If you are manufacturing something, like shoes, you would describe what facilities you require, how you will layout the production floor, what machinery and materials you might need, the cost of manufacturing a pair of shoes, steps involved in creating the product, safety procedures, and the capacity that can be produced per day. If you are operating a retail or service business, you need to understand delivery chains, where you will purchase merchandise, inventory control, how long products last, storage needs, facilities, and how a service might be provided.

Next, human resource requirements will be determined. How many people are needed for your operation? Write job descriptions for everyone, including yourself. Each job description should include:

- The job the person will be doing
- Duties they will have to perform
- Skills, abilities, and education they need
- A job summary

If your business is going to employ a lot of people, an organizational chart may be necessary for determining where people are in the organization, and what they all do. Lastly, understanding your requirements for buildings, equipment, inventory, and supplies are another portion that should be outlined.

If you are a sole-proprietor and are operating completely alone out of your house, it is important to develop a plan for your operations, in case a funder might need this item.

Financial Statements

The last item, and most difficult for most people, is financial statements. There are three types of financial statements that a small businessperson needs to know about: the balance sheet, the income statement, and the cash flow statement. The balance sheet is a snap-shot of the financial position of a business. The income statement shows what a business has earned and spent over a period of time. The cash flow statement is a prediction of what will happen in the future.

Financial management is an important part of business planning. Banks, funders and venture capitalists will all look at how realistic your financial statements and projects are before they invest in your business. Essentially, it boils down to keeping good records of money that leaves the organization (for what purpose) and money that comes into the organization (sales).

Staying Connected: Social Media

- www.sharpened.net
- www.Workfutures.bc.ca
- Government of Alberta – Work Search Online www.alberta.ca/worksearch
- Government of Canada Youth Website
- www.youth.gc.ca

A great website that guidance counselors use: <http://www.jobspeopledo.com/>

Managing Your Money

Financial Management Templates:

- www.practicalmoneyskills.com/personalfinance
- www.practicalmoneyskills.com/calculators
- www.whatsmyscore.org



NO INTERNET ACCESS? HERE ARE THE PHONE NUMBERS YOU NEED!

PROGRAM	PHONE NUMBER	WEBLINK	SECTION
First Nation University of Canada	306-790-5950	http://www.firstnationsuniversity.ca	Tab 4
Volunteer Canada	800-670-0401	http://volunteer.ca/home	Tab 4
Get Involved!	416-361-5907	http://www.getinvolved.ca/	Tab 4
Charity Village	800-610-8134	http://www.charityvillage.com/cv/main.asp	Tab 4
Red Seal Apprenticeships	877-599-6933	http://www.red-seal.ca/w.2lc.4m.2@-eng.jsp	Tab 4
Ontario Ministry of Education	800-387-5514	http://www.tcu.gov.on.ca/eng/postsecondary/schoolsprograms/	Tab 4
British Columbia Ministry of Advanced Education	800-663-7867	http://www.aved.gov.bc.ca/institutions/welcome.htm	Tab 4
Alberta Ministry of Advanced Education	780-422-5400	http://www.advancededucation.gov.ab.ca/post-secondary/institutions/public.aspx	Tab 4
Saskatchewan Ministry of Advanced Education	306-787-5597	http://www.aeei.gov.sk.ca/post-secondary-education/Institutions	Tab 4
Manitoba Ministry of Advanced Education	204-945-7886	http://www.edu.gov.mb.ca/ael/unicoll/index.html	Tab 4
Quebec Ministry of Education	866-747-6626	http://www.mels.gouv.qc.ca/elevs/index2_en.asp?page=collegial	Tab 4
New Brunswick Post-Secondary Education	506-453-3618	http://www2.gnb.ca/content/gnb/en/departments/post-secondary_education_training_and_labour.html	Tab 4
Prince Edward Island Advanced Learning	902-368-4670	http://www.gov.pe.ca/fal/index.php3?number=1027713	Tab 4
Newfoundland and Labrador	709-729-5896	http://www.ed.gov.nl.ca/edu/postsecondary/public.html	Tab 4
Yukon College	800-661-0504	http://www.yukoncollege.yk.ca/	Tab 4
Nunavut Arctic College	867-857-8600	http://nac.nu.ca/	Tab 4
Essay Edge	306-543-5576	http://www.quintcareers.com/teen_jobs.html	Tab 4
Government of Canada Youth Career Planning	800-622-6232	http://www.youth.gc.ca/eng/topics/career_planning/index.shtml	Tab 4
Aboriginal Canada Portal - Youth Education and Training	888-399-0111	http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/ao30910.html	Tab 4
School Finder	416-494-3343	http://www.schoolfinder.com/careers/3step1.asp	Tab 5
Career Cruising	800-965-8541	http://www.careercruising.com/	Tab 5
Guiding Circles	866-711-5091	http://www.aboriginalhr.ca/en/programs/guidingcircles	Tab 5

