

TWO EYED SEEING NETWORK

Regional Roundtable

Vancouver Coastal - Tues. March 29, 2022



The Two Eyed Seeing Network is funded by the Government of Canada's Future Skills Centre.



Welcome

TWO EYED SEEING NETWORK

Agenda

Part 1: Welcome

- Welcome & Land Acknowledgement
- Welcome by Elder Joe Thorne
- Who We Are

Part 2: Network Overview

- Exploring the Current State of Workforce Development for Indigenous Youth
- What We Know So Far
- What We Want to Accomplish
- Working Together
- Network Evaluation
- Hearing from the Youth

Part 3: Wrap Up & Closing

- Questions
- Upcoming Meetings and Networking Opportunities
- Closing



Who We Are

TWO EYED SEEING NETWORK

TWO EYED SEEING NETWORK



The Two Eyed Seeing Network is funded by the Government of Canada's Future Skills Centre.

Vancouver Coastal Region Participants:

Indigenous Communities/Organizations: Nuxalk, Squamish, Musqueam, Wuikinuxv Nations, ACCESS, Indian Resource Council Canada

Industry Partners: Dexterra Group, TEBO Group, BIOFILIA, Securiguard, Black Diamond Group, BC Building Trades, HEMMERA, Interfor Corporation, Seaspan, CLAC, Digital Supercluster, BBA, Clear Stream Energy

Education and Training Providers: Mitacs, Kwantlen Polytechnic University, UA Piping Industry College BC, Centre for Training Excellence in Mining, Vancouver Community College, BCIT

Workforce Development Experts: Human Capital Strategies, Ministry of Advanced Education, ITA BC, BC Construction Association



Overview

TWO EYED SEEING NETWORK

Two-Eyed Seeing Network Project

The skills of the future are top of mind for those engaged in workforce development.

What are they?

Who will step in to fill those careers?

And how can we, as a society, be inclusive and relevant to youth seeking access to those opportunities, especially considering new challenges such as COVID-19.

Why Indigenous Youth?

Indigenous youth are the **fastest growing demographic in the country.**

Indigenous youth provide a **source of stable, local labour** for projects; reducing the need for fly-in-fly out workers.

Local workers **know the area** and can be a valuable source of information into working conditions, climate, stewardship, and seasonal conditions that may impact work cycles.

They are **invested in their communities** and are connected to the land.

Industry Growth (10 Years)

Sector:

- Clean Technology
- Clean Energy
- Oil & Gas
- Mining
- Forestry
- Marine Shipping
- Construction
- Manufacturing

Job Openings:

- 75,000
- 109,300
- 2,566
- 4,182
- 8,903
- 5,456
- 59,343
- 26,928



Opportunities

Regional Job Openings 2019-2029:

Vancouver Island	143,800
Mainland/Southwest	548,600
Thompson/Okanagan	95,600
Kootenay	23,900
Cariboo	21,400
North Coast & Nechako	9,900
Northeast	17,900



Exploring the
Current State of
Workforce
Development for
Indigenous Youth



TWO EYED SEEING NETWORK

Literature Review

Describes the **current climate** and **historical context** surrounding Indigenous and non-Indigenous relations in Canada,

Provides further **information, evidence, and promising practices** across three main themes:

- 1) engagement,**
- 2) program design and delivery, and**
- 3) milestone-based pathways.**



Environmental Scan

Provides an **overview of the current labour market opportunities** and information on the various agencies providing services to Indigenous peoples in BC.

In total, more than **1,100 offices** around BC provide services to Indigenous peoples - from workforce development and employment programs, to health, housing, child, family, youth, arts and culture, business and economic development, language, treatment and health, and legal services.

An aerial photograph of a dense forest, likely a coniferous forest, with a thick layer of fog or mist hanging over the trees. The trees are mostly dark green, with some showing signs of being dead or dormant, appearing in shades of brown and tan. A large, solid orange rectangular box is centered over the image, containing the text "What We Know So Far" in white, sans-serif font. The text is arranged in two lines, with "What We Know" on the top line and "So Far" on the bottom line.

What We Know So Far

TWO EYED SEEING NETWORK

The Journey So Far...

