

# **Annotated Bibliography**

**Prepared for the Joint Task Force on Improving  
Education and Employment Outcomes for First  
Nations and Métis People**

**FINAL DRAFT**

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## Introduction

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In April 2012, the Joint Task Force on Improving Education and Employment Outcomes for First Nations and Métis People (JTF) determined two aspects for research and analysis as part of its mandate. One aspect was to gain an understanding of the depth and breadth of previous research and commissioned reports through the preparation of this *Annotated Bibliography*; the second was primary research conducted by Pelletier, Cottrell and Hardie.<sup>1</sup> Both works supported and informed the final report of the JTF<sup>2</sup> and are available as companion documents.

The *Annotated Bibliography* was compiled from the many research items written, referred and discovered in the Joint Task Force's year-long journey; however, it does not contain every related document. These items were chosen as they built knowledge, deepened understanding and honoured the significant research and many recommendations preceding the work of the Joint Task Force. For the most part, the included documents were written within the past two decades. The brief descriptions are intended to provide succinct summaries of the included documents.

The *Annotated Bibliography* is divided into five categories. The first four are the mandated areas of the Joint Task Force. Some items spilled across multiple categories as they informed more than one of the mandated areas; other items were not easily slotted into any of the four mandated areas. Therefore the five categories are:

- 1) Early Years;
- 2) Prekindergarten to Grade 12;
- 3) Post Secondary;
- 4) Labour Force Attachment; and,
- 5) General.

There is a wealth of knowledge, documentation and description contained within the thousands of pages of research summarized in this document. The writer's voices speak of sweat and tears, heartache and frustration; but they also give voice to hope, success, opportunities and dreams. These strong voices, their vision and leadership seek to ensure progress toward the goal of equitable outcomes for *all* children in the province of Saskatchewan.

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<sup>1</sup> Pelletier, T. et al. is included on page 101.

<sup>2</sup> Joint Task Force on Improving Education and Employment Outcomes for First Nations and Métis People. (2013). *Voice, vision and leadership: A place for all*.

## Acronyms

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The following is a list of the commonly used acronyms in this document:

AANDC	- Aboriginal Affairs and Northern Development Canada
AbLKC	- Aboriginal Learning Knowledge Centre
AERN	- Aboriginal Education Research Network
AFN	- Assembly of First Nations
APECT	- Action Plan on Education in the Context of Treaty
ASETS	- Aboriginal Skills and Employment Training Strategy
BOFF	- Band Operated Funding Formula
CCL	- Canadian Council on Learning
CMEC	- Council of Ministers of Education, Canada
FSIN	- Federation of Saskatchewan Indian Nations
GDI	- Gabriel Dumont Institute
HRSDC	- Human Resources and Skills Development Canada
INAC	- Indian and Northern Affairs Canada
JTF	- Joint Task Force on Improving Education and Employment Outcomes
LEADS	- League of Educational Administrators, Directors and Superintendents
MPTP	- Multi-Party Training Plan
NORTEP	- Northern Teacher Education Program
OCAP	- Ownership, Control, Access and Possession
OTC	- Office of the Treaty Commissioner
PAGC	- Prince Albert Grand Council
PSSSP	- Post-secondary Student Support Programming
RCAP	- Royal Commission on Aboriginal Peoples
RHS	- Regional Health Survey
SASBO	- Saskatchewan Association of School Business Officials
SATCC	- Saskatchewan Apprenticeship and Trade Certification Commission
SELU	- Saskatchewan Educational Leadership Unit
SES	- Socioeconomic Status
SIAST	- Saskatchewan Institute of Applied Sciences and Technology
SIDRU	- Saskatchewan Instructional and Development Research Unit
SIETC	- Saskatchewan Indian Education and Training Commission
SIIT	- Saskatchewan Indian Institute of Technologies
SUNTEP	- Saskatchewan Urban Native Teacher Education Program
SSBA	- Saskatchewan School Board Association
SYA	- Saskatchewan Youth Apprenticeship
YTC	- Yorkton Tribal Council

## Early Years

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Ball, J. (2008). *Promoting young Indigenous children's emergent literacy in Canada*. Canadian Child Care Federation.

This piece focuses on a literature review of emergent literacy including initiatives for young Indigenous children age 0-6. Seven key elements of an emergent literacy strategy are:

1. Increase provisions for young Indigenous children to have access and to regularly attend quality early learning programs, including home-based, centre-based, and community-based drop-in programs.
2. Increase specialist services to ensure early identification of and treatment for hearing, dental and other health problems that undermine language development and emergent literacy.
3. Provide early years practitioners and specialists involved in speech and language, dental, vision, and hearing services with professional development to sharpen their insights into how their own culturally-based understandings of early learning and literacies shape their practices; and to enhance their skills in culturally competent collaborations with parents, caregivers and other practitioners to ensure culturally appropriate program designs and cultural safety for Indigenous children and families.
4. Provide early years practitioners with training and resources to assess family literacy practices and to design group, parent-child, and individualized early literacy programs and early intervention program components for children identified as needing extra supports to develop literacy skills.
5. Create books and other print materials, audio-taped story-telling and computer-based literacy materials through collaboration with Indigenous community members that:
  - a. Represent Indigenous children and families positively and accurately;
  - b. Represent activities and surroundings that are familiar to many young Indigenous children; and,
  - c. Reflect the home and community experiences of specific populations of young Inuit, Métis, and First Nations children.
6. Involve early childhood services and schools in working together to develop continuity for Indigenous children's literacy development during the critical transition from home to school, focusing especially on school's enhanced readiness to support these children's holistic development and culturally meaningful learning.
7. Institute a collaborative program of research involving Indigenous families, early years practitioners, and researchers to document, evaluate and share promising practices, solve problems of access, attendance, program implementation and efficacy, and improve outcomes of emergent literacy support initiatives.

A comprehensive early literacy strategy requires parent and community involvement; investments in training and service provision; targeted initiatives for children and communities with the greatest needs; coordination among federal, provincial and local government agencies; researcher engagement to evaluate intervention approaches; and, appropriate funding.

Doherty, J. (2007). *Conception to age 6: The foundation of school readiness*. The Learning Partnership's Partners in Action Early Years Conference.

School-readiness is crucial for the child's optimal success at school and is a strong determinant of the individual's future employability, earning potential and physical and mental health. The school-readiness of the child population as a whole is crucial for Canada's future ability to compete in the global economy, its prosperity and its social stability. Various studies across the country using standardized measures found that 25-30% of children in the general population lack school-readiness at age five. Before birth, children's development and ultimate school-readiness is influenced by the interaction of genetic endowment, maturation and the environment within the womb. After birth it is influenced by the child's family background and home environment, the characteristics of the child's neighbourhood and the societal values and government policies of the country in which the family lives.

In Canada, development in the womb is influenced by the level of maternal nutrition, maternal socio-economic status, maternal age and whether the fetus is exposed to toxins. Family income level, maternal level of education, parenting style, parental engagement with the child in learning activities and maternal mental health are the most important family influences on children's development prior to school entry. At the neighbourhood level, school-readiness is influenced by the overall socio-economic status of the community, the extent to which parents consider the neighbourhood to be safe, the degree of neighbourhood social cohesion and the extent to which the parents use neighbourhood resources such as libraries and parks.

Societal values, outside of Quebec, include the position that the family is primarily responsible for the well-being of the young child and the State should only intervene if the child's development is at risk. This attitude is associated with limited supports for families in their child-raising role.

Key issues to be addressed include the current high rate of child poverty, the disconnect between the need for child care that promotes children's development and the widespread lack of access to such services, and the current lack of service coordination with its resultant gaps and duplications. Effective action will require a collective vision of what we want for our children, a discussion and clarification of the respective roles and responsibilities of the child's family and the State, the development and implementation of a multi-faceted strategy that addresses the multiple components of and influences on school-readiness, the provision of appropriate resources, and the on-going monitoring of progress.

Duncan, G. J., et al. (2006). **School readiness and later achievement.** *Developmental Psychology*, 43, 1428-1446.

Results from a coordinated analysis of six longitudinal data sets relating changes in early skills to later teacher ratings and test scores of reading and math achievement found that school-entry math, reading and attention skills are associated with later achievement. Socioemotional skills were rarely predictive of later school achievement.

Early math concepts such as knowledge of numbers and ordinality were predictors. Early language and reading skills such as vocabulary, knowing letters, words and beginning and ending word sounds, and attention skills were also consistent predictors. These findings do not endorse any particular type of curriculum that would be most effective in promoting these skills.

The authors conclude that:

- improvements in math and reading skills prior to school entry are consistently associated with higher academic performance later in school;
- attention-related behaviours predict later achievement; socioemotional behaviors do not; and,
- reading and math tests administered to children by trained personnel around the point of school entry can be highly reliable in assessing early skills and have potential for productive early intervention.

Greenwood, M. and Shawana, P. (2003). ***Whispered gently through time: First Nations quality child care.*** Laurentian University: Native Social Work Journal, Vol. 4(1), pp. 51-83.

Many traditional child-rearing practices still exist in Aboriginal families despite the impact of generations of residential schooling followed by decades of child welfare apprehensions. This article provides a brief historic overview of the development of child care in Canada and points out that the expediency of initiatives in the 1990's did not allow for development time in which First Nations communities could define the care of their children and the service delivery mechanism. The fear of re-establishing residential schools along with its underlying goal of assimilation is a constant one (p. 53).

This research desires to give voice to communities so that they also find it beneficial to participate. Three regions were selected: British Columbia, Saskatchewan and Ontario. Fifty-four recommendations resulted in three themes: recommendations pertaining to programs and services, recommendations regarding regulations, and recommendations concerning First Nations jurisdiction and authority (p. 71).

Gunnar, M. et al. (2009). *Stress and early brain development*. Montreal: Centre of Excellence for Early Childhood Development. Accessed January 2013 from <http://www.child-encyclopedia.com/documents/Gunnar-Herrera-HostinarANGxp.pdf>.

Stress can cause an individual to experience both physical and emotional issues that overwhelms coping capacity. Some stress is important for healthy development; however, prolonged overwhelming stress, such as that associated with childhood abuse and neglect, is toxic.

In the early years, when the brain is rapidly developing, it is sensitive to environmental influences. Toxic early life stress (ELS) may induce changes to the neural circuits and systems which in turn promotes the development of short and long-term behavioural and emotional problems that persist and increase the risk for psychopathology and physical health disorders into adulthood.

The authors suggest that there are implications to:

- strengthen a range of formal and informal supports for parents who are struggling to provide care for their children;
- make affordable expert assistance available to parents and early child care professionals in order to help children who exhibit symptoms early;
- increase the availability of assessment and treatment for young children with stress-related mental health problems; and,
- address the conditions and economic circumstances associated with parental substance abuse and mental health issues.

Janus, M. and Duku, E. (2007). *The school entry gap: Socioeconomic, family and health factors associated with children's school readiness to learn*. Offord Centre for Child Studies: Early Education and Development, 18 (3), pp. 375-403.

Using data from the Early Development Instrument (EDI), the authors explored factors in five areas of risk – socioeconomic status, family structure, child health, parent health, and parent involvement in literacy development. These factors, as well as age and gender, contribute to the gap. The most vulnerability is shown by the child with risk factors of poor health, male gender, and coming from a family with a low income. The authors note that there are two useful ways to interpret and use the results – one is based on responding at the individual level and the other is designing universal prevention at a community level.

Kershaw, P. and Harkey, T. (2011). *The politics and power in caregiving for identity: Insights for Indian residential school truth and reconciliation*. Retrieved August 2012 from <http://earlylearning.ubc.ca/documents/55/>.

The authors examine the politics of caregiving for identity to enrich scholarship about power. They report on a qualitative study with Aboriginal mothers who parent in the wake of Canadian Indian residential schools (IRS). This system disrupted familial caregiving. Data from the study shows some mothers strive to organize their caregiving in ways that serve decolonization and community empowerment. Building on their expertise, the authors argue that counter-colonial family policy investments to support such caregiving should factor in any just compensation for the IRS system if its population costs, and not just individual costs, are to be redressed.

Kraus, S. (2013). *First Nations early childhood programs: Improving outcomes*. Prepared for the Federation of Saskatchewan Indian Nations.

This report reviews early learning and care literature; recognizes the voice of First Nations people as critical in dialogue and shaping policies, programs and services; describes established supports, services and programs both on- and off-reserve; identifies challenges; presents promising practices; and, discusses opportunities to resource and support early childhood programs and services to better serve First Nations children and their families.

Federal leaders, provincial leaders, First Nations leaders, community leaders, community members and parents must step up to collaborate, implement, resource, guide and support early childhood services and programs so all children have opportunities to develop, learn and succeed. The report proposes a framework for improving outcomes for First Nations children:

- First Nations communities must identify the cultural, linguistic, and developmental needs of their children in order to develop a strategic plan.
- Service providers, early childhood educators and workers must commit to providing programs that are high quality. A clear understanding of quality programming, strong knowledgeable leadership, accountability measures, and evaluations of programs and services will support and promote high quality programming.
- Parental (caregivers) engagement and involvement must be nurtured, encouraged, supported and celebrated.
- An inter-agency, community-wide, holistic model for Early Childhood programs would allow sharing of understanding, promising practices, resources and collaborations and provide a seamless transition from program to program.
- First Nations children who require specialized services must have better access to specialized services including assessments, family support, shorter wait times, early detection of developmental delays or intense needs and early interventions.
- Funding for all early learning and childcare programs must be adequate, sustainable and universally accessible. It must accommodate and provide for: infrastructure, daily operations, wages that will attract and retain competent trained early childhood educators, population growth, the diverse needs and realities of communities, language and culture initiatives, parental/caregiver support, and high quality programming.

Leak, J., et al. (2010). *Is timing everything? How early childhood education program impacts vary by starting age, program duration, and time since the end of the program.* Presented to the Association for Policy Analysis and Management.

Three important timing parameters for early childhood education (ECE) programs are intertwined: starting age, program duration and the persistence of program impacts.

Policy makers have turned to ECE to improve children's school outcomes. Given a fixed amount of money, should programs serve many children but for a shorter period of time? Is it best to build longer programs for fewer children? When is it best to start an ECE program to maximize proficiency at school entry or third grade? Does it take more than 10 months of programming to produce enduring impacts?

The research study found that programs starting before age 3 have a slightly (but not statistically significant) higher effect than later starting programs. Effect varied little by program duration and the persistence of the effects appears to be at close to full strength for 1-2 years beyond the end of the program but tapers off rapidly after that.

Future work will need to look at program intensity (hours per day) and program characteristics most strongly associated with persistent program impacts.

LoCasale-Crouch J, Gosse C, Pianta R. (2009) *Commentary on Rimm-Kaufman, Cowan and Cowan, Dockett and Perry, and Kamerman.* In: Tremblay RE, Barr RG, Peters RDeV, Boivin M, eds. *Encyclopedia on Early Childhood Development* [online]. Montreal, Quebec: Centre of Excellence for Early Childhood Development; 2009:1-5 Available at: <http://www.child-encyclopedia.com/documents/LoCasale-Crouch-Gosse-PiantaANGxp.pdf>. Accessed May 2012.

The papers reviewed for this commentary address the issue of young children's transition to school. Some of the findings include:

- The multiple systems and settings that influence school readiness leads the researchers to conclude that transitional interactions that enhance relational and informational linkages between these systems during a child's shift into kindergarten are important.
- Interventions within systems that influence early development, particularly those that focus on strengthening family systems, could have positive impact on children's transitions to school.
- High quality preschool programming promote gains in the development of language, social and behavioural skills and these gains are more pronounced for disadvantaged children.
- Better alignment and cohesion of the learning opportunities for children ages three to eight.

Muhajarine, N., Glacken, J., Cammer, A., & Green, K. (2007). *KidsFirst program evaluation – phase 1*. Submitted to Saskatchewan Learning by the *KidsFirst* Evaluation Team of the Population Health Evaluation Unit (SPHERU).

The document presents an evaluation framework developed by the *KidsFirst* Evaluation Team in consultation with government ministries as well as program managers, home visitors, and a variety of health professionals. The overall goal of the evaluation is to assess the effect of the *KidsFirst* on participating parents and children.

The evaluation has three phases:

Phase 1 - The development of a comprehensive evaluation framework.

Phase 2 - The analysis of quantitative data, the comparison of *KidsFirst* participants to a referent population and case studies.

Phase 3 – The integration of all evaluation findings in order to link them to program goals and objectives and to the provincial early childhood development context.

This document presents an overview of Saskatchewan’s *KidsFirst* program; the *KidsFirst* Program Logic Model; the *KidsFirst* Evaluation Framework (key principles, objectives, data sources and collection methods); the evaluation data collection matrix; and, a review of six *KidsFirst* assessment tools.

Nguyen, M. (2011). *Closing the education gap: A case for Aboriginal early childhood education in Canada, a look at the Aboriginal Head Start program*. *Canadian Journal of Education*, 34.

The paper argues that quality early childhood education (ECE) is one of the strongest defences against poor socio-economic effects. Nguyen postulates that because Aboriginal Head Start (AHS) programs are informed by Indigenous-based theory, use a holistic approach, and are controlled by Aboriginal communities, they are achieving success in closing the education gap between Aboriginal and non-Aboriginal youth. It is also noted that empirical data relating to the program’s success is limited.

Preston, Jane. (2008). *Aboriginal early learning and childcare: A Canadian overview*. University of Saskatchewan, Aboriginal Education Research Centre, Saskatoon, SK & First Nations and Adult Higher Education Consortium, Calgary, AB. Retrieved October, 2012, from <http://aerc.usask.ca>.

The paper reviews Aboriginal early learning programs currently available throughout Canada and identifies specific aspects of high quality Aboriginal early learning programs. The guiding principle is to improve the overall well-being of Aboriginal children and promote successful transitions throughout life.

The majority of Aboriginal early learning programs are federally funded. A few are co-sponsored between the provincial and federal governments. The administration and management of these programs is often caught between the levels of jurisdiction. Funding and application procedures are cumbersome. Aboriginal child care services differ greatly in quantity, quality and accessibility. There is no readily identified early learning program for Inuit or Métis children. Greater collaborative efforts by all levels of government would ensure accessible, high quality Aboriginal early learning programs across Canada.

Important components of a high quality early learning program are: parental and community involvement; culturally appropriate, holistic learning; inclusion of Elders; inclusion of language and culture; self-governing; and, an integrated curriculum.

Issues which need to be addressed are: the accessibility of programs; infrastructure requirements; funding issues; and, cooperation among federal, provincial and territorial human service departments.

## Prekindergarten to Grade 12

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Alphonse, A., Koops, S. & Mercredi, J. (1999). *Dreams and involvement: A Black Lake quest for 2000*. Dr. Stirling McDowell Foundation for Research into Teaching.

The research project's purpose was to learn from the past; to record the non-renewable resource of the Elders regarding Dene teaching methods, content curriculum and educational values at Black Lake; to encourage input into teaching strategies by the Black Lake First Nation community; to rethink, adapt and mesh methods, curriculum and values that are European and urban in origin to better meet the needs of students; and, to assist teachers teaching Dene students.

The research questionnaire was developed, translated and refined over a period of time. Linguistic subtleties became apparent even in the construction of the questionnaire. The questionnaire was administered in three stages, the responses tabulated and summarized and then the research team interpreted and brought their own experiences to the work.

The recommendations for improved teaching include 22 related to teaching methods, 4 for the teaching of traditional skills, 10 for the teaching of traditional values, and 13 directed at the school administration. The research team was successful in its application for a follow up grant to support the next phase of research based on the implementation of these recommendations in the next school year in the Father Porte Memorial Dene School in Black Lake.<sup>3</sup>

Alphonse, A., Koops, S. & Mercredi, J. (2002). *Reflections on implementing traditional Dene teaching methods, skills and values: Success redefined*.<sup>4</sup> Dr. Stirling McDowell Foundation for Research into Teaching.

In response to research conducted in 1998-99, the research team made 49 recommendations for improving the teaching of Dene students in Black Lake. The team intended to document the ups and downs of attempting to move from research to implementation. The report focuses on the dynamics that contributed to the second phase stalling during implementation.

Two major conclusions were drawn: The need to teach traditional knowledge, skills and values is important; and, the need for on-going staff development particularly in view of the high staff turnover.

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<sup>3</sup> See also Alphonse, A., Koops, S. & Mercredi, J. (2002).

<sup>4</sup> This is a follow up report to Alphonse, A., Koops, S. & Mercredi, J. (1999).

Assembly of First Nations. (2010). *First Nations control of First Nations education: It's our vision, it's our time.*

This document reaffirms the First Nations' vision of lifelong learning as presented in the Indian Control of Indian Education 1972 (ICIE 1972) and presents a policy framework with recommendations and outcomes. The policy objectives are:

- Access to lifelong learning grounded in First Nations languages, values, traditions and knowledge
  - Includes recommendations relating to language, early learning, curriculum development, inclusion, access and cultural competency.
- Build community and institutional capacity to deliver a wide spectrum of culturally relevant programs and services across the lifelong learning continuum
  - Includes recommendations for systems development, physical infrastructure, funding, and accountability and evaluation.
- Implement First Nations control of First Nations education
  - Includes recommendations for research capacity, Indigenous institutes of higher learning, and rights and responsibility.