Work BC	877-952-6914	http://www.workbc.ca/career_pathways/career_planning/welcome.htm	Tab 5
Alberta Career Planning	800-661-3753	http://education.alberta.ca/students/planning.aspx	Tab 5
Can-Sask Career and Employment Services	306-787-7424	http://www.aeei.gov.sk.ca/career-employment	Tab 5
Manitoba Career Planning	866-626-4862	http://www.edu.gov.mb.ca/k12/docs/support/c_plan_home/	Tab 5
Ontario Career Planning	800-387-5656	http://www.tcu.gov.on.ca/eng/postsecondary/careerplanning/	Tab 5
Nova Scotia Career Planning	902-424-7660	http://www.gov.ns.ca/psc/v2/contact/	Tab 5
New Brunswick Career Planning	506-444-4417	http://www.gnb.ca/0012/womens-issues/wg-es/careersurf/index-e.asp	Tab 5
Prince Edward Island Career Planning	902-368-4080	http://www.gov.pe.ca/psc/index.php?number=1034252&lang=E	Tab 5
Yukon Career Planning	867-667-5613	http://www.psc.gov.yk.ca/services/career_planning.html	Tab 5
Government of Canada Jobs	888-780-4444	http://jobs-emploi.gc.ca/index-eng.htm	Tab 6
Service Canada Job Bank (Newfoundland & Labrador)	800-563-6600	http://www.jobbank.gc.ca/Intro-eng.aspx	Tab 6
Service Canada Job Bank (Nova Scotia)	866-562-0100 (Outside Halifax) 902-722-1073 (Halifax)		Tab 6
Service Canada Job Bank (New Brunswick)	506-457-3505 (Fredericton) 888-434-7070 (Outside Fredericton)		Tab 6
Service Canada Job Bank (Prince Edward Island)	902-368-6416 (Charlottetown) 800-893-6602 (Outside Charlottetown)		Tab 6
Service Canada Job Bank (Quebec)	866-640-3059		Tab 6
Service Canada Job Bank (Ontario)	866-789-1297		Tab 6

