Miawpukek First Nation

Youth Self-Governance Workshop

November 22, 2000

Conne River, Mi’kmaq Territory
Index

1 Executive Summary .............................................. Page 3
2 Setting the Stage ................................................ Page 4
   2.1 Opening Activities
   2.2 Introductions, Review of Agenda & Workshop Handbook
   2.3 Historical View of Self-Government
   2.4 Indian Act Governments vs. Inherent Right Governments
3 Community Analysis ............................................ Page 5
   3.1 Community Attributes - Things Working Well in the Community ................................ Page 5
   3.2 Community Attributes - Things that Could be Improved or are Needed in the Community ........ Page 6
      3.2.1 Major Areas of Concern
      3.2.2 Other Areas Noted for Improvement
4 Concerns for the Future ......................................... Page 8
5. Governance Models ............................................. Page 9
   5.1 Governance Model One ..................................... Page 9
   5.2 Governance Model Two ..................................... Page 10
   5.3 Governance Model Three .................................. Page 11
   5.4 Governance Model Four .................................. Page 11
6. Summary .......................................................... Page 12
Appendix A Youth Governance Workshop Agenda .......... Page 13
Appendix B Workshop Slides .................................... Page 14
1 Executive Summary

Miawpukek Tribal Nation has undertaken a unique, community-based, exploratory process to determine and assess the implications and challenges of exercising its Inherent Right to Self-Governance. Through a joint initiative with Indian and Northern Affairs Canada, the community has designed and implemented a series of activities, preliminary to making a decision whether to enter more formal and structured self-government negotiations. Chief and Council directed that this exploration be community-based and community-driven. As part of that commitment, a series of community workshops were designed and delivered in November, 2000. The workshops were designed as community self-governance consultation sessions to provide community members:

- the historical and contemporary information required to assess the self-government initiative in context
- the opportunity to explore the implications of self-governance from political, program and financial perspectives
- the opportunity of providing input and direction to the self-governance initiative

The views of the youth, valued as an important segment of the Miawpukek First Nation society, are considered by the community as a critical component in helping reach a community decision with respect to self-government. To this end, a Youth Self-Governance Workshop was held on November 22, 2000 to begin the process of youth involvement in the self-governance initiative.

During the full day session, over thirty-five high school students energetically participated in the self-governance workshop. They examined an historical view of self-governance, considered some of the basic principles of governance, and most importantly provided the valuable input and insight that is recorded in this report. Community leadership, Band Council staff, parents and community members are encouraged to carefully consider the voices of the youth. Much of what they discussed and recommended can and should be considered regardless of the ultimate decision that the community makes with respect to self-government.

One thing is clear - as the future community leaders, the youth of Miawpukek First Nation are interested, are concerned and want to be involved in a meaningful way in the discussions and negotiations that may lead to the exercise of the Inherent Right to Self Government. The community is justly proud of their youth and would be well served to ensure their continued involvement in this initiative.
2 Setting the Stage

2.1 Opening Activities

Deputy Chief Rembert opened the workshop expressing the importance that the Chief and Council attached to hearing the views of the community youth. As the future leaders of the community, the Deputy Chief encouraged full and active participation by the youth in the workshop. He assured them that their voices would be heard and that their views would be considered.

2.2 Introductions, Review of Agenda & Workshop Handbook

Participants introduced each other and spent some time considering, and then sharing, their expectations for the workshop. Most wanted to learn more about self-government and to find out how they could be involved in the process. The workshop agenda was reviewed and the workshop handbook, which consisted primarily of copies of the slides used during the presentations, was distributed to all participants.

2.3 Historical View of Self-Government

The workshop began with a presentation on the historical view of self-government which was based on work by Dr. Emily Faries, a renowned Canadian aboriginal educator currently a professor at Laurentian University. The presentation examined the characteristics of aboriginal society during the Pre-Contact, Contact, Post-Contact and Future eras. The main conclusion of the presentation is that positive aboriginal social, health and economic conditions are directly related to the degree that aboriginal peoples have real and meaningful control over their lives and communities.

2.4 Indian Act Governments vs. Inherent Right Governments

The participants were exposed to a comparative analysis of Indian Act governments and Inherent Right governments. The characteristics of the Indian Act governments were outlined including the delegated nature and resulting complete control that Canada can exercise on First Nation governments through application of the Indian Act. The paternalistic or parent-child relationship was explained. This was contrasted with the government to government relationship that exists for Inherent Right governments.
3.2 **Community Attributes - Things that Could be Improved or are Needed in the Community**

The youth were anxious to express their views on areas where they felt that services could be improved and on additional services that would benefit the community. They were asked to first brainstorm ideas within their group and then to refine their list to their top five concerns. Following lively debates, each group presented their lists, each of which contained overlap with the areas identified by other groups thus validating their conclusions. The areas of primary concern are listed below with some detail followed by other issues noted in the brainstorming session.