Anderson, D. (2004). *Report on second level services for First Nation education current and future needs*. Retrieved from Chiefs of Ontario <http://chiefs-of-Ontario.org/Assets/Second%20Level%20Services%20for%20First%20Nations%20Education%20Current%20and%20Future%20Needs.pdf>.

This is an Ontario-based report which calls for an expanded definition of second level services in a First Nations Education system including curriculum development, professional development, special education services, teacher training, teacher recruitment, teacher certification, alternative programmes, Native language curriculum and resources, training for First Nations education authority members, and research.

A First Nations Education system would include a redefinition of the roles and responsibilities of an eclectic array of First Nations organizations (treaty councils, education councils, education institutes) and non-Aboriginal agencies currently delivering educational services to First Nations schools, analyzing the current services provided, the gaps requiring exploration and the implications of service overlap.

The design and development of a First Nations education system will result after First Nations educators and leaders are involved in a committed process of planning, community consultation and visioning. Costs for this system will be determined by the definitions for second level services First Nations communities articulate. It is recommended that 20 percent of the education budget be used for these services.

A new First Nations education funding formula must be developed to reflect the true costs involved in the education of First Nations students and should include elements such as: costs for all elements defined by First Nations curriculum, comparable teacher salaries, funding for Elders and language carriers, actual costs for materials and supplies, special education programming, costs for staff and resources for second and third level agencies mandated to support and deliver programmes and resources, maintenance of facilities and the cost of program administration.

The First Nations network of support agencies requires core funding for continued, uninterrupted operation.

A meaningful fiduciary relationship with the Government of Canada is required based on a new relationship funded by direct adequate transfer payments in order for First Nations communities to determine their own educational requirements.

A method to evaluate the effectiveness of the school program must be developed; this would also be a second level service in the First Nations education system.

Baker, C. (2008). *Aboriginal student achievement and positive learning outcomes in Canadian schools: Promising practices*. University of Saskatchewan, Aboriginal Education Research Centre, Saskatoon, SK & First Nations and Adult Higher Education Consortium, Calgary, AB. Retrieved from <http://aerc.usask.ca> or [fnahec@fnahec.org](mailto:fnahec@fnahec.org).

This literature review presents promising practices in support of improved achievement and positive learning outcomes for First Nations, Métis, and Inuit students in Canadian schools. The literature highlights barriers that are unique to First Nations, Métis, and Inuit students. The programs and practices identified in the review vary from systemic changes throughout an entire territory to individual teacher practices in one school.

Themes highlighted in the review include:

- integrating Indigenous knowledge into classrooms and schools;
- providing support to students through mentorship programs;
- effective teacher education about the ongoing effects of colonization and racism; and,
- building relationships with students, communities, and parents.

Attention to the themes identified in the review may assist in the development of initiatives that lead to improved educational outcomes for First Nations, Métis, and Inuit students.

Bishop, R., Berryman, M., Wearmouth, J., Peter, M. & Clapham, S. (2011). *A summary of Te Kotahitanga: 2007-2010*. New Zealand: University of Waikato.

This report summarizes the findings regarding phases 3 and 4 of Te Kotahitanga from 2007 to 2010. During these four years, phase 3 schools were in their fourth to seventh year of implementing the project. Phase 4 schools were in their first to fourth year.

The key findings follow:

1. Teachers have built their knowledge, skills and capacities through the implementation of Te Kotahitanga effective teaching profile.
2. The central professional development process of the project was maintained in schools and additional programme elements were trialled and adapted.
3. Those schools that fully implemented and sustained the programme in an integrated way had the best outcomes for Maori students.
4. School leadership is a vital component of effective implementation and sustainability of Te Kotahitanga, and a more systematic intervention enabled leaders to work towards sustainability.

Bouvier, Rita & Karlenzig, Bruce. (2006). *Accountability and Aboriginal education: Dilemmas, promises and challenges*. Canadian Centre for Policy Alternatives: Our Schools/Our Selves Spring 2006. Retrieved from [http://blogs.ubc.ca/ssed317/files/2008/08/bouvier\\_001.pdf](http://blogs.ubc.ca/ssed317/files/2008/08/bouvier_001.pdf).

Indigenous knowledge and ways of teaching and learning offer a wealth of interesting possibilities and benefits for all individuals – Aboriginal and non-Aboriginal – and communities. This essay outlines the dilemmas, promises and challenges within Saskatchewan’s provincial education system and its emphasis on accountability.

The efforts to include Aboriginal education include various approaches - the ‘additive’, ‘grafting’, and holistic. Aboriginal education recognizes that Indigenous knowledge is not an abstraction or historical artifact but rather a lived experience of individuals and communities who continually construct, maintain and modify their understandings of who they are and what they know.

The essay considers policy and its implementation in Saskatchewan. It then notes a number of dilemmas and contradictions such as the definition of accountability in ‘business’ terms; holding students and teachers accountable but ignoring the shared responsibility of parents, administrators, elected officials, and entire communities; and, accountability models that reflect the values and beliefs of the dominant culture.

Callele, M. (2010). *APECT Elders’ gatherings: Foundational wisdom of traditional First Nations education*. Saskatoon: Federation of Saskatchewan Indian Nations.

This document provides background on the Action Plan on Education in the Context of Treaty (APECT). In APECT phase 1 (2009-2010), five traditional Elders’ gatherings were held. Elders shared their wisdom while speaking in their own languages. Seven overarching themes emerged and serve to outline the foundational requirements for a strong, effective First Nations education system.

The seven common themes are:

1. Holistic life-long learning is key to self-sufficiency;
2. Relationship with languages;
3. Relationship with spirit;
4. Relationship with community;
5. Relationship with all First Nations language groups;
6. Relationship with the land and natural world; and,
7. Relationship of First Nations and Western knowledge.

Callele, M. (2012). *Action plan on education in the context of treaty (APECT) community dialogues 2010-2011: Findings*. Saskatoon: Federation of Saskatchewan Indian Nations.

The goal of APECT is to create a First Nations Education Structure guided by the Treaty relationship, based on the principle of First Nations control of First Nations Education (2010). It will enhance and protect all First Nations languages and cultures, and improve the quality of education and education outcomes for First Nations people living in Saskatchewan. Seven themes emerging from the Elders' gatherings<sup>5</sup> were the foundation for the community dialogues.

The community dialogues which occurred over 3 months in 5 locations were based on how education would change if the directions of the Elders were implemented. The community results are categorized into sections: changes foundational to education; and then the four dimensions of holistic health: spiritual changes, emotional changes, physical changes and intellectual changes. Several models for an educational structure to support the schools were described. Barriers and ways to address the barriers are considered. Next steps included further consultation and feedback in an iterative process.

Appendix A provides the First Nations Education System Model for Saskatchewan (2003) as adopted by the All Chiefs Legislative Assembly although it is noted that it subsequently evidenced narrow acceptance and implementation.

Carr Stewart, S. (2001). *A treaty right to education*. Canadian Journal of Education, 26 (2) 125-143.

Treaties 1 to 7 each included provision for education. This paper focuses on the intent and expectations of education as a treaty right by the original signatories and the current divergent understandings. The paper outlines that despite constitutional authority and court decisions, Canada administers education services within the boundaries of its own legislation, the *Indian Act*.

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<sup>5</sup> See p. 18: Callele, M. (2010). APECT Elders' Gatherings.

Carr Stewart, S. (no date)<sup>6</sup>. *Saskatchewan education indicators prekindergarten to grade 12 and the provincial panel on student achievement final report: A review.*

What constitutes success in Aboriginal learning is not commonly defined nor understood. Deficit models of measuring the ‘state of Aboriginal learning’ currently in place in Saskatchewan and across Canada only continue to create further disconnect and lay blame for the failure of western educational systems to provide equitable educational opportunities for Aboriginal students. The 2008 *Saskatchewan Education Indicators Prekindergarten to Grade 12* report continued in the deficit model of comparing educational outcomes among regions and its people. The *Provincial Panel on Student Achievement Final Report* largely reiterates the information contained the Indicators report; it does, however, move away from the deficit model to recognize that the school system has not met the needs of First Nations and Métis students. It calls for the implementation of effective practices related to teaching and learning activities – curriculum, instruction and assessment.

Carr Stewart, S. & Steeves, L. (no date<sup>7</sup>). *First Nations educational governance: A fractured mirror.* Saskatchewan: University of Saskatchewan and University of Regina.

This paper argued that decisions with respect to the governance and funding by the federal government have negatively impacted First Nations education. In order to improve First Nations student achievement, it is essential to provide support for First Nations schools that transcend the simple act of transferring teacher salaries. Over the last century, provincial initiatives including education departments, governance structures, legal structures, and educational initiatives have established a high quality education system for Canadian children.

A governance and administrative structure which supports local control and parental involvement is no less required and needed at the First Nations level. Canada must move beyond simply espousing comparable services and fulfill its Constitutional and treaty obligations to provide educational structures, services, and legal parameters equitable with provincial frameworks and commitment to student achievement.

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<sup>6</sup> Inferred 2010 or 2011 by the dates of references used.

<sup>7</sup> Based on the dates of reference material, the paper was written in 2009 or later.

Crooks, C. V., et al. (2009). *Engaging and empowering Aboriginal youth: A toolkit for service providers*. Trafford Publishing.

This work, funded in some part by the Public Health Agency of Canada (PHAC), attempts to provide tools for front-line service providers, facilitators, educators, community partners and researchers. The authors gathered material from their experiences in research, program development and working with youth and community partners. It is based on 4 principles for successful programming: understanding and integrating cultural identity, increasing youth engagement, fostering youth empowerment, and establishing and maintaining effective partnerships.

Section 1 provides background; Section 2 provides program assessment tools; Section 3 provides information and tools for the use of the 4 principles. Section 4 looks specifically at school-based prevention programming – learning styles, cultural content, school board policy, parent engagement, violence prevention and innovative staffing. Section 5 considers the possibilities, challenges and responsibilities pertaining to indigenous methodologies in community research.

Crooks, C., et al. (2009). *Strengths-based programming for First Nations youth in schools: Building engagement through healthy relationships and leadership skills*. International Journal of Mental Health and Addiction, April 2010, Vol. 8, No. 2.

A multi-disciplinary team developed school-based initiatives that focus on increasing youth engagement through building on strengths and the promotion of healthy relationships. Specific strategies include peer mentoring, a credit-based academic course, and transition conferences for grade 8 students. The article describes the initiatives, successes and challenges of the “Uniting our Nations” approach.

Dorval, J. (2011). *A model representing commonalities of engagement with partners in education*.

The project explores the commonalities of engagement with the partners in education – students, teachers, parents/families and community. While literature exists on aspects of this engagement, Dorval did not find pieces that linked across the spectrum of partners. Dorval studies each segment of engagement and then compiles key findings linked to research and literature to increase student achievement.

Seven key common characteristics that emerged are: feeling welcome and invited; empowered in decision-making with choices; commitment; learning; actively involved; opportunities to create and develop relationships; and, supported.

Education and Training Secretariat. (2012). *Action plan on education in the context of treaty (APECT) service delivery model: First Nations education*. Draft (March 5). FSIN.

This document expands on the APECT Community Dialogues 2010-2011: Findings (Callele, 2012) by describing a service delivery model. It was intended to act as the vehicle for further discussions with First Nations political representatives and draws strongly on the *Treaty Implementation Principles* approved by the FSIN Legislative Assembly (2007).

The iterative processes for development of this (and other related documents) are intended to ensure that an APECT education structure will truly follow Treaty, satisfy the collective requirement of all First Nations language groups in the Saskatchewan region, and retain the flexibility to allow for the unique needs of individual First Nations' education systems.

Evaluation, Performance Measurement, and Review Branch Audit and Evaluation Sector. (2010). *Formative evaluation of the elementary/secondary education program on reserve*. Indian and Northern Affairs Canada.

This evaluation is part of a series that will inform the policy authority renewal in 2012-13 according to an agreement between Indian and Northern Affairs Canada (INAC) and Treasury Board Secretariat (2008). It addresses relevance and, to some extent, performance; provides a preliminary examination of the state of information on First Nations education in INAC; reviews literature on First Nations education; and, provides insight on assessing educational outcomes.

The overall objective of elementary/secondary education programming is to provide eligible students with 'comparable' education programs with similar educational outcomes to other Canadians living within the same province. The report concludes that there is clearly a need to improve the rates of high school completion; address funding gaps between First Nations and non-First Nations schools; and address Aboriginal-specific learning needs. It also states that there is a lack of clarity with respect to roles and responsibilities particularly in program design and operation, and with respect to First Nations control of education.

Although major recommendations are deferred to the summative evaluation, this report recommends:

1. INAC, with meaningful input from First Nations education representatives, explores alternatives to current funding and delivery approaches to better utilise resources and achieve desired outcomes, while retaining the principles of First Nations Control of Education;
2. INAC ensures that it is comprehensively analysing the information collected in the Nominal Roll tool to track student outcomes in order to maximise its ability to meaningfully report outcomes;
3. INAC ensures its new approach to collecting data allows for the ability to link and systematically mine data on expenditures and outcomes; and,
4. INAC, with significant input from First Nations education representatives, clarifies roles and responsibilities of the Department, keeping in mind its responsibility to report results to Canadians.

Federation of Saskatchewan Indian Nations. (2006). *Capacity building and jurisdiction: First Nations of Saskatchewan education blueprint*. Draft (For Discussion).

Based on the community consultations since 2001, this document focuses on lifelong learning and the Inherent and Treaty Right to Education. It provides a description of the existing established network of First Nations' education systems which encompass lifelong learning.

Using the model adopted by the All Chiefs Legislative Assembly (2003), it further describes the role of each level of service required to support the education system.

It includes sections on school innovation, strategic performance and reporting measures, First Nations students in provincial schools and sets out an action plan with specific initiatives, and short- and long-term priorities. The appendices include the FSIN/Saskatchewan Learning Memorandum of Understanding (MOU) framework, FSIN motions on the Education system model and the adherence to the MOU, the Saskatchewan Indian Education and Training Commission (SIETC) Act and a concept plan for the development of a First Nations Education Institution

First Nations Education Council (FNEC), Quebec; Federation of Saskatchewan Indian Nations (FSIN); Nishnawbe Aski First Nation (NAN), Northern Ontario. (2011). *Report on priority actions in view of improving First Nations education*.

The mandate of the National Panel was established through an agreement between the Minister of Aboriginal Affairs and Northern Development Canada (AANDC) and the Assembly First Nations (AFN). The three organizations (FNEC, FSIN, and NAN) maintain that the AFN had no mandate from the Chiefs to create such a panel. This joint report is intended to inform the Federal Government and the Assembly of First Nations (AFN) of the position of the FNEC, FSIN and NAN on the priority actions in view of improving First Nations education with respect to First Nations' rights.

Recommendations contained in the report are

That the federal government:

1. Commits to develop and implement, within 6 months to one year, a new funding formula that adequately funds First Nations schools. This formula must be based on existing joint FNEC/AANDC and AFN/AANDC cost analysis as well as the work done by the FNEC, the NAN and the FSIN.
2. Commits to providing funding through a new federal formula unconditional to a community's adherence to a tripartite agreement since this condition is a threat of maintaining the status quo in the case of non-adhesion and consequently corresponds to an attempt to force integration.
3. Makes major investments in school infrastructure and develop transparent methodologies for school construction, maintenance and replacement<sup>8</sup>.

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<sup>8</sup> Recommended in the report by the Office of the Parliamentary Budget Officer, May 2009.

4. Commits to improving the post-secondary program based on the recommendations of its Standing Committee on Aboriginal Affairs and Northern Development report (February 2007) and the recommendations of the First Nations Panel report prepared by the AFN (June 2010).
5. Recognizes the important role that Aboriginal Institutes undertake in meeting the post-secondary needs of First Nations communities and students and that Aboriginal Institutes are provided stable and adequate funding to deliver quality education programs and services.
6. Officially recognizes the expertise of First Nations regional organizations such as FNEC, FSIN and NAN, and fund them based on their needs assessments and action plans to implement second and third level services with the intention of improving First Nations education systems.
7. Recognizes the right of First Nations to sign bipartite as well as tripartite agreements on a voluntary basis. This right is recognized as an Inherent and Treaty Right.

The following recommendations would support First Nations education systems. Both the federal and provincial governments along with First Nations have a role to play and a responsibility to act now.

8. The federal and provincial governments must respect First Nations' inherent rights, authorities, processes, experience and ability to educate their children. This lack of respect afforded to First Nations education is evident in the extent of resolutions, recommendations, position papers, studies and research reflecting First Nations' positions on education that have never been followed up on, which is the direct result of continuous assimilation policies.
9. The federal and provincial governments must support First Nations to deal with the primary issue confronting First Nations education which is the chronic underfunding of First Nations education systems.
10. Federal and provincial governments must respect and engage First Nations' political, educational and community processes if a true transformational education change is to occur.
11. First Nations have adopted resolutions at the community, regional and national level to endorse and support the document entitled *First Nations Control of First Nations Education*. This document has a lot of recommendations that must be implemented if First Nations students, parents and communities are to be engaged with their children's education.
12. Federal and provincial governments must understand and respect the legal rights of First Nations. This includes the legal rights such as the free, prior and informed consent.
13. That all federal law and policy regarding education for Aboriginal people be based on explicit acknowledgement of Aboriginal peoples' inherent and treaty rights and jurisdiction over education.
14. That the Government of Canada recognize First Nations peoples' inherent jurisdiction over their own education by, as soon as practicable, entering into Nation-to-Nation negotiations with the view of transferring the governance, management, and administration of educational services to First Nations' communities that wish to assume these responsibilities.

15. That the Government of Canada recognize First Nations Peoples' inherent and treaty education rights to education pursuant to the *United Nations Declaration on the Rights of Indigenous Peoples* and that current federal laws and policies be reviewed and, where appropriate, amended to ensure that they do not infringe or adversely affect the exercise of these rights.
16. That the Government of Canada recognize and fulfill its treaty obligation to provide education, contained in the texts, documents, and oral histories of the treaties, by supporting a full range of educational services, including post-secondary education.
17. The AFN National Chief, the Minister of Aboriginal Affairs and Northern Development Canada, and the Government of Canada must work hard to collaborate to achieve and implement the First Nations' vision and policy implementation recommendations outlined in the document *First Nations Control of First Nations Education*.
18. That the Government of Canada recognize that its constitutional obligation to ensure First Nations peoples' welfare includes the obligation to ensure that First Nations peoples have access to educational services of at least equivalent quality to those provided in the public school systems of the provinces and that federal policies and funding formulas be amended to ensure that this is the case.
19. That no federal legislation regarding the education of First Nations peoples be developed or enacted without the consent of the Aboriginal peoples concerned.
20. That all parties – including First Nations, provincial schools, and the federal government – that allocate and receive education funding for First Nations students be transparent and accountable to First Nations communities.

Friesen, J., and Krauth, B. (2009). *Sorting, peers and achievement of Aboriginal students in British Columbia*. Simon Fraser University.

Using standardized test scores and other data on students in grade 4 and 7 in British Columbia public schools, the researchers examine the extent to which differences in school environment contribute to the achievement gap between Aboriginal and non-Aboriginal students.

Between-schools (extent to which Aboriginal students attend schools in which both Aboriginal and non-Aboriginal students do poorly on exams) and within-school (the extent to which Aboriginal students do worse on exams than non-Aboriginal students in the same school) results are investigated.

The researchers conclude that about half the growth in the test score gap takes the form of between-school variation. The potential role of differences in school characteristics for overall achievement is substantial. Given the funding formula used, it is not likely that this gap is explained by lack of financial resources in schools where Aboriginal students attend. It is possible that these schools are less successful in attracting or retaining skilled teachers. This was not explored.

The researchers found that having a greater proportion of Aboriginal peers improves the achievement of Aboriginal students.

Friesen, J. & Krauth, B. (2012). *Key policy issues in Aboriginal education: An evidence-based approach*. Toronto: Council of Ministers of Education, Canada.

In Learn Canada 2020, provincial and territorial ministers of education, acting through the Council of Ministers of Education, Canada (CMEC), affirmed their commitment to improving outcomes for Aboriginal students and identified the gaps in academic achievement and graduation rates between Aboriginal and non-Aboriginal students as a key area for attention. One of the strategies articulated in the CMEC Aboriginal Education Action Plan for addressing these gaps in outcomes is “strengthening the capacity for evidence-based decision making.” Toward that goal, CMEC commissioned a report to consider how better data and evidence can be developed to support jurisdictions’ efforts to improve the academic achievement and attainment of Aboriginal students.

The report concludes that to yield its potential benefits a data and evidence strategy must be designed to minimize implicit bias, avoid disempowering other voices, maintain a broad focus, and focus on questions on which data and evidence can shed important new light on contentious policy directions or programs that absorb substantial resources. Success will require substantial and ongoing communication and collaboration between communities, Aboriginal organizations, educators, administrators, policy-makers, and researchers.

