

**Final Report and Recommendations on
Native Community Economic Development Officers
Training Needs Assessment**

*Prepared for
The Royal Commission on Aboriginal Peoples*

**Council for the Advancement
of Native Development Officers
Education and Training Task Force**

September 30, 1993

Contents

I.	Introduction	1
II.	Analysis of Price Waterhouse Report	5
III.	Analysis of Education and Training Manual	15
IV.	Training Recommendations: Short and Medium Term	30
V.	Training Recommendations: Long Term	39
VI.	Summary	42
VII.	Appendix A: Programs	

I. Introduction:

The purpose of this CANDO report is to detail the results and recommendations of a survey of the training needs of Economic Development Officers (EDO's) and to evaluate how educational institutions are responding to these needs. On March 9, 1993 a contribution agreement was signed between the Royal Commission on Aboriginal Peoples (RCAP) and the Assembly of First Nations in collaboration with the Council for the Advancement of Native Development Officers (CANDO). In addition, economic development officers, educators, and sectoral representatives were invited to participate on a Task Force. Universities, Colleges and Native education institutions were canvassed in order to evaluate existing courses and programs for educating and training Native (includes status and non-status Indians, Metis and Inuit peoples) economic developers.

The methodology used by CANDO was to:

- a) establish a task force consisting of Native EDO's and selected academics;
- b) engage a reputable consulting firm experienced in designing and conducting specialized survey questionnaires;
- c) plan for and conduct a national survey;
- d) review and analyze the results of the survey with the task force; and
- e) synthesize the findings, prepare a written brief and recommendations based on results obtained from the research and consultation.

Background:

CANDO was federally incorporated as a non-profit association in May 1991 as a

member-based organization to support EDO's in Native communities nationwide.

CANDO has five main goals, they are:

1. provide a forum for the membership to exchange ideas, share information and solve problems of mutual concern;
2. build the capacity of EDO's through ongoing training and education;
3. research key economic issues to assist the Native community from a policy development/advocacy perspective;
4. establish an effective management capacity, a capable delivery mechanism and a sound financial and administrative structure to assure that overall objectives are realized and;
5. encourage community-based business development and employment.

In order to achieve these goals CANDO has embarked on several initiatives, including newsletters and bulletins, regional workshops for EDO's, publishing "Mawiom" a national journal for Native economic development practitioners, a national directory of EDO's, a workbook on conducting a human resource development assessment, a facilitators guide to assist in the strategic planning process, a database of reference materials for EDO's, and the Education and Training Reference Manual containing over 150 educational institutions across Canada.

The focus of this report is to synthesize the findings of the Training Manual and the

Price Waterhouse report, analyze what programs and gaps exist for Native participants and assess the need for a new national accredited training program for EDO's. Options were proposed and assessed by the working group for an accredited training program. The recommendations are made based on the results obtained from the Price Waterhouse report, as well as by consultation with the Task Force.

The Task Force is made up of the following people:

Mr. Simon Brascoupé, Carleton University (Chair),
Ms. Judy Cooko-Whiteduck, Economic development officer (Co-Chair),
Mr. Darrell Balkwill, Saskatoon District Tribal Council
Ms. Pat Baxter, Economic Development for Canadian Aboriginal Women
Mr. Harry Bombay, National Aboriginal Forestry Association
Mr. Robert Campbell, Canadian Council for Aboriginal Business
Mr. Howard Carvill, Yukon College
Mr. Wayne Dunn, Sinaaq Enterprises
Ms. Rainey Jonasson, University of Manitoba
Mr. Hans Matthews, Canadian Aboriginal Minerals Association
Mr. David Newhouse, Trent University
Ms. Claire Riddle, Economic Development for Canadian Aboriginal Women
Mr. Ron Ryan, Sinaaq Enterprises
Mr. Charles Sampson, Walpole Island First Nation Band Administration Office

Mr. Todd Tougas, First Nations Resource Council

Mr. Robin Wortman, CANDO

Professional development is a high priority for CANDO and specific training and education activities that will evolve will provide a basis for members to receive benefits from their membership by developing their capacity to perform more effectively at the community level.

The main goal of CANDO in education and training is to assist in the building of EDO's capacity and setting of benchmark training standards. CANDO has two main objectives within the training and education phase, they are:

1. to develop need specific training that will meet the immediate requirements of Native communities, through either CANDO courses, third party courses or, endorsed courses;
2. to establish an accreditation system that will provide professional standards and training for EDO's.

CANDO plans to meet these objectives in the following manner; for need specific training, they want to establish licensing arrangements with qualified suppliers of business planning and strategic planning in at least five regions in Canada; next they wish to organize enrolment in cooperation with local EDO's and share fees with conductors. They are forecasting a targeted level of activities of ten courses for 1993/1994. In the meantime they are looking to hold a series of six regional workshops that will provide EDO's with specific, practical information topics of importance to them. The topics of importance include

market analysis, joint venturing, pro forma financial statement preparation, and development corporation set-up.

CANDO plans to establish an accredited system based on the findings of the national EDO training needs assessment and the analysis of the training gaps of existing educational. Recommendations have been formulated with the task force to achieve these goals and are in section VI. Training recommendations: short and medium term.

II. Analysis of the Price Waterhouse Report:

The contracting of Price Waterhouse (PW) was done in accordance with the RCAP Contribution Agreement (Section 2, sub-sections 2 and 3). The overall objective of their task was to construct and conduct a national survey. The overall objective of the survey was to determine the training needs of EDO's. Price Waterhouse was also in a position to explore the EDO's interest in an accredited program for EDO's. The information which was obtained will assist CANDO to design a training program for EDO's and to determine the role of CANDO in such a program.

The methodology used by Price Waterhouse was divided into three phases. In phase one Price Waterhouse designed and developed a questionnaire under the direction and guidance of the Task Force which was created in accordance with the Contribution Agreement (Section 2, sub-section 1). They (PW) then conducted a focus group with EDO's in Edmonton to determine the response categories for the questions posed in the questionnaire. The questionnaire was then pre-tested by telephone, and then finalized with

the feedback from the pre-test. The participants for the pre-test were chosen at random from the list of EDO's provided by CANDO.

In phase 2 Price Waterhouse conducted the telephone survey. They used their National Survey Centre located in Ottawa. The interviews were conducted in French and English based on respondents language of choice. They (PW) also hired three Native interviewers to compliment the survey centre staff. As the interviews progressed the Survey Centre staff entered the responses into the computer assisted telephone interview system, they then cleaned and downloaded the data for analysis by the Statistical Package for the Social Sciences (SPSS).

In the third and final phase, Price Waterhouse analyzed, interpreted and synthesized the results, they then prepared their report on the training needs of EDO's.

The data base used by Price Waterhouse was developed using lists of EDO's which were supplied by DIAND and CANDO. The data base started with 383 names and was updated with 331 names of existing EDO's. Of the 331, thirty-six "were not available for the duration of the study" and twenty-five "declined to participate.". In all, Price Waterhouse was successful in interviewing 165 economic development officers, for a response rate of 50%. This sample of 165 EDO's is a very good indication of the consensus of the population.

Before examining the key findings of Price Waterhouse in detail we will first identify the key major knowledge and skill gaps found in the survey. A *knowledge* gap exists when an EDO feels that a knowledge item is very important to their job, however, the respondent had relatively insufficient knowledge of that item. A *skill* gap exists when an EDO feels that

a skill is very important to their job but that they had relatively insufficient skill in that area.

The major knowledge gaps existed in the following eight areas:

Knowledge item	% very important to their job	% insufficient knowledge
Environmental legislation	62	66
Business Corporation Acts	62	52
Economic development in other Native communities	62	50
Sources of capital	91	40
Sources of labour market information	66	51
Economic theory and principles	65	51
Business taxation	68	55
Land and Natural resource management	81	46

The major skill gaps existed in the following eight areas:

Skill area	% very important to their job	% insufficient skill in that area
Making presentations	84	40
Assessing business/economic opportunities and plans	92	49
Developing plans	93	40
Developing economic theory	80	54
Motivating and supporting businesses	82	42
Facilitating cultural expression	64	55
Training	83	52
Managing natural resources	79	62

Price Waterhouse Report:

In the report they found that generally, EDO's had between one and five years of experience in economic development and had been in their current jobs for between one

and three years. They were well educated, with approximately 46% reporting they had completed college or university. However, education levels differed between Native and non-Native respondents. A greater proportion of non-Native respondents had completed post-secondary education than Native respondents. The majority of respondents were Native, between 35 and 44 years of age and were male. English was the working language of 88% of respondents.

The respondents were more likely to say that they had sufficient knowledge about the culture of their communities and Government programs and agencies than about the economic business information required to implement economic development plans. Most communities had plans (i.e. economic, capital, community development) for the development of the community, the vast majority of these plans were in use. There were eight areas where major knowledge gaps existed. They were:

- 1) environmental legislation,
- 2) business corporation acts,
- 3) sources of capital for funding businesses,
- 4) economic development in other Native communities,
- 5) sources of labour market information,
- 6) economic theory and principles,
- 7) business taxation, and,
- 8) land and natural resource management.

Respondents also reported that they lacked sufficient skills to adequately implement economic development plans. Once again there were eight areas where major gaps existed.

They were:

- 1) making presentations,
- 2) assessing business/economic opportunities and plans,
- 3) developing plans,
- 4) developing economic theory,
- 5) motivating and supporting businesses,
- 6) facilitating cultural expression,
- 7) training and,
- 8) managing natural resources.

According to Price Waterhouse there was overwhelming support for a special training program for EDO's in native communities. There was also a strong desire for an accredited program.

Price Waterhouse then examined the organizational environment of the Economic Development Officers. EDO's worked for a band or tribal council and there was usually only one level between them and the governing body. They found that 70% of the respondents worked for bands and that the remainder worked for settlements, district chiefs, tribal councils, development corporations and Native business. Price Waterhouse also found that 30% of the reporting EDO's reported directly to the governing body and another 60% had one or two people between them and the governing body.

They then looked at the role of the Economic Development Officer. They found that 79% of the EDO's described their job as full-time, however economic development was not their sole responsibility. Seventy-six percent of the respondents said that they did other tasks

such as:

- 1) community development,
- 2) employment counselling,
- 3) business development, and
- 4) band management.