Service Canada Job Bank (Manitoba)	<p>204-726-6911 (Brandon)</p> <p>204-622-2147 (Dauphin)</p> <p>204-687-1685 (Flin Flon)</p> <p>204-822-2324 (Morden)</p> <p>204-239-3091 (Portage la Prairie)</p> <p>204-785-5292 (Selkirk)</p> <p>204-945-8400 (Winnipeg)</p> <p>204-346-6055 (Steinbach)</p> <p>204-734-9768 (Swan River)</p> <p>204-627-8135 (The Pas)</p> <p>204-677-6667 (Thompson)</p>	Tab 6
Service Canada Job Bank (Saskatchewan)	<p>306 637-3820 (Estevan)</p> <p>306 332-3404 (Fort Qu'Appelle)</p> <p>306 682-6772 (Humboldt)</p> <p>306 833-3235 (Ile a La Crosse)</p> <p>306 463-5470 (Kindersley)</p> <p>306 425-4520 (La Ronge)</p> <p>306 825-6418 (Lloydminster)</p> <p>306 236-7538 (Meadow Lake)</p> <p>306 752-6183 (Melfort)</p> <p>306 694-3177 (Moose Jaw)</p> <p>306 862-1840 (Nipawin)</p> <p>306 446-8705 (North Battleford)</p> <p>306 953-2545 (Prince Albert)</p> <p>306 787-1400 (Regina)</p> <p>306 933-5859 (Saskatoon)</p> <p>306 778-8230 (Swift Current)</p> <p>306 848-2568 (Weyburn)</p> <p>306 786-1354 (Yorkton)</p>	Tab 6
Service Canada Job Bank (Alberta)	<p>780-427-5627 (Edmonton)</p> <p>800-999-1546 (Outside Edmonton)</p>	Tab 6
Service Canada Job Bank (British Columbia)	877-952-6914	Tab 6
Service Canada Job Bank (Northwest Territories)	866-606-5627	Tab 6
Service Canada Job Bank (Yukon Territory)	867-667-8555	Tab 6
Service Canada Job Bank (Nunavut)	<p>866-331-5222 (Cambridge Bay)</p> <p>800-260-0877 (Iqaluit)</p> <p>866-645-4076 (Rankin Inlet)</p>	Tab 6

Aboriginal Job Centre	888-399-0111	http://www.aboriginalcanada.gc.ca/acp/jc/site.nsf/index-eng?openview	Tab 6
Skilled Workers	888-754-5510	http://www.skilledworkers.com/search_job/search.php	Tab 6
Government of British Columbia Jobs	250-356-5310	https://search.employment.gov.bc.ca/cgi-bin/a/searchjobs_quick.cgi	Tab 6
Government of Alberta Jobs	780-644-3798	https://www.jobs.alberta.ca/jobs-dynamic.html	Tab 6
Government of Saskatchewan Jobs	866-319-5999	https://govskpsc.taleo.net/careersection/10180/joblist.ftl	Tab 6
Government of Manitoba Jobs	204-945-6891	http://jobsearch.gov.mb.ca/jow/	Tab 6
Government of Ontario Jobs		http://www.gojobs.gov.on.ca/Jobs.aspx	Tab 6
Government of Quebec Jobs	866-672-3460	http://www.carrieres.gouv.qc.ca/	Tab 6
Government of Nova Scotia Jobs	902-424-7660	http://www.careerbeacon.com/corpprof/govns/govns.html	Tab 6
Government of New Brunswick Jobs	506-453-2264	https://www.ere.gnb.ca/competition.aspx?lang=E&t=Y	Tab 6
Government of Newfoundland and Labrador Jobs	877-729-0130	https://www.hiring.gov.nl.ca/Default.aspx	Tab 6
Government of Prince Edward Island Jobs	902-368-4080	http://www.gov.pe.ca/psc/index.php?number=1032581	Tab 6
Government of Nunavut Jobs	888-668-9993	http://www.gov.nu.ca/hr/site/jobs/index.shtml	Tab 6
Government of Northwest Territories Jobs	867-695-3254 (Fort Simpson) 867-678-6620 (Inuvik) 867-872-6506 (Fort Smith) 867-587-7150 (Norman Wells) 867-874-5085 (Hay River) 867-392-6863 (Behchoko) 867-920-8900 (Yellowknife)	http://www.hr.gov.nt.ca/employment/	Tab 6
Government of Yukon	867-667-5653	http://www.employment.gov.yk.ca/yukon.html	Tab 6
Aboriginal Funding Tool	888-399-0111	http://www.aboriginalcanada.gc.ca/acp/site.nsf/eng/funding.html	Tab 7
CanLearn	800-622-6232	http://www.canlearn.ca/eng/postsec/index.shtml	Tab 7
Scholarships Canada	416-494-3343	www.scholarshipscanada.com	Tab 7
Learning Disabilities Association of Canada	877-238-5332	http://www.ldac-acta.ca/	Tab 7
Ningwakwe Learning Press	888-551-9757	http://ningwakwe.on.ca/catalogue_files/page0049.htm	Tab 7