3.2.1 **Major Areas of Concern**

The following five major areas of concern identified by the working groups are not listed in any order of priority:

- **Policing**
  - Need for more training for officers - equivalency to other forces
  - Should be no favouritism shown because of your family name
  - Youth should not be harassed
  - Just cause for conducting search - backpacks for example
  - Attitude adjustment toward youth required
  - Policing needs to be better organized
  - Youth should have a voice in determining policing services

- **School System**
  - Building needs improvement/expansion to provide proper classroom space and equipment
  - Some teachers’ attitudes toward students need improvement
  - Some facilities are not wheelchair accessible
  - Surplus from money raised for graduation should be kept for the next graduating class not donated to the school
  - Some education funding is wasted while critical supplies like proper textbooks are not available to all students
  - Some teachers require additional training in their subject areas
  - Many of the rules are unfair and not applied equally to all students
  - Staff exempted from basic rules - e.g. shoe removal
  - More course options should be offered specifically related to university preparation
  - Split grades should be avoided particularly in Grades 11 & 12
  - All eligible students should be funded for post-secondary
  - Post-secondary allowances should be increased to actual costs
Participants were then asked to examine the Alliance Party Aboriginal Platform and determine whether that party was prepared to recognize the Inherent Right to Self-Government. Every working group concluded that what the Alliance Party was proposing was municipal type government with delegated federal powers, not Inherent Right governments.

3 Community Analysis

Participants were asked to work in their groups to analyse things that were working well in the community and then to identify areas where improvements could be made. Each group selected a spokesperson who presented a summary of the group’s discussion.

3.1 Community Attributes - Things Working Well in the Community

Students found many things that they felt were positive and working well in the community. These included:

- Four Winds Day Care
- Powwow Committee
- Community Channel
- River Pond Park
- Church
- Elders Groups
- Homecare Workers
- Housing Program
- Nutrition Centre
- Aquaculture
- Beauty Salon
- True Value Supplies
- Band Office
- Fire Department
- Ambulance
- Garage
- Craft Shop
- Dental Care
- Youth Group
- Jr. Rangers
- School Sports
- Rembert’s
- Internet Services
- Computer Lab
- T.V. Bingo
- Road Construction
- Water System
- Post-Secondary Education Funding
- Hart Hill Retreat
- Wood Cutting for Elders
- Food Fishery
3.2.1 Major Areas of Concern (cont'd)

- Recreation
  - Need more programs and things to do for youth
  - Full time recreation worker
  - Better arcade with better attitude & friendlier service
  - Tennis/Basketball Court
  - Recreation Centre with swimming pool
  - Club for Teenagers
  - Hockey Arena
  - Weight Room
  - Pool Hall
  - Bike Trails
  - Parks
  - More cultural activities
  - Planet Hollywood

- Employment
  - Create more employment opportunities in the community so people won't have to leave Conne River
  - Employment opportunities should be available to non-natives who live in the community
  - More jobs should be created specifically for youth or young adults
  - Should be a better relationship between fields of study at post-secondary and the jobs available on-reserve

- Medical
  - Need more on-call nurses so service available 24-7
  - Need a doctor on-reserve
  - Pharmacy
  - Seniors' Home
  - More home care workers
  - Better information about available services
  - Clinic needs to be better organized
  - More employees for day care
3.2.2 Other Areas Noted for Improvement

- Fire Department needs more funding, training and equipment
- Elder's activities
- Garage is slow, needs better equipment and more dedicated workers
- Band Office should handle finances better - not be wasteful - canoe trip
- Church involvement should be increased - church should be larger
- Chief should be more accessible
- Food Facilities - more takeout options, restaurants, convenience stores
- More retail outlets - music store, electronics,
- Band Council not doing enough about problems going on in community
- Court system not fair - sometimes too harsh other times too soft

4 Concerns for the Future

The youth participants were asked to consider their main concerns for their own future and for the future of the community. This exercise provoked a great deal of discussion and thought. The following summary of issues of concern for the future should be carefully reviewed and considered in the context of strategic planning for the community, regardless of the community decision on self-government.

- Financial
  - Conne River will drive itself in the hole financially
  - No funding available when we graduate due to wastage
  - Not enough money to pay for self-government
  - Conne River residents, since reserve status, have had a government silver spoon in their mouth - how will we cope on our own
  - Not enough funding to continue current services

- Economy & Employment
  - Will jobs be available for youth when we return from university?
  - Conne too busy trying to be tourist attraction ignoring real problems and opportunities
  - Without good local economy, Conne will force its people out because of no jobs or opportunity
Future Generations

- Will services and programs be available for our children?
- Want to guarantee a good life for our children
- Want to be able to provide our children with a good, funded education system including post-secondary
- Need to ensure we leave an environmentally clean community - e.g. pure water
- Will we have our own government in the future?
- Will Native rights continue to be honoured?

