



National Association
of Friendship Centres

Association nationale
des centres d'amitié



Supports for Student Learning Program

Final Report – Fiscal 2020-21

National Association of Friendship Centres
August 31, 2021



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About NAFC

The National Association of Friendship Centres (NAFC) is a network of over 100-member local Friendship Centres (FCs) and Provincial/Territorial Associations (PTAs) across Canada. For more than fifty years, Friendship Centres have aided First Nations (status and non-status), Inuit, and Métis people living in rural, remote, northern, and large urban environments. Friendship Centres are Canada's most significant off-reserve Indigenous service delivery infrastructure and are providers of culturally enhanced programs and services to urban Indigenous residents.

Friendship Centres are grassroots organizations that provide services to all members of their respective communities, regardless of their legal status as an Indigenous person, and have done so since their inception. Last year, ninety-five Friendship Centres served approximately 860,000 First Nations, Inuit, Métis, and non-Indigenous people, offered over 1300 programs in 238 buildings across Canada and employing over 2,700 staff.

These programs and services span a range of areas, including health, housing, education, recreation, language, justice, employment, economic development, culture, and community wellness. Friendship Centres are a lifeline for many Indigenous people living in urban environments. Today, approximately 80% of the Indigenous population in Canada lives in urban, rural, remote, and northern communities (with over 1000 population). Friendship Centres are known within urban Indigenous communities for creating much-needed support structures that are not available anywhere else.

Background

From September 1st, 2020 to June 30th, 2021 the National Association of Friendship Centres acting as the recipient will serve indigenous youth in communities across Canada who have been affected by the COVID-19 pandemic.

The objectives of the project will focus on:

- Ensure that indigenous youth continue their studies both academically and traditionally.
- Enable the building of relationships between indigenous youths, mentors, tutors, and elders.

Activities

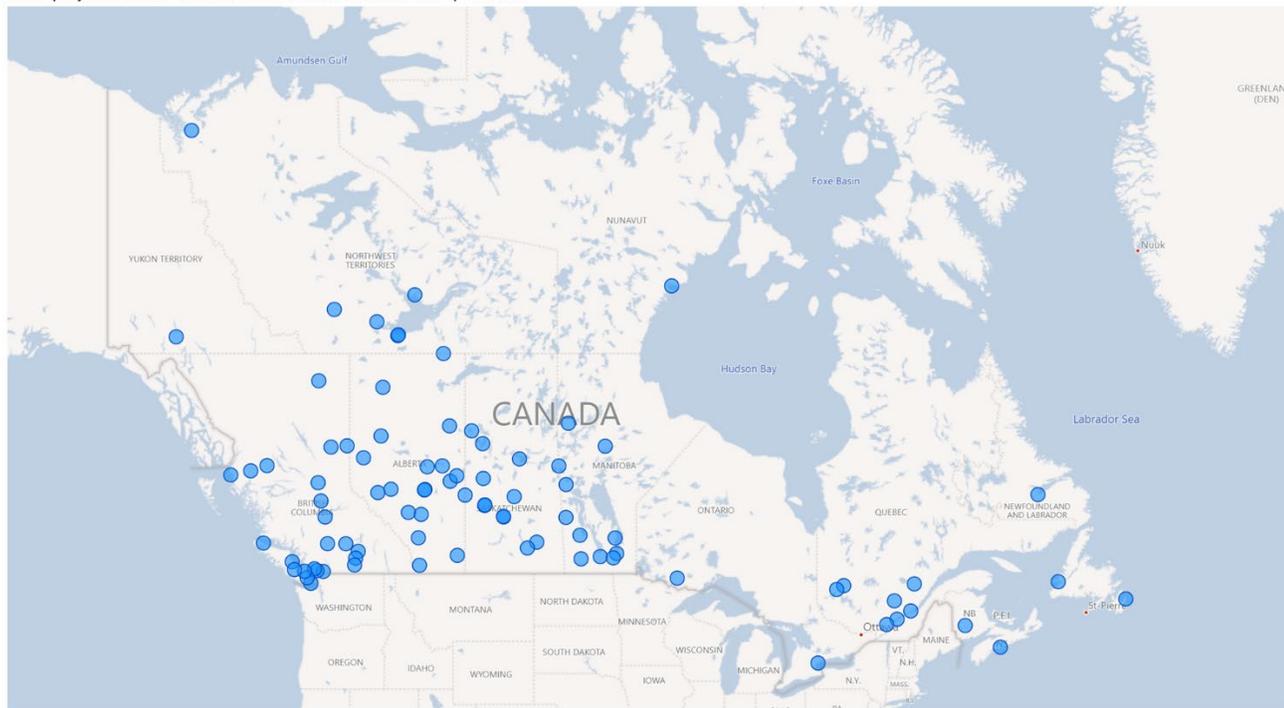
- Distribute funding to local Friendship Centres and Provincial Territorial Associations to serve youth through their programming.
- Support youth that need additional help to complete schoolwork that may have been put on hold due to COVID-19 by providing virtual tutoring or mentoring sessions for youth.
- Provide everything for youth to receive traditional learning and have access to cultural leaders and specifically access to elders.
- Increase capacity of local Friendship Centres, particularly in the remote locations, to offer youth in the community access to online learning tutorials lectures and more by offsetting the cost of Internet for the Friendship Centres.
- Purchased laptops or tablets to facilitate online learning and completion of homework and corresponding software.

Outcomes

- Underrepresented youth have increased connectivity hours online access Internet technology.
- Increased number of underrepresented youths receiving learning and mentoring sports during the code 19 pandemic.

Project Locations

SSLP projects across the National Association of Friendship Centres



The Tree of Peace's jigging classes were lots of fun for participants and were a wonderful opportunity to connect with others with their culture and to remain active during these challenging times of COVID-19.

National Summary

Program Summary

The National Association of Friendship Centres distributed \$2,575,863.89 to 86 projects. These projects saw over 8002 participants, including: 7141 youths, 387 Elders and/or cultural mentors, and 381 teachers/mentors/tutors.

Impactful outcomes

Underrepresented Youth have increased connectivity.

33 projects built capacity in their centres and communities providing 4329 youths with access to safe spaces with computers, reliable internet and access to tutors and educational supports.

46 projects provided needed personal equipment to over 3671 youths and their families so that they could complete their online schooling.

Increased number of Underrepresented Youth receiving learning and mentoring supports during the COVID-19 epidemic.

55 projects created learning resources, connected mentors/tutors and provided educational supports to over 5339 youths.

19 projects connected 2844 youths to mental health and wellness supports.

Underrepresented Youth provided with culturally relevant supports and connection with peers and community.

28 projects acted as hubs to connect over 4498 youths with their peers, combatting social isolation.

41 projects connected 5873 youths to traditional knowledge and teachings about their cultural traditions.



Distribution Structure

PTA / Centre	Total Allocation	Project Portion	Admin Portion	Distributed
Aboriginal Friendship Centres of Saskatchewan	\$311,754.38	\$268,421.05	\$43,333.33	\$322,105.32
Alberta Native Friendship Centres Association	\$654,684.21	\$563,684.21	\$91,000.00	\$563,684.10
Atikokan Native Friendship Centre	\$26,842.11	\$26,842.11	\$0.00	\$26,842.11
British Columbia Association of Aboriginal Friendship	\$779,385.96	\$671,052.63	\$108,333.33	\$671,000.00
Labrador Friendship Centre	\$26,842.11	\$26,842.11	\$0.00	\$26,842.11
Manitoba Association of Friendship Centres	\$374,105.26	\$322,105.26	\$52,000.00	\$374,601.59
Mi'kmaw Native Friendship Centre	\$26,842.11	\$26,842.11	\$0.00	\$26,842.11
National Association of Friendship Centres	\$73,000.00	\$0.00	\$73,000.00	
Native Canadian Centre of Toronto	\$26,842.11	\$26,842.11	\$0.00	\$26,842.11
Northwest Territories/Nunavut Council	\$249,403.51	\$214,736.84	\$34,666.67	\$214,736.00
People of the Dawn Indigenous Friendship Centre	\$26,842.11	\$26,842.11	\$0.00	\$26,842.11
Regroupement des centres d'amitié autochtones du	\$342,929.83	\$295,263.16	\$47,666.67	\$215,000.00
Skookum Jim Friendship Centre	\$26,842.11	\$26,842.11	\$0.00	\$26,842.11
The First Light Centre	\$26,842.11	\$26,842.11	\$0.00	\$26,842.11
Under One Sky - Monoqonuwicik-Neoteetjg	\$26,842.11	\$26,842.11	\$0.00	\$26,842.11
	\$3,000,000.03	\$2,550,000.03	\$450,000.00	\$2,575,863.89



Summary Statistics

PTA / Centre	Participants	Youths	Elders	Mentors
Aboriginal Friendship Centres of Saskatchewan	2182	1993	60	104
Alberta Native Friendship Centres Association	2088	1845	136	58
Atlantic	48	36	6	6
British Columbia Association of Aboriginal Friendship Centres	1725	1665	92	116
Manitoba Association of Friendship Centres	812	642	51	37
Northwest Territories/Nunavut Council of Friendship Centres	753	616	30	38
Regroupement des centres d'amitié autochtones du Québec	394	344	12	22
	8002	7141	387	381



Portage Friendship Centre Eagles Fire Youth Centre set up a homework class for youth that were falling through the cracks at Portage Collegiate Institute. All six registered had graduated in June 2021. We are so proud of these youth.



Success Stories

Through the SSLP, AFCC was able to support two third year nursing students with payment of their spring tuition and required books. Both students are of Indigenous descent with a goal to return to their perspective communities and work with their home community. They will share their inspirational stories with the AFCC youth group to encourage the youth to chase their dreams and the importance of giving back to the community.

Aboriginal Friendship Centre of Calgary

Calgary, AB

We developed a partnership with MindFuel (Science Alberta) and will be continuing a relationship to increase student capacity in the STEM (science, technology, math) field. 190 starter kits were supplied with training to FC youth staff and then mentorship with Elders for youth. Additionally, we developed a provincial program with a FitBit challenge to address mental health challenges brought on by the social disconnect because of COVID-19 isolation, remote work, and social distancing measures. We will continue this into September to assist students with regulating emotions as they return to school. Further to this we acquired levelled readers and math books to increase literacy with every FC receiving a package. We also provided resources (books, pamphlets) for land-based activities: tracking, identifying birds, pollinators, medicines, insects, foraging, knots, etc. This package went to all FC to be utilized for a long time to come.