Imperial Oil Scholarships	403-237-3710 (Calgary) 519-339-4015 (Sarnia) 867-587-3170 (Norman Wells)	http://www.imperialoil.com/Canada-English/community_aboriginal_scholar.aspx	Tab 7
Post-Secondary Student Support Program (PSSSP)	800-567-9604 (Atlantic) 800-567-9604 (Quebec) 416-973-6234 (Ontario) 204-983-4928 (Manitoba) 306-780-5945 (Saskatchewan) 780-495-2773 (Alberta) 604-775-7114 (British Columbia) 867-669-2500 (Northwest Territories) 867-667-3888 (Yukon) 867-975-4500 (Nunavut)	http://www.ainc-inac.gc.ca/edu/ep/pse-eng.asp	Tab 7
Aboriginal Skills and Employment Partnership (ASEP)	819-997-8677	http://www.rhdcc-hrsdc.gc.ca/eng/employment/aboriginal_training/index.shtml	Tab 7
Athabasca University Distance Education	800-788-9041	http://www2.athabascau.ca/aboutau/distanceeducation.php	Tab 7
Aboriginal Skills and Employment Training Strategy Agreement Holders			
British Columbia			
Aboriginal Community Careers Employment Services Society	604-913-7933	http://www.accessfutures.com/	Tab 7
Cariboo-Chilcotin Aboriginal Training Employment Centre Society	205-392-2510	http://www.ccatec.com/	Tab 7
Central Interior Partners for Aboriginal Human Resources Development	250-314-1564	http://www.cipahrd.org/	Tab 7
Coast Salish Aboriginal Employment and Training Society	250-746-0183	http://csets.com/	Tab 7
First Nations Employment Society	604-605-7194	http://www.fnes.ca/	Tab 7
Ktunaxa Nation Council	250-489-2464	http://www.ktunaxa.org/	Tab 7
Métis Provincial Council of British Columbia	604-801-5853	http://www.mnbc.ca/	Tab 7
Mid Coast First Nations Training Society	250-799-5154	No website	Tab 7
North East Native Advancing Society	250-785-0887	http://www.nenas.org/	Tab 7
North Island Vancouver Island Aboriginal Training Society	250-286-3455	http://www.nviats.com/	Tab 7
Nuu-chah-nulth Tribal Council	250-286-3487	http://www.nuuchahnulth.org/	Tab 7
Okanagan Training & Development Council	250-769-1977	http://www.otdc.org/	Tab 7
Prince George Nechako Aboriginal Employment & Training Association	250-561-1199	http://www.pgnaeta.bc.ca/	Tab 7
Sto:lo Aboriginal Skills & Employment Training	604-858-3691	http://www.snhrd.ca/	Tab 7