For the most part economic development officers spend their time assisting people who come to them for advice, evaluating business plans and preparing proposals and applications for funding. On average more than 11 people sought their advice or assistance in a month. Approximately 25% of the respondents reported that between 5 and 25 business plans were evaluated per month and 44% reported that they prepared more than 5 proposals or applications for funding per month.

EDO Knowledge and Skills:

The next section of this report that will be examined is the knowledge and skill requirements of Economic Development Officers. With respect to knowledge requirements Price Waterhouse found the following: in general, respondents found all of the requirements listed in the survey to be important to their jobs but some requirements were considered to be very important. They gave the following examples, government funding programs, sources of capital, and community culture and values were very important compared to environmental legislation, economic development in other Native communities, business corporation acts, the Indian act, and economic theories and principles. Overall, 58% of the economic development officers reported that they had sufficient knowledge in various areas.

However, after closer examination of the results Price Waterhouse found that the respondents were more likely to have sufficient knowledge about their communities and Government support programs and less likely to report sufficient knowledge in items related to the business and economic aspects of economic development.

Price Waterhouse grouped the knowledge requirements into four categories which they named:

- 1) government support, which included government funding programs, government training programs, government agencies in the community and other support agencies;
- 2) community issues, which included land and natural resource management, economic development opportunities in other Native communities, economic development in surrounding communities, community culture and values, industries in the area and the Indian act;
- 3) business theory and tools which included, business corporations act, sources of capital, economic theory and principles, business taxation and home-based businesses; and
- 4) external information which included, environmental legislation, sources of labour market information, education and training programs.

Price Waterhouse found the major knowledge gap was in the area of business theory and tools, and external information. They found that more than 50% of the respondents had insufficient knowledge of three items related to business theory and tools, and two items related to external information. It was noted in the report that these same

items were very important to the jobs of 60% of the respondents.

Response differences were separated into three main categories; gender, education, and Native/non-Native. Differences by gender generated the following results. Women were more likely to report insufficient knowledge as compared to men about economic theory and principles (34% as compared to 54%). The women also reported less sufficient knowledge about business corporation acts (24% as compared to 55%). Native respondents tended to place greater importance on many knowledge items compared to non-Native respondents, however, the Native respondents tended to be less confident about the sufficiency of their knowledge in a number of areas. According to Price Waterhouse these differences may be due to educational or cultural differences. They also found that 80% of Native respondents compared to 63% of non-Native respondents reported they had sufficient knowledge of culture and values of their communities. Respondents with higher education were more likely to report sufficient knowledge in government training programs, economic development in surrounding communities, economic theories and principles, and business taxation.

The other issue of concern is the skill requirements of the EDO's. The majority of respondents thought that all the skills described in the survey were important to their jobs. Overall 63% of the respondents said that they had sufficient skills in various areas. Once again Price Waterhouse organized the skill requirements into four groups which they named:

- 1) economic/community development skills which included, developing economic policy, motivating and supporting businesses, facilitating cultural expression, making presentations, conducting research, facilitating groups, counselling

people, and developing your organization;

- 2) economic/community planning skills which included, assessing economic/business opportunities and plans, developing plans, identifying economic opportunities, and negotiating;
- 3) management skills which included, training, managing natural resources, managing financial resources, managing people, and managing projects; and
- 4) communication skills which included the following, communicating in writing, verbal communication, and networking.

Overall, respondents were most likely to indicate sufficiency in communication skills and less likely to report sufficiency in the area of economic/community development. The largest gap existed in the developing of economic policy. Eighty percent of the respondents felt that this was very important to their jobs, however, more than 50% of the respondents said they had insufficient skills in this area. They (respondents) also felt that they had insufficient skills in managing natural resources, training and assessing economic/business opportunities and plans.

The differences in responses were once again categorized by gender, education, and Native/non-Native. Male and female respondents differed on three skills;

- 1) making presentations, 38% of females compared to 67% of males had sufficient skills;
- 2) identifying economic opportunities, 49% of females compared to 76% of males reported sufficient skills; and
- 3) developing plans, 41% of females compared to 66% of males reported

sufficient skills.

There were significant differences in the perception of Native and non-Native respondents about the importance of some skills to their jobs as EDO's. Native respondents were more likely to report the following skills were very important to their jobs;

- 1) developing economic policy,
- 2) motivating/supporting businesses,
- 3) making presentations,
- 4) conducting research, and
- 5) negotiating.

The non-Native respondents were more likely to report sufficient skills in the following areas;

- 1) economic/community development skills,
- 2) economic/community planning skills,
- 3) management skills, and
- 4) communication skills.

The level of education of the respondents made a difference as well, the respondents with higher education reported sufficient skills in the following areas:

- 1) developing economic policy,
- 2) making presentations,
- 3) assessing economic/business plans and opportunities,
- 4) identifying economic opportunities,
- 5) developing plans,

- 6) managing financial resources, and
- 7) communicating both written and verbal.

Training and Accreditation:

Price Waterhouse reported that the majority of respondents had attended some job related training in the past two years. Approximately 35% of the respondents had gone for more than 25 days of training, 23% of the respondents said no training whatsoever in the past two years. Some of the main reasons for not being able to attend training sessions were; lack of time (73% reported this to be a reason), cost of training and family obligations (60 and 36% respectively). Approximately 2/3 of the respondents reported that the current training programs met their needs to some extent, and only 1/5 said the programs met their needs to a great extent.

An overwhelming proportion of the respondents, 84%, reported that a special training program designed for Native community EDO's would be valuable to them in their jobs. Ninety-five percent were in favour of accrediting the programs and 54% of respondents were in favour of a modular approach to training and the 54% stated that the training should be given by a Native training institution. The responding EDO's were willing to take the time to go to a program and 55% of the respondents said they are willing to spend more than 5 weeks to take such a program.

III Analysis of Education and Training Manual:

The Council for the Advancement of Native Development Officers (CANDO) canvassed universities, colleges and native educational institutions in order to evaluate existing courses and programs for educating and training of Native economic developers.

This was done in accordance with the Contribution Agreement Section 2.

In 1991 CANDO was funded by Employment and Immigration Canada's "Pathways to Success Program" National Aboriginal Management Board, to conduct phase one of the Identification, Facilitation, Evaluation and Employment (I.F.E.E.) project. The goals of the first phase were simple: to conduct a needs assessment of native EDO's to discover what skills, knowledge or training were most appropriate to their circumstances, and then to compile a National inventory of courses of study, seminars or other forms of training available to or applicable to Native EDO's.

The 1993 Education and Training Reference Manual represents the second phase of the project. It is the first of what is intended to become an annual series, and includes complete program information from over 150 institutions. The manual is directed primarily towards Native EDO's, students, and prospective students. The publication is a major achievement for CANDO and will be a valuable tool for those interested in continuing their education.

Having conducted the needs assessment and compiling the manual, CANDO will continue its work developing and improving courses and seminars, by conducting workshops for native EDO's, and through its other publications and member services.

The Education and Training Reference Manual is a comprehensive guide to business, economics, and development programs at the post-secondary institution level across Canada. If you will recall, it is designed primarily for use by Native EDO's who are interested in furthering their education. There are almost three hundred separate post-secondary programs listed in the manual. Programs are categorized by regions: Atlantic, Central,

North and Prairies, and Pacific. Within each region, schools are listed alphabetically, and where a school has more than one program, the programs are also listed alphabetically. The manual presents a summary of information found in course calenders and other publications provided by the institutions to CANDO. Included are: type of institution, type of program, programs designed for native participants, entrance requirements, course content, length of program, location of program, delivery method, certification, costs and other information including a contact name for further detailed information. There are seven parts to the cross-reference index. They are:

- Index A: table of contents, which lists the institutions by region;
- Index B: Native programs, which lists the institutions that have programs specifically designed for Native participants;
- Index C: Entrance requirements, which list the institutions by level requirements one through five;
- Index D: type of program, which lists programs according to their type or contents. Programs fall into several general categories: economic development, business administration, native studies, public administration, community socio-economic development, university-level commerce or economics, and other.;
- Index E: Type of institution, this index lists institutions by type. Institutions usually fall into one of the following categories: Native Community college, Native training institution, Community college, University, Vocational institute, and other.;

Index F: Cost of program, which lists institutions by annual cost for tuition only.

There are eighty nine programs which are specifically designed for Native participants (see appendix A). Here are the institutions by geographic location, certification, length and by type.

Institution and Geographic location	One year or less recognition or certificate	Two-year diploma or certificate	Degree	Other
University of New Brunswick (Atlantic)				Eligibility to transfer into a degree program
Big Trout Lake Training Program (central)				Non-credited certification.
Cambrian College(central)		Diploma		
Cambrian College		Diploma		
Cambrian College		Diploma		
Carleton University (central)			Bachelor of Social work Honours(4yrs)	
Confederation College of Applied Arts and Technology (central)				Certificate of completion if the student is registered with the College
Confederation College of Applied Arts and Technology(central)		Post-secondary Diploma		
First Nations Technical Institute(central)		Diploma		
Lambton College(central)	11 month administration/management certificate			

Institution and Geographic location	One year or less recognition or certificate	Two-year diploma or certificate	Degree	Other
Lambton College(central)	10 week certificate			
Lambton College-Riverside Campus	12-36 week Band management certificate			
Lambton College-Riverside Campus	10 week certificate			
Lambton College-Riverside Campus	16-20 week certificate			
Lambton College-Riverside Campus	10 week certificate			
Lambton College-Riverside Campus	11 month certificate			
Lambton College-Riverside Campus	20 week certificate			
McMaster University(central)				No formal certification
Trent University(central)			Master of Arts(2 years)	
Trent University			4 year Bachelor of Arts	
Trent University			3 year Bachelor of Arts	
Trent University		Diploma		
Kativik School Board(central)				No formal certification
Native Training Institute of Quebec(central)				Continuing education unit
Native Training Institute of Quebec	1 year certificate			
Native Training Institute of Quebec				Continuing education unit