Alberta Native Friendship Centres Association

Edmonton, AB

After about two weeks working with the tutor the parent came in and told us how happy he is with his child. He noticed his child is ready and comprehending more. Could not be happier with this response.

Brandon Friendship Centre

Brandon, MB

One of the success stories is that 13 of the laptops were given to Indigenous Youth who are from Lytton and have just recently lost everything to the devastating forest fires that burnt the whole town down. We will also be working with some of these youth in the future to connect with our elders' group who are wanting to learn more about how to use online technology and equipment.

Conayt Friendship Society

Merritt, BC



A highlight is that 15 students are now able to attend an empowerment program run by the Crisis Centre of Northern BC in Terrace and will receive knowledge and support to learn about suicide and how to prevent and intervene in situation. They will access suicide awareness training and how to connect and access supports for themselves and their peers.

Kermode Friendship Society

Terrace, BC

“My little guy was overjoyed to receive the school supplies and to know that NCCT was supporting and encouraging by the community to continue his studies! No really. The smile on his face was something to see. It warmed just my heart. He dug into that bag so quick and started pulling out what he needed which surprised me to learn was a lot. He’s using the backpack right now. He said; Mom I am putting this to use right now! Look at me. Thanks so much to the team of volunteers and staff who took the time to advocate and pull together the supplies for the little man and young learner. It truly meant a lot to both of us (she says as she wells up with ALL the emotions).”

Native Canadian Centre of Toronto

Toronto, ON

We were able to support youth with complex needs and they were incredibly appreciative - the parent of one youth shared that her daughter had been attending school online for the past three months using just her phone; she said that the program was “a blessing.”

One youth who had been unable to successfully complete school during their first attempt attended almost every session and shared that the series had given them the skills, knowledge, and confidence to try again.

People of the Dawn Indigenous Friendship Centre

Stephenville, NL

An individual participating in our program, started her learning journey carrying much trauma and did not have the support of her peers and family and felt very much alone. Through providing her with the means to stay connected, access online learning tools, connecting with our cultural support worker and our elder, she blossomed into a confident, and proud young woman. It is so rewarding to see her Facebook posts where she talks about getting A’s and B’s on her grades. Not only did she prove to herself that she could succeed but that she really didn’t need the approval that she thought she did, that she could succeed on her own through her own hard work speaks volumes as to her dedication and determination. Without this opportunity, things may have turned out differently however; this young woman is looking to the future with hope, happiness and a great deal of pride!

Port Alberni Friendship Centre

Port Alberni, BC



We have seen renewed excitement for our young people to be part of our leadership with our Youth Council and we were able to design the engagement where they became a self-sufficient and engaged in a way that supported their capacity building in a way that had not been available to them before. One would even say that they became excited about the new school year!!

Prince George Native Friendship Centre Society

Prince George, BC

A student was on the verge of having their cell phone disconnected due to no payment. The student was in a community that was in lock down due to COVID and did not have a laptop or internet service at home and was relying on their cell phone for internet for their school work. The data overage charges were more than what the student had budgeted for, and was still doing school work from home, when they received the reimbursement for costs, and was able to make a payment on their cell phone and continue to do their school work from home and complete their module work on time, without interruption, due to the support they received with this funding.

Pulaarvik Kablu Friendship Centre

Rankin Inlet, NU

“This bursary helped me pay for a summer French course I picked up to help me in the future as a nurse in New Brunswick. Thank you.” NBCC, Licensed Practical Nurse Student

“Receiving this bursary has alleviated some stress, travelling back and forth on school weeks has taken a toll financially. I have to make this work on a single income and because I work while going to school, the Education Department is unable to fund/help me out. A huge Thank You to Under One Sky Friendship Centre.” St. Thomas University, Social Work Student

“The support I received made the biggest difference in my life! I am using the monetary award towards paying for my National Exam. This generous bursary has lifted a huge weight and burden off my shoulders. I thank you from the bottom of my heart.” NBCC, Licensed Practical Nurse Student

Under One Sky - Monoqonuwicik-Neoteetjg Mosigisg Inc.

Fredericton, NB

One 13-year-old student had missed almost 1/5 of the school year. Her family had kept her home as they were concerned about the number of students at Lake Trail and the school's ability to protect them against COVID-19. When the girl's mother heard about our strict COVID-19 precautions she agreed to let her daughter come to the tutoring/mentoring sessions. During the time she was with us, this young girl completed all her English and Math assignments. She was one of the students who when she first came to us wore a hoodie pulled over her head and didn't eat. By the end of the 2nd week, she was more relaxed, and by the 3rd week she was completing her assignments and participating in not only the Circle sessions but also the crafts. She tearfully asked if I would be there next year so that she could continue to do well in school.”

Wachiay Friendship Centre Society

Courtenay, BC



Regional Summaries

Aboriginal Friendship Centres of Saskatchewan

Regional Summary

Aboriginal Friendship Centres of Saskatchewan distributed \$322,105.32 to 11 projects. These projects saw over 2182 participants, including: 1993 youths, 60 Elders and/or cultural mentors, and 104 teachers/mentors/tutors.

Impactful outcomes

Underrepresented Youth have increased connectivity.

2 projects provided needed personal equipment to over 598 youths and their families so that they could complete their online schooling.

6 projects built capacity in their centres and communities providing 1395 youths with access to safe spaces with computers, reliable internet and access to tutors and educational supports.

Increased number of Underrepresented Youth receiving learning and mentoring supports during the COVID-19 epidemic.

4 projects connected 1058 youths to mental health and wellness supports.

3 projects created learning resources, connected mentors/tutors and provided educational supports to over 308 youths.

Underrepresented Youth provided with culturally relevant supports and connection with peers and community.

8 projects acted as hubs to connect over 1993 youths with their peers, combatting social isolation.

8 projects connected 1993 youths to traditional knowledge and teachings about their cultural traditions.



Distribution Structure

Organisation	Location	Allocation
Aboriginal Friendship Centres of Saskatchewan	Saskatoon, SK	\$30,336.85
Battlefords Indian & Métis Friendship Centre	Battleford, SK	\$26,842.11
Ile-a-la-Crosse Friendship Centre	Ile-a-la-Crosse, SK	\$26,842.11
Kikinahk Friendship Centre	La Ronge, SK	\$26,842.11
La Loche Friendship Centre	La Loche, SK	\$26,842.11
Nēwo-Yôtina Friendship Centre	Regina, SK	\$23,347.37
Prince Albert Indian Metis Friendship Centre	Prince Albert, SK	\$53,684.22
Qu'Appelle Valley Friendship Centre	Fort Qu'Appelle, SK	\$26,842.11
Saskatoon Indian & Métis Friendship Centre	Saskatoon, SK	\$26,842.11



Summary Statistics

PTA / Centre	Participants	Youths	Elders	Mentors
Aboriginal Friendship Centres of Saskatchewan	530	500	10	20
Battlefords Indian & Métis Friendship Centre	175	160	5	10
Ile-a-la-Crosse Friendship Centre	120	110	3	7
Kikinahk Friendship Centre	114	100	3	11
La Loche Friendship Centre	712	700	6	6
Nēwo-Yôtina Friendship Centre	80	25	15	15
Prince Albert Indian Metis Friendship Centre	133	98	10	25
Qu'Appelle Valley Friendship Centre	318	300	8	10
	2182	1993	60	104



Persistent Issues

Some youth did not have access to laptops and tablets at home to complete their schooling online during the COVID-19 pandemic. Not all families had access to cell phones or email accounts to connect with the school, activities, pay bills, to make appointments, etc. There are families that did not have access to Wi-Fi or did not have strong enough Wi-Fi connections for online school, meetings, etc; this was especially true for Northern Saskatchewan communities with poor cellphone service.

Access to technology is important for cultural and social reasons also. Storytelling and sharing information orally are sacred traditions in many Friendship Centre communities. Many communities had to shift online platforms to connect with Elders, record stories, or relay traditional ways of knowing.

Within Friendship Centre communities, there are groups of people in the community that face increased barriers regarding access to technology like living in rural communities, lack of access to resources and/or opportunities, racism/ discrimination, and other factors.



Alberta Native Friendship Centres Association

Regional Summary

Alberta Native Friendship Centres Association distributed \$563,684.10 to 18 projects. These projects saw over 2088 participants, including: 1845 youths, 136 Elders and/or cultural mentors, and 58 teachers/mentors/tutors.

Impactful outcomes

Underrepresented Youth have increased connectivity.

11 projects provided needed personal equipment to over 1457 youths and their families so that they could complete their online schooling.

3 projects built capacity in their centres and communities providing 444 youths with access to safe spaces with computers, reliable internet and access to tutors and educational supports.

Increased number of Underrepresented Youth receiving learning and mentoring supports during the COVID-19 epidemic.

5 projects connected 1049 youths to mental health and wellness supports.

13 projects created learning resources, connected mentors/tutors and provided educational supports to over 1773 youths.

Underrepresented Youth provided with culturally relevant supports and connection with peers and community.

5 projects acted as hubs to connect over 963 youths with their peers, combatting social isolation.

9 projects connected 1399 youths to traditional knowledge and teachings about their cultural traditions.