- Over the summer of 2021, the Two-Eyed Seeing Network held **5 Youth and 5 Indigenous Community focus groups** where we discussed gaps in employment for Indigenous youth.
- These findings were collected through Mentimeter where we compiled core data to begin to present in a **key findings and learnings document**.
- This informed our next steps leading us to develop a **Youth Advisory to provide space to amplify youth voices and perspectives**.

What We Read, Heard and Learned...

- **Indigenous youth are highly sought after** in today's workforce, however still remain vastly under represented.
- Indigenous youth are **willing to take on new opportunities** and are often **open to coaching and mentoring** other youth.
- **Mentorship is key** in training.
- **Include ceremony** in meaningful ways.
- Ensure **program is meaningful to youth** and **allow youth to lead**.

What We Heard from the Focus Groups

- **Racism remains a constant barrier** to employment for Indigenous peoples, in particular, Indigenous youth.
- **Access to transportation** in remote communities decreases youth's ability to participate in the workforce.
- Indigenous youth are eager to join employment opportunities.
- **Cultural awareness training is essential** for employers and industry.

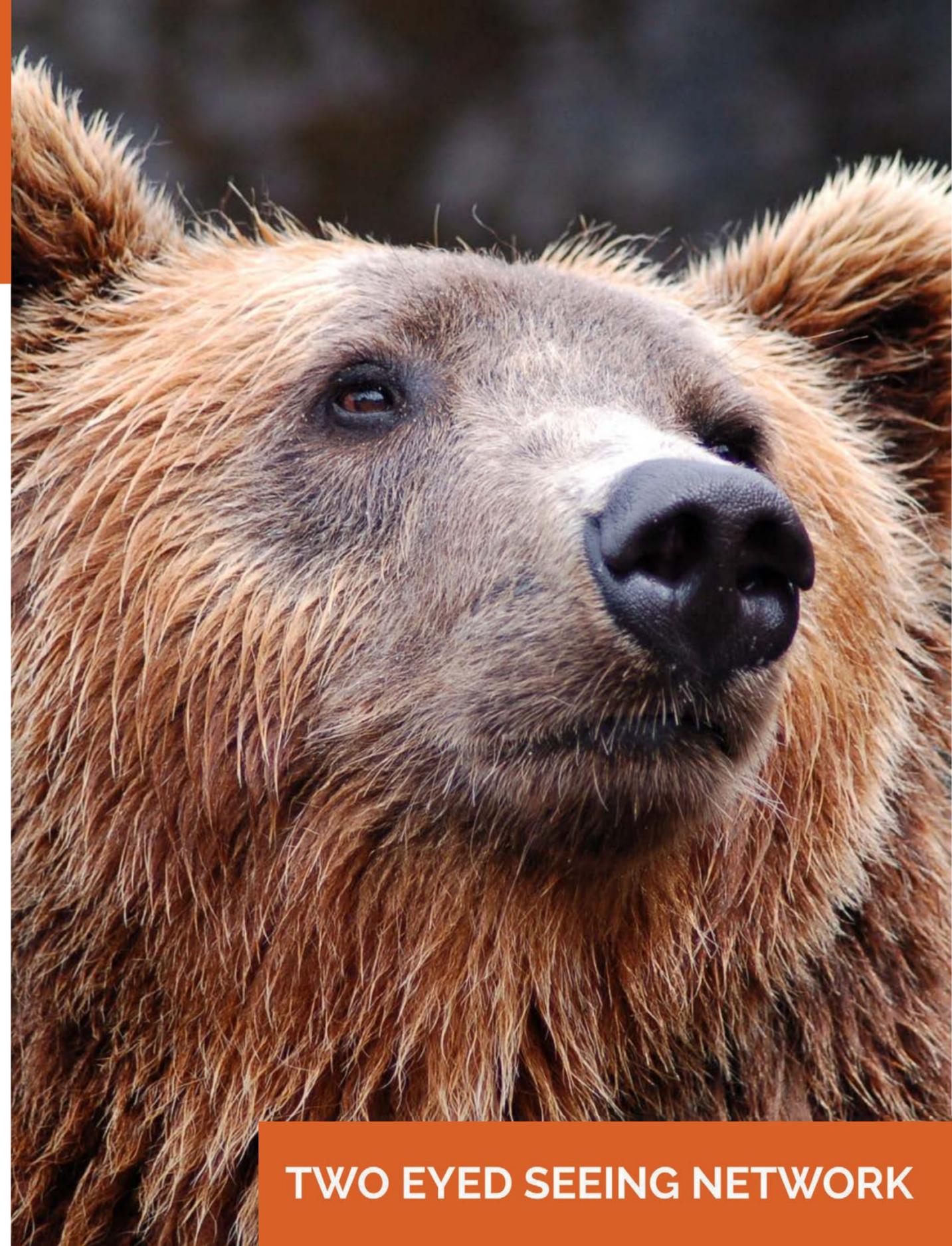
Other Emerging Themes

1. Outreach, Engagement, and Relationship Building: Encourage **meaningful engagement and establish stronger relationships** and provide the means to explore new opportunities when presented.
2. Amplifying Youth Voices: Determine ways for Indigenous youth to **build confidence, soft skills, provide networking opportunities**, and determine processes that work best for young Indigenous people to actively engage in the workforce on their terms.
3. Programming and Supports: Provide a host of Indigenous program support mechanisms that are novel and needed to ensure successful completion of training programs. Also **provide support to non-Indigenous staff to further understand challenges** facing Indigenous youth.
4. Barriers to Participation: **Youth do not always feel welcome or wanted in work** environments, have transportation and financial challenges, and often need additional supports to being successful in training and the workforce.