Government of Saskatchewan. (2009). *Inspiring success: Building towards student achievement, First Nations and Métis education policy framework*. Regina: Ministry of Education.

The intention of the Policy Framework is to build capacity and achieve change within the provincial education system through goals, indicators and strategies that will support significant improvement in student achievement. The White Birch Tree combined with an overlay of the Medicine Wheel is used as a representation of the conceptual framework.

The document articulates a vision, principles, a policy statement and policy goals. The goals are:

- Equitable outcomes for First Nations and Métis learners.
- All learners to have knowledge and appreciation of the unique contributions of First Nations and Métis peoples to Saskatchewan.
- Data collection and reporting on measures outlined in the Ministry’s First Nations and Métis Education Policy Framework that demonstrate accountability towards improved educational outcomes.
- Shared management of the provincial education system by promoting and sustaining partnerships with First Nations and Métis peoples at the provincial and local level.

The document sets out shared strategies for the educational partners to accomplish in a continuous improvement, rather than a checklist, approach. It also includes indicators that could be used to collect and analyze data to report on progress and make adjustments.

Howe, Eric C. (2011). *Mishchet aen kishkayhtamihk nawut ki wiichihtonaan : Bridging the Aboriginal education gap in Saskatchewan*. Regina: Gabriel Dumont Institute.

The three-part analysis provides information on the lifetime earnings impact of dropping out of high school, completing high school but not pursuing post-secondary or technical school, completing a technical program, or receiving a bachelor's degree for hypothetical 15-year-olds in 2011 in Saskatchewan. Part I charts the impact of education on earning for both genders of the non-Aboriginal resident, the Métis resident, and the North American Indian.

Part II calculates how much Saskatchewan is wasting by not educating its Aboriginal population. According to Howe's calculations, the benefit to Aboriginal people in Saskatchewan is \$16.2 billion (in 2011 dollars) in earnings and 3 times that in non-monetary benefits or \$64.8 billion. In addition, the external social benefit or benefit to society is \$25.2 billion. Howe includes calculations on the specific economic benefit of 975 graduates of SUNTEP recognizing there are many additional benefits such as positive role models that are not measured here.

Part III provides an executive summary and an addendum which outlines how closing the Aboriginal education gap would be a made-in-Saskatchewan boom that would have greater permanence than previous agricultural or resource driven booms. It then uses calculations of SUNTEP effects as an example of the potential impacts.

Hoftyzer, C. (2011). *National Aboriginal trustees gathering: A summary of strategies for strengthening First Nations and Métis student achievement*. Commissioned by the Saskatchewan School Boards Association.

This resource document summarizes the proceedings of the National Gathering held in June, 2011, in Saskatoon. Approximately 60 individuals representing six Canadian provinces and territories participated. Participants were asked to share interesting initiatives and strategies in support of strengthening Aboriginal student achievement in order to broaden perspectives. This was followed by discussion among the participants.

Hurton, G. (2007). *First Nations background and position paper on systems*. Assembly of First Nations.

Hurton's paper reflects the national conversation regarding a vision for First Nations second level services in an authentic First Nations system rooted in community. Guiding principles are noted: community-based development; structures that are accountable to community and for public funds; systems support for First Nations learners to be successful; developmental stability through the process; sustainable funding allocations that encourage cooperation not competition for resources; and, should build on successful practices.

Identified issues include:

- What factors should determine aggregation? Suggested factors include volume of students, geography (distance and accessibility), number of communities, and tribal or nation affiliations.
- An AFN-INAC working group developed a menu of services which would be the minimum. Concerns are noted regarding the funding of this or any set of services. Strong data management is required.
- Qualifying process needs to be reasonable.
- Funding is needed for new and emerging organizations as they consult and develop.
- Continued funding for existing organizations across the country.
- Similarities are noted between Francophone school boards challenges and those of First Nations school boards. It is stated that higher funding to meet identified needs – language and cultural programming, dispersed population – would likewise be needed.

The recommendations based on the above issues include a minimum size range of 3000 - 5000 students per school board and some potential funding model considerations. The piece concludes that the approximately 150,000 First Nations students would require \$165 - \$180 million to operate a bare minimum set of secondary services.

Jimmy, R. (2011). *APECT resource paper: Promising practices in education for First Nations students*. Saskatoon: FSIN.

The collection of promising educational practices is viewed through the lens of the APECT Elders' seven common themes<sup>9</sup>. The writer focuses on two communities – Onion Lake and Lac La Ronge – to explore positive practices particularly in the school philosophy, the curriculum, staffing choices and teaching methodologies. The writer then considers a number of Canadian and International Indigenous peoples and their efforts to improve student outcomes.

A strong re-occurring theme is the resurgence of Indigenous languages in educational settings as an integral part of Indigenous knowledge systems along with efforts to better integrate learning in school with the cultural context of home and community.

Recommendations ask for further research – particularly in and by First Nations communities that have successful high school graduation rates. This would provide opportunities to conduct, report and share research on factors that have contributed to the success of both their education programs and their students.

Keys, R. (no date).<sup>10</sup> *Administrator turnover rates in Saskatchewan First Nations schools*. Coursework for University of Calgary.

No research exists on the issues of administrator turnover in Saskatchewan's First Nations Schools and this piece describes a potential project. Keys proposes that the turnover rates are higher in First Nations schools than in rural areas. Additional issues include: the impact of turnover on change initiatives which require 3-5 years to implement; the reduced candidate pools in rural areas; the complexity and demanding nature of the principalship particularly in the area of accountability for improving student achievement; and, the lack of relevant professional development or the funding to access the opportunities.

Parallel research on rural areas suggests stressors such as high visibility, diverse constituencies, incompetent employees, political pressures, learning the community, and finding trusted confidantes. The Mobely Model of Turnover suggests that turnover happens in stages beginning with job satisfaction and the availability of alternate jobs.

The paper outlines a proposed research methodology.<sup>11</sup>

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<sup>9</sup> See page 18 for the seven common themes noted in Callele (2010).

<sup>10</sup> Inferred 2011 by the dates of references used.

<sup>11</sup> This study, if it was undertaken, was not found.

Lafond, Harry. (2006). *Building school climate through shared governance: Report on a collaborative research study undertaken in two partnerships among First Nations and provincial school boards within the Saskatoon Tribal Council region*. Saskatoon: Aboriginal Education and Research Network of Saskatchewan (AERN).

This study intends to assess the health of two collaborative partnerships. The research design and methods were collaborative. Dimensions addressed included: the degree to which the membership shares a vision; the content of the vision, guiding principles, mission and goals; how well the governance structure is working; barriers; strengths; and, the degree to which the partners are achieving their commitments.

Assessment occurred in two formats: a retreat and site visits with focus groups, and a survey.

Data was assessed to identify current benefits accruing from the partnership, the potential benefits, and the effective practices evident in the operation of each partnership and areas requiring additional concentration by the partnership.

Longman, S. (2001). *The history of Indian education in Saskatchewan*. Federation of Saskatchewan Indian Nations.

The document compiles the historical material and documentation on the history of Indian Education in Saskatchewan. The paper is divided into five phases: 1) traditional education prior to the introduction of European education; 2) the introduction of European school systems, the establishment of the missionary schools and the fur trade period; 3) the establishment and operation of industrial/residential schools; 4) the integration period of the 1940's; and, 5) the establishment of the Indian governments and move toward Indian control of Indian education.

Lonechild, G. (2010). *Achieving Indian control of Indian education: The continuing journey*. FSIN presentation to Senate Standing Committee on Aboriginal Peoples.

The presentation provides historical and current context for the education of Aboriginal people in Saskatchewan. It articulates the priority issues – to build an education ‘system’ comparable to provincial systems; maintain connectivity for First Nations schools; resources to support curriculum changes; sustainable funding for successful projects such as the Gift of Languages; and, sufficient funding for the fundamental expenses such as bussing, salaries, capital, and maintenance.

The presentation outlines APECT’s mandate, vision, and goals and concludes with these recommendations:

1. Enter into an agreement with the First Nations of Saskatchewan to plan, design and build a comprehensive First Nations Education system.
  - a. Establish a federal, provincial and First Nations table with a mandate to explore and make recommendations on building a First Nations Education system.
2. Enhance and improve the current Framework for Governance and Accountability with Saskatchewan First Nations and under this umbrella move to address some of the immediate priorities for First Nations Schools.
  - a. Establish a tactical response unit of experienced educational federal, provincial and First Nations officials to address crisis issues targeted at making improvements to student safety and improved outcomes.
  - b. Establish accountability mechanisms for INAC and provincial schools.
  - c. Streamline accountability mechanisms for First Nations.

Martin, P. (2006). *Martin Aboriginal initiative (MAI)*.

The Right Honorable Paul Martin and his family established the Martin Aboriginal Initiative in 2006 with the goal of working with Canada's Aboriginal people to enable them to enjoy greater economic self-reliance and an ever-increasing quality of life. It focuses on two areas: the Capital for Aboriginal Prosperity and Entrepreneurship (CAPE) Fund ([www.capecfund.ca](http://www.capecfund.ca)) and the Martin Aboriginal Education Initiative (MAEI).

The CAPE fund is a \$50 million private-sector investment fund providing, within a partnership, equity and capital, business expertise and mentoring on projects that are capable of providing a social and a financial return. Most investments are in the \$3 to \$5 million range, may be one-time or staged, and end with sale of the project to Aboriginal entrepreneurs or investors.

MAEI's objective is to have Aboriginal education leaders consider identified initiatives which have been proven to work and fund additional pilot sites, expanding these in partnership and exiting when their value has been demonstrated and others are prepared to assume responsibility. Current programs are:

- Aboriginal Youth Entrepreneurship Program (AYEP) which uses the Network for Teaching Entrepreneurship (NFTE) curriculum. Scott Collegiate, Regina Public School Division, and Oskayak High School, Saskatoon Catholic School Division have partnership programs.
- Accounting Mentoring project in which school boards partner with the Canadian Institute of Chartered Accountants (CICA) to mentor Aboriginal youth who have an aptitude/interest in accounting careers.
- Promising practises in Aboriginal Education website was launched in 2009 to collect and publicize links to curriculum materials, classroom practices, relevant policies and research relating to successful practices. ([www.maei-ppw.ca](http://www.maei-ppw.ca)).
- Model school program which are five-year projects using professional development, student achievement data, lead teachers, common assessment strategies, school improvement teams, external experts, and parental and community engagement.
- Free the Children campaign intended to build public awareness and identify actions that can be taken for non-Aboriginal youth to engage the youth of Aboriginal communities.

Mendelson, M. (2008). *Improving education on reserves: A First Nations education authority act*. Ottawa: The Caledon Institute of Social Policy.

Census data and INAC data demonstrate the same static educational attainment for residents on reserve although drawn from different data sets. The present non-system of education for First Nations children living on reserves is failing and overall results show no improvement over the last decade. The process of devolution of education is incomplete; it did not include a plan to build and finance an education *system*.

The paper outlines a strategy to construct a First Nations education system. This includes: funding at a level sufficient for a similar quality of education including the special geographic, cultural and support needs of First Nations students; infrastructure to support and maintain an education system (similar to school boards and provincial ministries of education); and a First Nations Education Authority Act providing a framework for self-governance.

Mendelson, M. (2009). *Why we need a First Nations education authority act*. Ottawa: The Caledon Institute of Social Policy.

The first step in achieving ‘Indian control over Indian education’ was for the federal government to cede its control over First Nations education. The second and equally crucial step is for First Nations to create the necessary organizational and financial infrastructure for a high quality education system.

Mendelson’s paper describes the missing pieces and sets out a plan for how they might be accomplished. It includes:

- Whole system reform;
- The need for school boards and the services they supply;
- First Nations school boards;
- Independent schools;
- Ministries of education;
- First Nations regional education authorities; and,
- Financing.

The paper concludes that a First Nations Education Act would allow the above ‘missing pieces’ to be addressed by creating a national plan for a First Nations education system grounded in law while recognizing the jurisdiction of First Nations over their education and enshrining the principle of reciprocal accountability.

Ministry of Education. (2010). *A time for significant leadership: A strategy for implementing First Nations and Métis education goals*. Working draft (September 2010). Regina.

This document (ATFSL) provides a strategy to build local capacity and had significant input from many partners and stakeholders in education including First Nations and Métis Education Provincial Advisory Committee (FNMEPAC) formerly known as Aboriginal Education Provincial Advisory Committee (AEPAC).

Originally designed as an introduction to First Nations and Métis education for staff, ATFSL evolved as a tool for school divisions to promote and sustain system-wide improvement by emphasizing capacity building and leadership in concert with the Continuous Improvement Planning cycle. The objectives are:

- To engage in the exchange of ideas and strategize ways that First Nations and Métis ways of knowing, content and perspectives can be actualized through curricula and overall learning ethos.
- To contribute to the decision-making processes that enhance the educational experiences of Aboriginal students.
- To facilitate processes for school teams to build capacity and leadership in developing First Nations and Métis education plans aligned to provincial and local goals, visions, and initiatives.

Included in the document are information items, exercises, dialogue and planning tools that would lead to the construction of learning improvement plans using SMART goals with indicators, measures, targets and methods.

National Panel on First Nation Elementary and Secondary Education for Students on Reserve. (2012). *Nurturing the learning spirit of First Nation students*.

The Government of Canada and the AFN asked for a national panel<sup>12</sup> to lead an engagement process on the development of options that will improve education on reserve.

Three principles were stated:

- First Nation education reform must be based on the child's right to their culture, language and identity, and to a quality education that is appropriate to their needs. The First Nation child must always be at the center of this effort through a 'child first' commitment that is embraced by all.
- First Nation education reform must be undertaken in the spirit of reconciliation and collaboration among First Nations, the Government of Canada, and provincial and territorial governments.
- First Nation education reform must feature a commitment to mutual accountability for roles and responsibilities as well as financial inputs and education outcomes.

The main recommendations of the Panel were:

1. Co-create a child-centered First Nation Education Act.
2. Create a National Commission for First Nation education to support education reform and improvement.
3. Facilitate and support the creation of a First Nation education system through the development of regional First Nation Education Organizations (FNEO) to provide support and services for First Nation schools and First Nation Students.
4. Ensure adequate funding to support a First Nation education system that meets the needs of First Nation learners, First Nation communities and Canada as a whole.
5. Establish an accountability and reporting framework to assess improvement in First Nation education.

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<sup>12</sup>First Nations Education Council (FNEC) of Quebec, Federation of Saskatchewan Indian Nations (FSIN) and Nishnawbe Aski First Nation (NAN) of Northern Ontario maintained the AFN did not have a mandate from the Chiefs to create such a panel. They published a joint report: *Report on Priority Actions in View of Improving First Nations Education* which is included elsewhere.

Nelson, R. (2012). *The [re]construction of a learner self: A phenomenological study with youth and young adults postinvolvement in criminal behavior*. Dissertation.

The research had as its focus the concept of ‘self as learner’. It draws on the experiences of youth who had engaged in criminal behaviour and been unsuccessful in the k-12 system, their perception of ‘self as learner’; and, the meanings they drew from their current experiences of being learners after developing a portfolio that represents their personal knowledge, skills and attitudes. Through the reflective process that is part of the portfolio learning process, the participants [re]constructed their sense of themselves as learners.

Five major themes emerged:

1. The school environment had a critical role in encouraging either success or failure.
2. The curricula, in its focus and shape, had a critical role in either maintaining exclusion or facilitating social bonding.
3. The personal relationships teachers either developed or avoided had a critical role in facilitating or derailing engagement with learning.
4. The substitution of peer influence for parental guidance and support had a critical role in introducing substance use and delinquent behaviours.
5. Emotion played a critical role in determining the extent to which factors either suppressed or encouraged the learner in learning.

Three findings concerning the broader context included: a) The role of systemic disadvantage in precluding learning of how society works; b) the role of racism and prejudice in sustaining a perception of fear of youth who are perceived to not belong even though those youth may themselves fear not belonging; and, c) the role of learning environments that provide contextual and academic learning in lessening the effects of individual blame for lack of success as a learner.

Oakes, I. (2010). *Action plan on education in Treaty context paper*.

The FSIN and the Office of the Treaty Commissioner (OTC) continue to work with First Nations on improving the First Nation education system based on three objectives: maintaining Indian control of education; definition, design and implementation of a treaty-based system; and, improving the quality of education and outcomes for First Nations students.

This work analyzes past work at developing a treaty-based education system, identifies lessons learned and proposes alternative methods for implementation of next steps (legislation, facilitation, community development, etc.). The paper summarizes and analyzes previous work with respect to enhancing the First Nations education system – including the Education Act, the Education Context papers and the Education Blueprint. The paper proposes the development of a treaty model for First Nations schools, assembles information/research to support the APECT vision, and reviews the literature on the relationship among culture, language and student achievement.

Reeves, D. (2003). *High performance in high poverty schools: 90/90/90 and beyond*. Harvard University: Center for Performance Assessment.

The term “90/90/90” was coined to describe schools in which 90% or more of the students live in poverty; 90% or more of the students were members of ethnic minority groups, and 90% or more of the students met the district or state academic standards in reading or another area.

Common characteristics of these high achieving, high poverty schools were:

- A focus on academic achievement;
- Clear curriculum choices (particularly a concentration on core skills of reading, writing, and mathematics);
- Frequent assessment of student progress and multiple opportunities to improve;
- An emphasis on nonfiction writing; and,
- Collaborative (including external) scoring of student work.

None of these schools relied upon a single proprietary program to achieve success; instead they used consistent practices in instruction and assessment.

Accountability reports find:

- Techniques used are persistent, replicable and are used consistently over time.
- They consistently emphasize writing in all subject areas, performance assessment, teacher collaboration, and a laser-like focus on learning.

Teacher quality is the most dominant factor in student success. While variables such as economic, ethnic and linguistic characteristics are important, they are not determinative in predicting student success.

Richards, J. (2006). *Creating choices: Rethinking Aboriginal policy*. Toronto: C. D. Howe Institute.

The study by Saskatchewan-born, Richards, states that policy reforms to assist Aboriginal people should focus on improving the quality of education and health care, holding band councils accountable for their spending, and recognizing the needs of the seventy percent of Aboriginals who live off-reserve.

Chapter 4 deals specifically with education and states that the goals for Aboriginal Education policy should be:

- enhance academic achievement;
- contain school program costs as there is little evidence to link extra resources and improved education outcomes;
- minimize interracial division;
- enable parental choice; and,
- minimize the institutional complexity of reform.

Given the concentration of Aboriginal students in relatively weak schools, the study suggests four policy alternatives:

- create separate schools;
- enhance student mobility;
- designate magnet or charter schools; and,
- enrich certain schools.

The study concludes that any school board prepared to tackle Aboriginal education reform should have a combination of the last three alternatives above. Edmonton has chosen the last two alternatives for significant work.

Rope, C. and McArthur, S. (2012). *Developing a Treaty Four education governance model* (For Discussion). Federation of Saskatchewan Indian Nations Education Governance Project: Office of the Treaty Commissioner Treaty Table Meeting, March 22, 2012.

Initiated by the FSIN with the intent of developing a Treaty Four governance model for discussion, the document attempts to capture lessons learned, emerging risks and plausible evidence of systemic change. The objectives of Treaty First Nations' governance in education include:

- Exercising the inherent authority and responsibility of First Nations to educate their own people;
- Establishing support systems for life-long learning;
- Ensuring balance between traditional ways of learning and new ways;
- Closing the education gap and the employment gap between Treaty First Nations and the general population;
- Gaining and maintaining access to new skills and participation in the regional, national and global economy;
- Ensuring parity of outcome (e.g. graduation rates); and,
- Ensuring that interactions with other jurisdictions are based on a government-to-government relationship.

It outlines possible elements of a legislative framework to govern education. Recommendations from the field include:

1. Policy and programs that more accurately reflect the diversity of conditions and needs in different First Nations communities to allow flexible responses.
2. Investing in strengthening First Nations governance and capacity building to enable better management of education, economic and social changes.
3. On-going leadership development regarding roles and responsibilities.
4. Facilitated, place-based governance training to support board members and other First Nation leaders to clarify roles and develop policies.
5. A decision on the jurisdiction direction(s) to be pursued.
6. Facilitated First Nations technical governance forum for legislative regulation and policy review.

Recommendations from the literature include:

1. Recognition of jurisdiction including the establishment of pilot projects and development of a First Nations Education Act.
2. Supporting capacity building including funding; family, elder and community involvement; regional planning; integration of service delivery; and, a system of review in order to share lessons learned.
3. Increasing the availability and flexibility of funding.
4. Strengthen First Nations relationship with provinces and territories through inclusion in future negotiations; support for the development of local education agreements; and,

meaningful representation in provincial curriculum development or First Nations-oriented programming.

The summary of literature reviewed suggests successful governance attributes, contextual factors, implications for policy and practice and briefly reviews a number of models of jurisdiction.

Saskatchewan Institute of Public Policy. (2006). *Report on opportunities for federal involvement in kindergarten to grade 12 education for Aboriginal students living off reserves*. Office of the Federal Interlocutor for Métis and Non-Status Indians.