Institution and Geographic location	One year or less recognition or certificate	Two-year diploma or certificate	Degree	Other
Alberta Vocational Centre-Lesser Slave Lake(north and prairies)				20 week certificate of completion
Blue Quills First Nation College(north and prairies)	Certificate(1 year)	Diploma		
Fairview College(north and prairies)				none established
Maskwachees Community College(north and prairies)		Band management certificate		
Maskwachees Community College		Post-secondary certificate		
Maskwachees Community College	8 month Post-secondary certificate			
Maskwachees Community College		Diploma in general studies		
Nechi Institute	30 day certificate			
Northern Alberta Institute of Technology (N.A.I.T.)(north and prairies)				non-credit certificate
N.A.I.T.	5 day Basic Business Management Continuing Education Certificate			
N.A.I.T				Non-credit certificate

Institution and Geographic location	One year or less recognition or certificate	Two-year diploma or certificate	Degree	Other
N.A.I.T				Non-credit certificate awarded after 17 months
Old Sun Community College(north and prairies)	Certificate(1 year)			
Southern ALberta Institute of Technology (north and prairies)	Certificate (duration unknown)			
University of Alberta(north and prairies)			4 year Bachelor of Arts (Native Studies)	
University of Calgary(north and prairies)			4 year Bachelor of Arts	
University of Lethbridge(north and prairies)			4 year Bachelor of Management	
University of Lethbridge	Certificate (1 year)			
University of Lethbridge	Recognition of training certificate(2-15 day workshops)			
University of Lethbridge	Recognition of training certificate(2-7 weeks)			
University of Lethbridge	Recognition of training certificate			
Assiniboine Community College(north and prairies)				10 month non-specified certification(no entry)

Institution and Geographic location	One year or less recognition or certificate	Two-year diploma or certificate	Degree	Other
Keewatin Community College(north and prairies)	40 week certificate of attainment in Band and Northern Communities			
Red River Community College(north and prairies)	Certificate(1 year)			
University of Manitoba(north and prairies)		Certificate		
Yellow Quill College(north and prairies)				No specified certification
Arctic College-Thebacha Campus(north and prairies)		Diploma		
Arctic College-Thebacha Campus	Certificate(1 year)	Diploma		
Arctic College-Yellowknife Campus	5 4 week modulars, certificate awarded after completion of each level			
Arctic College-Yellowknife Campus		Diploma/Certificate		
Arctic College-Yellowknife Campus	8 month Certificate in management or Native Studies			
ATII Training Inc.(north and prairies)				Courses can be credited to Arctic College's management studies program

Institution and Geographic location	One year or less recognition or certificate	Two-year diploma or certificate	Degree	Other
Denendeh National Office(north and prairies)				1-3 years on the job experience combined with academic training
Nunavut-Sivuniksavut(north and prairies)	8 month Algonquin College Certificate			
North West Regional College(north and prairies)				No information
Saskatchewan Indian Federated College (SIFC) (north and prairies)			Bachelor of Administration(32 classes)	
Saskatchewan Indian Institute of Technology(north and prairies)		Diploma in Business Administration		
Saskatchewan Institute of Applied Science and Technology(north and prairies)	Certificate (1 year)	Diploma		
SIFC		4 semester Certificate of Administration		
SIFC	Certificate in continuing education(8,32 credit hrs over 2 semesters)			
SIFC		Bachelor of Administration Diploma		

Institution and Geographic location	One year or less recognition or certificate	Two-year diploma or certificate	Degree	Other
Touchwood File Hills Qu'Appelle Tribal Council(north and prairies)		Diploma		
University of Saskatchewan			Bachelor of Arts in Native Studies(3 yr general degree, 4 yr honours)	
Yukon College(north and prairies)	8 month Diploma, 12 month Certificate			
Chemainus Native College(pacific)		Diploma in Business Management		
Coquitlam College(pacific)	Certificate in Business studies(1 year)	Diploma in Business management		
Kitsumkalum Band Council(pacific)	Certificate(10.5 months)			
Native Education Centre(pacific)	Joint Certificate from N.E.C. and Vancouver Community College(10.5 months)			
Native Education Centre				No entry
Nicola Valley Institute of Technology(N.V.I.T)(pacific)	Certificate(1 year)	Diploma		
N.V.I.T		Diploma		
N.V.I.T	Level 2, 6 week Certificate			Level 1, 2 weeks accredited courses, Level 3, 24 weeks-Diploma
N.V.I.T.				7 weeks no certification

Institution and Geographic location	One year or less recognition or certificate	Two-year diploma or certificate	Degree	Other
N.V.I.T	Certificate(1 year)	Diploma		
N.V.I.T				University transfer credits (1 year)
North Coast Tribal Council(pacific)	Certificate(10 months)			
Northern Lights College(pacific)	Certificate in basic Band management skills(108 hrs.)			
Okanagan College(pacific)	Certificate(180 hrs.)			
Salishan Institute(pacific)				No information
Totilthet Centre(pacific)				2 semesters: courses are transferable to the University College of the Fraser Valley
University of British Columbia (U.B.C.) (pacific)	Certificate(2 weeks)			
U.B.C.	Certificate(5 days)			
U.B.C.				No formal certification

From this table it is clear that there are several programs across Canada that offer participants the opportunity to attain anything from a certificate of completion all the way through to a masters degree.

The next table divides the institutions by type; i.e. community college, university, native training institute, native community college, vocational institution, and other.

Native Community College	Native Training Institution	Community College	University	Vocational Institution	Other
Cheminus Native College	Big Trout Lake Training Program	Arctic College-Thebacha campus	Carleton	Alberta Vocational Centre	ATH Training Inc.
Lambton College	Native peoples Technical Institute	Arctic college-Yellowknife campus	McMaster	Nicola Valley Institute of Tech.	Denendeh National Office
Lambton College-Riverside Campus	Kativik School Board	Assiniboine Community College	Trent	N.A.I.T	Kitsumkalum Band Council
Yellow Quill	N.E.C.	Blue Quills First Nation College	University of Alberta	S.A.I.T	Nunavut-Sivuniksavut
	Native Training Institute of Quebec	Cambrian College	U.B.C.		
	Nechi Institute	Confederation College of Applied Arts and Tech.	University of Calgary		
	North Coast Tribal Council	Coquitlum College	University of Lethbridge		
	Red River Community College	Fairview College	U.N.B.		
	Sa'l'l'shan Institute	Keewatin community college	SIFC		
	Saskatchewan Indian Institute of Technology	Maskwachees cultural college			
	Totilthet Centre	Northern lights college			

Native Community College	Native Training Institution	Community College	University	Vocational Institution	Other
		North West Regional College			
	Yukon College	Okanagan College			
		Old Sun Community College			
		Saskatchewan Institute of Applied Science and Technology			
		Touchwood File Hills Qu'Appelle Tribal Council			

From these tables we notice that there are several native training institutions and colleges offering programs to native participants. There are also, many non-native institutions offering programs for native participants as well. There are six universities across Canada that offer a Native studies program accompanied by two community colleges and one Native training institution. The universities include: University of New Brunswick (U.N.B.), Trent University, University of Alberta, University of Calgary and the University of Saskatchewan. The two community colleges are Cambrian College and Arctic College and the Native training institute is the Sal'l'shan Institute. There is only one Native college and one vocational institute that offer economic development programs they are Yellowquill College and the Nicola Valley Institute of Technology. For the public administration program there are two universities (University of Lethbridge and Saskatchewan Indian

Federated College), three community colleges (Confederation College of Applied Arts and Technology, Maskwachees Cultural College, and Arctic College), one Native training institute (Native Education Centre), three vocational institutions (Alberta Vocational Centre-Lesser Slave Lake, Norther Alberta Institute of Technology, and Southern Alberta Institute of Technology) and the Kitsumkalum Band Council. The socio-economic development program has four universities (Carleton University, McMaster University, University of Manitoba and University of British Columbia) and three community colleges (Northern Lights College, Assiniboine Community College and Arctic College) allotted to it. The business administration program has three universities (Trent University, Saskatchewan Indian Federated College and the University of Lethbridge), eight community colleges (Confederation College of Applied Arts and Technology, Blue Quills First Nation College, Maskwachees Cultural College, Old Sun, Touchwood File Hills Qu'Appelle Tribal Council, Arctic College, Saskatchewan Institute of Applied Science and Technology and North West Regional College), one Native college (Chemainus Native College), seven Native training institutions (First Nation Technical Institute, Native Training Institute of Quebec, Kativik School Board, Saskatchewan Indian Institute of Technology, Yukon College and the North Coast Tribal Council), one vocational institute (Northern Alberta Institute of Technology) and, one other type of training institution, ATII Training Inc.. There is only one Native college for the office administration program, and it is Lambton College. Lambton College is also the only supplier of a small business administration program. The university level commerce programs aimed at Native participants are found at Trent University, Saskatchewan Indian Federated College and the University of Lethbridge. The

entrepreneurship program is offered by one vocational institution (Nicola Valley Institute of Technology) and one Native training institution (Native Training Institute of Quebec). Management training is only found at the Nechi Institute, which is a Native training institution. The computer administration program is given by Maskwachees Cultural College, a community college. Native administration programs are offered by one community college (Keewatin Community College) and one vocational institution (Nicola Valley Institute of Technology). A program for land claims is given by Nunavut-Sivuniksavut. Northern Lights Community College is offering a program in Band administration. Toti:lthet, a Native training institution, and Okanagan, a community college, are the two institutions offering adult education programs (for actual course content and location see Appendix A).

Conclusion:

There is not one institution listed that responds to the immediate needs of EDO's. By this we mean that there are knowledge and skill gaps in each program, therefore, there is a need to adapt these existing programs so that they meet these need requirements. The knowledge requirements we are referring to are; environmental legislation, business corporation acts, sources of capital, economic development in other Native communities, sources of labour market information, economic theory and principles, business taxation, and, land and natural resource management. The skill requirements that we are referring to are; making presentations, assessing business/economic opportunities and plans, developing plans and economic theory, motivating and supporting businesses, facilitating

cultural expression, training, and managing natural resources. We reiterate the fact that Price Waterhouse found that there was an overwhelming support for an accredited training program for Native EDO's, so that the specialized needs of the Native EDO's could be met. There are benefits to such a program, it would be nationally coordinated, there would be cooperation between institutions, and a national curriculum would be adapted and developed. The need for more than one partner is simply due to the fact that not one institution could offer all the relevant courses, and the costs would be too high for one institution to handle on its own.

