

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

**SUMMARY OF CONSULTATION WITH
FIRST NATIONS IN
BRITISH COLUMBIA**

**Richmond, BC
June 8th, 2006**

The Process

Participants at the BC Regional Dialogue on the Education Policy Framework (EPF) were presented with the INAC PowerPoint presentation and provided with further background by Nathan Matthew, Tyrone McNeil and Christa Williams. Participants were then divided into groups of five or six and assigned a FNESC/INAC staff person as a facilitator. The facilitator was responsible for taking the group through the EPF Workbook and capturing the feedback from the group.

Section one of this summary provides a narrative overview of some of the common concerns and themes which arose from the Consultation session. Section Two provides the actual feedback provided by participants on each section of the Questionnaire.

SECTION ONE

Overview of the BC Regional Dialogue on the Education Policy Framework – June 8th 2006

BACKGROUND

Following an invitation extended to BC First Nations, on May 29th 2006 by Line Pare of Indian and Northern Affairs Canada (INAC) and Peter Garrow of the Assembly of First Nations, to participate in the development of a First Nation Education Policy Framework (EPF), the First Nations Education Steering Committee (FNEESC) facilitated a consultation session on June 8th, 2006. Due to the short timeframe provided, FNEESC limited its invitation to the first EPF consultation to FNEESC board members and board members of associated education organizations including the First Nations Schools Association (FNSEA), the Indigenous Adult and Higher Learning Association (IAHLA), the Indian Studies Support Program (ISSP), and the Post Secondary Sub-Committee. Despite invitees having only two weeks notice, the consultation session was attended by approximately 28 representatives from BC First Nations. It is the understanding of FNEESC that this initial consultation will be supplemented by feedback solicited from the wider BC First Nations group in a second consultation scheduled for August 28th, 2006. During the consultation session the EPF Workbook prepared by the EPF Joint Steering Committee was utilized. This document is a summary of the feedback solicited during the consultation session¹.

PARTICIPATION

The June 8th consultation was attended by a broad mix of First Nations representatives including those with expertise in K-12, Post Secondary, Adult Education, and Early Childhood. The session was also attended by senior representatives from INAC and facilitated by FNEESC staff. A list of participants in the session is included in Appendix A.

SUMMARY

There were several recurring themes which emerged during the Consultation process. It is hoped that these themes can be captured in the final EPF document.

¹ The Questionnaire was also posted to the FNEESC website and completed by some First Nations who were unable to attend the consultation session. Their feedback is also incorporated in this summary.

1. Regional Diversity

It was commented many times during the consultation that the EPF will need to be flexible enough to account for the regional diversity across Canada and within. In BC, the number of First Nations, the number of First Nations languages and the geography of the province provide different challenges when compared to other provinces in Canada. The feedback provided was that the EPF needs to be flexible enough to account for these differences and not expect to provide a 'blanket' solution for all First Nations in Canada. Also in BC, we have an established First Nations education infrastructure including a number of key organizations including FNEESC, FNSA, IAHLA, and ISSP. These organizations are provided direction on educational support and program and service delivery by First Nations stakeholders. The EPF needs to recognize the existence of these, or similar, infrastructures throughout Canada.

2. Jurisdiction of Education

All participants expressed the need for any policy framework document to be founded on the premise that First Nations are moving towards the full implementation of jurisdiction over all aspects of their lives. Jurisdiction over education is being implemented to varying degrees across the country and there must be room in the EPF to recognize and support each region as they transition to First Nations jurisdiction over education.

3. Lifelong Learning

The term 'lifelong learning' is used throughout the EPF Workbook and participants wanted to ensure that this is understood to be inclusive of the continuum of learning from pre-natal to death. It includes all facets of learning and not just academics; elder teachings, language instruction, community education, traditional knowledge, culture, ways of being, and the unique First Nations world view. In addition, lifelong learning also encompasses early childhood, K-12, post-secondary, adult education, post-graduate and doctoral programs. At present the authority for many of these aspects of education is held by several different federal departments, making it exceptionally difficult to access funding and to offer a well-rounded and 'holistic' education to First Nation learner. First Nations expressed a desire to streamline these responsibilities to perhaps a one window approach.

4. Community vs Individual

Participants were strongly in agreement that the EPF needs to consider education as part of a bigger picture, both with respect to community and individual wellness. While the group recognizes the need to focus on the learner and his/her success they strongly believe that the focus must respect the role of the individual in the community and the community's success.

5. Comparability

Discussion around the concept of comparability was extensive. There were two ways of looking at the word, the first was to measure First Nations learners against a standard that is set and measured by non-First Nations and the second was to look at comparability from the perspective of comparable resources.