This report reviews efforts in New Zealand, Australia, Scandinavia, Africa, and the United States to improve educational outcomes of indigenous students and students from other socially excluded groups within the elementary and secondary school systems. Interviews to assess Saskatchewan initiatives were also undertaken and reported.

Certain shared priorities and common approaches emerge: parental involvement, early intervention, indigenous language education and culturally relevant tutoring and mentoring programs.

Effective governance occurs when there are partnerships among government, educational administrators, and parents. This also addresses the priority of engaging parents effectively. Good governance is also served by having data and making it available to parents and communities, and by providing flexibility in program design at the local level, while defining common objectives and evaluating performance against them.

Significant improvement to educational outcomes will only occur with sustained efforts through on-going, permanent programming; short-term interventions (and funding) will not be effective.

The recommendations are:

1. Implement a program to assist students with the transition from reserve-based schools to off-reserve schools.
2. Work with the provincial and First Nations education system administrators to develop an integrated student tracking system to track students who move within and between educational systems.
3. Support the provision of Aboriginal language education in schools.
4. Support the provision of social and cultural programming in schools and upgrading of school infrastructure to support these school-linked programs.
5. Support initiatives designed to test new parent-, Elder- and community-focused models of school governance and any capacity-building necessary for Aboriginal parents and community members to be involved in school governance effectively.

Saskatchewan Learning. (2005). *Building partnerships: Educational services agreements resource guide*. Regina.

A committee with representation from Saskatchewan Learning, FSIN, INAC, SASBO, SSBA and LEADS was struck in 2000 to study the issues in interpretation of the “regulation 20” (subsection 20, Chapter E-O.1 Regulation 1 of *The Education Regulations, 1986*). This document is intended to assist First Nations and provincial boards of education to create educational service agreements built on “authentic partnership” as envisioned in the Policy Framework (2003)<sup>13</sup>.

The resource guide has two parts – the relationship/partnership and the fiscal/financial aspect.

Saskatchewan Learning. (2003). *Building partnerships: First Nations and Métis peoples and the provincial education system – A policy framework for Saskatchewan’s prekindergarten to grade 12 education system*. Regina.

The document articulates the ministry’s commitment to partnerships and to shared management and governance arrangements with First Nations and Métis peoples in the provincial education system. It states 5 goals:

- Improved supports and educational outcomes for First Nations and Métis students;
- Shared management and governance in the provincial education system;
- High quality learning programs for all students;
- Compatible and transferable practices and reciprocal relationships between provincial and First Nations schools; and,
- A shared and harmonious future.

The document describes the continuum of cooperation, co-management and co-governance which implies the formal sharing of authority and responsibilities from two or more governing authorities to a joint board or other legal entity. It notes the importance of engaging the Government of Canada to fulfill its legal, fiscal and historical obligations regarding the education of First Nations peoples.

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<sup>13</sup> *Building Partnerships: First Nations and Métis Peoples and the Provincial Education System – A Policy Framework for Saskatchewan’s prekindergarten to Grade 12 Education System* is also included on this page.

Saskatchewan Ministry of Education. (2010). *Provincial panel on student achievement: Final report.*

The panel was established in 2008 to “provide 10-20 recommendations for improving student achievement in Saskatchewan.” The panel was asked to suggest ways that communities, human service agencies, families and schools might better serve children and youth. The panel’s report tabled in 2010 concluded that a strengthened culture of learning is needed in the province.

Sixteen interconnected recommendations were directed at the Ministry of Education or the government. The recommendations are:

1. Lead an ongoing public education campaign to strengthen Saskatchewan’s culture of learning including regular reporting to the public.
2. Take action to ensure the First Nations and Métis education policy is fully implemented. Recommended actions include:
  - (i) Meaningful engagement of First Nations and Métis communities in educational decision-making;
  - (ii) Expansion of culturally-responsive programs;
  - (iii) Increased professional development at all levels;
  - (iv) Strengthen relationships between the Ministry of Education and school divisions with First Nations and Métis organizations;
  - (v) Create supports for policy implementation at every level of the education system; and,
  - (vi) Develop indicators of policy implementation.
3. Lead in working with the appropriate school division, First Nations and federal officials in order to:
  - (i) Identify and remove funding barriers that reduce First Nations students’ access to education; and,
  - (ii) Engage the federal government as a partner in actions to improve the learning and achievement of First Nations students.
4. Collaborate with Saskatchewan’s teacher education institutions; the Ministry of Advanced Education, Employment and Labour; the Canada Student Loans Program; and Aboriginal communities and education authorities to:
  - (i) Expand and enrich the Teacher Education Programs (TEPs);
  - (ii) Incorporate First Nations and Métis content, perspective and ways of knowing into the mainstream undergraduate and graduate teacher education programs;
  - (iii) Develop new community-based models for delivery of undergraduate and graduate teacher education programs in rural and remote areas; and,
  - (iv) Identify and remove barriers that limit the participation of First Nations and Métis people in teacher education.
5. Initiate a new community engagement model to achieve improved well-being and learning outcomes for children and youth, and that this model features collaboration among federal, provincial, First Nations, Métis and community agencies that work with children and families; directly address issues of poverty; has a well-articulated management model; defined measures of success; and, clear accountability processes to all stakeholders.

6. Provide additional supports to boards of education for the development of resources and training programs to enable School Community Councils to fulfill their potential.
7. Implement a comprehensive and sustainable early learning and child care strategy that encompasses the years from prenatal to Grades 1 to 2 and which features:
  - (i) Improved access to supports and safety net programs for expectant mothers and for families of infants, toddlers and preschoolers;
  - (ii) Voluntary-attendance prekindergarten for all vulnerable three-year-olds;
  - (iii) Universally-accessible, voluntary-attendance prekindergarten for all four-year-olds
  - (iv) Universally-accessible, voluntary-attendance, full-day kindergarten for five-year-olds;
  - (v) Programs that assist child care providers to create rich, culturally-responsive learning environments;
  - (vi) A significant expansion in the number of licensed child care spaces; and,
  - (vii) Measures to ensure that early childhood educators and child care providers are appropriately educated.
8. Lead an initiative to strengthen sustainable leadership at all levels of the education system.
9. Enhance the role that student assessment plays by:
  - (i) Focusing on assessment literacy and initiating processes to enhance the assessment knowledge and skills of individuals throughout the education system and strengthen the assessment capacity of the education system;
  - (ii) Establishing a comprehensive assessment program that focuses on collecting data to inform instruction and improve student learning; and,
  - (iii) Providing resources and supports to assist teachers in their instructional and assessment practices.
10. Create processes for identifying and promoting those practices that have proven effective at enhancing student engagement and learning.
11. Lead the development of a comprehensive and sustainable professional development strategy that focuses on the characteristics of effective education systems.
12. Take action to improve student retention including:
  - (i) Establish a set number of full post-secondary scholarships, designated for First Nations and Métis students, in order to link school completion with a path to the future;
  - (ii) Collaborate with boards of education to develop a greater range of alternative programs and alternative delivery methods for new and existing programs, so students have a variety of paths to success; and,
  - (iii) Identify processes that better engage all students to stay in school until age 18 or Grade 12 completion and supporting boards of education to implement those processes.
13. Revitalize the existing Equity in Education policy with a view to incorporating an anti-oppressive, anti-racism strategy.
14. Develop a comprehensive strategy to respond to the needs of children and youth for whom English/French is an additional language and provide additional supports to boards of education so that appropriate programs and services are available for all students.

15. Provide additional supports to boards of education for the development and implementation of programs to enable the learning of students with intensive and diverse needs, those who have had traumatic experiences and those who live with special circumstances.
16. Develop an implementation, monitoring and reporting plan for the recommendations in this report.

Saskatchewan Rivers School Division. (2010). *First Nations and Métis education*. Report to the Board of Education.

This report is the first analysis of learning outcomes of First Nations and Métis students prepared by the school division. The first section examines two frameworks of indicators of the success of First Nations and Métis students – one traditional and one more holistic approach. The second section describes the demographics and social conditions of First Nations and Métis people in Prince Albert. The third section describes the components of the school division’s First Nations and Métis education plan including the Letter of Intent with the Prince Albert Grand Council. The fourth section compares educational outcomes of First Nations and Métis students with those of non-First Nation and Métis students.

The data indicates that graduation rates are improving for First Nations and Métis students; however, the results of the student assessment data are mixed. The new data warehouse, data spanning more years and more assessment data will help clarify the picture in future reports.

Soleil, N. (no date). *Aboriginal identity and learning: An assessment of educational practices in a rural Saskatchewan collegiate*. Aboriginal Education Research Network.

Based on two sharing circles with Aboriginal students, two focus groups with teachers, 18 interviews with parents/guardians and elders, and a faculty questionnaire, the researchers identified factors that strengthen and limit the academic and social development of Aboriginal students.

Summary of recommendations:

- An Elder Program for designated First Nations and/or Métis elders to be actively involved in the life of the school;
- Implementation of sharing circles on a weekly basis or for specific purposes, such as crisis intervention and support;
- An elective credit course in the Cree language;
- A school policy and mission statement that states clear expectations of respectful conduct and procedures to be followed when infractions, such as bullying, occur;
- A Mediation Program with trained mediators to establish a disciplinary process of open communication to resolve conflicts and restore respectful relationships;
- Incorporate annual goal-setting and career counseling for every Aboriginal student from Grade 7 to graduation;
- A Work Experience Program to increase the presence of visible minorities in local businesses and expose Aboriginal students to work opportunities;
- Create positive relationships with community organizations that value diversity and support equal access to education for all students;
- Promote positive partnerships with parents and guardians of Aboriginal students;
- Establish a buddy system or “circle of friends” for Aboriginal students experiencing racism and feelings of social exclusion in classrooms and/or the school community, particularly in the middle years;
- Support innovative systems that provide equal opportunity, such as no cost/low cost exchange of used sports equipment, community sponsorships for rental of band equipment, community sponsorship for cultural field trips;
- Develop a newsletter that profiles Aboriginal and non-Aboriginal student achievements, contributions to the community, writing, art, and recognitions such as community sponsorships that facilitate equal opportunity for all students;
- Establish a cross-cultural committee of students, teachers, parents, administrators, and elders to create and monitor an action plan for anti-racist awareness;
- Provide funding incentives at the provincial level to schools that submit a proposal for in-service training of antiracist teaching practices;
- Provide funding incentives at the provincial level for schools that designate Aboriginal content across the curriculum as a priority for professional development;
- Initiate post-secondary programs to prepare Aboriginal pre-service teachers, specifically, for middle years and secondary level teaching certification; and,
- Universities develop and offer an Aboriginal curriculum course for preservice teachers and graduate students in Faculties of Education or through the Saskatchewan Teachers’ Federation as a summer institute certification program in Aboriginal Education.

Soonias, R. (2009). *Towards an action plan on education in the context of treaty: A scoping plan*. Prepared for the Treaty Governance Office, FSIN.

The paper is a report on Elders meeting on education and is intended to capture the main themes to provide guidelines for an Action Plan on Education in the Context of Treaty (APECT).

The recommendations include:

1. A vision of education needs to be developed by the stakeholders (parents, family, Elders, teachers and political leaders).
2. Assert First Nations jurisdiction in education through First Nations legislation.
3. Build First Nations education institutions with good governance, strong expertise, sustainable funding and community support.
4. Develop realistic education budgets.
5. Continue to lobby the federal government to acknowledge education funding on the basis of Treaty and not as a government policy.
6. Education infrastructure requires a massive infusion of funding.
7. Determine the role of First Nations parents, educators, and leaders in the provincial urban school system that First Nations student attend.
8. Select schools for innovative and demonstration projects.
9. Continue to seek out successful schools in North America to exchange ideas, personnel and best practices.
10. Establish provincial education associations for Elders and for students.

St. Denis, V. (2010). *A study of Aboriginal teachers' professional knowledge and experience in Canadian schools*. Canadian Teachers' Federation.

Employing a focused and critical ethnographic methodology, the study interviewed 59 Aboriginal teachers teaching in public school across Canada. Ethical and moral dimensions of teaching motivated these teachers to become and remain in the profession. They valued the opportunity to teach Aboriginal culture and history, to challenge stereotypes and serve as role models and because they believed they could have a positive impact on children. These teachers were willing to share what they knew and sought to integrate Aboriginal content and perspectives into teaching every day.

Teachers noted there is a lot more work to be done. Aboriginal content and perspectives were often valued lower than other school knowledge and subjects. The Aboriginal teachers encountered questioning of their credentials and capabilities. Racism was often ignored or trivialized, expectations were lowered for Aboriginal students, and the effects of colonization and oppression on Aboriginal people discounted.

The study interprets the concept of 'allies' who are genuine, honest and trustworthy, good listeners and those who remain positive and open-minded despite facing many challenges. These allies would include families, communities and non-Aboriginal colleagues.

Participants acknowledged that there could be a lack of support and even hostility from Aboriginal families and communities which sabotaged the efforts of Aboriginal and non-Aboriginal teachers.

Recommendations offered by the Aboriginal teachers in this study include:

- Honour and respect the unique nature, value and contributions of Aboriginal knowledge.
- Actively seek to train, hire and retain more Aboriginal teachers.
- Require all teacher and teachers-in-training to complete course work and/or workshops in Aboriginal education with a focus on contemporary Aboriginal issues, a critical perspective on the history of colonization, critical anti-racism education, and Aboriginal cultural knowledge.
- Encourage the functioning of non-Aboriginal allies to support and mentor Aboriginal teachers.
- Teach Aboriginal content throughout the school, in all subjects, every day, drawing on local resources, especially elders, when possible while acknowledging the importance of Aboriginal education that occurs outside the school setting.
- Encourage the Ministries of Education, in consultation with Aboriginal teachers, to develop and make accessible Aboriginal curriculum.
- Seek to establish more partnerships with the local Aboriginal community and leadership to better meet the needs of Aboriginal students and teachers.
- Ensure that Aboriginal teachers are meaningful participants in all working groups, policy development initiatives and funding determinations that deal with education.

The study makes a number of recommendations about how the Canadian Teachers' Federation can support and promote Aboriginal education.

St. Denis, V. (2011). *Silencing Aboriginal curricular content and perspectives through multiculturalism: “There are other children here.”* The Review of Education, Pedagogy, and Cultural Studies, 33: 306-317.

This article explores how multicultural discourses impact the reception of Aboriginal teachers, and the Aboriginal knowledge, history, and experience they bring into Canadian public schools. St. Denis argues that what happens to Aboriginal teachers in Canadian public schools as they attempt to include Aboriginal content and perspectives is a microcosm of what happens at the political and national levels in regard to Aboriginal peoples' claims to land and sovereignty in Canada. Some of the experiences of Aboriginal teachers in public schools help us to develop a deeper understanding of why Aboriginal political leaders reject having their rights negotiated within a multicultural framework.

The article begins with a brief discussion of multicultural policy and legislation in Canada. Then it reviews some of the general criticisms of multiculturalism and, most importantly, some of the basic reasons Aboriginal people reject having their claims and rights framed within. The article then draws on data from two recent studies that have explored the experiences of Aboriginal teachers as they seek to include Aboriginal content and perspectives into public schools (St. Denis et al. [1998]; St. Denis [2010]). By inciting multiculturalism, public schools effectively limit meaningful incorporation of Aboriginal content and perspectives into public schools.

St. Germain, Senator G. et al. (2011). *Reforming First Nations education: From crisis to hope*. Standing Senate Committee on Aboriginal Peoples.

In April 2010 the Senate Standing Committee on Aboriginal Peoples undertook a study examining strategies for reform of First Nations on-reserve primary and secondary education. With the intention to not re-examine well-researched issues, the committee primarily focused on identifying solutions to the structural barriers impeding the delivery of high quality on-reserve education and particularly on three broad themes: governance and service delivery structures, tripartite education agreements, and possible legislative frameworks.

The December 2011 report makes these recommendations:

1. That the Government of Canada, in consultation with First Nations and First Nations education authorities, develop a First Nations Education Act; that this Act explicitly recognize the authority of First Nations for on-reserve elementary and secondary education; and that it enable the establishment of First Nations controlled second-and-third level education structures; and that the application of this Act to individual First Nations communities be optional, and provide for the repeal of the education sections of the *Indian Act* for those First Nations that opt for the new Act.
2. That the proposed First Nations Education Act provide statutory authority to the Minister of Aboriginal Affairs and Northern Development Canada to make payments from the Consolidated Revenue Fund to First Nations educational authorities, with the objective of providing educational services on reserves; that the methodology for establishing the amount of these payments be enshrined in regulations authorized under the Act, and developed in consultation with First Nations; that these regulations would consider key cost drivers such as demographics and remoteness; and that the formula for establishing payments include, among other things, First Nations language preservation and revitalization programs.
3. That the Department of Aboriginal Affairs and Northern Development Canada, in collaboration with First Nations organizations and the Assembly of First Nations, take immediate steps to develop a Canada-First Nations Action Plan for education reform; and that the joint action plan include a process to ensure that First Nations are able to opt into a First Nations Education Act within agreed-upon timelines.
4. That a task force, jointly appointed by the Minister of Aboriginal Affairs and Northern Development Canada and the Assembly of First Nations, be established to oversee and monitor progress related to First Nations educational reform; and that the task force report annually, for the next five years, to the Minister of Aboriginal Affairs and Northern Development Canada and to the National Chief of the Assembly of First Nations.

Task Force II. (1981). *A report to the Minister of Northern Saskatchewan on education for the 1980's*.

Task Force II included representatives from the four boards in the Northern Administration District (NAD), the Department of Northern Saskatchewan and other educational agencies. The minister of the Department of Northern Saskatchewan charged Task Force II to discuss and resolve capital budgets, facilities and long-term planning for K-12 under the various northern school boards and training programs. “The questions of where the educational programs are headed over the next five, ten, and fifteen years, as well as the structure of the control of these educational facilities and programs appear to be the issue”(p. 3).

The report made recommendations on a wide range of topics including:

- Funding and facilities;
- Teacher education;
- Consultation with communities to build awareness and cooperation around special education services;
- Expansion of basic public health and family services and facilities in remote settlements with small schools;
- Increased career counseling including:
  - establishing a Northern Education Opportunity grant for counsellors in middle years and high school,
  - career centers,
  - training programs for local attendance officers and guidance counsellors,
  - production of career materials, and
  - student visitations to post-secondary institutions, businesses and industrial sites.
- Design and implement language programs;
- Joint planning and use of existing and new facilities including k-12 schools and training facilities;
- Funding to support specialized personnel and local assistance in developing programs and northern materials;
- Establish a board of education for a defined area or community with a minimum population of 1000 people and 300 students;
- Provide professional development for teachers to acquire skills in individualized instruction and cross-age teaching and to take advantage of the local environment for activities and materials;
- Prepare a five-year plan for the Northern Teacher Education Program (NORTEP) to include supplying teachers for the north; and,
- Continuing community-school dialogue.

The report closes with a description of the type of data that should be collected and analyzed for decision-making, the bias of standardized testing when children’s first language is not English, and the definition of a quality education.

Taylor, D. (2007). *Partnering with parents and communities: Maximizing the educational experience for Inuit students*. Inuit Tapiriit Kanatami (ITK): Discussion paper prepared for the National Inuit Education Summit.

Fundamental for Inuit success from preschool through to post-secondary education: students must arrive at school every day, all day, physically and psychologically healthy, and eager to learn. To accomplish this, the school must partner with the parents. In order to accelerate the decolonization process, a constructive intervention is proposed designed to build a genuine partnership between the parents and the school.

The report has four specific recommendations:

1. The use of Inuktitut in all schools needs to be promoted. Specifically, an emphasis needs to be placed on teaching all content subjects, at all levels *in* Inuktitut, not teaching *about* Inuktitut.
2. Formal education needs to be made concretely relevant in all communities. For example, for all jobs in the community, associating wages with years of schooling would provide students with concrete incentives to maximize their formal education.
3. A formal survey of parental experience and attitudes with respect to school be implemented in every community with two aims: a) to obtain the views and insights of each and every parent; and, 2) to initiate a partnership between parents and the school.
4. Institute a policy of reserving 10% in the budget of all pedagogical projects for research designed to document the measurable outcomes.

Toulouse, P. (2008). *Integrating Aboriginal teaching and values into the classroom*. Ontario: The Literacy and Numeracy Secretariat.

The monograph explores the relationship between Aboriginal students' self-esteem and educational attainment and applies the cultural framework generated by the 'living teachings' of the Ojibway people. It asserts that attention to the student's self-esteem – the connections among the physical, emotional-mental, intellectual and spiritual realms – must drive the pedagogy in classrooms to be inclusive of Aboriginal culture, language and world-view.

Whyte, J. D. (2012). *Children and statecraft: Finding a way to improve First Nation education*. Regina: Johnson-Shoyama Graduate School of Public Policy.

Aboriginal and non-Aboriginal policy people almost always end up on one of three tracks (or in all three tracks) for social development priority: economic development (resource participation, economic diversification, enterprise ownership, increased First Nations investment and jobs); Aboriginal self-government including genuine co-governing constitutional agreements re: resource development projects, pipelines and wildlife harvesting; and, education.