IV. Training Recommendations : Short and Medium Terms

The purpose of this report is to bring to the attention of the Royal Commission on Aboriginal Peoples the need to develop, implement and test a program of accreditation for Native economic development officers for Native communities, and Native economic and financial institutions. The Price Waterhouse needs assessment report indicates that the preference of economic development officers is for a modular accredited course delivered by a Native institution.

Before moving to the recommendations, we will highlight the key findings in the Price Waterhouse report, and brief the reader once again on the Education and Training Reference Manual. There were several key findings in the needs assessment report. Price Waterhouse established that there were major knowledge gaps in eight areas as well as eight skill gaps in various areas. The major knowledge gaps were: environmental legislation, business corporation acts, economic development in other Native communities, sources of

capital, sources of labour market information, economic theory and principles, business taxation and land and natural resource management. The eight major skill gaps were: making presentations, assessing business/economic opportunities and plans, developing plans, developing economic theory, motivating and supporting business, facilitating cultural expression, training and managing natural resources. They also established the overwhelming desire of economic development officers for an accredited modular program to be delivered by a Native institution (95% in favour of accreditation, 54% in favour of modular training given by a Native institute).

The Education and Training Reference Manual is a comprehensive guide to business, economics, and development programs at post-secondary institutions across Canada. It is designed primarily for use by Native EDO's who are interested in furthering their education. There are almost three hundred separate post-secondary programs listed in the manual. Programs have been categorized by region: Atlantic, Central, North and Prairies, and Pacific. Within each region schools are listed alphabetically and where a school has more than one program, the programs are again, listed alphabetically. The manual presents a summary of information found in course calendars and other information provided by the institutions to CANDO. Included in the summary of information are: type of institution, type of program, programs designed specifically for Native participants, entrance requirements, course content, length of program, location of program, delivery method, certification, costs and other information including a contact name at the institution for more detailed information.

There was a total of 32,680 businesses which were reported to have been owned or operated by Native adults according to Statistics Canada. There are 18,625 businesses which

are presently owned and or operated by Native adults, and there is 34,105 potential businesses which have been reported to Statistics Canada for the year 1991.

The next topic of concern is the Statements of Intent received by Industry Science and Technology Canada for the Aboriginal Business Development Program, and those which were approved. They will be broken down by province and the numbers in the table represent totals from 1989-1994.

Province	Statement of Intent received	Statement of Intent approved
Alberta	1772	577
British Columbia	1929	518
Manitoba	1596	575
New Brunswick	538	194
Newfoundland	234	62
Northwest Territories	499	225
Nova Scotia	551	231
Ontario	1757	866
Prince Edward Island	62	24
Quebec	1119	491
Saskatchewan	1369	437
Yukon	151	70

Source: Aboriginal Economic Programs Ottawa, Ontario

For all the reported projects the costs far exceeded the authorized assistance provided. In the Goss Gilroy report it was stated that only 10.7% of all Aboriginal Business Development Program assisted Native businesses failed. The majority of the businesses (71.7%) examined by the report were found to be profitable or to be experiencing small losses (less than 10% of revenue). They found that for businesses receiving more than 50,000 in assistance, reported profitability or small losses in almost 75% and only 5.3% of the businesses receiving between \$50,000 and \$250,000 dollars had closed or failed.

There is significant unemployment among Native peoples. Unemployment among Native adults aged 15 and older was almost 25% in 1991 according to the (APS) Schooling, Work and Related Activities, Income, Expenses and Mobility Survey. Native businesses will be the major generators of new jobs in the future. Therefore there is a definite need for well developed business plans. The reader will recall that the EDO's that were interviewed reported that they evaluated anywhere between 5 and 25 business proposals per month. In order to do more with existing resources, based on the projected increased demand for business support services, training of EDO's will assist in increasing their capacity and efficiency.

Case Study: University of Waterloo

The following is a case study of a modular accredited program between the University of Waterloo and the Economic Developers Association of Canada (EDAC). The EDAC is a non-Native association as is the University of Waterloo. The University of Waterloo offers two economic development programs, a certificate program and a diploma program, neither program is specifically designed for Native participants. We will analyze the

certificate program first. The entrance requirements for this program are level 1, which indicates that all interested Native persons are encouraged to apply. There are five key components which comprise the course content of this program. They are; communicating the role of the economic development officer, information gathering, processing and dissemination, team building, opportunity and impact identification, and business development. Each participant is required to submit an essay on one topic from a range of topics within one year of attending each year's session of lectures. This program is two years in length, with one week of intensive course work each year, it is offered in Waterloo, Ontario, with year one also offered in Calgary, Alberta. The delivery methods used by the program are; lectures, field projects and case study work. The University of Waterloo Certificate in Economic Development is offered in collaboration with the Economic Developer's Association of Canada (EDAC).

The second program offered by Waterloo is the Diploma program. This program has a level 5 entrance requirement. This means that, applicants must have obtained the Economic Development Certificate offered by the University of Waterloo in conjunction with the EDAC. There is no specified length of the program, however we know that the seminars that are and were offered in 1993 are two days in length. The course content of this diploma program is two specialized seminars and one research paper. There are four seminars to choose from, they are: entrepreneurship activity and local development, the role and impact of tourism on economic development, "change is", and once again the role and impact of tourism on economic development. The seminars are offered respectively, May 12-14, June 17-19, September 8-10 and October 21-23. The seminars are given all across

Canada, using the four that are presented here they were offered in Ingersoll, Ont., Fredricton, N.B., Edmonton, Alberta and Kananaskis Village, Alberta (respectively). Obtaining this Diploma is one way of fulfilling the basic educational requirements set by the EDAC as a prerequisite for candidacy for the Certified Economic Developer (Ec.D) designation. Other requirements include three years of professional economic development experience, successful completion of an examination, and membership in EDAC.

Options

We are now in a position to discuss the options that emerged at the follow-up meeting of the Task Force. Present were Simon Brascoupe(chair), Pat Baxter(EDCAW), Ron Ryan(Sinaaq, Ottawa), Marli Ramsey (Price Waterhouse), Judy Cooko-Whiteduck(co-chair), and Hans Matthews (Canadian Aboriginal Minerals Association). The Task Force reviewed the needs assessment report in detail and discussed the fact that there was a definite need for an accredited program for Native development officers. The Task Force developed the following three options:

1. a National pilot,
2. a Regional pilot, and
3. a National program.

National Pilot:

The national pilot has the following unique features to it, it would involve two or more regions and the stakeholders would be regional institutions. The development of the pilot would be as follows: 1. a program officer would be required to adapt existing programs listed in the manual and develop core accredited courses; 2. there would be the formation

of a steering committee of stakeholders; 3. in developing the program there would be extensive consultations with Native communities and partners; 4. negotiation may be required with post-secondary institutions; 5. CANDO would then formulate a curriculum and develop some course components; 6. the development and approval of the plan would be required followed by the actual implementation of the plan. The program itself would be available in more than two regions, the curriculum would be adapted in consultation with Native partners, delivery would be by a Native institution and/or CANDO, the courses would be accredited by a college and/or university, the courses would be modular i.e. 2-4 weeks in length, the program may have some distance education component, and CANDO would need a minimum of 15 participants.

There will be a one year and a two year assessment of the pilot, an assessment of the courses and delivery agent, an assessment of the locations and logistics of the programs as well as an assessment of the participants performance.

There are always strengths and weaknesses to every program. Some of the strengths of such a program are: national status, pilot entire concept and evaluation of impact. The weaknesses are we may not be able to detect regional variances and costs such as travel and administration nationwide.

Regional pilot:

The second option is the regional pilot. It has two key features,

1. CANDO works with Native communities and organizations, and
2. this program is designed to meet specific local needs.

The development of this program is very similar to the development of the national

The program itself is once again quite similar to that of the national pilot. The only differences are that the program would be available within a specified area and location and participants could come from outside the region. The measurements would be identical to those for the national pilot. The strengths of such a pilot are: strong local delivery (training alliances and/or some costs may be paid for at the local/regional level), a pilot concept with local strengths and evaluation of impact. The weaknesses are: lessons learned may not apply nationally, CANDO may have problems getting funding, there are uncertainties in the delivery and unit costs may be high.

National Program:

The national program has the following two key features,

1. it is nationally focused and
2. it has many stakeholders.

The development of such a program requires the following items: program officers to develop such a program, the formation of a national steering committee of stakeholders, consultation will have to take place with Native communities and partners nationally, there will have to be negotiations with multiple post-secondary institutions and the formulation of a curriculum, there will be development of some course components followed by the development and approval of implementation plan and implementation of plan. The program itself would be available within specified geographic locations (3-5 areas). The curriculum would be developed in consultation with Native partners and would be delivered by an Native institutions, non-Native institutions, and/or CANDO. The courses that would be accomplished would be accredited by a college and/or university and they would be

modular in format. The program may have some distance education component and CANDO would require participants for 3-5 locations, with a minimum of 15 participants per location. There will be a one year and a two year assessment of the pilot. There will also be an assessment of the courses and delivery, the locations and logistics and of the participants performance.

The national program has the following strengths: national status, can pilot the entire concept in all regions and evaluation of impact. The weaknesses of such a program are: the complexity and high risk involved, negotiations may cause staggered delivery and there may be time delays in establishing partners.

The options once again were a national pilot, a regional pilot and a national program. The option that was preferred by the Task Force was option 1, the national pilot. The reasons being, it has National scope, but within manageable and specified regions, it will be more manageable in terms of funding through "Pathways" and it will be more manageable in terms of size and scope.

Recommendations:

1. CANDO recommends that a national accredited program be supported to meet the training needs of EDO's;
2. CANDO recommends that a partnership be established with Canadian universities and colleges, Native communities and Native training institutions to develop and deliver accredited training programs for EDO's and;
3. CANDO recommends that a partnership be established with Canadian businesses, and financial institutions to provide support for accredited training

and development initiatives of Native EDO's.

4. CANDO recommends that the core funding of the national accredited program be supported by Human Resources and Labour, DIAND and ISTC.

V. Training Recommendations: Long Term

CANDO has formulated some long term recommendations related to training which support the short and medium term recommendations, as well as scoping out management and administrative training needs in support of self-government and economic self-sufficiency. These recommendations have been developed by the CANDO board in conjunction with the task force.