Distribution Structure

Organisation	Location	Allocation
Aboriginal Friendship Centre of Calgary	Calgary, AB	\$26,842.10
Alberta Native Friendship Centres Association	Edmonton, AB	\$107,368.40
Âsokêwin Friendship Centre	Rocky Mountain, AB	\$26,842.10
Athabasca Native Friendship Centre Society	Athabasca, AB	\$26,842.10
Bonnyville Canadian Native Friendship Centre	Bonnyville, AB	\$26,842.10
Canadian Native Friendship Centre	Edmonton, AB	\$26,842.10
Edson Friendship Centre	Edson, AB	\$26,842.10
Grande Prairie Friendship Centre	Grande Prairie, AB	\$26,842.10
High Level Native Friendship Centre Society	High Level, AB	\$26,842.10
Hinton Friendship Centre Society	Hinton, AB	\$26,842.10
Lac La Biche Canadian Native Friendship Centre Associa	Lac La Biche, AB	\$26,842.10
Lloydminster Native Friendship Centre	Lloydminster, AB	\$26,842.10
Mannawanis Native Friendship Centre Society	St. Paul, AB	\$26,842.10
Miywasin Friendship Centre	Medicine Hat, AB	\$26,842.10
Napi Friendship Association	Pincher Creek, AB	\$26,842.10
Nistawoyou Association Friendship Centre	Fort McMurray, AB	\$26,842.10
Red Deer Native Friendship Society	Red Deer, AB	\$26,842.10
Sagitawa Friendship Society	Peace River, AB	\$26,842.10



Summary Statistics

PTA / Centre	Participants	Youths	Elders	Mentors
Aboriginal Friendship Centre of Calgary	33	33	1	0
Alberta Native Friendship Centres Association	680	572	95	13
Âsokêwin Friendship Centre	100	100	3	2
Athabasca Native Friendship Centre Society	65	54	6	4
Bonnyville Canadian Native Friendship Centre	126	118	1	7
Canadian Native Friendship Centre	73	61	6	1
Edson Friendship Centre	42	42	3	2
Grande Prairie Friendship Centre	174	154	4	3
High Level Native Friendship Centre Society	7	3	1	3
Hinton Friendship Centre Society	267	257	4	6
Mannawanis Native Friendship Centre Society	19	14	1	1
Napi Friendship Association	143	143	2	1
Nistawoyou Association Friendship Centre	34	30	3	3
Red Deer Native Friendship Society	42	24	4	8
Sagitawa Friendship Society	283	240	2	4
	2088	1845	136	58



Persistent Issues

There is great need provincially as 25,000 children did not register in school September 2020 when students were able to go back in Alberta. This upcoming year is going to see huge disparities within education, mental health, addictions etc. We need to be able to provide multi-year funding to address the needs of students that slip through the system and to support the ones that remain.

Persistent issues include:

- Not having enough time to create a program, hire and train staff, and gather students.
- Keeping technology up to date
- Connectivity issues, especially in rural communities, is still a huge barrier
- Families lack the resources to access tutoring services due to financial restraints
- Rise in students and families unable to purchase essential materials
- Students acting as caregivers for younger siblings impacting their ability to engage with school
- Availability of technology for northern communities
- Single piece of technology being shared by family members



British Columbia Association of Aboriginal Friendship Centres

Regional Summary

British Columbia Association of Aboriginal Friendship Centres distributed \$671,000.00 to 23 projects. These projects saw over 1725 participants, including: 1665 youths, 92 Elders and/or cultural mentors, and 116 teachers/mentors/tutors.

Impactful outcomes

Underrepresented Youth have increased connectivity.

23 projects provided needed personal equipment to over 1133 youths and their families so that they could complete their online schooling.

10 projects built capacity in their centres and communities providing 1333 youths with access to safe spaces with computers, reliable internet and access to tutors and educational supports.

Increased number of Underrepresented Youth receiving learning and mentoring supports during the COVID-19 epidemic.

5 projects connected 264 youths to mental health and wellness supports.

23 projects created learning resources, connected mentors/tutors and provided educational supports to over 1665 youths.

Underrepresented Youth provided with culturally relevant supports and connection with peers and community.

8 projects acted as hubs to connect over 1079 youths with their peers, combatting social isolation.

15 projects connected 1443 youths to traditional knowledge and teachings about their cultural traditions.



Distribution Structure

Organisation	Location	Allocation
Cariboo Friendship Society	Williams Lake, BC	\$28,500.00
Conayt Friendship Society	Merritt, BC	\$23,500.00
Dze L K'ant Friendship Centre	Smithers, BC	\$23,500.00
Fort Nelson Aboriginal Friendship Society	Fort Nelson, BC	\$20,000.00
Fraser Region Aboriginal Friendship Centre Association	Surrey, BC	\$38,500.00
Friendship House Association of Prince Rupert	Prince Rupert, BC	\$28,500.00
Hiiye'yu LeLum Friendship Centre	Duncan, BC	\$28,500.00
Kermode Friendship Society	Terrace, BC	\$28,500.00
Ki-Low-Na Friendship Society	Kelowna, BC	\$28,500.00
Lillooet Friendship Centre Society	Lillooet, BC	\$23,500.00
Mission Friendship Centre Society	Mission, BC	\$28,500.00
Nawican Friendship Centre	Dawson Creek, BC	\$23,500.00
North Okanagan Friendship Centre Society	Vernon, BC	\$28,500.00
Ooknakane Friendship Centre	Penticton, BC	\$23,500.00
Port Alberni Friendship Centre	Port Alberni, BC	\$28,500.00
Prince George Native Friendship Centre Society	Prince George, BC	\$38,500.00
Quesnel Tillicum Society Native Friendship Centre	Quesnel, BC	\$28,500.00
Sacred Wolf Friendship Centre	Port Hardy, BC	\$22,500.00
Tansi Friendship Centre Society	Chetwynd, BC	\$23,500.00
Tillicum Lelum Aboriginal Society	Nanaimo, BC	\$38,500.00
Vancouver Aboriginal Friendship Centre Society	Vancouver, BC	\$38,500.00



Victoria Native Friendship Centre	Victoria, BC	\$38,500.00
Wachiay Friendship Centre Society	Courtenay, BC	\$38,500.00



Summary Statistics

PTA / Centre	Participants	Youths	Elders	Mentors
Cariboo Friendship Society	13	13	0	0
Conayt Friendship Society	25	25	0	0
Dze L K'ant Friendship Centre	15	15	1	2
Fort Nelson Aboriginal Friendship Society	26	22	2	2
Fraser Region Aboriginal Friendship Centre Association	24	24	0	0
Friendship House Association of Prince Rupert	61	57	3	4
Hiiye'yu LeLum Friendship Centre	5	5	1	1
Kermode Friendship Society	64	64	5	4
Ki-Low-Na Friendship Society	17	15	0	2
Lillooet Friendship Centre Society	27	17	5	5
Mission Friendship Centre Society	50	25	25	25
Nawican Friendship Centre	257	247	4	6
North Okanagan Friendship Centre Society	29	24	2	3
Ooknakane Friendship Centre	596	596	28	48
Port Alberni Friendship Centre	34	34	2	2
Prince George Native Friendship Centre Society	15	15	2	5
Quesnel Tillicum Society Native Friendship Centre	75	75	0	0
Sacred Wolf Friendship Centre	40	40	5	0
Tansi Friendship Centre Society	48	48	0	0



Tillicum Lelum Aboriginal Society	195	195	0	0
Vancouver Aboriginal Friendship Centre Society	58	58	5	5
Victoria Native Friendship Centre	18	18	0	0
Wachiay Friendship Centre Society	33	33	2	2
	1725	1665	92	116



Persistent Issues

Issues with SSLP:

- Short period of the program
- Covid-19 related technology shortages
- Timing of the program was not in line with school year.

Persistent issues include:

- Rural communities do not have easy access to technology, and it is a challenge to source this type of equipment.
- Families are not able to afford personal computers for their children. Parents can be afraid to ask for help because it makes them feel vulnerable.
- Many youth face barriers to reliable internet access at home
- A lack of funds makes it hard to afford bus fares and healthy lunches
- Transportation is a barrier to access to education and support services, especially for remote northern areas.
- Many students depended on food programs at school for their daily meals.
- Local IT support and training to ensure technology is up to date and running properly
- Many students often rely on public access to computers as they do not have personal devices.
- Many of the youth that need educational support, have an urgent need for trauma and crisis intervention to take place.
- Limited funding exists to support youth in acquiring technology.
- Families with multiple children often only have access to a single device.



Manitoba Association of Friendship Centres

Regional Summary

Manitoba Association of Friendship Centres distributed \$374,601.59 to 11 projects. These projects saw over 812 participants, including: 642 youths, 51 Elders and/or cultural mentors, and 37 teachers/mentors/tutors.

Impactful outcomes

Underrepresented Youth have increased connectivity.

2 projects provided needed personal equipment to over 45 youths and their families so that they could complete their online schooling.

6 projects built capacity in their centres and communities providing 642 youths with access to safe spaces with computers, reliable internet and access to tutors and educational supports.

Increased number of Underrepresented Youth receiving learning and mentoring supports during the COVID-19 epidemic.

1 projects connected 150 youths to mental health and wellness supports.

6 projects created learning resources, connected mentors/tutors and provided educational supports to over 642 youths.

Underrepresented Youth provided with culturally relevant supports and connection with peers and community.

2 projects connected 185 youths to traditional knowledge and teachings about their cultural traditions.



Distribution Structure

Organisation	Location	Allocation
Brandon Friendship Centre	Brandon, MB	\$34,009.57
Elbert Chartrand Friendship Centre	Swan River, MB	\$34,505.90
Flin Flon Aboriginal Friendship Centre, Inc.	Flin Flon, MB	\$34,009.57
Lynn Lake Friendship Centre	Lynn Lake, MB	\$34,009.57
Ma-Mow-We-Tak Friendship Centre	Thompson, MB	\$34,009.57
Portage Friendship Centre	Portage La Prairie,	\$34,009.57
Riverton and District Friendship Centre	Riverton, MB	\$34,009.57
Selkirk Friendship Centre	Selkirk, MB	\$34,009.57
The Pas Friendship Centre	The Pas, MB	\$34,009.57
Winnipeg Indigenous Friendship Centre Inc.	Winnipeg, Manitoba	\$34,009.56



Summary Statistics

PTA / Centre	Participants	Youths	Elders	Mentors
Brandon Friendship Centre	24	10	2	10
Elbert Chartrand Friendship Centre	506	380	42	16
Ma-Mow-We-Tak Friendship Centre	36	35	1	1
Riverton and District Friendship Centre	66	45	6	4
Selkirk Friendship Centre	30	22	0	3
The Pas Friendship Centre	150	150	0	3
	812	642	51	37



Persistent Issues

Persistent issues include:

- Families are not able to afford personal computers or internet access for their children. Especially in northern communities' cost for technology is almost doubled as compared to more southern areas.
- Many youth face barriers to reliable internet access at home
- Transportation is a barrier to access to education and support services, especially for remote northern areas.
- Many students depended on food programs at school for their daily meals.
- Many students often rely on public access to computers as they do not have personal devices.
- Limited funding exists to support youth in acquiring technology.
- Families with multiple children often only have access to a single device.
- In rural and northern communities, to attend postsecondary educational institutions students must move from their homes to urban centres where their expenses dramatically increase.



Northwest Territories/Nunavut Council of Friendship Centres

Regional Summary

Northwest Territories/Nunavut Council of Friendship Centres distributed \$214,736.00 to 8 projects. These projects saw over 753 participants, including: 616 youths, 30 Elders and/or cultural mentors, and 38 teachers/mentors/tutors.

Impactful outcomes

Underrepresented Youth have increased connectivity.