The argument that academic success is the surest route out of social dysfunction is compelling. This belief has driven the recommendations of the First Nations Education National Panel:

- more federal money for First Nations schools;
- development of regional school administrative agencies (curriculum expertise, specialist program support, teaching hiring and supervision, linkage of traditional knowledge with modern world skills and superior system management);
- creation of a First Nations Education Commission (help, or even mandate, groups of First Nations to aggregate their education dollars and powers into regional [or provincial] education agencies, evaluate and monitor progress); and,
- coordination between First Nations school systems with provincial education authorities.

Whyte believes there is a deeper conflict that will only be addressed through the restoration of First Nations political autonomy and intersocietal reconciliation. He describes the three heuristic ideas present in current First Nation education reform: our policies must be to help the children; government cannot be expected to spend money without seeing results; and, it is important to develop policies to which government will listen.

Yorkton Tribal Council. (2009). *A study of contributions of enhanced second-level service within the Yorkton Tribal Council in relation to the Saskatchewan pre K-12 education system*. Yorkton: Yorkton Tribal Council.

Yorkton Tribal Council (YTC) funded by the Saskatchewan Instructional Development and Research Unit (SIDRU), the Ministry of Education and INAC, conducted research on improving student learning through second-level services. As First Nations communities open their own schools, federal funding is provided directly to the Band and there is little provision for centralized (or second-level) supports for Band-operated schools similar to supports available in the provincial system.

The literature review explored factors affecting student achievement in Aboriginal communities. It proposed a framework based on the research which includes: leadership and governance structures; inclusive and caring schools; teachers, instruction and program; language and cultural programs; community and parental influences; student characteristics; assessment linked to instruction and planning; and, appropriate levels of funding.

The last segment of the piece assesses the resources available for the provision of second-level services within the geographic area of YTC – those of YTC itself and those of the Prairie Valley School Division (PVSD). It is postulated that in 2006-07, YTC would have required an increase of 184% in salaries alone to have equitable second level services to PVSD, not to mention the corresponding increase in operating costs, travel and benefits.

The report makes recommendations for school divisions. School divisions should:

1. Develop mission statements, policies and procedures that support a focus on student learning and accountability.
2. Promote and develop a culture that fosters pride in its identity, shows it respects and values its staff and guides all its activities to focus on student needs and student achievement.
3. Ensure they have sufficient numbers of specialized central office staff to support students and teachers in the school setting.
4. Devise and use a collaborative process to develop system-wide standards to be used as benchmarks for student achievement.
5. Make a commitment to data-driven decision-making. Data should be used to identify strengths and weaknesses in the system so that strategies can be developed to address deficits, and areas of strength can be monitored, sustained and enhanced.
6. Develop models of staff development that focus on best practices and the enhancement of student achievement.

## Post-Secondary

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Aikenhead, G. S. (2012). *Science, technology, engineering and mathematics education and related employment for Indigenous students and citizens of Saskatchewan*. A Report for the Australian Council of Learned Academies: Melbourne, Australia. Aboriginal Education Research Centre, University of Saskatchewan, Saskatoon, SK.

Concern over shortages in science, technology, engineering and mathematics (STEM) skills amongst a county's potential work force typically arises when there is a shortage of specifically trained people for knowledge-based, resource-based and industrial employment. This casts a spotlight on the STEM capacities of post-secondary graduates and therefore, the institutions. Often this causes knee-jerk patchwork solutions – practical in the short-term.

Aikenhead suggests that a holistic view or systems-like approach recognizes the crucial roles of early childhood education, prekindergarten to grade 12, the role of post-secondary education and the job training conducted by commercial and public enterprises. The report describes a series of contexts but focuses on the province of Saskatchewan. The report offers an overview of STEM education and employment opportunities for Indigenous students and citizens in Saskatchewan but it should not be mistaken as an exhaustive study.

Aikenhead suggests a series of conclusions in order to enhance the STEM capabilities among Indigenous students at all levels of education in a holistic way.

1. Change relies on policy makers, professors and teachers who understand the co-existence of STEM (anchored in Euro-American culture) and Indigenous Knowledge which defines a level playing field for the participation of Indigenous students in STEM education at all levels.
2. Culturally appropriate strategies are context dependent.
3. Indigenous organizations and students are asking that their cultural identity be respected so that students experience a modicum of cross-culture dialogue.
4. STEM departments, the designers and suppliers of programs to enhance STEM capabilities should not possess an institutional culture of entitlement that systematically discriminates against and alienates historically marginalized students.
5. Aikenhead poses a series of key critical-thinking questions and a moral/ethical question for STEM departments to address ne-colonialism.
6. STEM employers that have policies and projects to attract and retain Indigenous employees greatly increase STEM capabilities among Indigenous people.

Canadian Council on Learning (CCL). (no date<sup>14</sup>). *What factors facilitate Aboriginal post-secondary success?*

The objective of this question scan was to locate literature and policies devoted to the facilitation of Aboriginal post-secondary success. CCL employed a range of applicable search terms to four databases and identified 207 available relevant resources.

Review of these documents determined that 65 were suitable for inclusion in the annotated bibliography. Much literature *hypothesizes* factors which *may* contribute to Aboriginal success such as engaging culturally relevant curricula, positive teacher expectations, strong support networks, anti-racism strategies, recognition of non-traditional relationships and increased financial assistance. However, little literature empirically examines how effectively various programs and methods *actually* contribute and even less focuses on post-secondary students.

Eckhart, M. & Machnee, G. (2012). *The Christmas graduate prevention program: Intrusive advising at Parkland College*. Powerpoint prepared for Parkland College.

The student profile at Parkland College includes about 26% First Nations students many of whom are first generation university students, 40% are mature students and many of these are admitted without a grade 12. The intrusive advising model attempts to reduce dropouts by incorporating interventions with students who might otherwise not seek advising.

Professional academic advisors provide proactive one-on-one interactions with students who exhibit behaviours such as academic problems, poor primary assignments, underperforming on exams, are not 'fitting in', or not attending classes regularly. Parkland also contacts students while in high school so that the same advisor assists with class selection and registration as well as first year advising. A wide range of interventions can be accessed to fit the needs of the individual.

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<sup>14</sup> Given the dates of the citations, it appears to have been compiled in late 2005.

Howe, E. (2008). *The economic benefit of the Gordon Oakes – Red Bear Centre at the University of Saskatchewan*. Saskatoon: University of Saskatchewan.

Howe estimates that the *increase* in lifetime earnings of an Aboriginal resident of Saskatchewan attending the University is \$633,033 in 2008 dollars (as opposed to total income). He estimates the cost of building the Centre as \$13.8 M and that an increased enrollment of just 22 students per year will pay off the centre in its first year of operation.

InterGroup Consultants Ltd. (2008). *The challenges to post-secondary education for the residents of the Athabasca Basin*. Submitted to Community Vitality Monitoring Partnership Process (Community Vitality).

The study was commissioned by Community Vitality which was initiated in 1998 as a means of identifying and tracking indicators of community vitality in Northern Saskatchewan that relate to uranium mines. The primary process of this project was to understand the challenges and identify strategies to overcome the impediments faced by Athabasca residents in attaining post-secondary education.

The research showed that the challenges are a complex series of awareness, geographic, social, academic, financial and cultural challenges. The complexities include dropping out of high school, having children, single parenting, having parents with no post-secondary education, lack of awareness of the benefits of the post-secondary education, limited awareness of the employment opportunities in the region, distance from home and the support networks, poverty, alcohol, drug use, and culture shock in the new surroundings. Low educational attainment in secondary school was significant and reasons for this included lack of attendance, unscheduled school closures, classroom management issues, and lack of parental engagement.

The social challenges are deemed the most difficult to overcome; however, the post-secondary setting presented challenges of managing workloads and schedules, time management and budgeting. Costs of daycare, housing and transportation were more difficult to manage than cost of tuition and books.

Cultural challenges existed although they were of less importance than other challenges. English skills were listed as the most important cultural challenge as English is necessary to complete coursework.

Success factors included having a positive attitude and family support as the most important. Also noted were having role models or mentors, being academically prepared, having strong social skills, participating in extra-curricular activities and choosing positive lifestyles.

Academic solutions included the need to focus on academic rigour in the local schools, developing culturally appropriate curriculum, and strategies for recruiting and retaining teachers. Social solutions included parenting classes, life skills development and recreation programming.

Lanceley, D. (2009). *Post-secondary education in Saskatchewan: Business case for Post-Secondary Student Support Program*. Prepared for the Federation of Saskatchewan Indian Nations.

The document gathers information to be used to make the business case for post-secondary student support programming (PSSSP). It tracks the history of post-secondary education support and the long-standing issues of quality of programming, accessibility, equity, budget, portability, transferability and accountability.

Devolution of programs and services provided greater self-control for First Nations; however, the amount of funding available, particularly the 2% cap, has been a deterrent. This is complicated by increasing numbers of applicants who outstrip the available funding. A further issue is the residency clause that limits student access to institutions outside their province.

The report states that First Nations must be consulted, have input and work collaboratively with INAC to specifically review the recommendations<sup>15</sup> that require assessment and changing of the program guidelines and policy, as well as the program requirements, delivery standards, eligible and non-eligible program expenses and surpluses.

Mendelson, M. (2006). *Aboriginal peoples and post-secondary education in Canada*. Ottawa: The Caledon Institute of Social Policy.

This ‘diagnostic’ report presents an assessment of what the empirical data tells us about Aboriginal peoples in the post-secondary system and what the data suggests about strategies to improve the results. It is organized into sections: the first reviews the demographics; the second provides post-secondary education levels; and, the third discusses the capacity required in the system for Aboriginal peoples to achieve parity with the general population.

The key recommendation is the need to focus on getting Aboriginal students through K-12 as the gateway to post-secondary education. Other recommendations include:

- The need to work together and set milestones for Aboriginal educational achievement.
- Set up the necessary data collection mechanisms to monitor and report on milestones.
- Set up an agency to do this work – and with broad enough mandate.
- Use the research to identify and aggressively disseminate information about best practices.

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<sup>15</sup> Appears to refer to potential recommendations resulting from INAC review of post-secondary education and rumors of significant program changes.

Northern Labour Market Committee and Northlands College. (2010). *Northern Saskatchewan regional training needs assessment report 2010-11: Making the connection to training and employment opportunities in northern Saskatchewan*. Regina: Ministry of Advanced Education, Employment and Labour.

This report fulfills the mandate of Northern Labour Market committee to produce a labour market report and Northlands College's requirement to produce a report on the region's training needs. It provides demographic and labour market information and trends upon which to identify and address education and training needs. The report also serves to share information with the public and with students about the northern half of Saskatchewan, its residents, its economy, and its training and employment opportunities.

The report summarizes the Northern context and challenges including the expectations for increased employment opportunities, primarily service and resource-based. Employers encounter challenges recruiting for positions beyond entry level, continue to have high turn-over rates of professional workers and have difficulty recruiting workers with the essential work skills.

Gaps in reading, writing and math proficiency are noticeable in the elementary grades; over half of the working age population have less than high school education. At the same time, most industries are requiring a highly skilled workforce with technical and professional training.

The report outlines job and economic projections, population trends, education and employment trends and challenges and key regional industrial and employment opportunities. Northlands College Training Plan and Priorities are also included.

Opikokew, C. (2012). *Failing the grade and passing the buck: An analysis of Indian and Northern Affairs Canada's Post-Secondary Student Support Program*. University of Regina: unpublished MPA project for the Johnson-Shoyama Graduate School of Public Policy.

This paper analyzes the effectiveness of the Department of Aboriginal Affairs and Northern Development Canada's (AANDC) Post-Secondary Student Support Program (PSSSP) to determine which policy options are most likely to achieve PSSSP objectives while increasing Status Indian and Inuit access to education. Three key weaknesses have repeatedly been identified in the program: weak program design; inequity in rationing of funds; and, stagnating resources per recipient.

After analyzing the key weaknesses, the paper concludes: “the optimal policy option would be to increase the PSSSP to fund the maximum number of students while creating a provincial residual redistribution fund to increase the overall effectiveness and accountability of the program. This policy approach would address all of the audit concerns with the PSSSP, achieve program objectives, decrease the university education gap, acknowledge First Nations control of First Nations education, and support the provinces and PSE institutions in their efforts to increase enrollment of First Nations and Inuit students in higher education. While these options are associated with higher upfront costs or significant administrative changes, combined they represent the highest return on investment.”

The paper provides an estimate that an additional \$420 million annually would be needed to sufficiently fund all eligible students through the PSSSP for a total of \$700 million per year. Based on 2008 figures, this budget increase would include: \$147 million to sufficiently fund the present 22, 303 recipients; \$64 million for the 3,213 students ready to enroll; and, \$208 million for the over 10,000 waitlisted students.

Opikokew makes four recommendations:

1. Lift the 2% budget cap to fund the maximum number of eligible recipients.
2. Create a provincial residual redistribution fund to deliver the PSSSP.
3. Increase input and consultation with program stakeholders.
4. Acknowledge and implement the principle of First Nations control of First Nations education.

Preston, J. (2008). *The urgency of post-secondary education for Aboriginal peoples*. *Canadian Journal of Educational Administration and Policy*, 86.

Preston explores the demographic, social, educational and economic trends which lend urgency to creating better opportunities for Aboriginal peoples to succeed in post-secondary education in Canada. Increased access to and success within post-secondary education is fundamental to improve social and economic conditions of Aboriginal peoples and communities. Aboriginal peoples represent the fastest growing culture in the nation and are currently underrepresented as part of the human capital essential to meeting the high demand for an educated workforce.

Post-secondary programs must be specialized to conscientiously meet the needs of their peoples. Aboriginal self-government in post-secondary institutions is an important component. Aboriginal students must be supported by an array of initiatives including transitional supports, the presence of Elders, Aboriginal resources, Aboriginal instructors and staff, community-based programs, and curricula and pedagogy reflective of Aboriginal cultural beliefs and values. Investments of time, money and effort are needed.

Saskatchewan Indian Institute of Technologies (SIIT). (2008). *Supporting employment and post-secondary education for Saskatchewan First Nations youth – Towards an inclusive economy*. Prepared by Denise Kouri Research.

The study was commissioned by Indian and Northern Affairs Canada (INAC) and undertaken by the SIIT to examine promising practices and approaches in the province to increase the employment and post-secondary education of youth. The study combines a literature review with interviews of key informants.

The findings are that the socioeconomic patterns prevailing in First Nations populations are different than those for which the typical Canadian policy and programs were designed. The policy and practice challenge is to not just increase the resources, but to also redesign policy and practice to respond differently. Rather than following a linear transition from education to employment, the path for many First Nations youth is less direct with discontinuous and intermittent engagement. There are fewer familial resources to support education and employment and patterns for forming families differ in that mothers have children younger.

The paper lists promising employer practices, post-secondary practices that improve studies, post-secondary practices that facilitate employment and high school practices to support First Nations students.

Barriers in funding, housing, childcare and transportation are topmost. Personal problems and issues about community, family and health were also named as barriers for students. Geography; poor education, numeracy and literacy; and, the continuing prevalence of racism are also factors that impact student success.

The study concludes with 5 recommendations:

- Employers, educators and governments, including First Nation governments, should continue to collaborate and work flexibly across institutions to create programs and services that respond to the needs of First Nations youth.
- Employers and educators should continue to enact, expand on and improve the promising practices that have been identified.
- The Federal government should respond to the chorus of evaluations and voices calling on it to remove the cap on the PSSSP funding and provide the very large required boost in financing and supports to post-secondary education for First Nations youth. Provincial and Federal governments should ensure their support programs to students are not only adequate but also coherent.
- Federal and provincial governments should provide increased financial support to post-secondary institutions and to high schools to enable them to respond to the challenges posed by the difficult circumstances of First Nations youth.
- Provincial governments should increase social supports for students and families, in particular for adequate housing and childcare.

It suggests that further exploration might include asking how to foster the societal leadership, in both First Nations and non-First Nations communities, needed to resolve the complex policy challenges identified and to inspire First Nations youth to take a future-oriented and hopeful stance.

Saskatchewan Provincial Building and Construction Trades Council. (2012). *Trades training: Investing in Saskatchewan's economy*. Position paper.

Although the Saskatchewan economy is booming, it will be negatively impacted by insufficient skilled workers. Government's response to date includes: recruitment of skilled labour from other provinces; international recruitment (although not the use of temporary foreign workers); capital investment in the post-secondary system (mostly in universities); the establishment of a joint task force on education and employment of First Nations peoples; and, the expected labour market strategy from the Ministry of Advanced Education, Employment and Immigration in partnership with Enterprise Saskatchewan. Taken together these are still not sufficient to meet labour market needs.

The paper outlines the current state of trades training and skill development in Saskatchewan.

- Apprenticeship – although there was an increase in numbers between 06-08, the registration of new apprentices remains static.
- Recruitment – the last few years the Saskatchewan Apprenticeship and Trade Certification Commission (SATCC) has placed priority on the recruitment of Aboriginal apprentices; however, the number of Aboriginal journeypersons remains relatively small.
- The introduction of the Saskatchewan Youth Apprenticeship (SYA) for high school youth participants has positive feedback.
- Immigration – the SATCC indicates they have issued 171 certifications in the compulsory trades since 2009. This relatively small number has the opportunity to grow but will not meet the demand in the skilled trades.

The paper looks at accessibility and availability of trades training; funding; impact of tuition increases; adequacy and availability of apprenticeship training spaces; release from work for training; and, the attraction and retention of qualified instructors.

The paper makes these recommendations:

1. A capital investment in Saskatchewan Institute of Applied Sciences and Technology (SIAST) by government with an industry partnership.
2. SIAST partner with building trades to deliver training and alleviate the pressure to find qualified instructors and available space.
3. Increase funding to SATCC and SIAST. This would ensure that tuition increases do not create a further barrier, to provide adequate operational funding to recruit and retain qualified journeypersons as instructors, and to meet increasing training demands.
4. Work with industry to develop a labour market strategy that would guide investments in the post-secondary training system.
5. Maintain the Saskatchewan Apprenticeship Model. Further adjustments to the ratios of apprentices to journeypersons, or to shorten the length of the program will create risks on jobsites.
6. Increase funding to SATCC for Aboriginal Apprenticeship and Foreign Credential Recognition. Using a First Nations liaison to work with Aboriginal people is a start but more needs to be done to identify and attract Aboriginal men and women to careers in the trades and to support them in the workplace and in training.

Saskatchewan Urban Native Teacher Education Program (SUNTEP). (2012). *“Be bold! Move forward!”: Measuring success*. (Draft).

The study examines and documents the experience of SUNTEP graduates working in urban education in Saskatchewan in relation to Aboriginal Education Action Plans.<sup>16</sup> It reported its findings and made 20 recommendations which are summarized as follows:

1. Métis communities come together to commit to Métis student school success;
2. Métis people consider all aspects of Métis education including an all-Métis school or education system;
3. Gabriel Dumont Institute become more visible and proactive in promoting Métis culture, history and knowledge;
4. Expand SUNTEP;
5. Aboriginal political organizations participate actively in the education of Aboriginal children;
6. Saskatchewan, Aboriginal organizations and community make a commitment to preserving and protecting all Aboriginal languages;
7. Ensure that resources identified for First Nations and Métis academic success are available;
8. Teachers lead discussions of what works in creating Aboriginal school success – best practices, best community engagement approaches and best pedagogy;
9. Re-examine and adjust the number and types of staff required for ensuring Aboriginal academic success;
10. Aboriginal student academic success become a measure of success for judging the ministry of education, teacher education programs, school boards, board administration, principals and teachers;
11. Develop strategic plans with specific objectives, targets, and responsibilities to ensure Métis and First Nations school success;
12. Faculties of education address the need to have all the teachers in the province competent in teaching about and with First Nations and Métis people;
13. Faculties of education ensure that non-Aboriginal teachers receive part of their training under the tutelage of Métis and First Nations teachers to increase collaboration;
14. School plans for Aboriginal students’ academic success include support of the pre-conditions needed to create success;
15. Acknowledge and recognize the work of teachers in creating Aboriginal school success and community engagement;
16. Each school should develop a space for either ceremony or counselling or to welcome the Aboriginal community to assist First Nation and Métis elders, parents and community members to provide what they believe is necessary for students;
17. School boards review board policies to ensure they are supportive of the goals of First Nation and Métis education policy;
18. School boards review policies to eliminate barriers and to ensure support for Elders providing a holistic approach to Indigenous knowledge in the schools;

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<sup>16</sup> The creation of a First Nation and Métis Education Action Plan was recommended by the Ministry of Education’s document, *Inspiring success: Building toward student achievement* (2009).

19. More First Nations and Métis community Elders be part of the urban school governance, planning and programming; and,
20. Métis and First Nations Elders be invited to be part of the planning processes of the school program.

Standing Committee on Aboriginal Affairs and Northern Development. (2007). *No higher priority: Aboriginal post-secondary education in Canada*. Ottawa: Library of Parliament.