1.Recommendation: CANDO recommends that a comprehensive study/survey of the human resource capacities of Native communities economic and business development be undertaken to determine the types of training required.

Discussion:

- * entire Native community survey to attain information on training needs
- * existing data will be used where possible
- * sample surveys will be done nationally

- * a national steering committee would oversee process, and
- * CANDO would manage the entire project because of their experience with the EDO's needs assessment report and the Education and Training Reference Manual.

2. Recommendation: CANDO recommends that the government of Canada establish a non political, professional Native-controlled and operated Agency for Native Peoples, Business, Management and Administration (hereinafter referred to as "Native controlled Training Agency") with volunteer board, mandated to coordinate and deliver affordable, relevant, and accessible education and training in the field of community, business, and economic development of Native communities.

Discussion:

There is a special need to develop policy supporting a Native controlled Training Agency. The training of senior management and administrators is necessary to ensure that Native peoples persons can acquire a high level of knowledge, skills and tools to manage their economies in a manner consistent with their values, situation and local economies. The institute will:

- * provide small business training for Native peoples entrepreneurs and managers;
- * have First Nations accreditation of teachers and degree programs;
- * provide consulting services across Canada and locally for Native peoples;
- * develop innovative methods of teaching through satellite and distance learning;
- * provide for training of trainers;

- * working cooperatively with educational institutions and the private sector, especially banks and other financial institutions;
- * the institute will need core funding for the first 5 years; and
- * training could be financed through existing EIC sources and status Indians through post-secondary education for university and college accredited courses.

3. Recommendation: CANDO recommends that the government of Canada devolve six person years to the Council for the Advancement of Native Development Officers in support of the Council's efforts to and coordinate education and training for Native people across Canada.

Discussion: The six person years will be responsible for the following tasks:

- * consultation and coordination at the community level. (2 person years);
- * the development of curriculum in identified gaps. (2 person years); and
- * consult and negotiate for training courses with Native educational institutions, universities and colleges. (2 person years)

4. Recommendation: CANDO recommends that the government of Canada, through the Native controlled Training Agency enhance the capacity of Native Education and Training Institutes to design and deliver, under the direction of the Native controlled Training Agency, culturally sensitive curriculum for Native community, business, and economic development.

Discussion: There is a significant need to provide training for Native peoples which would contribute to economic development and self-government within communities. The training and support are necessary to assist Native peoples in increasing the capacity of their staff

research and development, and training of trainers.

The training initiative would build on existing Native peoples institutions, formation of institutions and courses where there are gaps, and development of innovative alliances in highly technical fields when appropriate.

The training initiative would provide for the accreditation of courses, teachers and curriculum by Native peoples institutions.

Summary:

We would like to reiterate the fact that there is a need for an accredited program that will meet the knowledge and skill gaps that exist. The reader will recall, the knowledge gaps we are referring to are: environmental legislation, business corporation acts, sources of capital, economic development in other Native communities, sources of labour market information, economic theory and principles, business taxation, and, land and natural resource management. The skill requirements we are referring to are: making presentations, assessing business/economic opportunities and plans, developing plans and economic theory, motivating and supporting businesses, facilitating cultural expression, training and managing natural resources.

The program should be accredited, modular, delivered on the reserves and be given by a Native training institute. Most importantly, it should be a program that is designed to meet the specific needs of the Native EDO's.

APPENDIX A

Programs

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
UNB-Fredrieton	Native studies, applicants should have grade twelve, only twenty five students per term	Offers a bridging year transitional program for First Nations students preparing for admission to regular status in a UNB faculty. Length of course is one year.	eligibility to transfer into a degree program
Big Trout Lake Training program (aboriginal training institution)-Big Trout Lake	Economic development program. No formal entrance requirements.	Economic development, life skills, bookkeeping, communications-theory, accounting,business, financial mgt,media and native studies, word processing, computers, native language newsletter production writing, modern indian psychology. This program is 41 weeks.	non-credited certification, only twelve people allowed per course.
Cambrian College-Sudbury	Native studies(land mgt). Level 2 entrance requirement; applicants should have grade 12 or mature student status.	Native culture and heritage, communications, land mgt. self-determination for first nations, sociology of community life, land acquisitions and resources, land use and negotiating strategies, law, field practicum, valuation of land, contracts and agreements, introductions to accounting and financial statements, organizational behaviour, investment mgt., introduction to micro-computers. This program is 2 yrs.	Diploma.

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
Cambrian College-Sudbury	Native studies program. Level 2 entrance requirement, the applicant must have a grade 12 diploma or mature student status.	English, math, general science, Canadian native people, native culture and heritage, intro. to Ojibwe language, self awareness, communication, contemporary native concerns, self determination/first nations, career planning length of program is one yr.	Diploma
Cambrian College-Sudbury	Native studies. level 2 entrance requirement; grade 12 diploma or mature student status.	English, math, computers, intro to small business, various skills i.e. trades. This program lasts for two years.	Diploma
Carleton University-Ottawa	Community socio-economic development(university level) applicants should posses an Ontario Secondary School Diploma including six O.A.C.'s with a minimum of 65% or successful completion of Q-year in a university.	Social work. The program is 4 years long.	Bachelor of social work honours degree
Confederation College of Applied Arts and Technology(community college)-home and group study	Business administration program.level 1 entrance requirements: there are no formal entrance requirements.	Fundamentals of typing, one write system and audits, business communications, office procedures, legislation, business english, accountable contributions, business math, Band council resolutions, Band administration. The length of the program depends on the workshop.	Certificate of completion if the student is registered with the college.

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
Confederation College of Applied Arts and Technology-home and group study.	Public administration program. This program has no formal requirements: level 1 entrance requirement.	Administration committee meetings band council resolutions, one write system and audits, office management, business communications, band enterprises, accountable contributions. the length of the program varies on the workshop(correspondence course)	Certificate of completion if the student registered with the college
Confederation College of Applied Arts and Technology-Thunder Bay	Business administration level 2 entrance requirement; applicants require a grade 12 diploma or mature student status	Accounting, entrepreneurship, math skills development, business law, communications, sociology and community life, economic development, committee meeting and minute, personnel mgt., bands and native organizations introduction to computers, Gov't structure and function, micro computer applications, proposals and fund raising, management psychology, business math, small business, topics in native mgt.. The length of the program is 2 years.	Post-secondary Diploma.
First Nations Technical Institute (aboriginal training institute)-varies(minimum of ten students required)	Business administration program. level 2 entrance requirement; applicants must have grade 12 or mature student status.	Prior learning assessment, communications, accounting, small business mgt., business math, marketing, intro. to microcomputers, O.B., business in society, business law, computerized spreadsheet and accounting, retailing, planning, and control, economics, sales and salesmanship. The length of the program is 2 years.	Diploma

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
Lambton College(aboriginal community college)-4 weeks on the reserve/6 weeks on campus	Office administration program. Level 4 entrance requirements: applicants should be operating a small program, or considering instruction of office technology.	Office technology and equipment, office needs analysis, management of technology, changes in the office, hands on computer and software training, DOS, Wordperfect 5.1 introduction, Lotus1-2-3, accounting software. The length of this program is 10 weeks.	Certificate
Lambton College-on site at band administration	Public administration program. Level 2 entrance requirement: applicants must be 18 years of age, have grade 12 diploma, be a member of an Indian band, also, applicants should be performing the duties of manager or supervisor within band administration	Numeracy, literacy, computer basics, communications management/interpersonal skills. This program is 11 months in length.	Administration/management skills Certificate
Lambton College-Riverside campus-Sarnia	Public administration program. Level 1 entrance requirement: the applicant requires membership with an Indian band, and should preferably live on a reserve	Indian Act, Federal/Provincial Acts, basic office procedures, band administration, band responsibilities for councillors, Chiefs and committees. The length of the program is 12-36 weeks.	Band management Certificate.
Lambton College-Riverside campus- on/off reserve, on site visits to participants business.	Small business administration program. Level 4 entrance requirement: the applicant should be operating a small business	Manual bookkeeping, accounts payable/receivable, month end statements, general ledger, bank reconciliation. This program is 10 weeks in length.	Certificate

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
Lambton College- Riverside campus-on reserve(preferably)	Small business administration program. Level 2 entrance requirement; applicants should be 18 years of age, and preferably have a grade 12 diploma.	Small business environment, self- employment option, start- up, the business plan, marketing, organization, operations, financial planning. The length of this program is 16-20 weeks.	Certificate.
Lambton College- Riverside campus-on/off reserve.	Small business administration program. Level 1 entrance requirement; applicants should have a viable business idea and a desire to work from their home	Small business planning, business plan, home environment, marketing, finance. This program is 10 weeks in length	Certificate
Lambton College- Riverside campus-on/off reserve.	Small business administration. Level 2 entrance requirement; applicants should be 18 years of age and preferably have a grade 12 diploma	Leadership, community economic development, communications, computer applications small business management, accounting. The length of the program is 11 months.	Certificate
McMaster University- location is set upon request.	Community socio- economic development. Level 1 entrance requirement; there are no formal requirements.	Understanding terms fundamental to community development work, understanding place of people in community development work, understanding the role of the community development worker, examples of community development programs, community development planning, community development action. The length of this program is 5 days.	No formal certification

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
Northern College (community college)- South Porcupine(Timmins)	Community socio-economic development. Level 2 entrance requirements: applicants require grade 12 diploma or mature student status.	Basic communication and leadership skills, Canadian Gov't and the law, intro to community development, introduction to health awareness, native studies, keyboarding, college orientation. The length of the program is 1 year.	Certificate.
Trent University- Peterborough	University level native studies program. Level 5 entrance requirement: applicants require an undergraduate degree	Economic development and management. This program is 2 years in length	Master of Arts in Canadian heritage and development studies
Trent University- Peterborough	University level commerce program. Level 3 entrance requirement: applicants should have high school matriculation with grade 12 english and math.	Introductory economic analysis, native economic development, introduction to mgt. in native organizations, entrepreneurship and small business accounting, micro/macro-economic theory, managerial planning and control, administration and policy, native community development, strategic mgt. The length of the program is 4 years.	Honours Bachelor of Administration studies(NMED emphasis)
Trent University- Peterborough	University level commerce program. Level 3 entrance requirement. applicants should have high school matriculation with grade 12 english and math	Economics, community development, community based economic development, mgt., accounting, aboriginal economic development, O.B. in aboriginal organizations. The length of this program is 3 years.	Bachelor of Arts: Bachelor of Arts(Honours)
Trent University- Peterborough	Business administration program. Level 2 entrance requirement: applicants should have a grade 12 education, or qualify as a mature student.	Fundamentals of accounting, introduction to marketing, mgt. in aboriginal organizations, entrepreneurship, native economic development, canadian small business. This program is 2 years in length.	Diploma