3 projects provided needed personal equipment to over 78 youths and their families so that they could complete their online schooling.

3 projects built capacity in their centres and communities providing 142 youths with access to safe spaces with computers, reliable internet and access to tutors and educational supports.

Increased number of Underrepresented Youth receiving learning and mentoring supports during the COVID-19 epidemic.

4 projects created learning resources, connected mentors/tutors and provided educational supports to over 601 youths.

Underrepresented Youth provided with culturally relevant supports and connection with peers and community.

3 projects acted as hubs to connect over 140 youths with their peers, combatting social isolation.

4 projects connected 601 youths to traditional knowledge and teachings about their cultural traditions.



Distribution Structure

Organisation	Location	Allocation
Deh Cho Friendship Centre	Fort Simpson, NT	\$26,842.00
Ingamo Hall Friendship Centre	Inuvik, NT	\$26,842.00
Soaring Eagle Friendship Centre	Hay River, NT	\$26,842.00
The Tree of Peace Friendship Centre	Yellowknife, NT	\$26,842.00
Tłı̄chọ Łeàgı̄ą Ts'ı̄ı̄ı̄ Kọ	Behchoko, NT	\$26,842.00
Zhahti Koe Friendship Centre	Fort Providence, NT	\$26,842.00



Summary Statistics

PTA / Centre	Participants	Youths	Elders	Mentors
Deh Cho Friendship Centre	18	14	0	3
Ingamo Hall Friendship Centre	461	461	8	11
Soaring Eagle Friendship Centre	132	76	9	6
The Tree of Peace Friendship Centre	116	52	8	5
Tłı̄chʔ Łeàgı̄ł Ts'ı̄llı̄ Kʔ	23	12	4	9
Zhahti Koe Friendship Centre	3	1	1	4
	753	616	30	38



Persistent Issues

Persistent issues include:

- Families are not able to afford personal computers or internet access for their children. Especially in northern communities' cost for technology is almost doubled as compared to more southern areas.
- Many youth face barriers to reliable internet access at home
- Transportation is a barrier to access to education and support services, especially for remote northern areas.
- Many students often rely on public access to computers as they do not have personal devices.
- Limited funding exists to support youth in acquiring technology.
- Access to spaces for youth to gather outside of school hours and youth specific programming remains a barrier for students.



Regroupement des centres d'amitié autochtones du Québec

Regional Summary

Regroupement des centres d'amitié autochtones du Québec distributed \$215,000.00 to 7 projects. These projects saw over 394 participants, including: 344 youths, 12 Elders and/or cultural mentors, and 22 teachers/mentors/tutors.

Impactful outcomes

Underrepresented Youth have increased connectivity.

4 projects provided needed personal equipment to over 324 youths and their families so that they could complete their online schooling.

4 projects built capacity in their centres and communities providing 337 youths with access to safe spaces with computers, reliable internet and access to tutors and educational supports.

Increased number of Underrepresented Youth receiving learning and mentoring supports during the COVID-19 epidemic.

3 projects connected 287 youths to mental health and wellness supports.

5 projects created learning resources, connected mentors/tutors and provided educational supports to over 314 youths.

Underrepresented Youth provided with culturally relevant supports and connection with peers and community.

3 projects acted as hubs to connect over 287 youths with their peers, combatting social isolation.

2 projects connected 216 youths to traditional knowledge and teachings about their cultural traditions.



Distribution Structure

Organisation	Location	Allocation
Centre d'amitié autochtone de La Tuque	La Tuque, QC	\$48,500.00
Centre d'amitié autochtone de Lanaudière	Joliette, QC	\$25,000.00
Centre d'amitié autochtone de Québec	Québec, QC	\$30,000.00
Centre d'amitié autochtone de Trois-Rivières	Trois-Rivieres, QC	\$23,000.00
Centre d'amitié autochtone de Val d'or	Val-d'Or, QC	\$29,000.00
Centre d'amitié autochtone du Saguenay	Saguenay, QC	\$42,000.00
Centre d'entraide et d'amitié autochtone de Senneterre	Senneterre, QC	\$17,500.00



Summary Statistics

PTA / Centre	Participants	Youths	Elders	Mentors
Centre d'amitié autochtone de La Tuque	85	71	5	2
Centre d'amitié autochtone de Québec	216	196	5	15
Centre d'amitié autochtone de Trois-Rivières	17	7	0	3
Centre d'amitié autochtone de Val d'or	50	50	0	0
Centre d'entraide et d'amitié autochtone de Senneterre	26	20	2	2
	394	344	12	22



Persistent Issues

Persistent issues include:

- Families are not able to afford personal computers or internet access for their children.
- Many youth face barriers to reliable internet access at home
- Transportation is a barrier to access to education and support services.
- Many students often rely on public access to computers as they do not have personal devices.
- Limited funding exists to support youth in acquiring technology.
- A lack of access to technology results in social isolation from family, community and culture.
- A lack of knowledge on how to use and maintain technology and software
- Remote learning greatly affects academic motivation



Project Descriptions

Aboriginal Friendship Centres of Saskatchewan

Aboriginal Friendship Centres of Saskatchewan

Saskatoon, SK

Living Skies Indigenous Basketball League, run through the Aboriginal Friendship Centres of Saskatchewan, hosted day camps in five Friendship Centre communities. The camps included a basketball practice, workshop, and cultural education. In the workshop, the athletes learned about identity and self-care. A facilitator also taught the youth how to smudge, the significance of smudging, and the provided education on medicines. All athletes were given a smudge kit, wellness kit, a healthy snack, and prizes were handed out.

The Youth Champion program saw 50 youth participate in workshops around policy writing, online etiquette, resume writing, CPR/First Aid, coaching education, resiliency, mental wellness, and more.

Battlefords Indian & Métis Friendship Centre

Battleford, SK

The SSLP funds were used to create capacity for Battleford Indian and Metis Friendship Centre to their youth and provide programming that supported youth in completing online schooling. The Friendship Centre developed culture packs and workshops that included a Metis Sash and education around the colours, smudge kits and the significance of smudging, mental health information, and more.

Ile-a-la-Crosse Friendship Centre

Ile-a-la-Crosse, SK

Ile a la Crosse Friendship Centre using the SSLP funds to create capacity to support youth. Connecting youth to culture was also a point of emphasis for them. The Friendship Centre purchased smudge kits, teepees, and other materials for their youth. They focused on the holistic person and connecting youth to each other and the Indigenous culture. These services were provided within the Friendship Centre and remotely. Youth had access to online schooling, culture, and community as a result.

Kikinahk Friendship Centre

La Ronge, SK

Kikinahk Friendship Centre raved about the impact the SSLP Funds had on their Centre. In La Ronge, the Friendship Centre has a youth base of 750 participants. Youths continually find solace in having a safe space to go to after school and on weekends. With the technology, they were able to provide support for schoolwork, youth programs, access to cultural events, and even broadcast youth events from within their Centre.



La Loche Friendship Centre

La Loche, SK

Due to the COVID-19 pandemic, youth and other community members did not have access to culture, Elders, or traditional ceremony. La Loche Friendship Centre hosted an incredible Youth Spring Event. The COVID-19 pandemic affected their plans to do it in-person and they needed to adjust and hosted the event virtually. Activities for the event included a virtual powwow, Voices of the North conference, and talent contest. The event was broadcasted across Northern Saskatchewan, and they estimated that 600-1000 people, or more, tuned in to watch the event.

Nēwo-Yôtina Friendship Centre

Regina, SK

Newo-Yotina Friendship Centre held a Virtual Round Dance and had representation from each of the numbered treaties. This gave youth access to culture, and connection to community during a global pandemic. The remainder of the funds was used to connect youth to Elders and youth programming.

Prince Albert Indian Metis Friendship Centre

Prince Albert, SK

As a result of the SSLP funds, the youth at PAIMFC were able to meet weekly to connect with their peers, have programming during a global pandemic, and honor Indigenous customs from a remote location. Furthermore, youth were able to access their studies remotely with the purchase of technology they would not have had without support.

Prince Albert Indian and Metis Friendship Centre hosted virtual youth wellness nights providing youth the opportunity to connect with Elders, peers, and participate in activities centred around wellness, art and culture. The wellness nights have increased in popularity and the Friendship Centre is continuing to add more times and groups.

Qu'Appelle Valley Friendship Centre

Fort Qu'Appelle, SK

Qu'Appelle Valley Friendship Centre was able to work with over 300 youth with many thanks going to the ESDC Student Support Fund. The Qu'Appelle Valley Friendship Centre has a thriving Crime Prevention Youth Program that brings in 15-25 youth per day. With the program, they offer outdoor excursions, workshops, bingo, sports and recreation, and other activities. This program has a huge impact in the community, as it allows a safe place for youth to go after schools, offer workshops that build their knowledge of skills, provides the opportunity to work and play with their peers, and offers the opportunity for connection to culture.



Saskatoon Indian & Métis Friendship Centre

Saskatoon, SK

As a result of the SSLP Funds, SIMFC was able to further extend and expand their support of youth in their studies and education. The Friendship Centre delivered laptops and tablets to families that needed technology when they were unable to attend school in person or participate in programming offered by the Friendship Centre.



National Association of Friendship Centres // Association nationale des centres d'amitié



Alberta Native Friendship Centres Association

Aboriginal Friendship Centre of Calgary

Calgary, AB

The SSLP was beneficial in assisting the Aboriginal Student Program with Metis Calgary Family Services. This program has 33 registered students (Sept, Oct, Nov, Dec), that receive weekly support with academic mentorship (tutoring and post secondary planning), mental health supports, culture and virtual teachings. The goal is supporting students in graduating high school and entering post secondary or trade school. The program provides a safe place for students to connect with other Indigenous students and receive key supports to meet their goals.

Alberta Native Friendship Centres Association

Edmonton, AB

We developed a partnership with MindFuel (Science Alberta) and will be continuing a relationship to increase student capacity in the STEM (science, technology, math) field. 190 starter kits were supplied with training to FC youth staff and then mentorship with Elders for youth. Additionally, we developed a provincial program with a FitBit challenge to address mental health challenges brought on by the social disconnect because of COVID-19 isolation, remote work, and social distancing measures. We will continue this into September to assist students with regulating emotions as they return to school. Further to this we acquired levelled readers and math books to increase literacy with every FC receiving a package. We also provided resources (books, pamphlets) for land-based activities: tracking, identifying birds, pollinators, medicines, insects, foraging, knots, etc. This package went to all FC to be utilized for a long time to come.