With respect to the first perspective participants were of the view that we should not be measuring ourselves against other culture's definitions of success. There is a need to define what success means to First Nations communities and they should determine how to measure success. There was a strong emphasis that First Nations communities want academically and culturally competent citizens so they are not averse to placing an emphasis on academics as long as the education provided is culturally based.

Participants felt that the notion of comparability suggests that other culture's definitions of success are paramount to First Nations' definitions and that is unacceptable to First Nations. There was also concern that by using data regarding non-First Nations there could be situations where the non-First Nations' population may not be performing at a very high standard and First Nations want the opportunity to aim higher.

The group felt that an acceptable approach would be to establish base-line data for First Nations learners and compare improvement for First Nations learners over time. In other words measure First Nations' success against their own progress.

The participants also saw comparability as being able to provide comparable services to the provincial schools and as the equality in partnership between First Nations and INAC.

6. Recognition and Inclusion of Elders, Community Experts and Students in the process.

There has been no time to ensure the inclusion of input from Elders, students and other community experts in the development of the EPF it is hoped that this will be possible at the wider consultation taking place in August 2006. Their views and expertise should be reflected in the EPF.

7. Healing

In preliminary discussions regarding success participants wanted to ensure that the background to the EPF acknowledge that education is just one part of success and that First Nations learners success in education is affected by

factors such as socioeconomic conditions, child welfare, and health. Participants felt that the EPF would benefit from acknowledging the healing that must take place in many First Nations communities before true success and achievement in First Nations education can occur. The legacy of the residential schools and the resounding impact that this has had, and continues to have, on First Nations learners must be recognized in the EPF.

8. Jurisdictional Challenges

Currently, the jurisdiction and financial responsibility for First Nations education is shared by many different federal departments as well as the jurisdiction over education of the provinces and territories under section 92 of the *Constitution Act*. While INAC has overarching responsibility for First Nations Education (K-12 and Post-Secondary), other federal and provincial departments have responsibility for important facets of First Nations education. Examples of these are Early Childhood (Health Canada), Language (Heritage Canada), Public Post Secondary (Ministry of Advanced Education) and Trades and Vocations (Service Canada). From a First Nations perspective, education and lifelong learning is a holistic concept which concerns the whole person. This concept is not served well by the myriad of providers of the education dollars, programs and services. Instead of struggling with one funding provider, First Nations struggle with numerous funding providers to ensure that all aspects of a well-rounded education are provided to First Nations learners and community members.

9. Resourcing

Appropriate and adequate resourcing for First Nations was a well discussed topic during the consultation. Current funding levels for all areas of First Nations education are under-resourced and needs are not met in many areas. These areas include but are not limited to special education, language and culture, administration, capital, operations and maintenance, salaries and benefits, professional development, resources and text books, Information Communications Technology.

Summary

When considering the BC summary of the regional dialogue on the EPF, please consider the limited timeframe allowed to facilitate this regional consultation and to submit a regional 'roll up' document. The information provided in this document is based on the best endeavors and efforts made by BC First Nations who are committed to providing quality educational services and programs to First Nations learners. We look forward to a wider provincial consultation on August 28th 2006.

SECTION TWO

SECTION A - BACKGROUND

GENERAL COMMENTS

The following feedback was included in the Background section of the EPF to provide a wider and more balanced perspective of the need for a collaborative EPF.

- The acknowledgement of the need to change from policy of assimilation to the recognition of rights of First Nations and a celebration of that recognition.
- That the challenges and opportunities facing First Nations learners and communities are those that are defined in collaboration with First Nations.
- That the *realistic* current state of First Nations education policy be documented in the background information.
- That the inclusion of research documents and key policy documents includes research conducted by First Nations and First Nations organizations such as FNEESC, Post Secondary Sub-Committee, IAHLA etc.

Questions #1

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

It was generally agreed by participants of the consultation that the specified Background elements should all be included but that all of the elements needed to be considered in a First Nations context.

For example: Element 1) Challenges and opportunities facing First Nations learners and communities – there was concern that these challenges and opportunities are expressed from a First Nations perspective. This would also apply to references such as ‘the current state of First Nation education’.

Questions #2

What additional issues would you like to see addressed and clarified in the “Background” section of the EPF?

1. Recommended wording change to now read: **First Nations education key policy and research documents since *Indian Control of Indian Education (1972)***. *There was confusion about why it included “proposals”.*
2. To include the historical struggles regarding funding.