Alberta					
Athabasca Tribal Council	780-791-6538	http://atc97.org/			Tab 7
Bigstone Cree Nation	780-891-3313	http://www.bigstone.ca/			Tab 7
Community Futures Treaty Seven	403-238-6116	http://www.t7edc.com/			Tab 7
Kee Tas Kee Now Tribal Council	780-767-3285	No website			Tab 7
Lesser Slave Lake Indian Regional Council	780-849-4943	http://www.lsilrc.com/			Tab 7
Métis Settlements General Council	780-822-4096	http://www.msgc.ca/			Tab 7
North Peace Tribal Council	877-926-3446	http://www.nptc.ab.ca/			Tab 7
Oteenow Employment & Trianing Society	780-423-2340	http://www.oteenow.com/			Tab 7
Rupertsland Institute	780-455-2200	http://www.albertametis.org/MNAHome/Home.aspx			Tab 7
Six Independent Alberta First Nations Society of Hobbema	780-585-3793	No website			Tab 7
Tribal Chiefs Employment and Trianing Services Association	780-481-8585	No website			Tab 7
Western Cree Tribal Council	780-532-3009	http://www.westerncree.ca/			Tab 7
Yellowhead Tribal Development Foundation	780-470-3454	No website			Tab 7
Saskatchewan					
Gabriel Dumont Institute Training & Employment	306-242-6070	http://www.gdins.org/			Tab 7
Saskatchewan Indian Training Assessment Group Inc.	306-244-4460	http://www.fsinc.com/			Tab 7
Manitoba					
Centre for Aboriginal Human Resources Development	204-989-7110	http://www.cahrd.org/			Tab 7
First Peoples Development Inc.	204-987-9570	http://www.fpdinc.ca/			Tab 7
Manitoba Keewatinwi Okimakanak Inc.	204-677-1600	http://www.mkonorth.com/			Tab 7
Manitoba Métis Federation	204-586-8474	http://www.mmf.mb.ca/			Tab 7
Ontario					
Aboriginal Labour Force Development Circle (First Nation)	613-771-1627	No website			Tab 7
Aboriginal Labour Force Development Circle (Toronto)	416-925-1331	No website			Tab 7
Akwesasne Area Management Board	613-575-2626	http://www.akwesasne.ca/			Tab 7
Anishinabek Nation (Union of Ontario Indians)	877-702-5200	http://www.anishinabek.ca/			Tab 7
Grand River Employment and Training Inc.	888-218-8230	http://www.greatsn.com/			Tab 7
London District Chiefs Council	519-691-5868	http://www.sfns.on.ca/			Tab 7
Mamaweswen, The North Shore Tribal Council	705-356-1691	http://www.mamaweswen.ca/			Tab 7
Matawa Employment and Training	800-463-2249	http://met.matawa.on.ca/			Tab 7

Métis Nation of Ontario	613-798-1488	http://www.metisnation.org/	Tab 7
Niagara Peninsula Area Aboriginal Management Board	519-751-8333	http://www.npaamb.com/	Tab 7
Ogemawahj Tribal Council	705-329-2511	http://www.ogemawahj.on.ca/	Tab 7
Ontario Federation of Indian Friendship Centres (OFIFC) - Apatisiwiin	416-956-7575	http://www.ofifc.org/	Tab 7
Shooniyaa Wa-Beitong	800-545-5113 (Kenora) 866-391-1908 (Fort Frances) 807-737-2306 (Sioux Lookout) 866-278-8306 (Self-employment)	http://www.shooniyaa.org/	Tab 7
Sioux Lookout Area Aboriginal Management Board	807-737-4047	http://www.slaamb.on.ca/	Tab 7
Tungasuvvingat Inuit	613-565-5885	http://www.tungasuvvingatnuit.ca/eng/ti.htm	Tab 7
Wabun Tribal Council	705-268-9066	http://www.wabun.on.ca/	Tab 7
Walpole Island First Nation	519-627-1475	No website	Tab 7
Wikwemikong Unceded Indian Reserve	705-859-3001	http://www.wiky.net/	Tab 7
Quebec			
Algonquin Nation Human Resources Sustainable Development Corporation	819-723-5333		Tab 7
Assembly of the First Nations of Quebec and Labrador	450-638-4171	http://www.apnql-afnql.com/fr/accueil/index.php	Tab 7
Assembly of the First Nations of Quebec and Labrador (Urban)	514-283-8937	http://www.apnql-afnql.com/fr/accueil/index.php	Tab 7
Cree Regional Authority	514-861-5837	http://www.gcc.ca/cra/cranav.php	Tab 7
Kativik Regional Government	877-964-2961	http://www.krg.ca/	Tab 7
Nova Scotia			
Mi'kmaq Employment and Training Secretariat	902-758-4181	http://www.mets.ca/	Tab 7
Native Council of Nova Scotia	902-895-1523	http://ncns.ca/	Tab 7
New Brunswick			
Mawiw Council Inc.	506-458-8124	No website	Tab 7
New Brunswick Aboriginal Peoples Council	506-458-8422	http://www.nbapc.org/categories/Aboriginal-Skills-Education-and-Training-Strategy/	Tab 7
North Shore Micmac District Council Inc.	506-627-4661	http://www.nsmdc.ca/	Tab 7
St. John River Valley Tribal Council	506-328-0400	http://www.sjrvtribalcouncil.nb.ca/	Tab 7
Prince Edward Island			
Mi'kmaq Confederacy of PEI	902-436-5101	http://www.mcpei.ca/	Tab 7