Âsokêwin Friendship Centre

Rocky Mountain, AB

The Asokewin Friendship Centre provided students with laptops, giving them the opportunity to engage with the Asokewin Youth legacy program to learn and be tutored in Lego education Mindstorm ev3 lessons, Science technology, Engineering, Mathematics, coding space engineering, alternative power sources and recreation, Minecraft education lesson (coding, critical thinking, focus brainstorming, teamwork, python, career development and cultural virtual reality.

The Asokewin Friendship Centre also gave the students the opportunity to connect with elders and seniors through virtual means, support families and students who could not afford the tools for school.

Athabasca Native Friendship Centre Society

Athabasca, AB

Students were given tools where needed to help with online learning (e.g., Chromebooks), one on one tutoring, assistance with internet at home and cultural kits. This had a huge impact on families in helping children stay involved and continue studies and not fall behind during at home learning.



Bonnyville Canadian Native Friendship Centre

Bonnyville, AB

Due to COVID 19, resulting in multiple school shutdowns our youth population had to adapt to online learning. Several students had a difficult time adapting to online learning and did not have the necessary technology to participate via online.

We provided with Chromebooks and tutoring services. The students that accessed the tutoring services were able to better understand and engage with their assignments as opposed to simply reading an assignment. Parents and youth that participated would like this program to continue. Many of the families that we serve lack the resources to access tutoring services due to financial restraints.

Canadian Native Friendship Centre

Edmonton, AB

The SSLP funds were used to purchase a Smart Board that will benefit all students by increasing access to resources at their fingertips, especially when conducting group work and online programming. This technology will benefit our organization by increasing access to Cultural Knowledge Keepers, Elders and advisors to better serve the youth and families in their online connection to their culture. This funding facilitated youth in gaining the additional supports, resources and access to technology to help with homework, tutoring and mentoring. Resources also include mental health support kits.

Edson Friendship Centre

Edson, AB

Provide chromebooks and ipads for students Kindergarten to Grade 2. Provide materials for cultural activities.

Grande Prairie Friendship Centre

Grande Prairie, AB

Our focus for funding was land based teachings, tutor supports to high school and college students and a family literacy project that connects families together through stories and games that are Indigenous based. Land based teachings imparted outdoor survival skills to the Urban youth and a brought youth together to make new connections. The family literacy project offered Literacy Bags to families to promote early literacy and learning utilizing Indigenous authors.

High Level Native Friendship Centre Society

High Level, AB

Our aims and objectives for the project was to provide educational support to students who needed it and provide access to technology and internet. We provided laptops and tutoring to those who could not afford this otherwise, families who were struggling with providing laptops and technology to their children. We were able to provide a youth with a laptop and Wi-Fi which made her school year a success.



Hinton Friendship Centre Society

Hinton, AB

Our youth had access to Chromebooks and internet during shutdowns. We have created a stronger partnership with the school division as well as instilled some trust with our traditional people to reach out to the school system. We are hoping this will have long lasting effects on both parties to improve the graduation rate.

Lac La Biche Canadian Native Friendship Centre Association

Lac La Biche, AB

The SSLP was able to assist several families and their children in managing virtual learning, navigating new technology and providing access to technology. Many families were feeling very overwhelmed and tired, they greatly appreciated our free back packs that contained positive motivational quotes, activity packages for families to complete together, and self care activities for both learners and parents/caregivers. The ability to lessen the stress of the online learner and their parents/caregivers, allowed for a calmer, more enjoyable home environment which built confidence in the student to do well in the courses.

The Centre acquired and loaned out Chromebooks for youth to access their online learning classrooms. Despite schools providing tablets and chromebooks, only one was provided to each family, the Centre was able to give families with additional tablets for other children in the home. The children were able to connect to teachers and peers, more easily and uninterrupted.

Lloydminster Native Friendship Centre

Lloydminster, AB

The focus of our project was to support youth that needed additional help to complete schoolwork that had been put on hold due to COVID-19 by providing an online tutoring program for children/youth Grades 1 to 12 and an online GED Preparation Program for adult learners wishing to move into post-secondary education or trades training. We provided laptops to youth to facilitate online learning and completion of homework. GED offered online with computers offered to those who did not have access to online classes.

Mannawanis Native Friendship Centre Society

St. Paul, AB

The focus of the project was Math tutoring face to face, in their homes, at the Centre's classroom, on Google Meet, FaceTime, text or by calling. Some laptops were purchased as well. All nineteen participants were able to access initiative through IT (laptops, chrome books and iPads) equipment provided by the Centre. Some participants were able to use SIM cards provided by the Centre to activate their cell phones to participate. The aim and objectives were to provide tutoring services to students to maintain, increase and/or upgrade education during the pandemic.



Miywasin Friendship Centre

Medicine Hat, AB

Our objective was to prepare 40 kits for children/youth to include: backpack/carrying case, Chromebook, software, mouse, mouse pad, headphones, pens, notebook, face mask, Staples \$50 gift card and hand out to students in need. These funds helped us to support youth during their transition to online programming as well as offered them a way to join youth program via an online method. These funds helped youth stay connected to other youth in the community as well as healthy adult role models.

Napi Friendship Association

Pincher Creek, AB

This funding to assist the student who are need of services, programs, materials and supplies during this school year. Tutoring with a side of soup, meeting with elder, equine program, support group, reading (mini library & audible books), sensory bins, crafts, cultural & ceremonial programs, sport/wellness programs, school supplies, self care, online science club are some of the programs and services Napi will have.

Red Deer Native Friendship Society

Red Deer, AB

The students who received laptops/chromebooks were able to stay up to date with school work and complete the year's requirements. This is huge as these students would have fallen behind through no fault of theirs or their families. This is the obvious program goal met. Included with the disbursement of laptops was noise canceling headphones, as students typically came from large families and would have challenges focusing at home.



Sagitawa Friendship Society

Peace River, AB

To help increase connectivity for our youth, we implemented online programming, which is accessible across multiple social media platforms (YouTube, Instagram, and Facebook). This programming covers many different areas, including healthy relationships, employment skills, traditional tipi pole teachings, literacy, fitness, and much more. Because these programs were moved to an online platform, this gave our youth more of a reason to connect online and learn new skills. Similarly, multiple iPads and laptops were purchased and are available for our youth to use for school purposes. This is a huge opportunity as we know many of our youth do not have access to their own technology. With school being online and many other services being moved to online platforms, the purchase of these electronics will lessen the burden on many youths who do not have their own access to these. While providing online programming, we have also been sending out weekly kits filled with multiple different activities. These activities range from writing activities and reading to crafts, arts, and culture. Due to the pandemic, we've had an increase in families looking for outlets for their youth, and these kits have provided so many families with extra activities that can be done together. The youth centre is also offering free homework assistance from our staff to all youth who are in need. Similarly, our youth staff is available all work hours for one-on-one mentoring or support as needed, no matter the area. We have our filling our tipis program, which teaches our youth resiliency through cultural teachings, and our resident elder on staff that is available for all youth if they need counsel or have questions about their culture.



Atlantic

First Light St. John's Friendship Centre

St. John's, NL

This project aims to maximize the impact of hosting students through the CreateAction Program. The Youth Interns identified as participants of this program faced many barriers to employment, and this program ensured that we could assist with addressing these barriers (ie. homelessness and transportation primarily). This program has been instrumental in working with our participants to develop skills that expand their professional portfolio and will increase the likelihood of them securing long term employment in the future. Our team has also been working to ensure that the students are able to continue working full time in their positions beyond the end of this program as both youths show great promise in their field. Young leaders who are supervising students have also received training as part of this program to ensure that they have the capacity to provide adequate support to students while understanding how to make accommodations when required. This program has been instrumental in ensuring that First Light has the necessary capacity to successfully implement the CreateAction Program.

Mi'kmaw Native Friendship Centre

Halifax, NS

The Mi'kmaw Native Friendship Society supported Indigenous youth during Covid 19 so that they were able to continue with their traditional and academic studies. The project supported the connection of students with Elders, community mentors. The project supported activities to help reduce stress, supports for mental health, and to support a connection to their community. The Society was able to support 30 youth in total. These supports were through the purchase of 4 laptops for youth to remain connected. One youth was able to continue her studies and was able to defend her thesis and is now awaiting confirmation of her success. The Society was able to match 16 students with Elders over zoom for cultural supports and for mentorship opportunities. And 30 youth were given medicine bundles and traditional medicines to support their cultural journeys and to help to support their mental health and stress. The Center also supported 10 individual youth that were high risk to ensure they remained connected through on line access to community and to their educational institutions.

People of the Dawn Indigenous Friendship Centre

Stephenville, NL

We partnered with Canadian Roots Exchange (CRE) to create two streams of support for youth in Western Newfoundland: the Indigenous Student Support Fund and the Navigating Post-Secondary Speaker Series.

The Indigenous Student Support fund was an avenue to distribute material support and technology to Indigenous students in our region.

The Navigating Post-Secondary Speaker Series was an online initiative to connect students with knowledge, learning, and support. The goal of the series was to provide youth with access to the information and knowledge they need to be successful in postsecondary education.



Under One Sky - Monoqonuwicik-Neoteetjg Mosigisg Inc.

Fredericton, NB

We have awarded fourteen \$1000.00 bursaries to students.



National Association of Friendship Centres // Association nationale des centres d'amitié



British Columbia Association of Aboriginal Friendship Centres

Cariboo Friendship Society

Williams Lake, BC

Cariboo Friendship Society was pleased to be able to provide Indigenous Youth with the technology (i.e., Surface Pro Tablet) they need to continue pursuing an education. We saw the appreciation on the faces of students who frustrated with all types of learning challenges during the Covid 19 pandemic. Fast and easy access to learning is one less stress for the students.

Conayt Friendship Society

Merritt, BC

The SSLP assisted 25 students enrolled at Nicola Valley Institute of Technology (NVIT) in Early Childhood Education (ECE) and Introduction Indigenous Studies and Human Services Practice (IHMS) programs. The outcomes of this have ensured that Indigenous youth who are enrolling in post secondary institute for their first time can continue their studies and have increased connectivity to online access to internet and technology. This increased the number of Indigenous youths receiving technology support during the COVID-19 pandemic.