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
Native Training Institute of Quebec(aboriginal training institution)-theoretical training in Quebec city; practicum in a Native organization.	Business administration program. Level 2 entrance requirement: should have grade 12 diploma, complete a questionnaire on evaluation of knowledge and must take part in a selection interview.	Areas of specialization include project mgt., business manager, economic development management, band or organization management. This program is only 52 weeks.	College certification.
Alberta Vocational Centre-Lesser Slave Lake(vocational institution)-Lesser-Slave Lake	Public administration program. Level 1 entrance requirement: preference is given to full-time employees of reserve or settlement offices with at least three months of experience in a managerial position.	Interpersonal communications for managers, stress and time mgt., personnel admin., public speaking, financial mgt., parliamentary procedures, computer accounting, funding-sources and applications, political science law, community planning, program development. The length of the program is 20 weeks.	Certificate of program completion.
Maskwachees Cultural College-Hobbema AB.	University transfer program. Level 3 entrance requirements: applicants should have MCC university/college preparation certification, high school matriculation, or mature student status.	Various university level courses. The length of the program is 2 years.	Diploma in general studies.
Northern Alberta Institute of Technology(vocational institute)-on site Edmonton, Stony Plain	Business administration program. Level 1 entrance requirement: no formal requirements, however NAIT gears the program to band councillors and administrators	Interpersonal skills, time mgt and goal setting, problem solving and decision making, personnel mgt., communication skills. The length of the program is 5 days.	Basic business management continuing education certificate
Northern Alberta Institute of Technology-on-site Edmonton, Stony Plain	Public administration program. Level 1 entrance requirements: no formal requirements, NAIT designs the seminars for Band councillors, managers and administrative support personnel.	Accounting, time mgt. and goal setting, meeting skills, managing change and organizational development, public speaking, problem solving and decision making, forecasting and long term planning. The length of the program is 5 days.	non-credit certificate after completing the one-day course

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
University of Alberta-Edmonton	Native studies. Level 3 entrance requirements: should have a matriculation high school diploma; they will also consider mature students with english 30 and a level 30 humanities or science course	Languages: native issues, aboriginal self-gov't, native economic development, native law, mgt. issues in native communities, contemporary native art, the metis, native health issues, community research methods, native communication and negotiation strategies, native land use research and planning, native community development processes. This program is 4 years in length.	B.A. (native studies)
Kativik School Board(aboriginal training institution)-on site	Business administration. Level 1 entrance requirements: there are no formal requirements.	Management/administration courses, introduction to microcomputers (IBM version), business communications (Inuktitut), bookkeeping for service businesses, introduction to microcomputers (apple version), programming, introduction to economics (Inuktitut and English, how to start a small business Nunavik and English). The length of the program is two weeks (max.)	none at the present time
Native Training Institute of Quebec (Aboriginal Training Institution)-on reserve and in major centres in Quebec, Ontario and New Bruns.	Entrepreneurship program. Level 1 entrance requirements there are no formal prerequisites	Entrepreneurship in a Native setting. The length of the program is 3 days.	Continuing education unit
Native Training Institute of Quebec-anywhere in Canada	Business Administration Program. Level 1 entrance requirements. There are no formal prerequisites	The manager and the organization, the business cycle and resources planning, roll and functions of a Board of Directors, financial management, the length of the program is 3 to 4 days	continuing education unit

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
Blue Quills First Nation College-St.Paul AB.	Business Administration Program. Level 2 entrance requirements. Applicants require a grade 12 diploma, a skills appraisal and an interview	Business Administration: financial math, marketing, principles in economics, principles in management, organizational behaviour, accounting, personnel administration, business computers, business finance, business law, business policy. Management Studies: management, human resources, marketing, accounting, finance. The length of the program - 1 year (certificate); 2 years (diploma)	Certificate/Diploma
Maskwachees Cultural College-Hobbema AB.	Public Administration Program. Level 2 entrance requirements. Applicants require grade 12 diploma or mature student status	English, math, Cree studies, introduction to economics, introduction to management, Cree language, University/College learning strategies, introduction to accounting, training, leadership and communication, organizational behaviour and design, Cree, introduction to government, University transfer electives, personnel management and labour relations, cultural camp. The length of the program is 2 years.	Band Management Certificate
Maskwachees Cultural College-Hobbema AB.	Business Administration Program. Level 2 entrance requirements. Applicants require grade 12 diploma or mature student status.	Cree language, Cree studies, English, math, management of money, computer applications, introductory economics, accounting, management accounting, Indian public administration, organizational behaviour and design. The length of the program is 2 years.	Post-secondary Certificate

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
Maskwachees Cultural College-Hobbema AB.	Computer Administration. Level 2 entrance requirements. Applicants require grade 12 diploma or mature student status	Cree language development, keyboarding, office math, accounting theory, computer history, computer components, computer theory, computer purchasing, word processing, spread sheet management, data base management, bookkeeping/accounting, desk top publishing, computer networks, essential DOS. The length of the program is 8 months	Post-secondary Certificate
Neechi Institute (Aboriginal Training Institution)-Edmonton	Management Training. Level 2 entrance requirements. The first workshop is the prerequisite for all remaining workshops	The philosophy of management, human resource development, applied strategic planning, fiscal management techniques, internal/external relations, selective topics and program management. The length of the program is 30 days (six 6 - day workshops)	Certificate
Northern Alberta Institute of Technology (vocational institute)-on-site Edmonton, Stony Plain	Business Administration Program. Level 1 entrance requirements. There are no formal requirements	Introduction to microcomputers, on reserve small business development, word processing, computerized accounting, business communications, meeting and conference skills, other management related courses as requested. The length of the program varies depending on need.	Non-credit Certificate

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
Northern Alberta Institute of Technology-on-site Edmonton, Stony Plain	Public Administration Program. Level 1 entrance requirements. There are no formal requirements.	Accounting, management, decision making, project management, planning, communications, policies and administration, law (Band, labour and contract), community development, computers. Length of the program is 17 months (3 classroom days and 4 on the job days per band per month)	Non-credit Certificate awarded after 17 months.
Old Sun Community College-Gleichen AB.	Business Administration Program. Level 1 entrance requirements. All interested Aboriginal persons are encouraged to apply. must be 18 years of age	Accounting, marketing, management, math, statistics. Length of the program is 1 year.	Certificate
Southern Alberta Institute of Technology (vocational institute)- Calgary	Public Administration Program. Level 1 entrance requirements. Requirements vary on the course and band needs.	Communications, accounting, decision making, band management, office management, personnel management, time management, team building. The length of program varies depending on the course and band needs.	Certificate
University of Calgary	Native Studies Program. Level 3 entrance requirements. Applicants should have High School matriculation, for acceptance into the University of Calgary. Students who do not meet basic administration criteria, but have mature student status may be admitted under special circumstances	The University of Calgary offers Native studies courses, through anthropology, archaeology, Canadian studies, curriculum and instruction, educational policy and administrative studies, history, linguistics, Native languages, political science, psychology and sociology. The length of the program is 4 years.	Bachelor of Arts

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
University of Lethbridge	Business Administration Program. Level 2 entrance requirements. Applicants require mature student status.	Intro to management, accounting, OB, personnel management and labour relations, raising capital and money, public finance policy and procedures, management in Aboriginal communities and organizations, socio-economic planning in Aboriginal Communities, organization and design of Aboriginal and business and enterprises and economic development projects, training, leadership and communication skills, development projects, agriculture prod. mgmt., small business mgmt., the economies of Indian, Inuit and Metis peoples. Native laws and economic developments. The length of the program is 1 year.	Certificate in Management
University of Lethbridge.	University level Commerce degree. Level 4 entrance requirements. Applicants require 2 years of Arts and Sciences with specific core requirements.	Raising capital, socio-economic planning, public finance, small business mgmt., comparative mgmt., strategies of Aboriginal peoples, Native law and es.dev., organization, design of Aboriginal business enterprises and economic development projects, administrative systems, professional consulting. The length of the program is 4 years (including first two years of core requirements)	Bachelor of Management Degree

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
University of Lethbridge - Faculty of Management-Lethbridge and Native communities in N.W.T., B.C., Man. and Ontario	Business Administration Program. Level 1 entrance requirements. Basic literacy is required.	Operations, accounting, marketing, business plan, strategy, finance. The length of the program varies between 15 days and 7 weeks.	Recognition of Training Certificate
University of Lethbridge - Faculty of Management-Lethbridge and Native communities in N.W.T., Man., B.C., and Ont.	Public Administration Program. Level 1 entrance requirements. Basic literacy is recommended.	First level supervisor, middle manager, senior manager, band owned corporation chief executive, band council orientation. Length of the program varies 2 to 15 workshop days.	Recognition of Training Certificate
University of Lethbridge, Faculty of Management-Lethbridge and Native communities in N.W.T., B.C., Man. and Ont.	Public Administration Program. Level 1 entrance requirement. Basic literacy is recommended.	Organizational design, Canadian Indian labour law, economic development officer, effective communications, negotiating techniques, financing Native organizations, conflict resolution, coping with change, media relations, project management, team building, Native tourism. The length of program varies.	Recognition of Training Certificate
Assiniboine Community College-Brandon, Manitoba	Community Socio-economic Development Program. Level 1 entrance requirements. Mature student with related work experience, sincere interest in helping people, sensitivity to development inter-personal skills, functioning at a grade 10 level with good reading skills. Resume should accompany application	Study skills, writing skills, inter-personal communication, counselling and interviewing, psychology, Native studies, government and the law, administrative procedures, community resources, community development, community proposals and projects, community recreation, community issues, financial administration, computers. The length of the program is 10 months.	No entry