3. Findings of recent research on educational innovation and excellence: Not all research that has been done has been endorsed by First Nations. There needs to be a process for endorsing the research which will be included in this Background and also to ensure that the research includes Early Childhood Education (ECE) and Post-secondary (i.e. IAHLA document "Repositioning Ourselves")
4. Recommended wording change to now read: **INAC legal and constitutional responsibilities with respect to First Nations jurisdiction over education.** Reason: it was thought that including jurisdiction in the next point (6) was too limiting and that it was a better fit here.
5. Recommended wording change to now read: **Relationships among Indian and Northern Affairs Canada and First Nations, respecting regional differences in approaches to First Nation education.**
6. A concern was expressed that INAC continues to deal with First Nations students from a deficit perspective. Feedback was that the EPF needed to avoid a 'deficit' approach.
7. To ensure that the INAC's fiduciary responsibility for lifelong learning was captured in the EPF.
8. That the Background needs to be written from perspectives of First Nations including their right to self-determination.
9. The jurisdictional challenges faced by First Nations who have to deal with various ministries on education issues concerning First Nations learners (e.g. Language – Canadian Heritage, Trades and Vocations - HRSDC, Post-Secondary - AVED, Early Childhood – Health Canada) and the need for a more integrated approach by these ministries to providing services and accessing funding.
10. To recognize the failure of INAC to hold the provincial system accountable for the services delivered to First Nations learners off-reserve. The automatic payments to school districts without ensuring that services being provided by the province meet the actual needs of those learners. To also acknowledge that INAC could provide greater support in the negotiation of Local Education Agreements and Enhancement Agreements.
11. The recognition of history, over the past 100 years and pre-contact, and the need for healing e.g. the residential schools legacy.
12. The outdated nature of the *Indian Act* (e.g. truancy sections)
13. The gaps in funding for off-reserve learners who look to the Band for services even though there are no funds to support them.
14. Acknowledgement of the growth in regional infrastructure and the success to date of First Nations, First Nations education organizations and First Nations schools over recent years. Participants thought it would be good to comment on the progress that has been made so the story is not all bad. In noting these developments it must be made clear that such infrastructure development has taken place with out appropriate resourcing and as a result of First Nations' vision of education.

15. The gap which exists in relation to trades and vocational skills and the need for greater inter-ministerial collaboration to increase access to education programs in this area.
16. The issues concerning Post-secondary education (PSE) and the restrictive nature of the PSE Policies and Guidelines.
17. The background could include information on relationships, both current and historical between Aboriginal and non-Aboriginal people.
18. The Background piece should 'flag' the jurisdiction work going on in BC , Nova Scotia, and other provinces.
19. The use of the word Indian, in Indian and Northern Affairs Canada is offensive
20. To ensure that the importance of language, culture and traditional knowledge is captured in the background and to reference the historical suppression of these elements and the outcome of this for this generation and the next.
21. Identify that socio-economic conditions impact on the readiness of learners to be successful educationally.
22. The Background should acknowledge the gaps which are not currently adequately funded. These include but are not limited to; counseling services, standardized testing (agreed to by First Nations), post-secondary education, trades and vocations, early childhood and special education.
23. To ensure that the results of a successful First Nations education system are 'self-contained, confident people who know where they come from and who can give back to their communities in a way that is meaningful to them as individuals and to their communities'.
24. To acknowledge that there is a gap which currently exists with youth or young people who leave school with a Grade 1-2 education, who are sometimes single parents, who struggle in low socio-economic conditions and may ensure health or addiction issues.
25. First Nations need to make their own goals and INAC should form their policies based on those goals.

SECTION B - PURPOSE

GENERAL COMMENTS

The following feedback was provided on the Purpose:

- There was some concern that the EPF was for a ten year period and many participants expressed the need for the EPF to remain flexible in order to account for the changing environment over the next decade.
- That there be a mechanism for evaluation of the EPF every two to three years to ensure that it remains relevant.
- That the EPF can only be a foundation for the development of INAC First Nations education policies and programs, if it is acceptable to First Nations.
- INAC must ensure that the EPF is 'living and used'.
- The EPF needs to 'live' through the Management Framework.
- To ensure that the EPF ten year plan is appropriately resourced and that there is some recognition of the historical failure to provide adequate resources.

Questions #1

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

1. The purpose should reflect INAC helping First Nations deliver quality education. The purpose sounds like INAC intends to continue to 'control' First Nations education.
2. To ensure that the purpose of the EPF is to support First Nations in delivering their own vision of education programs and policies. (99.9% of the work should be done by the First Nation)
3. To recognize that there may be different purposes in different regions.
4. A concern was expressed that the purpose does not reflect the move towards First Nations control of First Nations education.

Questions #2

What other points/ideas, would you recommend to be included in the purpose?