Dze L K'ant Friendship Centre

Smithers, BC

The Dze I K'ant FC is pleased that we were able to provide youth with a laptop to support their studies both academically and traditionally. This equipment provided support not only to work on schooling but have access to resources and support within the community. Our Friendship Centre also partnered with BC youth society to support youth with free internet access and minutes for cell phone use. This was a great partnership to support building relationship with Indigenous youth and partners within the province. The Dze L K'ant FC was able to connect a local elder to provide a cultural component to ensure success.

Fort Nelson Aboriginal Friendship Society

Fort Nelson, BC

We provided iPads for 8 elementary students, 12 high school students and 2 university students. I'm excited for our Youth who will benefit. Especially the underrepresented Youth in the community who will engage in their studies.

Fraser Region Aboriginal Friendship Centre Association

Surrey, BC

24 students will receive support via a laptop equipped with the tools needed to complete their educational requirements, as well as a safe keeping bag for their laptop. Providing students with these supports will limit any barriers to their ability to attend and complete their secondary and post-secondary studies.



Friendship House Association of Prince Rupert

Prince Rupert, BC

We provided students with technology and software so that they could complete their studies. This including training on how to use the new technology and software so that they could more easily complete their assignments. The Friendship centre was also able to provide Zoom tutoring support for students to help them with their learning.

Hiiye'yu LeLum Friendship Centre

Duncan, BC

We provided cultural supports with School District #79 outreach teachers trying to connect with high-risk youth: non attenders or barely attending. We provided liaison support between the SD and the youth, as well as cultural support with drumming and singing programming. We worked with the SD about the most appropriate technology devices that would support student success and learned that we previously had not been accessing the most effective devices. We worked with a local private school for two students who are been subsidized to attend there. We paid the school directly for devices and software, these devices should see the students through several years at the school.

Kermode Friendship Society

Terrace, BC

In partnership with the ACYMH, this program created space for children and youth to attend and receive assistance with distance learning / online education grades K- 12. We provided school supplies and tech equipment to students who needed computers, laptops, headphones, calculators. We also provided tutoring and mentoring support for culture and education including music and physical education. These supports helped to reduce financial barriers and alleviate stress.

The cultural education lessons helped build relationships between youths, mentors, tutors, knowledge keepers and elders. Youth were able to make drums, learn about traditional medicines, make medicine bags and other cultural art. This helped to promote good mental health and connection with peers.

ACYMH set up 4 computer stations for children and youth to work at to do their online school while accessing a tutor mentor or their ACYMH youth support worker. We also distributed 18 computers to youth and set up group support. Tech supports means youth can access and stay connected to their friends and support workers when they are at home

Ki-Low-Na Friendship Society

Kelowna, BC

With the Covid 19 Pandemic, it was recognized that access to education through technology is a barrier for indigenous youth. Technology also allows us to bridge traditional indigenous art and culture to the modern techniques of art and design. With these aspects in mind, we were able to setup 15 youth with laptops for their education. These laptops were setup for Art and Design so the youth can develop the traditional art practices of their people.



Lillooet Friendship Centre Society

Lillooet, BC

The SSLP funding made it possible for under-represented and vulnerable youth attending the Lillooet Friendship Centre to connect to the resources they needed to access both inside and outside of our community. It supported them to participate in preemployment activities and to build on their skills and certification while also preparing them to apply for and gain employment throughout COVID-19. The laptops helped link youth to cultural connections that they would otherwise not have had access to. Three students were given laptops so they could continue their schooling at home throughout COVID-19. These students' parents could not afford to purchase laptops and the students would not have been able to complete their Grade without them this year.

Mission Friendship Centre Society

Mission, BC

Families are in need of tutors for their youth, receiving the SSLP funds to provide these tutors has empowered our families for the success of their children throughout the remainder of the school year and during covid.

We purchased tablets for the youth for their homework and we purchased 100 visa cards to pay for Honoraria for Tutors to help the students throughout the school year to ensure their success. This caused us to submit a late report due to covid but still allowed us the help the youth.



Nawican Friendship Centre

Dawson Creek, BC

- Snack Bags Program: During school time, we provide snacks every school day to children and youth enrolled in this program.
- Homeschooling Program: We support the children who continue their school year through the virtual service of Key Learning.
- Youth Drop-In Lounge Program: When the building is open, the Youth Lounge is available with recreational services such as: table tennis, foosball, air hockey, arcade games, TV with streaming services, kitchen and snacks, books, board games, and puzzles.
- Donations Program: A space where youth can find second-hand clothes in excellent condition.
- Graduation Dresses Program: We provide this service to support families with youth who will be finishing their studies and cannot afford the high cost of graduation dresses. We have formal outfits available for parents as well.
- Youth Housing Support Program with essential service for the youth at home: Nawican has rented a house that works as a "temporary space" for youth or families struggling at a specific time of their lives. Complimentary support is also provided to help them overcome the challenging time, move forward, and find their own space.
- Youth Transportation: Transportation service is provided for youth who do not have transportation to get to our building for specific service such as Counseling sessions, Drop-In, or Homeschooling.
- Youth Music Program: Weekly musical and outdoor group activities for connecting, creating, getting outdoors, and having fun. Musical instruments available for this program.
- Youth Counselling: Counselling allows youth to have the tools to face the various challenges of life, heal, develop behavioural management, emotional intelligence, reinforce self-esteem, learn to cope with mental health illness, among other services. The services are provided one-on one or by group therapy.
- The "Power To Her" Program: program designed to help female-identifying youth navigate some of today's biggest mental health challenges. During the program (8 modules), youth will come to a greater understanding of themselves and learn effective personal and interpersonal skills to help them thrive. It involves a supportive, respectful, and understanding relationship between the youth, the facilitator, and other program participants.
- The "Walking the Path" Program: program designed to approach male-identifying youth's mental health and wellness. It is a free month-long program for male-identifying youth aged 13 to 18 that consists of 8 modules to provide youth with the skills to confront life challenges.
- The Nawican Youth Council Program: This program is for teens and young adults aged 16-25. The group meets once a month and has a key role in guiding youth programs not only at the Nawican Friendship Centre but also in our wider community.

North Okanagan Friendship Centre Society

Vernon, BC

NOFCS has worked with School District 22 Aboriginal Education Services and Okanagan College, Vernon Campus and our OTDC Okanagan Training and Development Corporation who provides employment and training services to Indigenous young people. NOFCS developed an application process to distribute to our partners to distribute and share with their group members who are Indigenous, and in need of technology support. NOFC received 56 number of eligible Indigenous applications who are Urban Indigenous students. There were absolutely no problems in having the fund fully utilized to ensure Indigenous youth continue this their studies, both academically and traditionally. We linked our efforts with our Indigenous academic professionals who referred the youth in need of these valuable supports.



Port Alberni Friendship Centre

Port Alberni, BC

The funding enabled our center to provide students with the means to continue their studies as well as access other online learning opportunities. By connecting the learners to an Elder and a cultural support worker, our students were able to be supported in their learning in other meaningful ways which contributes to overall wellness. The youth were also able to connect with other programs and services within our center thus providing a wrap-around learning experience.

Prince George Native Friendship Centre Society

Prince George, BC

Our Abo-Digital Academy for youth was a 2 day on site instruction camp that covered the following areas:

1. Software & Hardware install (Printer/Anti-virus software/MS Office software)
2. Basic computer skills (Features of windows 10, using email, using MS Office apps)
3. Internet Safety and Security (protecting yourself and your computer)
4. Navigating Employment opportunities
5. Web/Social Media Safety

We also anchored our existing Youth Care workers as mentors, to prepare for participation and support during the camp to have youth with adverse literacy levels comfort and support to full participation, we also obtained support from a tech service to assist youth in the future with any hardware/software issues, our team will continue to support via a homework online homework club with the option of being on site as well.



Quesnel Tillicum Society Native Friendship Centre

Quesnel, BC

We named this program Path's Beyond: Education Support for Mature youth. We reached out to students who would need assistance with the materials & books portion of tuition fees, Supplies and laptops in Post Secondary education. We had a great response right away with Indigenous Students needing help with laptops because there is a limited supply at their education institutions. We assisted students with funding for CNC Nursing Program, UNBC Nursing Program, UNBC Social Work Program, CNC Carpentry, Education Assistant UBC, Anthropology UNBC as well as First Aid Level 1 and FoodSafe.

All students were so pleased to have relief with their school supplies fees and laptops and we are very pleased that we were given the opportunity to assist them along their education journey. We also presented Correlieu Secondary School with laptops to the Indigenous Liaison to assist the students with homework etc., with the laptops we also presented the Liaison with Orange Shirts with Every child Matters logos on them to give to students to represent the children whose lives were taken at Residential Schools. We wanted to remind the youths of the past as well as to help them to appreciate that they have the freedom to attend school and not be mandated to do so. To learn that this cannot happen again and to be the voice of the future. We also presented the Metis Association with a cheque for their Metis Family Cultural Camp at Gavin Lake. This camp promotes cultural workshops, games and family events. The Metis Association feel that the family unit has been lost to modern technology and have created this weekend free of devices to completely focus on connections with family, nature and culture. This camp encourages children and youth to develop and build skills that can be transferred to their school setting such as teamwork, play, conflict resolution and learning skills.

Sacred Wolf Friendship Centre

Port Hardy, BC

We purchased laptops, tablets and airpods for students: elementary and secondary school students we also managed to virtually support students with Culture through facebook live. They used their laptops, tablets to access the on-line sessions. The devices also assisted them with google class assignments.

Tansi Friendship Centre Society

Chetwynd, BC

With this funding we were able to assist the parents with their home-schooling support. The teachers appreciated that the older students could continue their work from home and were able to participate in the online learning and zoom classes. The parents were not as stressed with the burden and worry of not being able to provide for their children's continued education.



Tillicum Lelum Aboriginal Society

Nanaimo, BC

The Chromebooks granted our youth more access to the internet which allowed them to do their homework and use the apps on the Chromebook for their reports. Youth have also been able to participate in our online arts and craft projects, cooking program and hear the teachings from our Elder Florence James. Online Florence shares language, history, and speaks of the importance of knowing your family and cultural teachings. With the Chromebook and tablets the youth can watch the video on a bigger screen, many of our youth were using their parents' phones to participate in the online programs. Also, with larger families having two computers made doing their homework and participating in the programs a lot easier.