The committee last studied post-secondary education in 1989. The committee convened 8 hearings in 2006 to examine relevant issues and made recommendations in the following areas:

- Creating positive outcomes;
- Student funding;
- Data collection and tracking;
- Allocation and delivery of PSE funding;
- Indian studies support program; and,
- Access to post-secondary programming.

Statistics Canada. (2010). *A literature review of factors that support successful transitions by Aboriginal people from K-12 to post-secondary education*. Prepared by the Council of Ministers of Education Canada.

This literature review was sponsored by the Canadian Education Statistics Council (CESC) to identify four key areas: key factors that affect Aboriginal educational success and transitions; possible approaches to improve Aboriginal educational success and transitions; applicability of the factors and approaches to subgroups, types of education and geographic areas; and, prioritization of the approaches given available resources.

A literature search was conducted on published material between 1999 and 2009; key informant interviews identified further articles for review and crystallized key issues. Factors identified included: The inclusion of Aboriginal perspectives in an appropriate and substantive manner; funding; academic preparedness; child and family care; cultural safety; role models; control over education; and, the history of assimilationist education policies.

Successful approaches included: transition programs; Indigenous institutes of higher learning; and, early years programming which focuses on academic readiness for younger children and parenting skills for their parents.

The relative importance of different factors – either as barriers or approaches - was not discernible.

There is a need for established milestones for Aboriginal educational achievement; ongoing tracking of enrolment and completion of post-secondary education including the various pathways from secondary to post-secondary; evaluation data on various programs and services; a system-wide data infrastructure; and, additional research on the barriers encountered during transitions.

St. Denis, V. (2002). *Exploring the socio-cultural production of Aboriginal identities: Implications for education*. A doctoral dissertation submitted to the Committee on Graduate Studies of Stanford University.

Aboriginal teacher education programs were developed and rationalized on the assumption that Aboriginal teachers were best positioned to provide culturally relevant education and therefore to promote and enable educational success among Aboriginal students. This study challenges the following beliefs: that culture and cultural difference provide sufficient explanation for the educational failure of Aboriginal students; that educational strategies that emphasize a positive cultural identity and engage in cultural revitalization will be sufficient to counter educational inequality; and, that Aboriginal teachers will, by their mere presence in schools, help to eradicate educational failure.

The study used significant research reports, conference proceedings, education policy and research literature positioned with interviews with Aboriginal teachers to develop ‘texts of identity’. The study concludes that a cultural difference discourse minimizes the problem of racial discrimination and urges the development of a critical race analysis of difference, identity and inequality in Aboriginal education programs.

Sisco, A., Caron-Vuotari, M., Stonebridge, C., Sutherland, G., & Rhéaume, G. (2012). *Lessons learned: Achieving positive educational outcomes in northern communities*. Centre for the North: Conference Board of Canada.

The paper concludes that:

- Northerners lag behind their southern counterparts in educational attainment;
- Northern communities with higher levels of education tend to have more positive socio-economic conditions;
- New trends in educational programming and delivery have the potential to improve educational outcomes; and,
- Sharing examples of successful northern educational practices and models can help tackle the challenges.

Without access to jobs and incomes that provide incentives to learn, homes that include adequate study space, and secure communities, Northerners may be neither motivated nor equipped to perform well in school. Positive educational outcomes are also influenced by learner readiness, learner support, educational access, and educational awareness and responsiveness.

New trends include the adoption of learner-centred approaches (including e-learning), curriculum that reflects local cultural interests, values informal learning, and integrates these into assessments of student outcomes alongside traditional measures of academic success. Partnerships that connect northern schools with educational resources and teachers in the south and the expanded role of schools within communities are also positive trends.

Five recommendations include:

1. An integrated approach;
2. Continued educational support for Northern Aboriginal communities;
3. Accessible pathways to post-secondary education;
4. A stronger pool of experienced, local, education professionals; and,
5. Continued access to schools and innovative educational programming.

Wilson, A. & Sarson, J. (2008). *Literature review on participation of Aboriginal students in post-secondary health education programs in Saskatchewan*. A Journal of Aboriginal and Indigenous Community Health 6(3) 103.

The article provides a snapshot of the demographic, employment and education trends with a focus on health-related training and education in Saskatchewan. It discusses the manner in which capacity to govern, manage and deliver health services is being enhanced; the challenges, barriers and gaps in the post-secondary systems that face Aboriginal students; and, activities or conditions that support student success.

The paper cites the following best practices and strategies to improve post-secondary services to Aboriginal people and communities: take guidance and direction from Aboriginal communities, organizations and people; Aboriginal-controlled post-secondary programs and institutions; partnerships between First Nation and other Aboriginal communities and post-secondary programs; community delivery; partnerships between Aboriginal-controlled and/or community-based institutions and non-Aboriginal post-secondary training and education institutions enhance the capacity of both; partnerships between training/education programs and employers; programs designed specifically to support Aboriginal peoples' participation in main stream post-secondary institutions; outreach to young people; and, cross-jurisdictional initiatives.

## Labour Force Attachment

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**Aboriginal Sharing of Knowledge on Economic Development (ASK-ECDEV).** *Resources on Aboriginal economic development for Atlantic Canada.* Retrieved from <http://www.askecdev.ca/>

ASK-ECDEV is a “one-stop shop” for internet resources on Aboriginal economic development in the Atlantic region. The purpose of the Atlantic Aboriginal Economic Development Integrated Research Program (AAEDIRP) is to improve the knowledge base concerning Atlantic Aboriginal economic development in order to improve the lives of the Aboriginal people in the region. It is a research program formed in 2007 through partnerships between the 38 member communities of the Atlantic Policy Congress of First Nations Chiefs (APCFNC), as well as the Inuit of Labrador, 12 Atlantic universities, and 4 government (federal and provincial) funders.

The objectives include:

1. Conduct research on Aboriginal economic development.
2. Build research capacity.
3. Maintain a one-stop shop for internet resources on Aboriginal Economic Development in Atlantic Canada called ASK-ECDEV. See [www.askecdev.ca](http://www.askecdev.ca).
4. Hold workshops and conferences on Aboriginal economic development.

Between 2007 and 2011, ten completed research projects are noted in the areas of: sector focused research; employment and education; business and entrepreneurship; Aboriginal knowledge, languages and culture; and, defining and measuring Aboriginal economic development success.

Amendt, Ted. (2012). *Forum of labour market Ministers best practices workshop*. Powerpoint presentation. Regina: Ministry of Advanced Education, Employment and Immigration.

The powerpoint outlines Adult Basic Education (ABE) programming in Saskatchewan and its relatively low employment outcomes as of 2010-11. Ministry direction for change included that ABE should: provide flexible, innovative programming; use adult learning principles; provide a pathway into a training program, academic credit or occupational certification; create opportunities for level 1 and 2 literacy learners to transition to the workforce; focus on outcomes; and, continuously improve.

Federal stimulus funding of \$1.7M was directed to a new initiative: Adult Basic Education – Essential Skills for the Workplace (ABE-ESWP) pilot projects. These required strong partnerships among post-secondary institutions, First Nations communities and employers. Funding, through a Request for Proposal (RFP) process, was awarded to 19 projects. The primary focus was First Nations and Métis learners, the use of documents related to the workplace, flexible program delivery, workplace and job shadowing, and experiential learning.

Sixty-six percent (66%) of the 393 registrants completed (223) and were surveyed again six months later (Dec 2011). 81 (36%) were employed; 90 (40%) were furthering their education for a total of 76% which is much higher than under the previous model.

The powerpoint summarizes six best practices:

- Strong relationship with First Nations;
- Engage with employers early;
- Focus on local needs in the job market;
- Tailor the program to equip learners with the skills needed for that job market;
- Make counsellors available; and,
- Pay special attention to a holistic experience that addresses barriers.

Twenty-four (24) ABE-ESWP projects, with a budget of \$2.5M, are underway with 545 registrants.

Canadian Chamber of Commerce. (No date). *The business case for investing in Canada's remote communities.*

Much of Canada's natural resources are found in remote communities and regions; this brings significant economic potential with the right combination of marketable products, people and infrastructure. The report addresses measures under the following themes:

- Remote communities' place in Canada;
- Building a business case for investing in remote communities;
- The policy environment needed to fill infrastructure gaps in remote communities (skills and training; regulatory red tape; encouraging private sector investment; partnerships; and, the investment vs. subsidy dilemma);
- The policy environment needed to foster long-term investment in remote communities; and,
- A word for business.

The report makes these recommendations to the federal government:

- Review the funding formula for education in First Nations communities to ensure parity with the provincial financing model in each of the provinces where First Nations schools are expected to adhere to the provincial curricula, recognizing that First Nations schools must keep pace as curricula are updated. Any revised funding model must be public, comprehensive and equitable in its construction and application to ensure that the education needs of all First Nations communities are met;
- Ensure skills and training programs are flexible enough to accommodate the economic realities of individual communities and the alternate training models that may be required to deliver effective results;
- Partner with businesses whenever possible to ensure training programs are delivered efficiently and meet the needs of employers;
- Put effective transition programs in place for those leaving remote communities to pursue education and training opportunities in urban centres. One approach is partnering with post-secondary institutions in urban centres to host prospective students from remote communities to expose them to urban life;
- Provide tools for Canadian businesses and stakeholders in remote communities to allow them to familiarize themselves with each others' business practices, governments, agencies, laws and regulations;
- Adopt a standardized "one project-one assessment approach" that harmonizes federal and provincial/territorial statutes and regulations;
- Establish single points of contact where businesses can obtain all regulatory information relevant to their projects and complete all necessary procedures electronically;
- Work with the industry sectors concerned to agree on a pre-set total regulatory cost to which all relevant regulatory agencies agree, and then ensure that any regulatory change brings a zero net increase in compliance burden;
- Hold regulators accountable for the impact of their actions;
- Make the regulatory process more transparent, for example by communicating the drafting of new regulations in advance and ensuring affected sectors are consulted and receive sufficient notice of regulatory changes;

- Look to the Yukon Environmental Socio-Economic Assessment Board as a potential model for business regulation;
- Look to the possibilities associated with extending broadband telecommunications to remote regions - and business models for delivering the services associated with them - as a model for engaging the private sector in other types of infrastructure construction and service delivery;
- Establish – and communicate – an online forum for potential business and community partners to share their infrastructure gaps and excess capacity;
- Pursue more opportunities to enter into pilot project partnerships with the private sector to bring enabling infrastructure to remote communities;
- Consider potential commercial benefits when choosing the locations of federal infrastructure projects;
- Look to Australia’s Closing the Gap initiative as a model for addressing the infrastructure deficit in Canada’s remote communities;
- Undertake a thorough research initiative to measure the current and potential economic value of remote communities and clearly articulate the results to all Canadians;
- Work with the private sector to encourage the development of value-added clusters;
- Focus on skills and training programs that will equip Canadians with the skills required by value-added manufacturing industries;
- Reform the administration of the Scientific Research and Experimental Development Tax Credit program to make it more attractive for all businesses investing in innovation;
- Work with stakeholders in remote communities to develop targeted training programs and other resource materials for entrepreneurs on how to set up and sustain a small business; and
- Work with the provinces and territories on a long-term strategy to equip them – and all Canadians – to benefit from the wealth of their resources today and prepare them for the day when those resources are exhausted.

Elliott, D. (2009). *The socioeconomic status of Saskatchewan First Nation members on reserve*. Sask Trends Monitor: June 2009.

The draft document updates an earlier version restricting inclusion of smaller First Nations where data sets are incomplete. Socioeconomic status (SES) ranking is compared with the level of formal education and a correlation is evident. The SES is compared to proximity to a major urban centre with no correlation evident.

It is noted that a number of outstanding issues impact the results and require further refinement.

Emery, J.C. (2013). *Labour shortages in Saskatchewan*. University of Calgary: The School of Public Policy.

The predictions sound alarming: Saskatchewan, with its booming economy, could be facing a worker shortage so severe that it could drastically hobble the province's economic potential. A scarcity of workers could be as significant as one-fifth of the labour supply by 2020. The Saskatchewan government is urgently seeking solutions; but it hasn't really developed any solutions nor done much about the supposedly looming crisis. And that might just be all it can - and should - do.

Saskatchewan can't be sure it will be facing a serious shortage, or any shortage, at all. Any attempt by the provincial government to substantially intervene in the labour market could cause more problems for employers and the economy. Saskatchewan's labour market has already shown a remarkable ability to adjust on its own to a tighter but still functional labour market.

The province's lack of action did mean it missed an opportunity to redirect a huge cohort of Gen-Y students into training for high demand trades. The Saskatchewan government can stop making the strains on labour worse by launching imminent public infrastructure projects that compete with the private sector for labour. It should also abandon any ideas of ramping up the import of temporary foreign workers to fill short-term job vacancies: those workers dampen wage signals that would draw more permanent, and therefore desirable, workers to the province.

What few things the province could be actively doing, it should do anyway. It should help retrain workers with skills in low-demand jobs for those in higher demand. It should recruit migrants from other provinces and overseas to settle in Saskatchewan. It should carefully review its post-secondary education system to minimize drop-out rates from apprenticeship programs and to ensure it is training people to match the economy's demands. And it should be finding ways to mobilize large portions of the population that could be working, yet aren't, including underemployed males, Aboriginals, the elderly and the disabled. If there is a shortage in Saskatchewan's future, having these people working can only help. But even if there is never a shortage, having large pools of potential labour sitting idle will truly limit Saskatchewan's economic potential.

Essential Skills Ontario. (2012). *Literacy and essential skills in Ontario, 2012*. Retrieved from <http://www.essentialskillsontario.ca/content/literacy-and-essential-skills-ontario-2012-0>

This report incorporates recent information available on literacy and essential skills programming trend data in Ontario. It is an updated version of Essential Skills Ontario's 2009 publication, Literacy in Ontario, and is a resource.

The data collected in Literacy and Essential Skills in Ontario is taken from the Ontario Ministry of Training, Colleges and Universities' (MTCU) Information Management System (IMS). It is intended to provide information to service providers (literacy, training and employment), post-secondary and training institutions, government and those with an interest in literacy and essential skills.

It describes literacy and essential skills and briefly outlines the challenges that impeded the development of these skills.

Howard, A., Edge, J. & Watt, D. (2012). *Understanding the values, challenges, and opportunities of engaging Métis, Inuit, and First Nations workers*. Conference Board of Canada.

A survey was conducted with Canadian businesses about their engagement with Aboriginal workers, interviews were held with businesses, industry associations, and Aboriginal employment organizations. This report provides recommendations on the steps that employers, Aboriginal organizations, and policy-makers can take to help improve the labour market participation of Aboriginal workers.

Canadian employers use a variety of tools and strategies to recruit Aboriginal workers including advertising; local employment centres; educational institutions; community organizations; band or treaty organizations; internships or job placement programs; and Aboriginal labour market development organizations. Many businesses that actively recruit Aboriginal workers also have strategies in place to ensure the retention of these workers: Aboriginal-friendly workplace programs and/or policies; learning and development opportunities; competitive compensation and benefits; providing time for Aboriginal workers to participate in seasonal or traditional activities; and mentorship programs.

Those businesses that successfully employ Aboriginal workers experience a variety of benefits that go beyond simply finding qualified staff, such as: Aboriginal workers acting as role models in their communities; better relationships and integration with the local community; improved employee equity and inclusion; and, economic benefits to the community.

This report identifies the following strategies to improve the labour market outcomes of Aboriginal workers in Canada:

- Efforts to increase both secondary and post-secondary educational attainment among the Aboriginal population.
- Increased opportunities for Aboriginal employment organizations (e.g., Aboriginal Skills and Employment Training Strategy [ASETS] Agreement Holders) to share best practices and learn from one another would enhance their ability to assist Aboriginal workers.
- Better coordination of information and services among Aboriginal organizations could make it easier for employers to engage Aboriginal workers.
- Positive stories about Aboriginal people generated by the media, governments, and industry can help to create better cultural understandings outside the workplace. Cultural awareness programs can help to overcome racism and misunderstandings in the workplace.

Howe, E. (2012). *Employment of First Nations people: Saskatchewan lags behind*. Saskatoon, SK.: University of Saskatchewan.

First Nations employment in Saskatchewan is increasing, yet the province continues to lag behind the other two Prairie provinces. If Saskatchewan were to employ First Nations people at the same rate as Alberta and Manitoba, provincial employment would increase 5.9 thousand employees in 2012, growing to 8.3 thousand by 2031.

Results would be better yet if Saskatchewan were to employ First Nations populations at the same rate as the rest of the province's population.

The document states:

- It is estimated that First Nations people make up 11.5% of the population in 2012 and will make up 15.7% by 2031.
- Improving the employment rate requires education.
- Even though improvement in First Nations education rates have been remarkable, the increase in the rest of the population was even greater.
- First Nations employees span all industries and all the occupations, so everyone will benefit from greater employment.
- First Nations employment rates are declining off-reserve as a result of policy changes – the elimination of the Aboriginal Employee Development Program and the extension of the Immigrant Nominee Program to include unskilled labour.
- First Nations employment rates are increasing in Saskatchewan but they are increasing more rapidly in the other Prairie provinces.

Indian and Northern Affairs Canada. (2012). *Partnership in Aboriginal economic and labour market development*. Powerpoint presentation to Saskatchewan Mining Association Annual General Meeting.

The powerpoint sets the context of challenges and opportunities in First Nations employment and labour market needs. The federal Active Measures Strategies refer to partnerships, programs, plans, policies and investments that increase First Nations labour force participation with access to education, skills training and employment services, promotes partnerships and economic development, and improves federal and provincial policy and program coordination. It is part of the federal framework for Aboriginal economic development which emphasizes developing Aboriginal ‘human capital’ and improving Aboriginal labour market outcomes. \$200M is committed over 4 years.

The Active Measures MOU was signed in March 2011 among the Agency Chiefs Tribal Council; File Hills Qu’Appelle Tribal Council; Meadow Lake Tribal Council; Saskatoon Tribal Council; Yorkton Tribal Council; Saskatchewan Ministry of Advanced Education, Employment and Immigration; Human Resources and Skills Development Canada; and, Aboriginal Affairs and Northern Development Canada.

Innovative sector partnerships include: First Nation Power Authority (FNPA); First Nation Natural Resources Centre of Excellence; Oil and Gas Sector Partnership; Construction Sector Partnerships; One Earth Farms; and, Yorkton Industrial Career Centre.

There is an enormous opportunity in the mining sector, particularly the potash industry expansion. HRSDC is expected to issue a call for proposals under the new \$210M Skills and Partnership Fund (SPF) specific to the mining industry and would welcome a proposal from Saskatchewan.

InterGroup Consultants Ltd. (2013). *The socio-economic impacts of the ‘modern era’ of uranium mining on northern Saskatchewan*. Commissioned by the Community Vitality Monitoring Partnership Process (CVMPP).

The surface lease agreements for northern Saskatchewan require companies to participate in a community vitality monitoring program. The purpose of this study was to identify the socio-economic impacts of uranium mining in northern Saskatchewan from the late 1970’s to the present with a focus on providing information about uranium mining impacts; fostering partnerships that will work together on community vitality monitoring activities; and, developing effective communication strategies.

Conclusions of the study are discussed in the following categories: education and training, employment, business, local participation, contributions to government, worker health, and community vitality. Based on these conclusions a number of recommendations were made in each of the categories; those recommendations for education and training, and employment are noted below.

For education and training, CVMPP recommends that, in addition to the efforts already in place, the following areas receive attention:

- A multi-stakeholder approach should be used to discuss how to place more effort on early childhood development, building upon programs of those involved in funding and delivery of education services (i.e., provincial government, federal government, tribal councils, school boards, and communities).
- Uranium mining companies should target some education efforts and donations to invest in early childhood development.
- A multi-stakeholder approach should be developed, with leadership by governments (federal and provincial), secondary education institutions (e.g., tribal councils and school divisions) and post-secondary institutions – and the uranium mining industry providing guidance where needed – to provide support for bridging program(s) between high schools and colleges/universities.
- CVMPP and/or the Multi-Party Training Plan (MPTP) should undertake research regarding successful MPTP participants to identify factors that have contributed to success and the role that participation plays in community vitality.
- School boards, tribal councils and education institutions should provide dedicated career counselling in schools in northern Saskatchewan with the support of industry, where appropriate.

For employment, CVMPP recommends that they should research barriers to Aboriginal/northern workers’ movement into supervisory and management positions (e.g., related to work experience) and into professional jobs (e.g., related to education).

Salomon, M. (2009). *Workplace literacy and essential skills - What works? And why?: Literature review*. The Centre for Literacy of Quebec.

The Centre for Literacy's 2009 Summer Institute on workplace literacy and essential skills brought together policy makers, providers and researchers; this paper was written to anchor the discussions at the Summer Institute. This work follows the 2006 research by Alison Gray (New Zealand) and surveys research, policy and practice documents from Canada, the United States, the United Kingdom, Australia and New Zealand between September 2006 and April 2009.

It has five sections:

1. The drivers behind workplace literacy and essential skills initiatives;
2. The role of government, employers and unions;
3. The outcomes of workplace literacy and essential skills training: does it work?;
4. What works in the workplace; and,
5. Evaluation issues.