Newfoundland and Labrador				
Federation of Newfoundland Indians	709-634-0996	http://www.fni.nf.ca/		Tab 7
Miawpukek First Nation	709-882-2470	http://www.mfingov.ca/		Tab 7
Mushuau Innu Band Council	709-478-8827	No website		Tab 7
Nunatsiavut Government	709-922-2942	http://www.nunatsiavut.com/		Tab 7
NunatuKavut (Formerly Labrador Métis Council)	709-896-0592	http://www.labradormetis.ca/home/blog.php		Tab 7
Sheshatshiu Innu First Nation	709-497-8522	http://www.innu.ca/		Tab 7
Yukon				
Aboriginal Labour Force Alliance	867-456-4348	http://www.inclusionnetwork.ca/aboriginal-jobs/index.htm		Tab 7
Council of Yukon First Nations	867-393-9200	http://www.cyfn.ca/		Tab 7
Northwest Territories				
Akaiicho Territory Government	867-394-3313	http://akaicho treaty8.com/		Tab 7
Dehcho First Nations	867-695-2610	http://www.dehcho.org/		Tab 7
Gwich'in Tribal Council	867-777-7929	http://www.gwichin.nt.ca/		Tab 7
Inuvialuit Regional Corporation	867-777-7021	http://www.irc.inuvialuit.com/		Tab 7
Northwest Territory Métis Nation	867-872-3630	http://www.nwrtmetisnation.ca/training.html		Tab 7
Sahtu Dene Council	867-589-4719	No website		Tab 7
Tlilcho Government	867-392-6381	http://www.tlilcho.ca/		Tab 7
Nunavut				
Kakivak Association	800-561-0911	http://www.kakivak.ca/		Tab 7
Kitikmeot Economic Development Corporation	867-938-2095 ext 224	http://www.kitikmeotcorp.ca/training.htm		Tab 7
Kivalliq Partners in Development	888-880-8809	http://www.ncedo.ca/english/partners/kpid.html		Tab 7
National				
Congress of Aboriginal People (CAP)	613-747-6022	http://www.abo-peoples.org/		Tab 7
Native Women's Association of Canada (NWAC)	613-722-3033	http://www.nwac.ca/		Tab 7
Financial Aid Quebec	877-643-3750 (Canada) 514-864-3557 (Montreal) 418-643-3750 (Quebec City)	http://www.afe.gouv.qc.ca/en/index.asp		Tab 7
CanLearn	800-622-6232	http://www.canlearn.ca/eng/postsec/index.shtml		Tab 7
Scholarships Canada	416-494-3343	www.scholarshipscanada.com		Tab 7