1. To recognize, respect and address regional differences.
2. To support the transition to First Nations control and jurisdiction over lifelong learning.
3. What about curriculum for non-Aboriginal students? The lack of content in their curriculum perpetuates negative perspectives by non-Aboriginal learners. General curriculum needs to have more First Nations developed

content so that non-Aboriginals can better understand their peers as well as when they grow up they will be able to make good decisions based on a good understanding of Aboriginal issues.

4. The purpose should clearly state that this is an evolving framework meant to respond to First Nations needs.

SECTION C – GUIDING PRINCIPLES

GENERAL COMMENTS

The following feedback was provided on the Guiding Principles:

- The purpose of the Guiding Principles is to outline the principles that would guide implementation of the EPF and to shape the further *collaborative* development of policies, strategies and programs emanating from the EPF.

Questions #1

What would guiding principles in these areas mean for you?

Quality

- Reflective of First Nation worldview to be competent dual citizens. This point was seen as an umbrella encompassing the other points.
- Quality resourcing and providing quality education and services to assist the First Nation learner to meet potential and allow movement to the next level of lifelong learning.
- As determined by the First Nations (will include traditional knowledge)
- Independent self-contained people, who have gained skills and knowledge through education to get a job, have a full life and give back to the community. This reciprocal notion has to be heard in the EPF as First Nations are not individualistic. Labour market readiness to churn into the economic infrastructure of the province is not the desired outcome.
- Confident, empowered people who know who they are and who are secure in their identity. They know their rights and how they came to acquire them.
- A standard of education that is respectable and quantifiable and transferable.
- To be able to exercise choice to address all learners' needs.
- To come out with the fundamentals of literacy/numeracy.

Culturally Relevant

- Mother Tongue Instruction – Mother Tongue is the medium of instruction (immersion), bicultural language program, bringing everyone together
- Should be culturally-based: from within communities for communities.
- ***Culturally Relevant, as determined by First Nations. Look to the Circle of Courage model – a learner needs to know that they belong to a caring, loving creative community and have pride and confidence that they can master skills. Independence is created.***

- Has to acknowledge cultural accreditation so students can receive credit for cultural activities.
- To develop own style of unique education
- To recognize that First Nations are highly educated people.
- Curriculum – music programs, traditional cultural activities
- Testing tools – ensure that standardized tests are culturally relevant
- Supporting, implementing First Nation curriculum resources for broader use in the provincial system

Linguistically Appropriate

- Immersion instruction.
- Who decides what is linguistically appropriate?
- Linguistically appropriate should be decided by the language authority and community approved.
- Communities need tools to start as early as possible
- To encourage language in the home and community.

Comparability

- Comparability suggests that others set the standards for First Nations to meet.
- Much discussion took place around what comparability meant. Generally it was agreed that comparability of resources and services is desirable but a quest for Aboriginal learners to be comparable to non-Aboriginal learners was not.
- Recommended to change this principle to a measure of Success/Achievement (a sense of excellence)
- Also there was a view that Comparability was being equal partners with INAC, not reflected in the current paternalistic relationship.
- Resources and program support comparable to public system
- It was thought that this term should be Competency when referring to student achievement. First Nations standards should be used. It is not a comparison. Comparability implies a deficit approach. “If you don’t know who you are and your own language, who do you compare to?”
- Comparability for use on First Nations progress i.e. start with status quo and then compare 5 years on.

Holistic

- Integrated services and delivery.
- In the middle of NVIT is the Elders’ centre – education has to fit with the needs of the students – hunting, fishing, preparing for the next years, social understanding.
- The idea that everything you do affects everyone else – the mainstream emphasizes the individual and not the community.
- Means Inclusive – of what though? The whole person, other agencies, resources, sustainability?

- Integrated approach to educational services
- Learning built in, learning springs from our world view to create pedagogy for our own schools. The student as a whole not just the academic perspective. Physical, emotional, spiritual, social gifts. Developing a strong sense of self learning from experience. The total aspect of a student's life (parent, grandparent, social). Take into account family, teaching, social.
- Should include spiritual, cultural, academic and physical. There is a need for counseling resources to rebuild whole people. The focus should be on community-based plans that include education.

Lifelong Learning

- Birth to death – not only K-12. ECE and post-secondary have to be included. Also, it should reflect whole learning not just academic.
- Integrated approach to the learning and development of the individual at all stages from conception to death.
- Higher learning, formal education, life skills, vocational training, street smarts – this concept should be defined by the EPF and should include elders.
- Lifelong Learning includes all aspects pre-natal to death. All facets need to be included, trades, vocational skills, life skills, post-secondary, K-12, ECE.