Emerging Themes...2

5. Enablers to Participation: **Ensure safety and understanding** for Indigenous workers at the workplace, provide space for youth voices in decision making, train staff to be patient, kind and supportive to learners' needs, and include mentors to guide and share wisdom and life experience with participants.
6. Success Factors: **Capitalize on successes** to ensure continued positive outcomes.
7. Network Design: Create a space for youth voice to fully understand their wants and needs, leverage existing networks and partnerships to encourage wide representation, be flexible in meeting times to accommodate work and school, and **have facilitators who reflect both Indigenous and western ways of being and doing.**
8. Network Participation: **Invite others to the table** – including government, social service providing agencies, other Indigenous programs, and leaders (in education, health, economic development and more).





What We Want to Accomplish

TWO EYED SEEING NETWORK

Outcomes

Long Term:

Increased self-reported capacity to develop meaningful shock-proof workforce development pathways for Indigenous youth. Potential pilot projects in development or developed.

Short-Term:

Increased awareness of the Two-Eyed Seeing Network and increase engagement of members

Increase in Network members self-reported:

- Knowledge of cultural awareness and cultural safety
- Knowledge and application of promising practices for engaging and supporting Indigenous youth
- Access to information and resources about Indigenous youth workforce development
- Access to partnerships in the Indigenous youth workforce development space
- Capacity to work meaningfully with partners
- Capacity to co-develop projects with First Nations that support Indigenous youth to access and take part in employment and training
- Increased knowledge and understanding of a Two-Eyed Seeing approach



Working Together In Collaboration

TWO EYED SEEING NETWORK

A Two-Eyed Seeing Approach

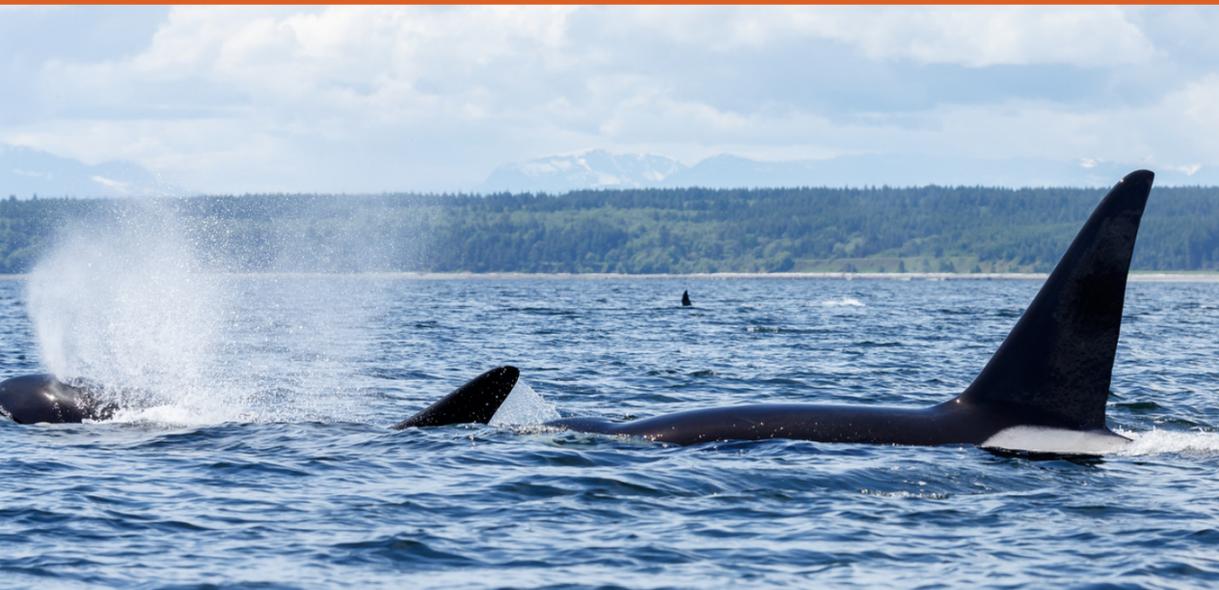
Mi'kmaw Elder Albert Marshall's concept of Two-Eyed Seeing is **“To see from one eye with the strengths of Indigenous ways of knowing, and to see from the other eye with the strengths of Western ways of knowing, and to use both of these eyes together”**

