

**INAC's First Nation Education
Policy Framework (EPF)**

Questionnaire

Prepared by the Assembly of First Nations
and Indian and Northern Affairs Canada
Education Policy Framework-Joint
Steering Committee (EPF-JSC)

May-June 2006

Proposed Education Policy Framework Outline:

- A) Background
- B) Purpose
- C) Guiding Principles
- D) Vision
- E) Goals & Expected Outcomes
- F) Strategies
- G) Roles and Responsibilities
- H) Glossary
- I) Bibliography

Below you will find a description of sections A to G, the proposed approach to the development of each section, and questions intended to solicit your input and recommendations about the development of INAC's First Nation Education Policy Framework (EPF).

You could fill out this questionnaire individually or through a group exercise together with others also involved in First Nation education.

Names of the participant(s) and associated First Nations/First Nation organizations:

Date(s) of participation: _____

THANK YOU FOR YOUR PARTICIPATION

Notes

Please use extra paper
for your input as needed.

A

Background

INSTRUCTIONS: Please complete this section after completing the rest of the questionnaire.

Purpose of section:

- To provide the historical, policy and legal context for the development of the EPF.

In this section, we plan to include references to the following key contextual elements:

- Challenges and opportunities facing First Nation learners and communities.
- Current state of First Nation education.
- Proposals for First Nation education in key policy and research documents since *Indian Control of Indian Education* (1972).
- Findings of recent research on educational innovation and excellence.
- INAC legal and constitutional responsibilities with respect to First Nation education.
- Evolving relationships among Indian and Northern Affairs Canada and First Nations, and regional differences in approaches to First Nation jurisdiction over First Nation education.

Question #1

Which, if any, of the “Background” elements above would you not include?

Notes

Please use extra paper
for your input as needed.

B

Purpose

Purpose of section:

- To describe the meaning, significance and purpose of the EPF document in relation to First Nation education.
- The EPF is intended to provide the foundation for the development of future INAC First Nation education policies and programs.
- The framework will identify guiding principles, a clear vision, goals and strategic directions to guide INAC.
- While the focus of the EPF is to guide INAC's future policies and programs, the framework is also intended to provide greater clarity on the roles and responsibilities of INAC and First Nations.
- Together with a management framework, to be completed by June 2007, this document will serve as a 10-year plan for achieving the policy goals and expected outcomes.

Question #1

What, if anything, needs to be changed about the proposed purpose?

Notes

C

Guiding Principles

Purpose of section:

- To outline the principles that would guide implementation of the EPF policy and shape the further development of policies, strategies and programs emanating from this framework.

The following are some proposed principles that would be taken into account in the design of First Nation education policies and programs:

- Quality
- Culturally Relevant
- Linguistically Appropriate
- Comparability
- Holistic
- Lifelong Learning
- Local Control
- Parental Responsibility
- Accountability
- Sustainability

Question #1

What would guiding principles in these areas mean for you?

Please use extra paper for your input as needed.

Notes

E

Goals & Expected Outcomes

Purpose of section:

- To articulate the goals that the EPF is designed to achieve.
- To describe the changes (at all significant levels, e.g., individual, community, organizational, etc.) that we expect to see taking place as the policy goals are reached.

In the Education Action Plan, INAC stated that improving the education outcomes of First Nation students, at all levels, will require the pursuit of goals related to three broad themes: learners, systems and interconnections. Below are proposed goals and expected outcomes related to each of these three broad themes.

Learners

Goals

- Education opportunities for First Nation learners are grounded in First Nation intellect, culture, languages, values and beliefs.
- First Nation learners have access to high-quality education opportunities that enable them to reach their best potential and excel in learning.

Expected Outcomes

- First Nation learners will have acquired language, cultural and traditional knowledge that supports citizenship and participation in their communities.
- First Nation learners will have improved their educational achievement in all areas (such as literacy, mathematics, science, information technology, trades training, skills development, arts and athletics) at performance levels comparable to their cohorts nationally and internationally.

Please use extra paper for your input as needed.

Systems

Goals

- Development of First Nation institutional and human resource capacity to deliver programs and services across the lifelong learning continuum.
- Support for the recognition and implementation of First Nation jurisdiction over education.

Expected Outcomes

- First Nation institutions will provide an environment essential for the success of their learners.
- Creation of First Nation education systems that provide administrative and professional support services to First Nation schools to support the effective delivery of programs and services.
- Greater portions of First Nation organizations, including schools and educational institutions, will be staffed by qualified First Nation professionals, teachers and administrators.

Interconnections

Goals

- Strong partnerships between First Nations and provinces and territories to mutually take advantage of each other's knowledge, experience and insights.
- Improved horizontal coordination of federal government lifelong learning programs.

Expected Outcomes

- First Nation perspectives, knowledge, language and culture are reflected in provincial/territorial school systems.
- Single window and other innovations.

Notes

Please use extra paper for your input as needed.

Notes

Please use extra paper
for your input as needed.

F

Strategies

Purpose of section:

- To describe the types of programs and interventions to be undertaken in order to reach the policy goals and expected outcomes.

Learners

INAC will provide support to:

- Deliver culturally and linguistically relevant education programs.
- Address the needs of all learners (e.g. special education, counselling services, trades and vocational training).

Systems

INAC will provide support to:

- Establish, maintain and ensure the sustainability of the ongoing operations of First Nation education systems.
- Provide infrastructure, capital and transportation resources to ensure high-quality and safe physical environments for First Nation schools and education systems.
- Train First Nation early-childhood and K-12 teachers and administrators.
- Provide the policy and legislative environment to recognize and implement First Nation jurisdiction over education.
- Develop First Nation organizations and capacity at the community and regional levels for First Nations to exercise jurisdiction.

G

Roles and Responsibilities

Purpose of section:

- To briefly describe the respective roles and responsibilities of INAC, First Nations and First Nation organizations with respect to First Nation education, including but not limited to its design, development, delivery, evaluation, etc.

INAC's Roles and Responsibilities

Consistent with INAC's responsibility for First Nation education, the Department currently performs four broad functions:

- Policy and program development
- Program and financial management
- Accountability
- Partnerships and advocacy

Question #1

For you, what are the current roles and responsibilities of INAC with respect to First Nation education?

Notes

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THANK YOU FOR YOUR PARTICIPATION

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