Saunders, R. (2008). *Pathways for youth to the labour market: A synthesis report*. Canadian Policy Research Network (CPRN).

The report summarizes the findings of eight CPRN studies carried out over two years on the school-to-work transition and identifies the policy implications of this research. The report notes the traditional straight-line path from school to work has given way to a non-linear path that sees young people "zigzag" between schooling and work. Students are taking longer to complete their education and become established in the workforce.

A key finding is that career development programs and services can reduce dropout rates, increase aspirations and achievement, help people find jobs that match their talents and interests, and help employers meet skill needs. The best programs begin by grade six.

Recommendations are:

- Provincial and territorial governments should develop a comprehensive strategy for career planning services that includes career planning activities in the curriculum beginning no later than grade 6.
- School-employer/union partnerships should be strengthened by:
  - providing the resources needed to expand co-operative and other programs that connect learning to the workplace,
  - improving the awareness of school-employer programs,
  - making the business case to employers and employer associations, and
  - establishing committees/advisory boards for such programs.
- Governments should fund research and evaluation on career development services and career pathways programs.

Smith, D. and Elliott, N. (2012). *The future starts now: Economic space for First Nations*. Regina: Johnson-Shoyama Graduate School of Public Policy and Insightwest Research.

The impetus for this paper came from Blaine Favel. The media notes the contribution of immigrants to meeting Canada's labour needs and largely ignores the reservoir of labour within First Nations. The paper's title is indicative of the viewpoint that while the past should not be forgotten, the future is immediate; choices are being made; markets, technology and politics are changing. There is activity, engagement and opportunity in the area of First Nations and economic development, an area from which First Nations have largely been excluded.

The premise states that in 2012 First Nations are in a position to take control of their economies while recognizing that no two First Nations are the same nor have the same resources. There are unequal relationships among First Nations; however, all share in common the dependent relationship imposed on them by the *Indian Act*. Constitutional space brought about the duty to consult; legislative space is creating statutes, regulations, contract and property to form regulatory frameworks.

Economic space fosters an environment that sustains individuals and communities by assuming control of and taking responsibility for one's economic well-being. This includes not only access to resources but also the capacity to manage and develop resources with economic and technical expertise.

Using the classical understanding of the universe as comprised of the four elements - earth, fire, wind and water - the paper analyzes the possibilities in each element. Even if First Nations do not have the natural resources of potash or oil, they are able to create wealth as service providers and value-added labour.

Schwann, P. and Merasty, G. (2012). *Skills development in remote rural communities*. Powerpoint presentation by the Saskatchewan Mining Association to the House of Commons Standing Committee on Human Resources, Skills and Social Development and the Status of Persons with Disabilities.

There are successful practices by Saskatchewan mining companies in including Northern communities and residents in mining projects. These include Training to Employment Initiatives, the Multi-Party Training Plan (MPTP) and Northern Career Quest (ASEP). Success (particularly with ASEP) is attributed to:

- Matching skill set to employment opportunities with onsite education upgrading;
- Improved recognition of prior learning as the grade 12 standard was not reflective of current demographic; and,
- Innovative training opportunities for remote locations such as onsite training, mobile training labs, distance education, mentors and lifestyle coaches on trips south.

There are three key challenges in northern Saskatchewan – human infrastructure, ‘hard’ infrastructure of roads and power, and regulatory infrastructure. It is critical to have good labour intelligence to align funding for training to employment opportunities. Power outages cost lost production at existing mines; poor access roads hamper development. Canadian regulatory infrastructure must be timely and predictable (e.g. Canadian Environmental Assessment Act, National Recovery Strategy for Woodland Caribou).

The business case for investing in remote communities is based on positive return on investment for government, industry, communities and the taxpayer.

## General

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Assembly of First Nations. (No date). *Community dialogues on First Nations holistic lifelong learning: Learning as a community for renewal and growth.*

The AFN in partnership with the Canadian Council on Learning (CCL) and its Aboriginal Learning Knowledge Center (ABLKC) held a series of community dialogues to test if/how First Nations communities could use the First Nations Holistic Lifelong Learning Model to help address their learning needs.

The First Nations Holistic Learning Model is described. The document includes tools for facilitation and evaluation. Specific attention is given to each of the life stages: infant and child (0-5); youth (6-18); young adult (19-29); adult (29-64); and, elder (65+). Each of the completed community dialogues is summarized (Whitehorse, Yukon; Onion Lake, Saskatchewan; and, Nipissin, Ontario).

Saskatchewan facilitators include: Rita Bouvier, Brenda Merasty and Gerry Hurton.

Battiste, M. (2004). *Animating sites of postcolonial education: Indigenous knowledge and the humanities.* Manitoba: presentation to the Canadian Society for the Study of Education (CSSE) Plenary.

In her plenary address, Battiste describes the current fragmented state of Indigenous Humanities where aspects are noted in literature, art, philosophy and history but without coherence. While Native Studies has been added to the core of studies for aspiring teachers, the courses are limited in scope.

Teachers need to discover the Indigenous Humanities - the language, the literacies, visual expression and philosophical foundations of Indigenous communities. It is necessary to focus on the articulation of a holistic area of study known as the Indigenous Humanities asserting that knowledge and problem-solving strategies evolved in First Nations and have a legitimate place within contemporary knowledge production and exchange.

Blue Quills First Nations College. (2009). *Promising practices and programs in Aboriginal languages*. University of Saskatchewan, Saskatoon, SK and First Nations and Adult Higher Education Consortium, Calgary, AB. Retrieved September 2012 from [www.aerc.usask.ca](http://www.aerc.usask.ca).

The Aboriginal Knowledge Learning Centre (AbKLC) is guided in its work by six animation theme bundles. This document presents the responsive programming offered by the Kanien'kehá:ka Onkwawén:na Raotitiohkwa Language and Cultural Centre (KORLCC). The program is governed by a board of directors and managed by the executive director. Programming includes the involvement of Elders and traditional knowledge keepers.

Programming includes adult language immersion, children's puppet television, curriculum research and development, children's summer language and culture camp, workshops, televised community events, radio talk show, cultural and seasonal events, outreach and exchange liaison, film festival, a website, and language software program. The KORLCC workplan identifies each program by goals and outcomes.

The impact on the community has been enormous. It has helped to increase the human resource pool of proficient language speakers; minimized the gap of language teachers needed in the schools; young parents have started their own 'language nest' community based program; and, some graduates found employment in the media or agencies requiring the language of the community.

Carr Stewart, S. (2006). *First Nations education: Financial accountability and educational attainment*. Canadian Journal of Education, 29 (4), 998-1018.

First Nations people have both a Constitutional and a Treaty right to education. Canada's Auditor General in 2000 stated that INAC could not demonstrate that it reached its objective to assist First Nations students on reserve in achieving their educational needs and aspirations. In 2004, the Auditor General noted the widening achievement gap.

The article argues that financial resources, policies and practices are systemic issues that hinder First Nations school effectiveness and account, in part, for the educational attainment gap. Significant gains have been made over the last 30 years primarily as a result of the National Indian Brotherhood's policy initiative *Indian Control of Indian Education* (1972). However, differences in level of service and attainment arise, in part, from the lack of educational focus within Indian Affairs, the inappropriateness of the Indian Act as a vehicle to deliver educational services, and the lack of financial and governance support for First Nations educational delivery of effective schools for First Nations students.

First Nations, Canada and the provinces must, despite Constitutional, cultural and educational governance differences, work together to address the educational attainment gap between Canadian students and First Nations students.

Canadian Council on Learning (CCL). (2009). *The state of Aboriginal learning in Canada: A holistic approach to measuring success*. Ottawa.

Current measurement approaches typically focus on the discrepancies in educational attainment between Aboriginal and non-Aboriginal youth (in particular, high-school completion rates) and often overlook the many aspects of learning that are integral to an Aboriginal perspective on learning. As a result, conventional measurement approaches rarely reflect the specific needs and aspirations of Aboriginal people.

This document represents the first application of such a framework and marks an innovative approach to measuring Aboriginal learning in Canada. The new framework incorporates the elements common to all three learning models – First Nations, Inuit and Métis<sup>17</sup> – while acknowledging the unique learning perspectives. It also provides a shared tool for monitoring progress in Aboriginal communities in the future.

The three main components of the Holistic Lifelong Learning Measurement Framework are: Sources and Domains of Knowledge, The Lifelong Learning Journey and Community Well-being. Each component of the framework includes a set of indicators that contribute to a more complete assessment of Aboriginal learning. Taken together, these indicators illustrate the full range of learning opportunities that occur across the life cycle (from infancy through to the senior years) and in a variety of settings (school, home, community, workplace and the land).

One of the goals of the Holistic Lifelong Learning Models was to convey the strong connection that exists between learning and well-being for Aboriginal people. This warrants the need to measure social and economic conditions (such as income, employment opportunities, incidence of diabetes) that contribute to (or impede) learning success.

The framework has the potential to shift the current focus of policy and program development from one that reacts to learning deficits alone, to one that recognizes, builds upon and celebrates strengths.

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<sup>17</sup> Published by the Canadian Council on Learning in 2007.

Council of Ministers of Education of Canada (CMEC). (2009). *Strengthening Aboriginal success: Moving toward Learn Canada 2020 - summary report*. Toronto: CMEC.

Ministers of Education and Aboriginal Affairs; First Nations, Métis and Inuit leaders; and, federal government officials met in Feb 2009 for the CMEC summit on Aboriginal education. The objectives of the summit were:

- To promote awareness of the need to eliminate the gaps in educational outcomes between Aboriginal and non-Aboriginal learners at educational institutions;
- To build partnerships with national and regional Aboriginal organizations;
- To identify actions to meet the goals of Learn Canada 2020;
- To engage the federal government on Aboriginal education and opportunities for policy change; and,
- To build networks for future dialogue, collaboration and partnership.

The following themes emerged:

- Strengthening Aboriginal language and culture;
- Enhancing equity in funding;
- Increasing access, retention and graduation (post-secondary education and adult learning);
- Sharing responsibility and accountability;
- Planning for transitions: Seamless systems for learners;
- Reporting and benchmarking success: Data;
- Providing programs and services; and,
- Engaging all partners in First Nations, Métis and Inuit education.

Appendix 1 provides a summary of education programs and services to help eliminate the achievement gap. They are categorized under the four pillars of lifelong learning identified in CMEC's Learn Canada 2020: early childhood learning and development; elementary to high school systems; post-secondary education; and, adult learning and skills development.

Davis, R. (2007). *Summary of the UN Declaration on the Rights of Indigenous Peoples*. Sydney: Jumbunna Indigenous House of Learning, University of Technology.

The Declaration goes beyond the previous international statements on indigenous rights especially in key areas like self-determination; rights to lands, territories and resources; cultural integrity; and, respect for existing treaty rights. The legal implications are controversial; the text is complex due to drafting compromises. Canada was one of four countries (out of 158) voting against it (143 voted for; 11 abstained).

On its own, the Declaration does not have legally binding effect unless it, or the individual articles within it, can be said to reflect existing customary international law. Its strong support offers strong evidence of the likely development of customary international law. Several member states issued statements at the time of voting to clarify their interpretations of specific rights.

Major principles include: non-discrimination and fundamental rights; self-determination (including competing principles; and, autonomy and participation rights); cultural integrity; lands, territories and resources (including rights of ownership and control; and, preservation and protection); socio-economic well-being; and, implementation and interpretation (including existing treaty rights; human rights considerations; and, state responsibilities).

Ermine, W. (2007). *The ethical space of engagement*. *Indigenous Law Journal*, Volume 6, Issue 1. Pgs. 193-203. Retrieved from <https://tspace.library.utoronto.ca/bitstream/1807/17129/1/ILJ-6.1-Ermine.pdf>.

The “ethical space” is formed when two societies, with disparate worldviews, are poised to engage each other. It is the thought about diverse societies - and the space in between them - that contributes to the development of a framework for dialogue between human communities. The ethical space of engagement proposes a framework as a way of examining the diversity and positioning of Indigenous peoples and Western society in the pursuit of a relevant discussion on Indigenous legal issues and particularly, to the fragile intersection of Indigenous law and Canadian legal systems.

Ethical standards and the emergence of new rules of engagement through recent Supreme Court rulings call for a new approach to Indigenous-Western dealings. The new partnership model of the ethical space, in a cooperative spirit between Indigenous peoples and Western institutions, will create new currents of thought that flow in different directions of legal discourse and overrun the archaic ways of interaction.

Federation of Saskatchewan Indian Nations. (2007). *Treaty Implementation Principles*.

The ten principles were developed by a Treaties Task Force coordinated by the Treaty Governance Office. They were approved by resolution at the Legislative Assembly of Chiefs and it is recommended that they be used as reference points in deciding actions. Each of the following principles has accompanying description and explanation.

1. We, the First Nations, come from Mother Earth, and this determines our relationship with nature, our role as stewards of this land, and all form of life and our sovereignty.
2. We, the First Nations, occupied North America as sovereign Nations long before other people came to our shores.
3. We, the First Nations have always made our own laws, institutions and jurisdiction, which reflects our cultures, values and languages.
4. Our sovereignty enables us to enter into Treaty and other political accords with other Nations.
5. The Royal Proclamation of 1763 affirmed our sovereignty, institutionalized the Treaty-making process, and made our consent a condition before our lands and resources could be alienated.
6. First Nations and the Crown affirmed each other's sovereignty in the Treaty process.
7. Our sovereignty will continue forever and will continue to define our nationhood forever.
8. Our Treaty has international stature.
9. The spirit and intent of the Treaty relationship is more valid than the written text and will last "as long as the sun shines, the rivers flow and the grass grows."
10. Canada has an on-going obligation to fulfill the Treaty according to the Spirit and Intent.

First Nations Information Governance Centre. (2012). *First Nations regional health survey (RHS) Phase 2 (2008-2010): Key findings from the national report for adults, youth and children living in First Nations communities*. Ottawa: The First Nations Information Governance Centre. Retrieved from [http://fnigc.ca/sites/default/files/RHS\\_Phase\\_II\\_-\\_Key\\_Findings.pdf](http://fnigc.ca/sites/default/files/RHS_Phase_II_-_Key_Findings.pdf).

The document provides the key findings from the National survey across the spectrum of life stages – adult, youth and child – in an accessible format. The entire survey is also available at [http://fnigc.ca/sites/default/files/First\\_Nations\\_Regional\\_Health\\_Survey\\_2008-10\\_National\\_Report.pdf](http://fnigc.ca/sites/default/files/First_Nations_Regional_Health_Survey_2008-10_National_Report.pdf).

The First Nations Regional Health Survey (RHS) is the foremost national First Nations survey, producing important innovations in data sharing, research ethics, computer-assisted interviewing, sampling, field methods and training, and culturally appropriate questionnaire content. Most significantly, the RHS process has invested in individual and institutional First Nations capacity at the community, regional and national levels.

The RHS is a unique collaborative initiative of First Nations regional organizations across Canada. Governance for the RHS is provided by The First Nations Information Governance Centre's (FNIGC) Board of Directors, who represent ten First Nations regions. The RHS is the first national survey implemented explicitly in keeping with the First Nations Principles of OCAP - Ownership, Control, Access and Possession. As the only national research initiative under complete First Nations control, the RHS has given new meaning to First Nations self-determination in research and provided the research community with a demonstration of how the principles of OCAP can be successfully implemented.

In 1996, the Assembly of First Nations Chiefs Committee on Health mandated that a First Nations health survey be implemented every four years across Canada. This mandate came as a result of activities that began in 1994, when three major national longitudinal surveys were launched by the federal government that specifically excluded First Nations living on-reserve and in northern First Nation communities.

The first RHS took place in 1997 (RHS 1997) and involved First Nations and Inuit from across Canada. The survey was implemented to address First Nations and Inuit health and well-being issues while acknowledging the need for First Nations and Inuit to control their own health information. The survey design phase sought to balance First Nations content with content from comparable Canadian surveys while remaining culturally and scientifically valid. The RHS also incorporated sensitive issues such as HIV/AIDS, suicide and mental health. The adult and youth questionnaires included these topics as well as questions on residential school, alcohol and drug use and sexual activity. In addition, the survey design allowed for a region-specific survey module.

Friedel, T. (2010). *Finding a place for race at the policy table: Broadening the Indigenous education discourse in Canada*. University of British Columbia: Aboriginal Policy Research Series.

The paper recognizes the challenge facing educators to eliminate the gap that exists between Indigenous and non-Indigenous educational achievement. The approach has been largely to focus on culture. Prevalent in education research since the 1970's, and in policy since the 1980's, there are two separate streams of thinking: a theory of cultural discontinuity and ideas related to liberal multiculturalism. St. Denis and Schick have exposed problems with the manner in which culture has become the means for addressing educational inequities and they argue that structural and ideological issues such as racism, which act as barriers to educational outcomes, are largely ignored.

What is needed is a critique of the way 'culture' and 'cultural difference' is currently constructed in public schools, and related to this, an emphasis on policy measures that deal more directly with the issue of race. A renewed focus on exposing and tackling racism is intrinsic to achieving equity, educational decolonization, and re-conceptualizing curriculum and instruction based on alive, complex Indigenous philosophies.

Galabuzi, G. (2005). *The racialization of poverty in Canada: Implications for Section 15 Charter protection*. Prepared for the National Anti-Racism Council of Canada National Conference. Ottawa: Ryerson University.

The objective of the paper is to address the growing problem of the racialization of poverty and to explore the possible implications of a section 15 remedy for the harm imposed on the racialized population by the condition. Racialized poverty, understood as disproportionate exposure to low income, adversely impacts racialized groups and represents harm to their dignity and a violation of their Charter rights. Because racialized group members are more likely to be exposed to poverty than other Canadians, not only does poverty compromise their dignity as an identifiable group, it calls into question any claim to equal citizenship they can make in Canadian society.

The paper takes the position that the socio-economic impact of the racialization of poverty and the inadequacy of state action to address amounts to denial of protection guaranteed by the Canadian Charter of Rights and Freedom and the international human rights protection regime to which Canada is a signatory. The paper calls for judicial review of the racialization of poverty based on the Canadian state's obligation to address the harm to the dignity of the victims of racialized poverty on the basis of both substantive equality claims under section 15 as well as the international human rights treaty obligations to which the Canadian state is signatory.

While addressing a particular group of victims of poverty and a form of poverty arising from the distinctive vulnerabilities imposed on racialized groups in Canadian society, the proposed claim is consistent with some of the claims put forward by anti-poverty advocates, at least with respect to the state's responsibility to guarantee the dignity of the victims of poverty. The argument here is that the racialized character of the experience with poverty opens the door for considering race as grounds for the claim.

Galabuzi establishes the context for the connection between the racialization of poverty and section 15 rights, based on a conception of citizenship that imposes certain basic obligations on the state, among which are the protection of citizens' rights to equality and dignity of person and that the violation of these obligations creates conditions of social exclusion that must be remedied through the courts. The courts, as the guardians of these rights, have tended to interpret this state responsibility substantively.

Galabuzi presents a demographic profile of the racialized group in Canada and a sketch of their socio-economic experience including the emergence of the racialization of poverty as a feature intensifying other dimensions of social exclusion such as the labour market, housing and health status. The author explores arguments relating to the appropriate consideration of Section 15 remedies for the growing social exclusion of racialized groups and racialized poverty.

Government of Saskatchewan. (2004). *Creating a healthy, just, prosperous and safe Saskatchewan: A response to the Commission on First Nations and Métis Peoples and Justice Reform*. Regina: Ministry of Justice.

The Commission on First Nations and Métis Peoples and Justice Reform was established in 2001 to identify efficient, effective and financially responsible reforms to the justice system in order to reduce offending and victimization, reducing incarceration and make communities safer for First Nations and Métis peoples. The Commission produced three interim reports and released a final report in June 2004. The commission made over 100 recommendations addressing leadership; crime prevention; victimization and violence; restorative justice; policing; justice institutions; racism; and children and youth.

The 2005 provincial response highlights dealing with the underlying causes of crime, increasing the involvement of Aboriginal people and groups in justice processes, using alternatives to court and incarceration, and improving justice system responses.

A wide range of programming across multiple ministries, many targeting youth, was implemented, improved or enhanced including: public education to reduce racism; Aboriginal youth leadership training, targeted Alcohol and Drug strategy; shared educational standards between provincial and First Nations schools to support smoother transitions for students; new training opportunities for young people (Career Start); Aboriginal Bursary programs, Gradworks, and Aboriginal Apprenticeship Program; the Education of Youth in Custody program; new housing units; increasing child care spaces; crime reduction strategies in Meadow Lake and Prince Albert; and, enhancing victim services programs, Domestic Violence Treatment options and community safety planning.

Government of Saskatchewan. (2010). *Moving from reflection to scton: Towards a cultural policy for Saskatchewan*. Regina: Ministry of Tourism, Parks, Culture and Sport.