Local Control (Recommend that this be changed to Self-governance or Jurisdiction)

- This will mean what First Nation determine it to mean, it might be band level or at the level of regional and provincial services.
- This needs to be properly resourced so that a band can offer the same services as a school district having the resources to do so including elements like research and development.
- INAC need to provide more support to the LEA process. School districts are accountable to the band but existing relationships do not recognize this.
- Need equitable power at the bargaining table with school districts when negotiating LEA's or Enhancement Agreements. Change this to Self-Determination or Governance
- Acknowledge BC's unique language and geographical concerns.
- Foundation has to be local control respecting regional differences and needs. It should also include capacity building to support communities.

Parental Responsibility

- Parental, family and community involvement rather than responsibility.
- Providing necessary program support for parents and families to learn, become engaged in a coordinated way, or one program to understand the system.

Accountability

- Reciprocal accountability, to community members first, second to government. Respecting the responsible authority in the community.
- To community members first, then INAC
- Accountability should read Transparency – all parties need to be identified from students to INAC – who is accountable to who?
- Need to include the concept of accountability to community and elders.
- Why do we have to be accountable to an antiquated system?
- Current relationship is a dinosaur – we are slow to change – First Nations people want to be able to ‘change’ education.

Sustainability

- Needs to include Capital funding and Human Resources.
- Need equitable multi-year funding and enough money to meet the needs.
- Need to stop ‘bickering’ over the same amount of money and broaden the picture of what is ‘acceptable funding’
- Avoid having to slow your pace while you stop and argue for more funding
- Create avenues for FIRST NATION to implement ways of education i.e. leadership training, governance etc.
- Sustainability – multi year funding for First Nations PSE institutes and availability of capital funding.
- Properly resourced to meet the needs of all First Nations learners.
- Address fiscal vs. school year issue.

Questions #2

What other additional guiding principles would you include?

- Transparency: with INAC. To include the sharing of data with First Nations that INAC collects through nominal roll and other avenues.
- Capacity building: to support local control based on First Nations knowledge, perspectives and worldview. Decisions made about First Nations for First Nations should be respectful of First Nations.
- High Quality – students should take highest quality courses and not ‘less than’ courses. They deserve high quality educational opportunities.
- Respect for our understanding of education – don’t treat First Nations as subservient.
- Enabling – Providing services and eliminating political interference
- Student Focused – Hearing the voice of students and acknowledging the decision making ability of communities concerning education.
- Change “Linguistically Appropriate” to “Mother Tongue Instruction”
- Add Flexibility
- Replace Sustainability with Well Resourced – sustain the new framework with resources to implement, ensuring long term multi-year funding to sustain adequate programming
- Inclusion – all learners (on-off-reserve, all levels of learners, all types of learning)

- Healing – much healing after residential schools and colonization needs to take place and this should be acknowledged.
- Achievement/Success
- Add Accessible
- Add Integration
- Transition to First Nations jurisdiction.

SECTION D - VISION

Questions #1

What do you see as a vision for First Nation education?

- Control over education – but what does control mean? Students have respect for themselves and others, a defined identity of who they are in the community and a much greater capability to function in that community.
- Language and culture are part of healthy communities
- Full range of culture leading to building of character and leadership.
- Placing students in leadership roles in communities cements those skills – hands on approach.
- No external body like INAC telling First Nations what they want us to do.
- Vision elements – students are leaders, complete autonomy, accountability to membership not INAC, language and culture, healthy communities.
- Towards a Vision for our Future, vision statement would be appropriate here.
- Incorporate elements of jurisdiction control, resourcing etc
- This must be an Enabling Policy Framework, provide a basis
- Every learner will achieve full potential
- To assist and support the implementation of First Nations control over First Nations education.
- Self governing sustainable First Nations communities with culturally grounded self confident, literate members supported on their lifelong learning journey.
- Supporting all learners including elders knowledge
- Preserving the knowledge of elders.
- Helping to build healthy and sustainable First Nation communities.
- Respecting the autonomy of First Nations.
- Accepting that there will not be blanket solutions for everyone.

Questions #2

What points/ideas would you recommend be included in the vision statement?

- In partnership with First Nations, INAC will support First Nations systems that will nurture and support holistic lifelong learning that reflects and respects diverse First Nations culture, perspectives, personal growth, and skills mastery and the basis for developing capable and productive local and global citizens.
- Capacity building was also mentioned as being good to include.

- Language has to be embedded in this vision statement.
- Autonomy and leadership
- Healthy communities, not only academically, economically but all issues which affect children such as health, addictions etc.
- Encourage critical thinkers
- School is not just four walls
- That INAC allow First Nations to govern education as they determine best.
- Jurisdiction will provide tools.
- Integrated approach, reaching full capacity for individual & community
- Resourcing
- Enabling vs prescriptive
- Outcome statement re: “Every learner will achieve full potential”
- Evolving document that can change over time

SECTION E – GOALS AND EXPECTED OUTCOMES

GENERAL COMMENTS

- Omit “In the Education Action Plan, INAC stated that.” Policy framework should be aimed at First Nations vision and not the Education Action Plan (government policy). Start this paragraph at “Improving the education...”