Student Awards	866-729-2737	http://www.studentawards.com/	Tab 7
Aboriginal Business Canada Regional Offices			
Aboriginal Business Canada	800-567-9604 (Gatineau) 888-237-3037 (Montreal)	http://www.ainc-inac.gc.ca/ecd/ab/abc/ifa/aab/index-eng.asp	
Aboriginal Business Canada (Alberta)	403-292-8807 (Calgary) 780-495-2954 (Edmonton)	No website	
Aboriginal Business Canada (British Columbia)	604-666-3871 (Vancouver)	No website	
All Nations Trust (Kamloops)	250-828-9770	www.antco.bc.ca	
Nuu-chah-nulth Economic Development (Port Alberni)	250-724-3131	www.nedc.info	
Tribal Resources Investment Corporation (Prince Rupert)	250-624-3535	www.tricorp.ca	
Aboriginal Business Canada (Manitoba)	204-983-7316	No website	
North Central Community Development (Thompson)	204-677-1490	www.northcentraldevelopment.ca	
Ulnooweg Development Group (Happy Valley - Goose Bay)	709-896-8072	No website	
Aboriginal Business Canada (Yellowknife)	867-669-2624	No website	
Aboriginal Business Canada (Halifax)	902-426-2018	No website	
Nunavut CEDO (Rankin Inlet)	867-645-2123	http://www.kakivak.ca/	
Nunavut CEDO (Iqaluit)	867-979-8951	http://www.kakivak.ca/	
Aboriginal Business Canada (Ontario)	416-973-8800 (Toronto) 519-445-0470 (Oshweken)	No website	
Waubetek Business Development Corporation (Birch Island)	705-285-4275	http://www.waubetek.com/default.aspx	
Pwi-di-goo-zing Ne-yaa-zhing Advisory Services (Fort Frances)	807-274-8531	http://www.advisory-services.net/	
Nishnawbe Aski Development Fund (Thunder Bay)	807-623-5397	www.nadf.org	
Nishnawbe Aski Development Fund (Timmins)	705-268-3940	www.nadf.org	
National Commercial Credit Corporation (Wendake)	800-241-0972	No website	
Corporation de développement économique montagnaise (Sept-Îles)	800-463-2216	No website	
National Commercial Credit Corporation (Val-d'Or)	819-824-0972	No website	
SIEF/SNEDCO (Regina)	306-522-0646	No website	
Aboriginal Business Canada (Saskatchewan)	306-975-4329	No website	
SIEF/SNEDCO (Saskatoon)	306-651-0999	No website	
Dana Naye Ventures (Whitehorse)	867-668-6925	www.dananaye.yk.net	
Business Development Bank of Canada	877-232-2269	http://www.bdc.ca/en/espirit/Pages/default.aspx	

Entrepreneurship Centre (Ottawa)	613-560-6081	http://www.entrepreneurship.com/
Aboriginal Business Portal		
Charity Village	800-610-8134	http://www.charityvillage.com/cv/main.asp
Assembly of First Nations	866-869-6789	http://www.afn.ca/
Union of New Brunswick Indians	506-458-9444	www.unib.org
Mi'kmaq Confederacy of PEI	902-436-5101	www.mcpei.ca
Atlantic Policy Congress of First Nations Chiefs	902-435-8021	www.apcfn.ca
Confederacy of Mainland Micmacs	877-892-2424	www.cmmns.com
Union of Nova Scotia Indians	902-539-4107	www.unsi.ns.ca
Council of Conne River Micmacs	866-882-2470	www.mfngov.ca
Grand Council of the Crees	819-673-2600	www.gcc.ca
Innu Nation	709-497-8398	www.innu.ca
Chiefs of Ontario	416-597-1266	www.chiefs-of-ontario.org
Anishinabek Nation (Union of Ontario Indians)	877-702-5200	www.anishinabek.ca
Association of Iroquois and Allied Indians	519-434-2761	www.aiai.on.ca
Grand Council Treaty No. 3	800-665-3384	www.treaty3.ca
Nishnabwe Aski Nation	807-623-8228	www.nan.on.ca
Assembly of Manitoba Chiefs	204-956-0610	www.manitobachiefs.com
Manitoba Keewatinowi Okimakanak	204-677-1600	www.mknorth.com
Southern Chiefs Organization	204-946-1869	www.scoinc.mb.ca
Federation of Saskatchewan Indians	306-665-1215	www.fsin.com
Confederacy of Treaty No. 6 First Nations	780-944-0334	www.treaty6.ca
Treaty No. 7 Management Corporation	403-281-9779	www.treaty7.org
Grand Council Treaty No. 8	780-444-9366	www.treaty8.ca
Union of B.C. Indian Chiefs	604-684-0231	www.uncic.bc.ca
First Nations Summit of BC	866-990-9939	www.fns.bc.ca
Council of Yukon First Nations	867-393-9200	www.cyfn.net
Denendeh National Office	867-873-4081	www.denenation.ca
The Money Belt	866-461-3222	http://www.themoneybelt.gc.ca/home-accueil-eng.asp
Credit Counselling Canada	866-398-5999	www.creditcounsellingcanada.ca