Vancouver Aboriginal Friendship Centre Society

Vancouver, BC

Indigenous youth have opportunity to continue their studies through easy accessibility to tech devices including laptops, zoom accounts and support for them during times of uncertainty. VAFCS has been able to support 58 youth academically by empowering them to have a laptop for school, having access to zoom and academic support. VAFCS committed to provide children and youth between the ages of 12 and 17 with new laptops. Moreover, the funding allowed for students to access more resources outside of their school settings to support them with food security, wellness programs, academic tutoring and mentorship. Specifically, all youth and children live in the Hastings-Sunrise area and attend local public schools surrounding the Vancouver Aboriginal Friendship Centre.

Victoria Native Friendship Centre

Victoria, BC

Many of our clients for the Youth Team, Family Services and CEER come to us from our community as self-referrals, MCFD, and School District 61. Each client of the Youth Department is eligible to receive bus passes, so that they can attend school and get to work. Additionally in this year one on one tutoring was available for youth that needed additional supports with various high school subjects. CEER provided a Youth Focused Job Readiness Workshops to high school youth, attending Esquimalt High. The youth were identified by the school as being unengaged with schooling, especially due to COVID. The team offered training onsite at the high school. Topics covered included career aspirations, resume and cover letters, interview skills and more. The program ran for 8 weeks (Feb-March).



Wachiay Friendship Centre Society

Courtenay, BC

The students were referred by the classroom teachers and Indigenous Support Workers at Lake Trail Community School. This is a middle school for students in grades 6-9 which is a 15 minute walk from the Wachiay Friendship Centre where the Tutoring and Mentorship program was going to be offered. The students who were selected had poor attendance and/or incomplete assignments which were causing them to fall behind in their studies. The classroom teachers provided the students with paper-based assignments and test preparation sheets. The teachers were hoping that we could provide individual instruction for the students as they all had unique strengths and weaknesses. Lake Trail Community School has a well-equipped computer lab but aside from mandatory computer classes for each grade, most of the classes and assignments are still paper or textbook based. The students arrived at our Wachiay every day with assignments from their Science, Social Studies, Math and English classes.

As an experienced teacher I believe that developing a positive and interactive relationship with every student is important before you start working with them on their academic work. The first week of our program all the students were nervous, afraid to ask for help and in many cases so on edge they sat bundled up in their heavy jackets and hoodies unable to eat. Many of them also had anxiety issues which prevented them from completing even the most basic review work. By the end of the second week, it was as if they were a different group of young people; they were more relaxed when they came in, and were well on the way to completing a number of overdue and current assignments. This was due in part to the welcoming atmosphere in the classroom and the previous positive relationships the Elder and I had with many of the students' families.

To help the student's feel welcome, every day after they arrived and did their health and safety check (temperature taken, hands washed and sanitized) they were encouraged to have a small snack and then to join us in a Traditional Circle. Although it took some time the students gradually began to feel comfortable and would participate during Circle time which among other things included sharing their academic intentions for the day. Every week the Circle was opened by a K'omoks band member who performed a traditional song or told a story. Although this Circle only took 10-20 minutes it set the tone for the day and the students were then better able to concentrate on their schoolwork.

The number of students increased once word got back to the school that "...that teacher there really knows her stuff and can show you ways to make you understand things without making you feel stupid' Female age 13.

By the third week the students were delighted that they were up to date with many of their assignments and were feeling more comfortable about being in school. The school reported back that most of the students' attendance had also improved. Along with the daily healthy snacks and a tasty nutritious lunch, the students were also given the opportunity to work on a number of small crafts after they had completed their day's assignments. These small crafts which could be given away as gifts were not only an enjoyable activity but an excellent incentive for the students to finish their assignments or test preparation sheets. Puzzles and sports equipment were also available for the students during their breaks.

Our Elder interacted with the students before class started and during the breaks. She also prepared their snacks, lunch and helped them with their crafts. Several students commented they felt very welcome at Wachiay and looked forward to coming to our sessions.



Manitoba Association of Friendship Centres

Brandon Friendship Centre

Brandon, MB

We purchased 40 Chromebooks for the youth to borrow to help them with their studies. These laptops were equipped with Microsoft Word, Microsoft TEAMS and ZOOM to assist them in accessing the tutors. We have continued with the program by offering twice weekly sessions online with the students and the tutors. This has gone on to be extremely helpful to the students.

Elbert Chartrand Friendship Centre

Swan River, MB

The goal of the project was to ensure students had the ability to access online training. ECFC staff were available Monday to Friday and some evenings to provide mentoring and technology services to students who were accessing learning remotely. Students were also able to access learning programs to help them upgrade their resume and skills in order access summer employment. The online training programs provided over 400 course hours.

Technology included upgrades to internet, computers and online courses. The building required upgrades to deliver programming. Online learning included courses for students to upgrade prepare for work or school. These courses were delivered through an online training system.

Ma-Mow-We-Tak Friendship Centre

Thompson, MB

The Ma-Mow-We-Tak Friendship Centre purchased 12 Google Chromebooks for youth to be able to participate in online learning.

We have been engaging with youth and community members on specific supports youth required for education. The program will provide youth with a safe space where they can come and access computers, printers, scanners, etc. as well as have access for a tutor/mentor. Youth can access scheduled supports virtually should they not be able to attend in person. The supports available to youth will also include virtual workshops that will provide cultural crafts including but not limited to beading, gauntlet making, dreamcatcher making, etc. Workshops will be delivered by an instructor but will also include a mentor who will lead and provide guidance on conversations on issues youth may be experiencing. This will allow the youth to not only learn a craft but also engage in conversations.

We have continued to provide supports and resources to youth by delivering activity packages to our regular youth who attended the Circle (Youth Program) prior to COVID as well as our clients and families who have youth. Activity packages include hand sanitizer, masks, journals, Seven Sacred Teachings, Smudge kits, etc.



Portage Friendship Centre

Portage La Prairie, MB

Portage Friendship Centre Inc. Eagles Fire Youth Centre Student education Pandemic Relief Program. PFC EFYC set up a homework class for youth that were falling through the cracks at Portage Collegiate Institute. This was an early morning class before regular school class started. There were six youth set up to receive assistance from the youth worker and mentors from the community. They were provided with all the essential services they needed and the education assistance they needed. All six registered had graduated in June 2021. We are so proud of these youth.

Riverton and District Friendship Centre

Riverton, MB

During the COVID-19 pandemic, when our province implemented public health orders that mandated at home learning, many of the youth that utilize our services and programs were in a dilemma: they did not have access to computers, zoom, or have any Internet in their homes. We purchase computers and laptops for these students to use during school hours. As our youth room was not in use, students were able to log into the computers and do their schoolwork.

Selkirk Friendship Centre

Selkirk, MB

The Selkirk Friendship Centre was able to employ three Education Assistants within our local catchment area who are employed in our local school division who are specialized in adaptive learning programs. They already had great existing relationships through PTA groups and have had been aiding students virtually the past year due to Covid 19. The Selkirk Friendship Centre was able to pair our Virtual Tutoring program with other community-based programs and resources provided to offer outreach and support such as a community program who donated laptops to Internet providers who offer subsidy home internet packages for as little as \$10 a month.



The Pas Friendship Centre

The Pas, MB

The aim of this project is to provide students with short teaching videos:

Pipe ceremony - In this video the meaning of the pipe will be explained. The pipe ceremony will be presented and how one prepares to smoke. Also, the sacred directions will be examined.

Tobacco ceremony - The story of tobacco and its sacredness will be explored.

Fire making for survival. - The significance of fire will be explained in the meaning of the Spire and the meaning of the spirit of fire. A practical user guide will be taught.

Sweat lodge - The create history of the sweat lodge will be explained. How person enters the lodge and what to wear during the ceremony will also be examined.

Elder connection - How to visit an elder and what to offer for displaying honor of their history will be explained.

Female Elder - The role of the female elder is discussed.

The seven teachings - How the seven teachings relate to our world

Student self care during covid-19 - A short video on how to keep yourself safe during the pandemic.

2 spirited students - I look at some of the issues facing two spirited students and resource is to receive assistance.

Oscar Lathlin Collegiate Grad coordinator - 8 weekly videos on the organization of graduation for the students.

TPFC has begun the development of a First Nation library of First Nation authors through partnering with the local public library. As well we have started a video library that allows students to access videos on the Seven Sacred Teachings, dealing with trauma due to the pandemic as well as dealing with grief. We have uploaded these videos to our social media platforms for all students at all levels can access



Winnipeg Indigenous Friendship Centre Inc.

Winnipeg, Manitoba

The purpose of developing the WIFC Technology Lending Library is so that youth who are accessing programs and services, education and training, will have improved access to on-line virtual engagement and learning opportunities. This is especially important during this time of COVID-19. Through purchasing a large supply of tablets and other forms of laptop computers, we envision being able to provide opportunities for youth to engage in virtual programming, who may not have readily available access to computers to virtually engage and may face increased isolation as a result of not having this access.

Part of WIFC's mandate is to determine how we can act as a conduit to fill the gaps and provide support for the programming and services that our community partners provide. Our partners will include but are not limited to: Ndinawe, Winnipeg Aboriginal Sports Achievement Centre and the Winnipeg Indigenous Executive Circle (WIEC). As well WIEC consists of 26 partner organizations, many of whom we will engage with to determine if we can support their expressed needs.



National Association of Friendship Centres // Association nationale des centres d'amitié



Northwest Territories/Nunavut Council of Friendship Centres

Deh Cho Friendship Centre

Fort Simpson, NT

The Deh Cho Friendship Centre created a safe space for youth to have computer and internet access at the centre. Three students were supplied with personal computers to aid with their education.

We partnered with Village of Fort Simpson to provide personal computers for eleven grade 12 graduates. We also partnered with Liidlii Kue Regional High School to create better capacity through technology to teach students.

Ingamo Hall Friendship Centre

Inuvik, NT

The youth learn to interact positively, kindly and be helpful to one another. They learn to set goals and achieve them. They will have access to technology and learn to do hands on skills development by doing arts, crafts and traditional/cultural activities. We will include the youth in our Elders programs once a month to give them knowledge and learn to respect what they can learn from each other. It will work both ways where the youth will share what they are learning and show their achievements to the Elders and community.

Pulaarvik Kablu Friendship Centre

Rankin Inlet, NU

The main objective of the funding program was to provide support to students who were attending school and having to cover expenditures out of pocket. We wanted to be able to relieve some of the financial stress students experience while in school. With COVID, this would have been an extra trying time for students, and we wanted to provide any extra support we could.