Questions #1

Which, if any of the above goals and expected outcomes should be revised? How would you revise the goals and expected outcomes?

LEARNERS

- Educational opportunities must be funded.
- Students should be involved in the development of policy.
- Should include all First Nations learners on and off reserve. Assumes that children are coming to school ready to learn. Add “lifelong and holistic” to educational opportunities.
- Confusion regarding these goals being at a community level and not for INAC to deliver.
- The goals need a more community feel and not be so individualistic.
- Need to incorporate more to do with elders, community and existing skills (education is bigger than the classroom)
- Local control, development and delivery of education programs to First Nations.
- Where First Nations learners is specified, make **all First Nations learners**.

Goals

- Bullet 1 - change ‘intellect to knowledge’ and ‘beliefs to worldviews’.
- Bullet 2 – “First Nation learners have access to *and choice of* high quality education opportunities that enable them to reach (best-omit) their potential and excel in learning in their communities and moving on to their next level of learning lifelong goal.
- Ensure lifelong learning also includes post grade 12, trades, vocational training, PSE, PHD
- Need to provide adequate, sustainable resource.
- Education opportunities for all First Nations learners are grounded in First Nations intellect, culture, languages, values and beliefs that results in the knowledge and capacity requirements of the First Nation community.

- Inclusive of all learners even with challenges (special needs, high cost, single parents, addictions etc.)

Outcomes

- Bullet 1 - First Nation learners will acquire language, cultural and traditional knowledge that supports citizenship and participation in their local and global communities.
- Bullet 2 - First Nations learners will improve their achievement in all areas including but not limited to, literacy, mathematics, science, information technology, trades training, skills development, arts, athletics, social, emotional, cultural, etc at performance levels comparable to their cohorts nationally and internationally as agreed by community. (This was discussed as being something very hard to measure)
- The issue of comparability came up again in the point above as did the need to emphasize holistic learning. There was concern that academic achievement was highlighted to the exclusion of personal development and the need to focus on learners as a whole person.
 - Need to have the outcome that FIRST NATION students feel good about themselves.
 - Need to have a checkpoint to see if we are 'closing the gap' i.e. 5 years on, 10 years on etc.
 - Include the pride of students.
 - First Nations learners to be proud of who they are.

SYSTEMS

Goals

- Development of institutional and non-institutional human resource etc...
- Lack of services for youth – no shelters no detox centers, nothing for teens. Services seem to be focused on younger children and adults.
- Bullet 1 – omit “Development” replace with, “Support, resource and strengthen First Nation institutional...”
- Bullet 2 - change to “Support the legislative recognition and implementation of First Nation jurisdiction over education within five years.”
- Support for the establishment of First Nations education systems.

Outcomes

- Bullet 2 should remove emphasis on First Nations schools as some communities run community programs but do not have schools.
- Bullet 3 should also include INAC
- Omit 'essential' from bullet 1 and add 'conducive (or supportive)'

- Omit “Creation’ from 2nd bullet and add ‘Established and supported’. Also add ‘quality’ ahead of programs.
- Bullet 2 to read, “Creation of First Nation education systems that provide administrative and professional support services to First Nations schools and First Nations Education Administration and to support the effective delivery of programs and services.
- Bullet 3 to read, “First Nations organizations, schools and education institutions and other support bodies are staffed by qualified First Nation professionals, teachers and administrators.

INTERCONNECTIONS:

Goals

- Bullet 1– add ‘and collaboration’ after partnerships and change “mutually take advantage of “ to “share”.
- Bullet 2– integrate with Health, HRSDC, etc.
- Outcomes: first bullet – change should be embedded not just reflected. It should also be expanded past school systems to encompass educational systems.
- Second bullet: the emphasis should be for the improved success of First Nations Learners.
 - Include INAC and resources in Goal #1
 - Add Framework that understands that there are differences in every region.
 - Change 1st bullet to read, “Strong partnerships of First Nations, Provincial, Federal governments to work collaboratively to support lifelong learning for First Nations individuals while ensuring local First Nations autonomy.
 - 2nd bullet to read, “Improved cross-jurisdictional integration of federal government lifelong learning programs and services.
 - Strong partnership goal should include health, housing, parents and INAC with resources to support the partnership.