(Bartlett, Marshall, & Marshall, 2012 p.335 as cited in Peltier, 2018).

Two-Eyed Seeing in Action

Honouring both Indigenous and Western ways of knowing and being through:

- Valuing and nurturing relationships
- Bringing our whole selves to the conversation
- Research to validate our findings
- Measuring successes and outcomes





Participatory Action Research

PAR honours diverse perspectives and empowers participants to develop the research in collaboration with the project and research team.

The screenshot shows the website for the First Nations Information Governance Centre (FNIG/CGIPN). The header includes the organization's name in both English and French, a search bar, and a navigation menu with links for Home, About Us, What We Do, First Nations Data Centre, OCAP, Online Library, News & Insights, and Contact Us. The main content area is titled "OCAP[®] and Information Governance" and features a circular logo for OCAP/PCAP. The text describes the team's dedication to advancing FNIG's vision and mission, their focus on education and training, and their commitment to First Nations data sovereignty. It also mentions the team's active engagement in research and knowledge translation activities.

SRDC & Network Evaluation

Social Research and Demonstration Corporation (SRDC)

- Mission-driven, charitable organization with 25+ years experience in social policy research and evaluation
- Working with partners to co-design, implement, research, and evaluate social programs across Canada, including skills and employment programming

Our role:

1. Engagement research

2. Program design & delivery promising practices

3. Milestone-based measurement frameworks

4. Evaluation leads

Evaluation:

What are we looking at?

- ✓ Network engagement
- ✓ Network satisfaction
- ✓ Network outcomes
- ✓ Lessons learned

What information are we using?

- ✓ **Surveys** with 2ESN contributors at the beginning and end of the project
- ✓ **Interviews** with at least one contributor from each region/partner group
- ✓ **Observations and guided discussions** at Roundtables/Advisory Sessions
- ✓ **Administrative data** (e.g., participant attendance, social media analytics)

TWO EYED SEEING NETWORK

Literature Review Findings: Engagement Values & Practices

INDIGENOUS ENGAGEMENT

Respect: cultural competency; honouring and acknowledging Indigenous lands, leadership, and ways of being and knowing

Trust: engage early; be transparent and upfront about aims, expectations, resources, and limitations; connect with respected community members; include youth, Elders, and women; use appropriate communication styles

Self-determination: prioritize Indigenous-driven projects; focus on capacity-building; develop community-based collaboration protocols

Commitment: mutual accountability to share responsibility; active collaboration to share power; agreements that spell out mutual benefits; responsive funding, ongoing reflection; Indigenous hiring practices; community/progressive leadership; flexible timeframes; providing resources, tools, and supports to facilitate engagement and full partnership; Indigenous validation of projects and approaches

YOUTH ENGAGEMENT

- Amplify Indigenous youth voices
- Empathy mapping
- Incorporate ceremony
- Use talking circles
- Ensure sector investment
- Integrate education and training
- Community as foundation
- Flexibility in "success"
- Solutions-based
- Strengths-based
- Open mind and heart
- Indigenous languages
- Non-representative
- Involve Elders and mentors
- Meaningful approach for youth
- Indigenous knowledge
- Honour
- Truth
- Spiritual laws
- Transparency
- Non-partisan
- Allow youth to lead
- Inclusivity
- Solidarity