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
Keewatin Community College-The Pas M.B.	Native Administration Program. Level 2 entrance requirements. Applicants require a grade 12 diploma with credits in grade 12 english and math or mature student status (20 years of age or older). Academic equivalency for the above requirements attained through an approved Adult Education program is acceptable. Applicants may be required to take an academic diagnostic test	Accounting, economics, communications, data processing, math, community development, public administration, law, report writing, organizational behaviour, research methods, personnel management, cross-cultural issues. Length of program is 40 weeks.	Certificate of Attainment in Band and Northern Communities
Red River Community College-nine reserves in the southeast region of Manitoba	Training Proposal. Level 1 entrance requirements. Red River Community College is proposing a training program for the EDOs of Berens River, Blood Vein, Broken Head, Buffalo Head, Hallow Water, Little Black River, Little Grand Rapids, Pataingassi and Poplar River.	Role of the EDO, introduction to business, production management, communications, introduction to computers, management personnel, marketing, finance, computer applications, mentorship. The length of the program is 19 weeks of course work over one year.	Certificate
University of Manitoba-Gimli, Thompson, Hecla, Winnipeg.	Community socio-economic development. Level 4. Applicants should have at least two years experience in a management role. They should be supported by their employer and be prepared to attend all the modules of each course during the two years of the program.	Interpersonal and group skills for managers, government systems, community economic development, planning, budgeting and accounting, planning and control of capital projects, human resource development, organization development. Length of course is 2 years.	Certificate

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
Yellowquill College (Aboriginal Community College) (portage la prairie, Manitoba)	Economic Development Program, Level 2 entrance requirements, grade 12 education, 18 years of age, demonstrated interest or aptitude in subject area.	Native law, computers, Canadian Government, Native government, writing skills, economic development, financial administration, personnel management, Native Studies. The length of the program is 12 months, including 2 month practicum.	No entry
Arctic college-Thebacha campus(Fort Smith)	Business administration program. Level 2 entrance requirement: applicants should have grade 12 diploma mature students who do not have the required academic background will be considered individually, and academic assessment examinations may be required in English and math.	marketing management and research, marketing, accounting, finance, math, economics, communications, entrepreneurship, introduction to public administration, database mgmt., principles of mgmt., human resources mgmt., word processing, spreadsheets, public policy, contract law, O.B, investment and taxes, statistics, public finance, Native insights independent study, tourism, Aboriginal rights. The length of the program is 2 years.	Diploma
Arctic college-Thebacha campus(Fort Smith- Thebacha campus; Yukon-Yukon campus)	Business administration program. Level 2 entrance requirement; applicants should have a grade 12 diploma. Mature students who do not have the required academic background will be considered individually, and academic assessment examinations may be required in English and math.	communications computers, accounting, mgmt., community based economic development. Native law, Aboriginal self-government, Native insight issues. The length of the program is 1 year(certificate), 2 years (diploma)	certificate/diploma

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
Arctic college- Yellowknife campus(Nunatta, Thebacha)	community socio-economic development. Level 1 entrance requirement: the program is designed for individuals who work for a municipal or settlement council, a housing association, local education authority, or band council.	The program is delivered in five modular sessions: level 1 focuses on providing basic skills required for community administration. Level 2 focuses on mgmt skills. Level 3 provides additional mgmt. training. Level 4 introduces an automated accounting system using AccPac software. The A.M.C.T.O. course is administered through St. Lawrence college and includes four units: intro to local Gov't, administrative structures, financial mgmt., mgmt. in small communities. Each modular is 4 weeks in length.	Certificate awarded at the completion of each level. Graduates of the A.M.C.T.O. course will receive a certificate in municipal administration from St. Lawrence college and will be eligible to write a challenge exam which qualifies them for professional accreditation and affiliation with the Association of Municipal Clerks and Treasurers of Ontario.

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
Arctic college- Yellowknife campus(Nunatta, Thebacha. Yellowknife(diploma not available at Yellowknife))	Business/Public administration Level 2 entrance requirements: applicants should have a grade 12 diploma which includes math 23 and English 33 (Arctic college English 150). Students may also be admitted as mature students. For part-time admission into some specialized certificate programs, there is an open admission policy. Applicants, however, are encouraged to complete math and English skill upgrading, if appropriate, prior to admission.	accounting, marketing, business mgmt., public policy making, Native studies, mgmt. information systems. The length of the program is 2 years.	diploma/certificate. Students in the Diploma program may choose concentrations in public administration, Business administration, accounting and computer applications. Specialized certificates in business admin., computer applications, community admin., mgmt./Native studies and Tourism mgmt. may also be offered from year to year. Completion of any of the specialized certificate programs in mgmt. provides students with eight transferable courses to the mgmt. studies Diploma program. Completion of a mgmt. certificate will guarantee a student further access to educational choices within the college system.
Arctic college- Yellowknife campus(Yellowknife)	Native studies program. Level 2 entrance requirements: applicants should have a grade 12 diploma. Mature students who do not have the required academic background will be considered individually, and academic assessment examinations may be required in English and math.	introduction to Native studies, community dev. land claims, self-Gov't, Native economic dev., O.B. in Native organizations, research accounting, computers, mgmt. communications. The length of the program is 8 months.	Certificate in management or Native studies.

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
ATII training inc.(institution type not classified)(Iqaluit, Pelly Bay Cape Dorset, Rankin Inlet)	Business administration program. Level 1 entrance requirements; all interested aboriginal persons are encouraged to apply.	manager's role in training, financial mgmt., introduction to administration, general mgmt. and administration, basic bookkeeping, introduction to personnel mgmt., managing human resources, communications, introduction to computers for administration, computer accounting. The length of the program varies.	courses can be credited to Arctic college's mgmt. studies program.
Denendeh National office(Yellowknife) (type of institution not classified)	Training program. Level 1 entrance requirements; applicants must be of Dene ancestry.	secretarial, library, technology, administration, finance, management, environmental, arts and culture, mapping. The length of the program varies.	1-3 years of on the job experience combined with academic training
Nunavut Sivuniksavut(Ottawa, Ontario, type of institution-not classified)	land claims. Level 2 entrance requirements; the program is open to young Inuit from the TFN claim area	fieldwork(including data collection and interviewing), pre- and post-contact history, skill development, introduction to Inuit organizations, urban living skills, independent research and skill projects, career planning, computer literacy, tracking of activities of Inuit organizations, economic development, social and cultural issues, environmental issues. The length of the program is 8 months.	Algonquin college certificate. This program is a cooperative effort between Tungavik Federation of Nunavut and Algonquin College. The long term objective is to contribute to the number of trained Inuit who will be available to participate in the implementation of land claims and self-government.
North west regional college(community college) (North Battlford, Big River, Unity(loc. varies depending on the course)	Business administration program. Level 1 entrance requirements; there are no major requirements.	bookkeeping, business writing, how to start a small business, marketing,visual retailing(marketing) The length of the program varies depending on course taken.	information not available.

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
Saskatchewan Indian Federated College(SIFC)(university/aboriginal college)(Regina and several off-campus locations throughout the province.	University level commerce program. Level 3 entrance requirements. Applicants should have high school matriculation, or obtain the permission of the SIFC.	The principles of Indian law, traditional foundations of Indian studies, general band admin. & principles of band management, band business development, band planning, Indian reserve economic planning, negotiation, Indian business law, politics & the Canadian Indian, Indian public administration, planning & control in Indian public organizations, physical resources (subjects depend on which are of concentration is chosen: business administration, public administration or development administration. Length of the program is 32 classes.	Bachelor of Administration Degree
Saskatchewan Indian Institute of Technologies (Aboriginal training institution - Prince Albert)	Business Administration. Level 3 entrance requirements. Applicants should have high school matriculation, with a strong aptitude for Algebra and English	Accounting, data processing, communications, Microeconomics, introduction to management, math of finance, macroeconomics, marketing, statistics, organizational behaviour, industrial relations, retailing, salesmanship, credit and collections, purchasing, taxation, administration, money and banking, commercial law, managerial accounting. Length of course is 2 years	Diploma in Business Administration
Saskatchewan Institute of Applied Science and Technology (Community College - Woodland Campus, Prince Albert)	Business Administration Program. Level 2 entrance requirements. Applicants should have a grade 12 diploma.	Accounting, Business Administration, Management. Length of program is one or two years.	Certificate - 1 year; Diploma - 2 year

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
Saskatchewan Indian Federated College (Aboriginal College - Regina and various off-campus locations throughout the province)	Business Administration Program. Level 2 entrance requirements. Applicants should have a grade 12 diploma, or obtain the permission of SIFC	Introduction to administration and organizational behaviour, introduction to financial accounting, marketing, personnel administration and industrial relations, introduction to quantitative analysis and operations management, introduction to managerial accounting, managerial finance. Length of program is 2 years (or longer through part time enrolment)	Bachelor of Administration Diploma
Saskatchewan Indian Federated College (SIFC) (Regina and various off-campus locations throughout the province)	Public Administration Program. Level 2 entrance requirement. Applicants should have grade 12 diploma or obtain the permission of SIFC.	Introduction to administration and organizational behaviour, general band administration and principles of band management, band business development, Indian public administration, introduction to financial account, band planning. Length of program is 4 semesters.	Certificate of Administration
Saskatchewan Indian Federated College (SIFC) (Regina and various off-campus locations)	Public Administration Program. Level 2 entrance requirements. Applicants should have a grade 12 diploma or obtain the permission of the SIFC	introduction to administration and organizational behaviour, introduction to financial accounting, introduction to microeconomics, literature and composition, introduction to computers, general band administration and principles of band management, general band planning, Indian public administration, band business development. Length of course is 8 classes of 32 credit hours over 2 semesters of full-time study	Certificate in Continuing Education