Outcomes

- Bullet 2 should be changed to read, “Interconnectedness of Early Childhood Education, Post Secondary Education and training & lifelong learning.”
- Bullet 1 to read, “First Nations success, perspectives, knowledge, language and culture are reflected in provincial/territorial school systems.
- Bullet 2– Omit altogether.
- Don’t like the single window outcome.

Questions #2

What other goals, should be identified in INAC's Education Policy Framework (EPF)? What would be the changes you would expect as an outcome of these other goals?

Learners:

- Personal development – holistic learning
- First Nations children are coming to school ready and able to learn.
- Learners will be supported financially whether they live on or off reserve.
- No financial discrimination between on and off reserve students.
- Special needs learners receive comparable levels of support whether in the band or public system.

Systems:

- First Nations are an integral part of decision making processes.
- Support for establishment of First Nations schools education systems.
- Capacity building and support for First Nations education systems.
 - To acknowledge, support and recognize elders and community experts.
 - Comparable and sustainable resourcing for FIRST NATION programs and services.
 - To develop a 'bottom up' approach.
- Greater respect for local control

Interconnections

- Streamlined coordinated access to Education Programs.
- Inclusion of ECE, NCB, TESI, Training Education in Integrated Services.
- Student mobility – to acknowledge the high level of student mobility and to implement systems to ensure all students are effectively tracked.

Question #3

Are there other broad themes for goals and objectives, besides learners, systems and interconnections that should be included?

- Checkpoints for progress.
- Rewrite pages 12 – 18, for each goal, list outcomes and strategies, in table.
 - INAC is still paternalistic and under-resources First Nations. We need to define what a learner is.
 - Format of this section is unwieldy and hard to comment on.
 - Policy vs. Management Framework – these will be more easily commented on in the management framework.

- Delivery of efficient, quality integrated services that support First Nations learners.
- Resources – appropriate and sustainable resources for First Nations education programs and services. (supplies, equipment, O&M, textbooks, infrastructure, curriculum etc)
- Outcomes: Appropriately resourced programs and services for First Nation learners.
- Add something about student support mechanism
- Need support for family, community, role models
- Strong community capacity to mentor and support learners
- Community economic development to employ learners
- Parental/role model support of learners
- Add as a goal, need to have infrastructure resources to implement jurisdiction
- Residential schools - \$ for survivors but what's out there to help them?
- How do you change decades old attitudes that take away pride?
- Consultation process does not reflect the views of the students.
- Integrate language and culture in provincial schools
- Create stronger partnerships between INAC/FNESC/MeD
- Recognize existing 'systems (FNESC/FNSA etc)

SECTION F – STRATEGIES

Questions #1

Which if any of the above strategies should be revised? How would you revise the strategies?

- All of the strategies need to read: INAC will provide support *to First Nations to:*
- Funding is currently in different places and we are currently accessing language money from somewhere else.
- Need a resource library to access language and culture resources.
- First Nations should be distinct and not competing with other cultures. Three Aboriginal groups are currently competing for resources.
- There should be an overarching strategy that speaks to adequate resourcing control
- Need to recognize and respect regional diversity and readiness
- Flexibility, this is an evolving document that is not prescriptive.
- Add First Nations Post-Secondary Institutes to second bullet in **Systems**.
- Change second **Systems** bullet to “Provide appropriate, realistic and sustainable infrastructure etc...”
- Change third bullet in **Systems** to “Educate and support all First Nations learners.
- Acknowledge and include elders and community experts
- Amend first **Interconnections** bullet to: ‘Participate in all First Nation education fora, where requested by First Nation’”

Questions #2

What other strategies should be considered in order to reach the EPF goals and expected outcomes?

- INAC will provide accredited First Nations language courses.
- Targeted money that matches provincial funding.
- Delivery of culturally relevant programs etc. to non-Aboriginal students in partnership with the MeD.
- Systems: Build and maintain relationships to new and existing First Nations organizations such as FNEESC, FNSEA, IAHLA
- Accreditation of First Nations Institutions – resources are required to do this. IAHLA has a study of different models of accreditation.

SECTION G – ROLES AND RESPONSIBILITIES

Questions #1

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

- There is a real need to clarify roles and responsibilities of INAC but who defines the roles and responsibilities? INAC? First Nations?
- Historically it has been viewed as “for us , to us”
- Funding agent-transfer dollars
- Policy and program development in partnership with First Nations, First Nations organizations
- Data collection, verification and audit
- The ‘God father” funding provider.
- Inconsistent staff and information – no staff with education backgrounds but bureaucrats.
- No communication between departments within INAC.
- Insufficient funding – need to beg for every dollar.
- The INAC building itself is unfriendly and goes against the First Nations philosophy – security and high tech (that’s where the \$\$\$ go)
- Zero guidance and support – only provides roadblocks
- Paternalistic in approach
- Funding does not increase in line with inflation, COLA, gas prices etc.
- INAC does not provide administration funding for First Nations Post-Secondary Institutes at all.