Literature Review Findings: Program Design & Delivery

YOUTH EXPERIENCES

- Meaningfully **ground programs** in Indigenous cultures, including ensuring cultural sensitivity and relevance and including traditional content and activities
- Ensure services are provided by those with **appropriate skills, experience, and cultural competence**
- Offer **training to service providers** in cultural awareness, anti-discrimination, anti-racism, and trauma and violence-inform programming approaches
- Work with **Indigenous staff, instructors, and service providers**
- Prioritize **trusting relationships** between youth and service providers
- Create emotionally and physically **safe spaces** for Indigenous youth
- Leverage positive youth development, strengths-based, assets-based, and capacity-building **approaches to programming**, with a view to supporting coping skills and resilience
- Foster opportunities for **choice, collaboration, and connection** between youth
- Seek opportunities for youth to build **social capacity and supportive relationships**
- Champion **youth voices and decision-making**

Literature Review Findings: Program Design & Delivery

PROGRAM DESIGN AND DELIVERY

- Consider Indigenous youths' **multiple identities**
- Ensure **holistic and ongoing services and wraparound supports**, including through relationships with culturally-specific and accessible partners
- Offer wraparound supports addressing youths' **social and economic challenges** (e.g., obtaining government-issued identification)
- Develop **flexible, full-suite, multi-component programs** that combine multiple service offerings, multiple entry and exit points, and multiple modes of delivery
- Incorporate **experiential learning**
- Offer **mentorship and coaching**
- Integrate opportunities to build **job-specific, essential, social-emotional, and life skills**
- Check in with youth regularly and **reinforce their success**
- Provide **incentives**
- Create opportunities for **self-directed learning**
- Support **transitions out of employment and skills training**, including retention services and long-term case management support
- Incorporate broad, inclusive, and youth-informed **measures and definitions of success** in workforce development programming



Literature Review Findings: Program Design & Delivery

EMPLOYERS AND PARTNERS

- **Prioritize consultation** with First Nations communities in project design and development
- Actively **engage employers** in programs
- Establish collaborative project **governance models**
- Engage with diverse individuals and groups to build programs' **buy-in and success**
- Develop diverse industry, employer, Indigenous, service provider, and other **partnerships**, including with those with enhanced capacity to support Indigenous youth
- Align projects with **regional labour market** supply and demand
- Create **logistical foundations for strong partnerships** between employers, communities, and service providers
- Seek to build workplace inclusion, cultural awareness, and trauma and violence-informed approaches throughout partners' **organizational cultures**

Literature Review Findings: Milestone-Based Pathways



Building a milestone-based pathway:

1. Develop a **theory of change** for the workforce development pathway, starting from program's end goal (e.g., youth employment) and working backwards.
2. Using the theory of change, identify the **main causal chain of milestones** that are critical for helping youth reach the end goal using the theory of change. This will form the "pathway."
3. Build a **measurement framework** by identifying, selecting, or developing to assess whether each milestone has been achieved.

Reflections for the 2ESN

Potential questions/topics to consider (today or following a closer look at the literature review):

- Does this resonate with you and your experiences? Is anything missing?
- Are you aware of any additional resources, materials, promising practices, programs, or approaches related to any of these three sections that we should include in future?
- How might some of these promising practices apply to 2ESN's aims of building partnerships with Indigenous communities and youth? To program design and development?
- Which high-level milestones would you say are most important, relevant, and meaningful to support Indigenous youth success in the labour market in your context?
- How might these milestones be meaningfully and feasibly measured in your context?
- Which program components would you say are most important in your context, and what additional partners or connections would you need to develop these components?
- Any additional feedback/thoughts/insights?

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Hearing from the Youth



TWO EYED SEEING NETWORK



We had good representation of youth from across the province.