Soaring Eagle Friendship Centre

Hay River, NT

Our community has limited technology access. Hay River has the Public Library and the schools. Now they can also come to the SEFC and use the computers while having assistance from our programmer. We have also seen a lot of youth come into the centre to use the technology to keep in touch with their family who live in different communities. Purchase of new computers for the SEFC youth room was also a huge impact for our youth community members. This provides a safe environment to work on resumes, university/college applications, birth certificate applications, email access, youth preemployment opportunities and learning to use computer software and programs like Word, Excel, Access, WHMIS AND more.

SEFC aimed to provide support to the indigenous youth with offering an easier route and access to learning to play a musical instrument. Hay River and it's surrounding areas has a variety of musical talented individuals and the SEFC wanted to make this an option for the indigenous youth here in Hay River and its surrounding areas by eliminating the entry costs. Music traditionally was used for ceremonies and healing. This is important for the youth and with the regular costs to participate in these classes many families were unable to take part. This program continues to allow the youth here in the community to take part in a variety of music classes for free. Options are the following: Guitar, Fiddle, key board, ukulele, and more. SEFC will be having an open mic, coffee house, jam session every Friday night throughout this year for the youth in Hay River and anyone who want to join in. Some have mentioned to the staff how great this program is as many can not afford the lessons and feel it is a part of their culture.



The Tree of Peace Friendship Centre

Yellowknife, NT

ADULT EDUCATION PROGRAM:

With the new laptops that the students received, the Adult Educator gave each of the student's assignments to complete at home, once they completed their assignment the students forwarded back to the Adult Educator to be marked. This enabled students to learn new skills such as, saving documents, copying, save documents to emails. These enable the students to learn new technologies that they didn't have to use prior to COVID 19 pandemic. They also developed the skills and abilities to use Zoom and Google Meet and are in the process of creating websites.

YOUTH EAGLE PROGRAM:

Students were encouraged to "get jiggy" thanks to a new laptop with a camera and Bluetooth wireless speaker, that allowed the Youth Eagle Program to offer Online Youth Jigging Classes. These classes provided opportunities for physical, mental, social and cultural connections during challenging and isolating times of COVID-19. Connecting youth with positive role models in an encouraging, safe and culturally relevant environment uplifted the spirits of participants and gave youth something to look forward to each week. Additionally, through sewing projects such as duffle mitt making, students were empowered through connecting to a traditional art form and creating their very own pair of mitts to help them keep warm during Yellowknife's very cold and long winters. Furthermore, weekly student tutoring sessions responded to student needs for additional school support and resources outside of school hours.

Duffle Mitt Making

The Adult Educator, the Aboriginal Youth Worker and a Support Worker from the NWT Native Women's Association have teamed up to offer duffle mitt making to students in the Adult Education Program. Tina Wrigley is the instructor from the NWT Native Women's Association. The adult education class is comprised of students that are youth, adults and elders. They really enjoyed participating in this hands-on sewing workshop and really appreciated this opportunity to be guided through making their very own pair of duffle mitts. Tina Wrigley spoke to all students with warm words of inspiration which she shared throughout these sessions. Sewing sessions were also taught by Elder Sarah Cleary during the school March break. Transportation was available to those in need and door prizes were offered to motivate the participants to attend sessions and work to the completion of their projects. All beading, embroidery and sewing materials were provided. Students enjoyed this opportunity very much and were very proud of their very own duffle mitts that they took home to wear with pride or to give out as a gift.

Student Tutoring & Support

Weekly student tutoring had a successful start with the help of teaching resources, supplies and materials to support students learning and to help students reach their personal academic goals. For example, one student set a personal goal to learn how to write his name in cursive writing. A Handwriting Workbook along with new writing materials gave him the resources he needed to work towards reaching this goal. Another goal a student had was to expand his vocabulary and be a better reader and writer. Various books relating to the student's interest were purchased to engage the student to practice reading. In addition, the student practiced using tools like a thesaurus to improve both verbal and written communication. Students were also being tutored by the Indigenous Youth Worker. The students greatly appreciated after school snacks that were provided during tutoring sessions which gave them fuel to continue to work hard after already attending classes at school during the day and motivated them to consistently attend tutoring sessions on a weekly basis. This program has made struggling students feel well supported in reaching out for tutoring support.

Virtual Jigging Classes



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Jigging classes were lots of fun for participants and were a wonderful opportunity to connect with others with their culture and to remain active during these challenging times of COVID-19. Jigging Classes benefited from new equipment including a laptop, connecting cords and a portable speaker to offer classes that were taught virtually by Instructor Brad Lafortune. Elder Emelda King opened the end of session Jigging Celebration with a beautiful opening prayer and received an honorarium to thank her for her contribution to the event. Participants in the jigging program also received gifts at the last session to celebrate their accomplishments and dedication to participate in the program.

Tłjichq Łeàgıǵ Ts'ııı Kq

Behchoko, NT

We provided a new laptop to each of our YESS graduates. Many of our youths do not even own a computer, let alone effective and accessible internet connectivity. The pandemic, and with it, the isolation and the online education all brought these deficits into much sharper focus. So accessibility -- both online as well as on the hardware side, was our first target.

We provided language training through a variety of media, including in-classroom training and in on the land activities which included learning by doing traditional crafts and traditional trapping, gathering, and harvesting traditional medicines, learning their uses and applications -- all in Tlıcho. Literacy in Tlıcho Yatı is now seen as a valuable life skill, first in terms of language and culture retention, but also as an asset toward future employability, and so, aspects of our programs focused on providing some language training to address those issues.

We also wanted our youth to become better conversant with basic research practices, to better equip them in negotiating funding for effective responses to the many social issues that require addressing if one is to improve quality of life in our communities. Our Youth Council and some youth participants worked with our research consultants to revise the Youth Council's constitution and by-laws. This was followed up by training in the design and delivery of a survey questionnaire to gauge the life situation of youth throughout the community, focusing on education and housing (and with that, emergency shelters, etc...).



Ontario

Native Canadian Centre of Toronto

Toronto, ON

To provide students access to school supports in the form of school supplies and/or devices to successfully continue studies. Covid-19 has presented many barriers in accessing school supplies. Many individuals do not have the funds to purchase supplies as they are on set incomes and many are not able to order items online as they do not have a credit card or visa debit card. This project will address these barriers so that all students have access to school supplies.



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Regroupement des centres d'amitié autochtones du Québec

Centre d'amitié autochtone de La Tuque

La Tuque, QC

The CAALT wishes to provide indigenous students with a computer space to allow students to follow their online course and break the isolation related to COVID-19. In addition to the educational space, students and young people will have access to individual support by an approved trainer, Mr. Richard Dawn.

Since the pandemic context is very depressing for some young people, we must put in place several psychosocial services aimed at the following objectives:

- 1- Break the isolation of young people and indigenous students due to confinement and health measures to counter the spread of COVID-19.
- 2-Promote educational success and academic perseverance.
- 3-Mobilize students in their academic career to create positive models of success.

We are also planning to hire a student or student tutors to provide mentoring sessions to students in difficulty. Finally, the CAALT will also offer cultural activities during spring break to transmit knowledge. traditional Aboriginal traditions to students and young people to help them find an optimal balance in life. The teachings allow young people to refocus and connect with their culture to counter the negative effects of COVID-19 in everyday life.

A speech therapist was present on several occasions during the mentoring offered to the students. The CAALT has acquired equipment teaching and educational games to avoid the speech therapist having to bring all his equipment each time. Young people mentors also had a cultural outing to mark the end of the year.



Centre d'amitié autochtone de Québec

Québec, QC

The goal of the Quebec Native Friendship Center (CAAQ) project is to provide learning spaces for students who need support in educational services. We want to provide native students with materials educational and informative for young people who have difficulties in the pursuit of their educational goal. To promote success education, the CAAQ will call on teachers, tutors and remedial teachers to support these young people in school transitions, often difficult and amplified by the stress and isolation created by COVID-19.

In addition to educational services, the CAAQ also wishes to put young people in contact with culture, particularly with cultural carriers who offer their knowledge and knowledge to strengthen the cultural identity of our young people. In short, our project has the following objectives:

- 1- offer individual and personalized support to Indigenous students experiencing learning difficulties arising from negative effects of COVID-19.
- 2- Offer cultural teachings given by bearers of native culture in Quebec.
- 3- Offer a learning environment allowing students to increase their chances of academic success despite the COVID-19.

We were able to offer remote tutoring services to several young people with learning difficulties with the Tutorax company. We have also obtained technological tools to enable young people to carry out their school work adequately (computers and tablets). This funding also allowed us to carry out cultural and intergenerational activities to create opportunities for sharing and transmission of knowledge beneficial to both young people and adults.

Centre d'amitié autochtone de Trois-Rivières

Trois-Rivieres, QC

To support the academic success of young Indigenous people in Trois-Rivières, we want to offer homework assistance that will be led by teachers online. To better support young people, we will provide them with computer equipment to promote their learning. We will provide them with transportation as well as educational activities to encourage them. The student is an Atikamekw.

The objectives of our project are:

- 1- Foster educational success and school perseverance despite the pandemic and school constraints related to COVID-19.
- 2- Break the isolation of native students who are already living in isolation from their family and community of origin.
- 3- Provide access to computer equipment to students to allow them to continue their studies and to be connected to online course. The CAATR will also use its internet-Wi-Fi connections to ensure students' connectivity to their course.



Centre d'amitié autochtone de Val d'or

Val-d'Or, QC

Through these funds, we want to:

- Reduce the gaps in access to online education inerrant to the pandemic
- Support the academic perseverance of children for the educational success of Indigenous students in urban areas

-Offer a friendly and safe place for students who use computers at the Friendship Center

-Bring together the digital divide and the resulting social exclusion

For families, having a computer provided by CAAVD greatly facilitates their access to this technology since they do not have a large sum of money to pay for the purchase.

Centre d'entraide et d'amitié autochtone de Senneterre

Senneterre, QC

Offer accompaniment and support services through school and cultural programming for young indigenous students who are experiencing difficulties related to the Covid-19 pandemic. The young people had access to laptops to be able to ensure their academic success.

In addition, to anchor the Aboriginal youth in their cultural identity, they participated in two meetings with the elders in a chalet. Cultural activities were organized so that young people could learn about elders (setting up a tipi, working the bark, animal tying technique, making a traditional skirt, beading). The young people are back motivated and happy with their learning and resourcing. Workshops and activities were organized with the indigenous knowledge keepers, the activities were aimed at harnessing the energy of the young people positively so that they feel better in their body and mind to better concentrate in their studies. The young people appreciated the teachings of the elders while discovering their culture and traditions.