Questions #2

What should be the key roles and responsibilities of INAC with respect to First Nation education? How should these evolve over time?

- The devolution of authority regarding First Nations education to First Nations of both money and policy.
- To facilitate the financial independence of First Nations.
- To provide practical advice and support to First Nations.
- To provide an updated resource manual, annually.
- A consistency of INAC contacts
- INAC to advocate for First Nations and respond to First Nations requests and to help back up in dealings with the province.
- To provide “arms length” support
- To provide infrastructure for the transition period as First Nations develop full capacity to take on full autonomy.
- Mediation role

- Funder role
- To focus on efficiency.
- To live up to its fiduciary obligation with respect to all aspects of lifelong learning
- To provide the required financial support as defined regionally
- To adopt technological advances in data transfer
- There should be a statement recognizing and respecting community and regional differences.
- To build in an evaluation mechanism and the flexibility to assess and revise policy based on current needs.
- Transparency
- To take a lead role in the integration of services
- To communicate
- To share data (e.g. nominal roll data)
- To resource First Nations to be on same information system as the province (BCeSIS).
- INAC HQ needs to empower INAC regional offices to meet regional needs.

OTHER QUESTIONS/COMMENTS

Are there other components/sections that should be included in INAC's Education Policy Framework? What should be the focus and purpose of these additional sections?

- EPF needs to be flexible and acknowledge regional differences.

Please provide any other thoughts and suggestions you might have for the development of INAC's First Nation Education Policy Framework.

- Give First Nations the money and we will make it happen
- INAC needs to be accountable to communities (reciprocal accountability)
- To include off-reserve students (socio-eco reasons for living off-reserve)
- The process of development of the EPF should include input from elders and students.

What is your assessment of this questionnaire and the current process to solicit regional input? How can we improve them?

- The turnaround time was too quick, not enough time to gather sufficient regional feedback.
- Glossary of terms should be in the front.
- The Vision section was confusing as the question did not align with the statement above.
- The Goals and Outcomes section was hard to comment on the way it was laid out.
- The questionnaire overall was good.
- Why is "Vision" later in the workbook? Should it not be up front?
- Single window may not work in all areas, so would need to be clearly defined.
- More time and advance notice of the consultation.
- Are they going to listen to us or just go ahead with their own thing

Appendix A

List of Participants at the June 8th Consultation on the National Education Policy Framework

1. Barb Morin	George Manuel Institute, ISSP
2. Brenda Leighton	Metlakatla First Nation, ISSP, FNEC
3. Bruce Humchitt	Bella Bella Community School
4. Cathy Speth	Spuzzum Band
5. Charlene Miller	Quatsino First Nation
6. Charlotte Elliot	Chemainus First Nation, PSSC
7. Cici Sterritt,	Soda Creek Band
8. Deborah Jacobs	Squamish Nation/FNEC Board
9. Donna Jules	Adams Lake Band
10. Fran Hunt-Jinnouchi	Quatsino First Nation
11. Henry Michel	Penticton Indian Band, ISSP
12. Jacob McKay,	Nisga'a, IAHLA
13. Joan Adams	Sto: lo Nation
14. Kevin Ned	Okanagan Indian Band
15. Laura Wealick	Tzeachten First Nation
16. Leslie Williams	Skwah First Nation, PSSC
17. Monty Palmantier	Lake Babine First Nation, ISSP
18. Pam Lewis	Cape Mudge Band
19. Pauline Waterfall	Waglisla Integrated Studies Centre, IAHLA
20. Robert Matthew	Chief Atahm School
21. Rosalind Williams	Squamish Nation Education
22. Sandra Victor,	Cheam-Sto: lo Tribal Council
23. Sharon Wilson	Nuxalk First Nation, IAHLA
24. Tammy Thomas	Neskonlith Band
25. Thelma Wenman	Sto: lo Nation
26. Tony Reimar Skway	First Nation, Youth Worker (Sto:lo Nation)
27. Tyrone McNeil	Sto: lo Nation Tribal Council
Richard Budgell	INAC
Bill Zaharoff	INAC
Raquel Roizman	INAC
Paul Pelletier	INAC
Sandy Thompson	FNEC Staff
Karen Bailey-Romanko	FNEC Staff
Kelly Kitchen	FNEC Staff
Christa Williams	FNEC Staff
Lee Gardiner	FNEC Staff
Nathan Matthew	FNEC Board Member