5 Models of Governance

The working groups were asked to develop a governance model for Conne River. The following is a summary of those models. It is important to note, that there was a strong consensus that the youth and elders of the community should have a defined ongoing role in community governance. This was seen as being implemented either through guaranteed youth and elder positions on Band Council and all boards, through the creation of an Elders Council and Youth Council or a combination of both.

5.1 Governance Model One

This model envisions several boards composed of community representatives overseeing the major program areas.
5.2 Governance Model Two

This model is based on the community holding regular meetings and gatherings to discuss governance issues. At these meetings, the community would choose those to best represent their interests on the boards and commissions. Those selected would have to be qualified. The Council and each board would include a youth representative.
5.3 Governance Model Three

This model reflects the status quo of Conne River governance with the notable addition of formal positions for an Elders' representative and a Youth representative on Band Council.

![Diagram of Governance Model Three]

5.4 Governance Model Four

This model is a very creative attempt at utilizing the circle as the organizational model to demonstrate that the Community should be the central consideration for Band Council and the programs and services offered in the community.

Elders' Group
Band Council Education

Youth Group Community Policing
Directors Health
General Staff Fire Department
Summary

The Youth Governance Workshop was, by any measure, a great success. Participation was focussed, energetic and thoughtful. The input as reflected in this report provides an initial insight into the issues, concerns and vision that the youth of the community hold. By its very nature, these thoughts are preliminary based on a one day workshop. What is clear, is that the youth of Conne River desire, and perhaps will demand, that they be heard in the governance of the community that they and their children will inherit.

Much of what is contained in this report relates to the day to day concerns and issues facing the youth. Band Council and program directors may wish to consider how to respond to these issues now that they have been raised and tabled with the leadership. The dialogue that has begun should be continued. It may be useful to have the program directors meet with the youth, as they did in the community governance sessions, to discuss their programs and respond to questions and issues raised.

In addition however, the workshop provided the opportunity for youth to consider more fundamental issues and concerns relating to their future and to their participation in the governance of the community. Ultimately these views may prove most useful in community’s consideration of governance issues.

Having offered the youth this opportunity to participate, there is an obligation upon the leadership and the community at large to continue to hear their voices and consider their input.
Appendix A  Youth Governance Workshop Agenda

November 22, 2000  Conne River, Mi'kmaq Territory

Agenda

Opening Activities
- Opening Prayer
- Purpose of Workshop
- Introductions & Expectations
- Review of Agenda
- Overview of Workshop Handbook

Self-Government Perspectives
- Historical View of Self-Government
- Governance & Jurisdiction
- Indian Act vs Inherent Right

Community Challenges - Youth Perspective
- Identify & Prioritize
- Impact of Self-Government

Negotiations Exercise

Governance Principles
- Accountability
- Transparency
- Redress
- Leadership Selection

Summary & Closing
- Conclusions Drawn
- Next Steps
Appendix B - Workshop Slides

Miawpukek First Nation

Youth Self-Government Workshop

Conne River

November 22, 2000

Purpose of Workshop

- Awareness
  - Self-Government Process
  - Historical View of Self-Government

- Involvement
  - Youth as part of Self-Government Process

- Input
  - Challenges facing Community
  - Governance Principles

Miawpukek First Nation

Expectations

1. Find your partner
2. Sit together and answer the questions below
   Use the back of the card for notes
3. Introduce them with both their "partner" name and
   their real name and grade and tell us how they
   answered the questions

- What is the most important thing we should know
  about you?
- What do you expect to learn about self-government
  at this workshop?

Miawpukek First Nation

Agenda

• Opening Activities

• Self-Government
  • Governance & Jurisdiction
  • History of Self-Government Negotiations
    in Canada

Miawpukek First Nation

Agenda

• Community Challenges - Youth Perspective
  - Identify and Prioritize
  - Impact of Self-Government

• Negotiations Exercise

• Governance Principles

• Summary & Closing

Miawpukek First Nation

Historical View of Self-Government

Future

Post-
Contact

Pre-
Contact

Contact

Breakdown of
Traditional
Structure

Healing & Empowerment
Miawpukek First Nation

Pre-Contact

- Independence full jurisdiction
- Self reliant nations, self governing
- Own structures and methods on dealing with justice, health, education, social issues
- Community involvement
- Living on the land: hunting and harvesting practices
- Traditional spirituality, connection to the land
- Traditional parenting, extended family
- Holistic well-being
- Economic & extensive trading networks