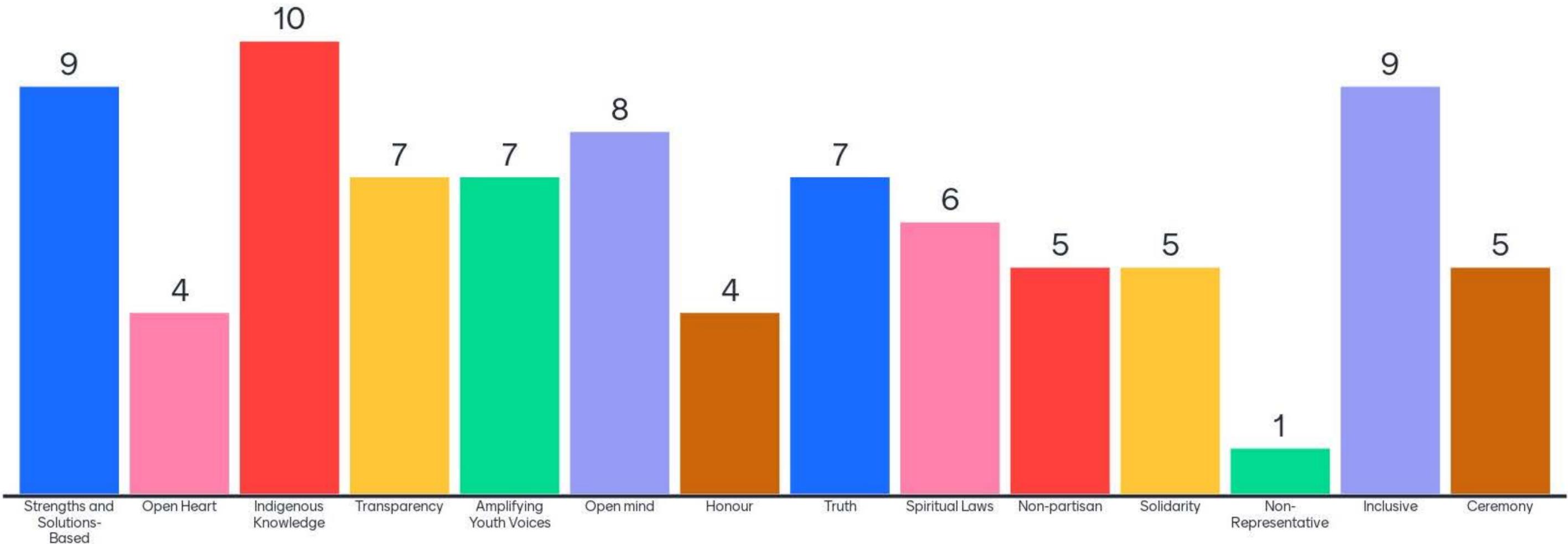
14 youth attended the session.

We need better representation from Fraser/Salish and the Interior regions (one each). We would also like to get one more from the North.

Who is your hero & why?



When thinking about current workforce development initiatives-which of these GUIDING VALUES for engaging youth do you see currently in practice?



What is missing from the previous guiding values?



Reviewing the Role of Youth Advisory

Provide ongoing, meaningful dialogue that identifies barriers to workforce participation and support the design, implementation, and evaluation of a multi-sectoral network that strives to ensure culturally appropriate workforce development initiatives and best practices for Indigenous youth in BC.

Determine ways for Indigenous youth to build confidence and soft skills, provide networking opportunities, and determine processes that work best for young Indigenous people to actively engage in the workforce on their terms.

Community Agreement

We have 5 volunteers who want to work on a Community Agreement.

This will be completed over the next month or two and then brought back to the larger group for consideration.

This will serve as a Terms of Reference.





Youth Asked

- How can we explore entrepreneurship?
- How are Indigenous youth educated about their benefits/rights i.e. (area taxing, dental, less restrictions on hunting/fishing) and How can education/training resources support Indigenous rights knowledge development?
- What are the blind spots that have existed in previous youth programs? What can we do to educate youth on those blind spots or those who have slipped through the cracks?

How to use Mentimeter

- On your computer or phone
- Go to www.menti.com
- When prompted, enter the code:
7687 3003

Upcoming Meetings and Network Opportunities:

1. April Networking session: TBD
2. May Networking session: TBD
3. Next Regional Roundtable Series:
 - **June 26th, 2022** - Exploring the Ideal Future State of Indigenous Youth Workforce Development Pathways



*Thank!
You!*

www.2esn.ca

TWO EYED SEEING NETWORK