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
Touchwood Hills Qu'Appelle Tribal Council (Community College - Moose Jaw)	Business Administration Program. Level 3 entrance requirements. Applicants should have high school matriculation with a strong aptitude for Algebra and English	Accounting, data processing, microeconomics, communications, retailing, salesmanship, organizational behaviour, commercial law, math of finance, macroeconomics, credit and collections, marketing, finance, statistics, administration, managerial accounting, small business, purchasing, money and banking, taxation, industrial relations. Length of course is 2 years	Diploma - The Indian Business Management program is designed to integrate Indian content into the existing program to make it more meaningful and applicable to Indian business and administrative needs, in addition to providing the student with a common first year of business classes that can be applied to other diploma programs offered through Palliser
University of Saskatchewan (Saskatoon)	University level Native Studies Program. Level 3 entrance requirements. Applicants should have high school matriculation including matriculation English and Math	Cree, Native studies, Native history, Native peoples and the Canadian Political process, Native literature, Native People and Justice in Canada, Native people and Development issues, Native people and northern development, theoretical perspectives in Native studies. Length of program is 3 to 4 years	3 years - General Degree; 4 years - Advanced or Honours Degree
Yukon College - Aboriginal training institution (Whitehorse and possibly other locations in the Yukon)	Business Administration Program. Level 2 entrance requirements. For admission into the Certificate program, applicants should possess grade 12, or equivalent, or have mature status (19 years or older, work experience, instructor interview, entrance testing, etc.) For admission into the diploma program, applicants should have completed the Certificate program.	Native History, Program Management, Business Law, Community Economic Development, Accounting, Written & Oral Communications, Intermediate Algebra, Intermediate Accounting, Native Business Law, Computer Applications, Micro-economics, Introduction to Management, Small Business Management, Marketing Management, Program Development, Organizational Behaviour. Length of program is 8 months.	Certificate - 12 months; Diploma - 8 months

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
Chemamnis Native College - Aboriginal Community College (Ladysmith, B.C.)	Business Administration Program. Level 2 entrance requirements. Applicants should have a grade 12 diploma including grade 11 algebra, and grade 12 English, or should have completed Chemamnis Native College Provincial Diploma Program.	Accounting, Office Procedures, Computers, English. Length of course is 2 years	Diploma in Business Management
Coquitlam College - Coquitlam (Community College)	Other - University Transfer Program. Level 2 entrance requirements. Applicants should have a grade 12 education, having completed the requirements for the B.C. Secondary School Graduation Diploma (or its equivalent) with a cumulative grade point average of 2.25 on a 4.0 scale. Applicants must possess proficiency in both oral and written English. Length of program is 1-2 years	English, Accounting, Math, Economics, Psychology, Computer Science	Certificate in Business Studies; Diploma in Business Management
Kitsumkalum Band Council - Kitsumkalum reserve (Terrace)	Public Administration Program. Level 2 entrance requirements. Applicants must have grade 12 equivalency, as measured by testing, and must be on unemployment insurance (program funded by Canada Employment and Immigration)	Native Legal Issues, Business Communications, Business Law, Business Math, Canadian Business, Computers, Accounting, Public Administration and Intergovernmental Relations, Self-Government, Community Management, Effective Supervision, Applied Accounting, Public Speaking, Practicum Placements. Length of program is 10.5 months.	Certificate (equates to 1 year of Bus. Mgmt. pgm. at Van Comm. Col.)

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
Native Education Centre - Aboriginal Training Institution (Vancouver)	Public Administration Program. Level 2 administration program. Grade 12 education, 20 years of age or older, career interest in business, finance, administration, management, commerce or related field, interview with Native Education Centre Admissions Committee, two letters of reference, education assessment test, one page essay outlining interest in program, evidence of stable personal, financial and family situation	Introduction to Canadian Business, Business Communications, Accounting, Business Law, Computers, Public Speaking, Native Law, Effective Supervision in a Native Setting, Applied Accounting, in a Native Setting, Business Math, Public Administration and Intergovernmental Affairs, Community Development in a Native Setting, Pre-employment preparation, Practicum.	Joint Certificate from NEC and Vancouver Community College
Native Education Centre - Aboriginal training institution (In First Nation Community)	Tailored to community needs. Level 1 entrance requirement. Determined by community.	Course content is determined by the First Nation community or organization which requests the program, together with the Native Education Centre's outreach Coordinator. Project Access can assist the community achieve the following services: delivery of pre-vocational and employment skills training programs in the community, development of community-based curriculum materials, and training packages that reflect cultural experiences and traditional learning styles. Length of program is at discretion of community.	No entry

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
Nicola Valley Institute of Technology - Vocational institute (Merritt, B.C.)	Native Business Administration Program. Level 2 entrance requirement. Students require a grade 12 equivalency. Proficiency in English, Math and Study Skills is required. Computer literacy is an asset. All students entering the Business Management Program for the first time are also required to take a two-week preparation course called "An Introduction to Business Management"	Economic Developments and the Law, Organization Behaviour, Microcomputing, Economics, Business Law, Management, Applied Group Dynamics, Personnel Management, Business Communication, Consumer Behaviour, Business Statistics, Management Accounting, Small Business Development, Entrepreneurial Development, Strategic and Financial Planning. Length of course is 1-2 years.	Certificate (1 year - 30 credits); Diploma (2 years - 60 credits)
Nicola Valley Institute of Technology - Vocational institute (Merritt, B.C.)	Native Economic Development Program. Level 2 entrance requirement. Students require grade 12 equivalency. Proficiency in English, Math and Study Skills is required. All students entering the Community Economic Development Program for the first time are also required to take a two-week introduction called "Introduction to Community Economic Development"	Managing Financial Resources and Accounting Systems, Venture Development, Management, Community Analysis, Community Development, Marketing, Developing Organizations, Strategic and Financial Planning, Indian Economic Development and the Law, Microcomputing, Computer Information Systems, Technical Communications, Introduction to Development Corporations, Band Economic Development, Introduction to Indian Studies, Leadership, Problem Solving and Decision Making. Length of program is 2 years.	Diploma

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
Nicola Valley Institute of Technology - Vocational institute (Merritt, B.C.)	Native Economic Development Worker Program. Level 2 entrance requirement. Other requirement not available.	There are three levels of training: the first is a basic 2 week accredited course on Community Economic Development (CED), the second is a Level 1 Certificate which requires 6 weeks of training, the third is a 20 course Diploma program. Level 1: 2 weeks; Level 2: 6 weeks; Level 3: 24 weeks (approx.)	Level 1: Accredited Course; Level 2: Certificate; Level 3: Diploma
Nicola Valley Institute of Technology (Delivered in the requesting Community)	Native Entrepreneur Training Program. Level 2 entrance requirements. Participants in the program require skills in English and in basic Math as prerequisites.	Business Planning, Market Assessment, Marketing, Regional Economic Analysis, Basic Business Management, Micro-computer applications. The length of the program is approximately 7 weeks.	No entry
Nicola Valley Institute of Technology - Merritt, B.C.	Native Public Administration Program. Level 2 entrance requirements. Students require grade 12 diploma or a strong background in band or tribal council management. Proficiency in English, Math and study skills is required. All students entering the program for the first time are also required to take a 2 week preparation course called "An Introduction to First Nations Public Administration"	Computer Applications, Written and Oral Communications, Principles of Management, O.B., Canadian Political Institutions and Aboriginal Peoples, Personnel Administration, Accounting, Managing First Nations Organizations, Managing Community Development, Indian Law, Management Information Systems, Program and Project Management, Managing Advisors and Specialists, Providing Personal Support, Policy and Regulatory Systems, Self-Government, Managing Natural Resources. The length of the program is 1-2 years.	1 year - Certificate (30 credits); 2 years - Diploma (60 credits)

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
Nicola Valley Institute of Technology	University (Arts) Transfer Program. Level 2 entrance requirements. For the University studies program, students require a grade 12 equivalency with English language proficiency.	Anthropology, Native Studies, English, Psychology, Political studies, Sociology, Math and Biology. Length of the program is 1 year.	University Transfer Credits
North Coast Tribal Council (Aboriginal training institution) - Prince Rupert	Business Administration Program. Level 2 entrance requirements. Applicants should have at least a grade 12 level of education.	Spelling, Math, Life Skills, Native Studies, typing and keyboarding, Accounting, Job Search Skills, Reception Training, Lotus, AccPac, Bedford, WP 5.1, Personnel Procedures. Length of the program is 10 months. This program carries transfer credits to Northwest Community College.	Certificate
Northern Lights College - Cassiar, B.C. - Stikine campus	Band Administration Program. Level 1 entrance requirement. All interested Aboriginal persons are encouraged to apply.	Basic Band Administration, Band Business Communications, Band Office Procedures, Band Finance Practices. The length of the program is 108 hours.	Certificate in Basic Band Management Skill
Okanagan Community College.	Adult Education Program. Level 1 entrance requirements. Grade 12 education, educational prerequisite may be waived upon satisfactory interview with the program administrator, which may include an assessment of reading and writing skills, related work experience, or endorsement by a Native Community.	Community Based Native Education, Instructional Design and Evaluation, Adult Teaching and Learning Theory, Teaching Native Adults. The length of the program is 6 courses (180 hours of instruction)	Certificate

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
Salt'shan Institute Society (Aboriginal training institute)	Native Studies Program. Entrance requirements information not available.	Cross Cultural Education, Team Building for Self-management, Planning for Self-Government, Restructuring to overcome effects of cultural devaluation, Healing and Personal Growth, Counselling, Professional Development (Managers, Teachers, Social Service Personnel, Band Government Personnel). Length of the program - not available	Information not available
Totilthet Centre (Aboriginal Training Institute) - Mission, St. Mary's complex	Adult Basic Education and College Preparation. Level 1 entrance requirement - basic adult education. Level 2 entrance requirement for College preparation. There are no prerequisites for adult basic education. For College preparation, applicants should have a grade 12 diploma.	Adult Basic Education: English, First Nations Studies, Science, Math, Life Skills. College Preparation: Reading and Study Skills, Writing Research Papers, Advanced Algebra, Career Planning with Work Experience, Anthropology, Computer Information Systems. The length of the program is 2 semesters.	Courses are transferable to the University College of the Fraser Valley
U.B.C. - Vancouver	Community Socio-economic Development. Level 1 entrance requirements.	Various courses dealing with the issues of Community planning, social development planning and administrative planning. The length of the program is 2 weeks.	Certificate
U.B.C. - Vancouver	Community Socio-economic Development. Level 1 entrance requirements.	Various courses dealing with the issues of managing the physical environment of Native Communities. The length of the program is 5 days.	certificate

Name of institution and location	Program and Entrance requirements	Course content and length of Program	Certification
U.B.C-Vancouver	Community socio-economic development. Level 1 entrance requirements.	Planning for First Nations Self-Government, First Nations planning, settlement planning in Native communities, First Nations community and social services planning. The length of the program varies- each course lasts between 5-8 days	There is no formal certification.