Miawpukek First Nation

Contact

- Fur trade & its impacts (HBC role)
- Foreign imposed legislation and policies
- Discrimination and isolation
- Residential schools: removal of children from parents, families, communities, drastic & long lasting effects
- Loss of natural resources from lands through treaties & reserve system
- Breakdown of traditional structures, culture & language
- Loss of jurisdiction

Miawpukek First Nation

Post-Contact

- Effects of European contact
- Loss of culture & language
- Loss of values, spirituality
- Loss of identity & general loss of jurisdiction over lives
- High rate of suicides, family violence, alcohol & drug abuse, poverty, unemployment
- Low academic achievement
- 1949 Terms of Union - ignoring Aboriginal peoples so Conne River Mi'kmaq remain provincial responsibility - culture denied
- Towards end of this era, there is gradual awakening to regain control over lives - registration under Indian Act
- Local control leads to focus on community solutions for a better future

Miawpukek First Nation

Future

- Healing, empowerment, independence, self determination, economic development
- Redefine relations with Province & Canada including recognition of Aboriginal and Treaty rights
- Exercise of Inherent Right to Self-government
- Qualified First Nations people through education & training
- Adequate resources through own revenues & continuing maintenance of federal and provincial obligations
- Custodianship of lands - management of natural resources throughout traditional territory
- Incorporation of traditional structures & methods in dealing with justice, health, education & social issues
- Revival of native language, culture & values

Miawpukek First Nation

Governance

"The exercise of political, economic, & administrative authority in the management of a country's affairs at all levels. Governance comprises the complex mechanisms, processes & institutions through which citizens and groups articulate their interests, mediate their differences & exercise their legal rights and obligations"

United Nations

Miawpukek First Nation

Jurisdiction

JURISDICTION

Means

"Law Making Authority"
Indian Act vs. Inherent Right

- Indian Act Bands operate under authority delegated by the Federal Government
- Creates fiduciary relationship (parent-child) - not a government-to-government relationship
- Canada defines structure, powers, and role of Indian government
- Canada decides who can be an Indian, who can have a Band
- Canada "sets aside lands for use & benefit of Indians" = Reserve Lands

Community Challenges
Youth Perspective

- What things (programs, services, facilities) are available & working well in the community now?
- What other things do you think would help improve the community?
- What are your main concerns about your own future?
- What are your main concerns about the future of this community?

Community Challenges
Youth Perspective

Keeping in mind the presentations on challenges by each group, identify areas in which you think self-government might help address those challenges.

Principles of Governance

- Constitutions
- Accountability
- Transparency
- Redress
- Leadership Selection
- Application of Charter of Rights & Freedoms
Miawpukek First Nation

Principles of Governance

Accountability

Aboriginal governments & institutions should be fully accountable to their members or clients for all decisions made and actions taken in the exercise of their jurisdiction authority.

Canada's Federal Policy Guide

Miawpukek First Nation

Principles of Governance

Transparency

Clear and open processes for law-making and for decision-making in the governance and administration of Miawpukek First Nation.

Miawpukek First Nation

Principles of Governance

Redress

The formal opportunity to challenge decisions of government and to seek amends.

“Our repeated petitions to the King have been ignored. In every stage of these oppressions, we have petitioned for redress, in the most humble terms; our repeated petitions have been answered only by repeated injury.”

Conception of Independence's. Perspectives

Miawpukek First Nation

Principles of Governance

Accountability

What should Miawpukek Self-Government be accountable to the people for?

Miawpukek First Nation

Principles of Governance

Leadership Selection

How should the members Miawpukek First Nation be selected?

Should their be designated "seats" for particular groups? If so, which ones?

How long should the election term be?

Miawpukek First Nation

Governance Structures

- Models
  - Chief & Council
  - Senate
  - Independent Boards (Education, Health)
  - Committees
  - Others....

MIAWPUEK FIRST NATION  YOUTH GOVERNANCE WORKSHOP  PAGE 17
Miawpuekek First Nation

Operations Model

Independent Boards

Miawpuekek First Nation

Advisory Committees

Government Structure

Miawpuekek First Nation

Next Steps

- Should Youth continue to be involved in the self-government process?
- What are your recommendations on how Youth should be involved?
- Would you like to see more workshops conducted? If so, what topics should be covered?

Miawpuekek First Nation

Negotiations Exercise

- Objective
- To get the most number of total points
- Rules
  - You negotiate one at a time with another individual and decide how to share 100 points
  - You can only negotiate to split the points as 90-10 or 80-20 or 70-30 or 60-40
  - You can only ask someone to negotiate in the neutral area
  - You can only negotiate in the negotiations area
  - You each must record the negotiated agreement on your sheets and sign the other person’s sheet to verify
  - You can only negotiate with the same person once