This document is a summary of the five phase process undertaken by the Ministry of Tourism, Parks, Culture and Sport to develop a cultural policy. The five phases included:

1. *Reflections: A Summary of 30 Years of Cultural Policy Discussions in Saskatchewan* (2008) which provides an analysis and summary of thirty years of cultural policy discussions in a single document.
2. An online survey, *Reflections on Cultural Policy Survey*, sought to affirm a common understanding of the culture sector and identify a set of priorities.
3. To build momentum and inform policy development, three new programs were introduced in 2008-09, including: “The Creative Industry Growth and Sustainability” program, “Culture on the Go” and “Building Pride.”
4. In 2008, a draft cultural policy was released.
5. The Community Dialogue was held in 2009 to gather feedback on the draft policy and input on implementation action items. The Community Dialogue included 14 face-to-face meetings across the province including sessions exclusively with First Nations and Métis people and organizations. In addition, a web-based virtual dialogue was created.

Key themes that emerged from the Community Dialogue include:

1. Education – While not a goal, education was widely discussed. Participants thought future challenges could be addressed by creating greater appreciation and understanding of arts, culture and heritage among today’s students as well as providing skills training for cultural workers and artists.
2. Funding – While the adequacy of funding levels was a major discussion point, there was little expectation that funding, by itself, would solve systemic problems. Dialogue participants looked for new and better ways for public dollars to be allocated. In some cases, they identified possible organizational efficiencies; in others, strategic spending and investment of new dollars.
3. Grant Applications – Widespread dissatisfaction with the grant application process, particularly onerous accountability requirements, led to suggestions for new models.
4. Sustainability – The sector needs stable core funding, adequate infrastructure and skilled human resources. They also heard volunteers are ageing and burning out and there were calls for the active engagement of youth to ensure future sustainability.
5. First Nations and Métis – First Nations and Métis participants were encouraged by the opportunity to provide input into the policy-making process despite some concerns about sharing aspects of their culture.

The final product, *Pride of Saskatchewan: A Policy Where Culture, Community and Commerce Meet*<sup>18</sup>, was published later in 2010.

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<sup>18</sup> The final policy document is included on page 92.

Government of Saskatchewan. (2010). *Pride of Saskatchewan: A policy where culture, community and commerce meet*. Regina: Ministry of Tourism, Parks, Culture and Sport.

The policy responds to more than 25 years of cultural policy discussions and is based on extensive dialogue<sup>19</sup> to ensure the policy was developed with the input from the people it is meant to support. It defines the value of culture in terms of contributing to the quality of life, pride in the province, and the economy. Collaboration around common goals creates synergy to strengthen the sector. The document specifically includes First Nations and Métis peoples and culture in the principles, goals and outcomes.

The principles are: honour First Nations and Métis perspectives; respect diversity and different world views; support community-based decision-making; encourage life-long learning; promote sustainable development; foster fairness, transparency and accountability; and, communicate, coordinate and collaborate.

Within the goal of “shared stewardship”, the policy notes:

- First Nations and Métis people view stewardship as being holistic. It includes preserving the language, songs, ceremonies, objects and places that keep culture alive.

One of the outcomes for this goal is:

- Saskatchewan’s people, including First Nations and Métis people, preserve their cultural heritage.

Within the goal of “building understanding of and access to culture”, the outcomes sought include:

- First Nations and Métis people have the same access to cultural programs and services as all citizens; and,
- Non-Aboriginal people have an increased understanding of First Nations and Métis culture.
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The goal to “strengthen communities and build strong organizations” references these outcomes:

- Cultural organizations have the capacity to work with First Nations and/or Métis artists, organizations and communities; and,
- There is increased participation and leadership of First Nations and Métis people in the development and delivery of cultural activities.

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<sup>19</sup> *Moving from Reflection to Action: Towards a Cultural Policy for Saskatchewan* (2010) summarizes the five part process. It is annotated on page 91 in this bibliography.

Holden, B., Chopin, N., Dyck, C. & Fraser, N. (2009). *Poverty reduction policies and programs in Saskatchewan*. Community University Institute for Social Research: Canadian Council on Social Development.

The report describes poverty indicators in Saskatchewan and provides an environmental scan of current policy and program responses to the poverty challenge in the province. It notes that:

- Aboriginal people disproportionately suffer poverty;
- Child poverty rates in Saskatchewan increased and were higher than the Canadian average;
- Low income is directly associated with poor health outcomes; and,
- Low income groups share issues around access to affordable appropriate housing, education and child care.

The report concludes that, while there have been substantial efforts in many sectors to eliminate or reduce poverty, there has been very little change in the province's overall level of poverty. It notes that what is missing is a common, comprehensive plan to provide focus for the efforts to eliminate poverty – efforts which include innovation, research, organisations, programming and collaboration.

Howe, E. C. (2005). *The economic significance of First Nations people to Prince Albert*. Prepared for the Prince Albert Grand Council (PAGC).

Twice in a hundred years, Saskatchewan has faced the same dilemma of an economically marginalized population that is large and rapidly growing. The first time, in the early 1900's Saskatchewan's population consisted of hundreds of thousands of Eastern European immigrants and their descendents. The second time is now with the large and rapidly growing Aboriginal population.

In the first instance, the issue was resolved through education – and a series of reforms to create the programs and infrastructure to support it. The individual incentives included a significant financial return for the educational investment.

Educational programming to attract Aboriginal students has been created at the post-secondary institutions but is there the same financial incentive for Aboriginal people compared to that for the typical Saskatchewan resident? The greatest financial benefit is attained by the Aboriginal female but males also significantly increase their financial benefit.

Howe considers the impact of wealth on the retention of Aboriginal cultures and the impact of Bill C-31 on educational programming for registered Indians and the increasing number of those who will not qualify. He argues that the cap on program funding is also a detriment to Saskatchewan's Aboriginal youth.

Howe ends on a positive note – if Saskatchewan could transform itself once, when the outlook was pessimistic, it can do so again. Education is the key to that social transformation.

Howe, E. (2002). *Education and Lifetime Income for Aboriginal People in Saskatchewan*. Saskatoon: University of Saskatchewan.

This paper calculates the average lifetime earnings of Aboriginal males and females contingent on whether or not they earn a high school diploma, attend technical school, or attend university. It shows that an Aboriginal male who drops out of school gives up over \$0.5 million. An Aboriginal female can earn over a \$1.0 million by obtaining a high school diploma and attending university, but will earn less than \$90,000 in her lifetime if she drops out of high school.

Howe, E. (2006). *Saskatchewan with an Aboriginal majority: Education and entrepreneurship*. Saskatchewan Institute of Public Policy: Public Policy Paper #44.

The purpose of this paper is to analyze the economic transformation of the Eastern European immigrants and their descendants and to ask whether it will happen again for Aboriginal people in Saskatchewan. There were two principal paths that the immigrants took to escape poverty: education and entrepreneurship. This paper will ask three questions about both of these paths: How was the path followed? Why was the path followed? And will the path be followed again?

The paper employs two distinct methodologies. The analysis of entrepreneurship is largely empirical. Although the evidence about entrepreneurship among the Eastern European immigrants is mostly anecdotal, there are an increasing number of empirical studies of Aboriginal entrepreneurship. On the other hand, for both the Eastern European immigrants and Aboriginal people, the analysis of education is that of supply and demand.

On the demand side, for both populations, the financial rate of return for education is compared to the overall average for the province. On the supply side, the paper discusses the creation of targeted educational programs.

Ireland, B. (2009). *Moving from the head to the heart: Addressing the ‘Indian’s Canada problem’ in reclaiming the learning spirit: Aboriginal learners in education*. University of Saskatchewan, Aboriginal Education Research Centre, Saskatoon, SK & First Nations and Adult Higher Education Consortium, Calgary, AB. Retrieved November, 2012, from <http://aerc.usask.ca>

This report identifies and frames key principles and values in innovative and promising practices, models and programs in Aboriginal education related to the Aboriginal Learning Knowledge Centre’s (AbLKC) Reclaiming the Learning Spirit theme bundle. The report is part of a larger body of work that will include complementary reports on the other two AbLKC themes - Naturalizing Aboriginal Knowledge and Responsive Learning Systems.

Situating Aboriginal education in the context of current discourse on colonization/ decolonization, White privilege, racism and antiracism, the report challenges the multilayered Eurocentric foundations that thwart the learning spirit as it moves along the path of life-long learning.

Initiatives which model support for the learning spirit from Early Childhood Education to post-graduate studies are outlined. The report’s intent is to provide support for initiatives that strengthen Aboriginal lifelong learning and improve Aboriginal education for all learners.

The report tells the Aboriginal learning spirit’s story from contact with Europeans to the present day. The story begins with an explanation of what is meant by the learning spirit and learning journey. The learning spirit then travels through seven levels as it winds its way on its life-long journey.

Irvine, J., Quinn, B. & Stockdale, D. (2011). *Northern Saskatchewan Health Indicators Report 2011*. Produced by the Population Health Unit for the Athabasca Health Authority, Keewatin Yathé Health Region and Mamawetan Churchill River Health Region.

The report provides an overview of the health and living circumstances of the people of Northern Saskatchewan, highlighting community characteristics, exploring determinants of health and offering indicators about the health status and well-being of the population. It also tracks changes and provides comparisons with other parts of the province and other northern areas of Canada.

Health care systems are only one of many factors that contribute to health. Improvements in health come with improvements in community leadership, education, economic and community development, and through collaboration. The health and living circumstances described in this report emphasize the importance of working together across sectors, and across communities in a variety of areas:

1. Social determinants (multi-sector involvement including economic development, social services, provincial and federal governments)
  - Supports for early childhood development and education
  - Poverty reduction (early childhood, youth and adult education and training)
  - Housing
  - Economic development that coincides with social and personal development
  - Partnerships and advocacy for social improvements
2. Health behaviours (multi-sector involvement along with health and community leadership “making healthy choices easier”)
  - Supports for tobacco and substance abuse reduction / prevention
  - Supports for physical activity and healthy eating
  - Healthy alternatives for youth in our communities (activities, supports, education, future employment possibilities)
3. Health services and programs (treatment, care and prevention)
  - Supports for infant health starting in pregnancy and including the family and continuing with early childhood development
  - Injury prevention
  - Chronic disease and cancer prevention
  - Tuberculosis and HIV prevention including early diagnosis, treatment and supportive services, substance use prevention and reduction strategies, along with harm reduction
  - Community-focused programs and services including primary care, mental health and addictions, chronic disease (diabetes, heart disease, stroke, cancer), prenatal and infant care, youth services promoting self-esteem and mental well-being, tobacco reduction and substance abuse, physical activity, and sexual wellness
  - Coordination of health care services across jurisdictions to provide continuity of care, and coordination with other human services programs to provide social supports for vulnerable populations across the north
  - Patient-focused care based on northern people, culture and geography

Kovacs, P. (2009). *Synthesis report of the Aboriginal Knowledge Learning Centre's literature reviews: Responsive educational systems*. University of Saskatchewan, Saskatoon, SK and First Nations and Higher Education Consortium, Calgary AB. Retrieved October, 2013, from <http://aerc.usask.ca>.

The Aboriginal Knowledge Learning Centre (AbKLC) is guided in its work by six animation theme bundles. Synthesis reports have been commissioned for each of the three thematic areas: naturalizing Indigenous Knowledge; responsive learning systems; and, reclaiming the learning spirit. This report on responsive learning systems presents key emerging principles and values, and promising practices, models and programs within the educational systems across Canada which support Aboriginal lifelong learning.

A partnership approach developed First Nations, Métis and Inuit holistic *Lifelong Learning Models* that illustrate the priorities and foundations for learning from an Aboriginal paradigm. The application of the learning models, along with current research conducted by the AbLKC, are discussed from an early learning, K-12, and post-secondary education perspective. Principles and promising practices supporting Aboriginal learning include:

- Nourishing the learning spirit;
- Culture/language programming;
- Indigenous Knowledge as a part of the curriculum;
- Holistic view of measurement and success;
- Engagement of community, parent and youth through relationships;
- Mentorship programs/transition supports;
- Role of the professional; and,
- Partnerships as a part of governance/policy development.

Métis Nation - Saskatchewan. (2013). *Submission to the joint task force on improving First Nations and Métis education and employment outcomes.*

In August 2012, the Métis Nation - Saskatchewan (MN-S) was provided funding by the Ministry of Education to engage Métis communities, students, educators, employers and stakeholders in a dialogue to provide input into, and inform, the provincial Joint Task Force. The document records the key strengths, priorities and strategies for moving forward. The MN-S also brought together an Advisory Committee of Métis educators.

Using the Red River Cart wheel as a representation of what is important to Métis education, the document outlines key areas: identity, cultural competence, culturally responsive learning environments, assessment (gifts and strengths), community engagement and partnerships, curriculum, professional practice, and leadership.

The submission includes summarized predominant themes as well as a complete record of responses to the discussion guide questions.

Michell, Dr. H. (No date). *Indian control of Indian education: The challenges of implementing the policy in contemporary times.*

Dr. Michell presents a personal life story to illustrate the challenges of finding ways to educate students in traditional Cree education – their own cultures, languages and knowledge systems – in addition to the very best contemporary education. Elders express the need for an education system that allows people to be able to *walk in both worlds*.

Michell notes the impact of residential schools; the challenge of providing learning experiences that allow mental, spiritual, emotional and physical development; the complex array of needs; limited funding; lack of consistent support; lack of educational infrastructure; inadequate culturally appropriate professional development; and, need for recruitment and retention of educators of First Nations heritage at all levels.

He notes there have been advances as a result of native and non-native people working together and urges building on those strengths.

Morgan, Nancy A. (2002). *“If not now, then when?”: First Nations jurisdiction over education: A literature review*. Prepared for the First Nations Education Steering Committee.

The purpose of this literature review is to provide the Minister’s National Working Group on Education with background information regarding existing and potential models for the exercise by First Nations of jurisdiction over education. The review of the material is literally dizzying and makes the same points over and over again since the early 1970’s. The principal recommendation is for the Government of Canada to recognize First Nations’ inherent jurisdiction over education *now*.

The paper provides a brief history of First Nations education and key milestones. It discusses key concepts related to First Nations jurisdiction over education (jurisdiction, control, self-government, fiduciary duty, constitutional protection of jurisdiction, exclusive vs. shared jurisdiction, paramountcy and bilateral vs. trilateral arrangements). The paper discusses the legal basis for governments to exercise jurisdiction and control followed by a description of conceptual models and existing models. The paper looks at on-going education initiatives across Canada.

There are four key themes are emphasized in the literature:

1. Recognition of First Nations inherent jurisdiction over education;
2. Providing greater support for First Nations capacity building initiatives related to education;
3. Increasing financial resources for First Nations education and providing them on a more flexible and responsive basis; and,
4. Strengthening the negotiating position of First Nations vis-à-vis provincial and territorial education authorities.

Morgan concludes with a series of immediate, mid- and long-term strategies in each of the themes.

Morin, S. (2012). *Literature review on northern education: Forging a pathway*. A project report submitted to the Institute of Northern Governance and Development.

This literature review is a sweeping survey of key documents that revolve around education in northern Saskatchewan with a particular focus on Aboriginal people who make up the majority of the population. In the process of conducting the search, it became obvious there was a need to update the status of northern education.

Northern education requires a ‘re-thinking’ and a new vision. There will always be a need for northern-based research to inform decisions. There is a need to assess the current state of education (K-12 and post-secondary) to determine enhancements and changes to align with community aspirations. There is a need to identify best practices especially those that build cross-cultural bridges and projects that lead to meaningful employment. There is a need for legislation and policy changes in northern education that will accommodate the new vision and allow northern youth an equal footing in the Canadian economy. Adequate, secure, long-term funding is needed to implement action plans and an evaluation process to allow the celebration of milestone achievements.

Forging forward with a new vision involves stronger partnerships between communities, post-secondary organizations with municipal, provincial and federal and industry as major funding sources.

National Indian Brotherhood. (1972). *Indian control of Indian education*. Policy paper prepared for presentation to the Minister of Indian Affairs and Northern Development.

The foundational policy paper presented a philosophy of education, a statement of values and described the role of parents in setting goals. It states that federal responsibility for Indian education can only be transferred from the federal government to Indian Bands. It also states positions on:

- local control and representation on school boards;
- programs, specifically curriculum and Indian values, nursery and kindergartens, junior and senior high schools, vocational training, adult education, post-secondary education, drug and alcohol education, language of instruction, and cultural education centres;
- teachers and their training programs, Native teachers and counsellors, non-Indian teachers and counsellors, and Indian para-professionals;
- types of facilities and services includes statements on educational facilities (substandard and new), residences, day schools, group homes, denominational schools, staff and research; and,
- problems of integration.

The summary position states, “Indian parents must have full responsibility and control of education.”

Northern Education Task Force. (November 1989). *Report to the Minister of Education: Summary of findings.*<sup>20</sup>

The Northern Education Task Force was established by the minister of education in March 1988 to assist the ministry, the boards of northern school divisions and the board of Northlands Career College to “chart the course of elementary, secondary, and post-secondary education in northern Saskatchewan.” The mandate was “to identify educational concerns and issues in northern Saskatchewan through public consultations and to recommend ways to address these issues and concerns by proposing new initiatives and priorities.”

The chief concern of the task force at the outset was “to determine ways ... to halt the flow of students leaving the school system prematurely.” During the ten public hearings and solicitation of briefs, the task force “expanded its focus to include issues of literacy, early childhood education, recreation, counseling, employment-directed training, and most crucially, community involvement in the school system.”

The task force made 16 recommendations for northern education which are summarized as follows:

1. Spearhead the development of early childhood education programs for four-year-old children with an emphasis on a home-based model that supports the role of the family or where home-based programs are not feasible, consideration be given to school-based programs.
2. Greater emphasis be placed on native languages within the school systems by offering native language classes at all levels including credit courses, immersion language programming at the elementary levels where requested, developing materials and curriculum guides for native language programming, and training northerners who teach native languages.
3. Implement initiatives such as: continuous progress policy, adaptation of curriculum for northern schools recognizing the unique aspects of northern education, re-affirm the importance of cultural, linguistic and historical contributions of the people of northern Saskatchewan, examine in-depth the current language arts pedagogy, develop evaluation materials which are unbiased, and establish provincially-accepted standards for northern education.
4. Implement a school nutrition program using the community schools model.
5. Develop appropriate criteria and common northern-wide standards for school and community recreational facilities and programming and provide adequate funding to upgrade or build new facilities to meet those standards.
6. Place greater emphasis on public education and awareness, school and community contact, and local participation in educational decision-making.
7. Implement a guidance counseling program.
8. Maintain the policy to allow for changes in the school year to meet local community needs.

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<sup>20</sup> See also Saskatchewan Education response on page 106.

9. Implement distance education to increase the number of options available to northern high school students particularly in science and math, and consider regional high schools to offset low enrollments and allow for greater specialization, increased options and better facilities.
10. Provide daycare in schools for student who are parents and include parenting skills, and responsible personal and social behavior.
11. Continue to offer adult upgrading programs through post-secondary institutions in cooperation with local education authorities.
12. Develop a northern-oriented employment strategy to prepare individuals for work in renewable, non-renewable, service, government and crown corporation agencies and industries. Continue and expand human resource development strategy based on employment equity programs.
13. Implement the following to enhance post-school training opportunities for northern students:
  - Enrollment goals in key training programs for northern students of native ancestry;
  - Expansion of distance education;
  - Upgrade and expand adult training facilities in the north;
  - Provide university classes through a professional access program and Northlands Career College; and,
  - Increase northern representation on post-school boards of education.
14. Maximize opportunities and support for northern post-secondary students since future development of the north will be determined by well-trained suitably qualified northerners.
15. Develop an education coordinating committee to share information and discuss educational issues of common concern.
16. Review funding levels taking into consideration the unique factors such as: sparsity of population and travel distances; cost of recruiting, communication and maintenance; the need for instructional innovation; and the difficulty providing adequate housing for staff.

Payne, S. (2011). *Education resolutions 1999-2011*. Prepared for the Assembly of First Nations.

This document chronologically lists 58 resolutions pertaining to education that were made by the Assembly of First Nations between 1999 and 2011. It provides the name of the resolution, its date, the nominees and the specific wording of the resolution. Resolution issues include K-12, post-secondary and lifelong learning.

Pelletier, T., Cottrell, M. & Hardie, R. (2013). *Improving education and employment outcomes for First Nations and Métis people*. Saskatchewan Educational Leadership Unit, Department of Educational Administration, University of Saskatchewan, Saskatoon.

Produced by a research team from Saskatchewan Educational Leadership Unit (SELU) to support the work of the Joint Task Force (JTF), the report provides a literature review of effective practices employed across the four areas – early childhood, prekindergarten to grade 12, post-secondary and labour force attachment. The primary focus is on Saskatchewan research with some examination of national and international research efforts. A conceptual framework is presented indicating five main themes and outlining the key elements within each theme. The five main themes are: ethical space, shared governance, planning for success, monitoring success and local innovation.

Section Two describes eight lighthouse programs using a set of key characteristics, the lens of the literature review's conceptual framework and summarizes the common dimensions used to address the education debt. Section Three examines First Nation and Métis student and parent perceptions of educational issues gathered through fifteen research sites. Again data was analyzed using the literature review's conceptual framework.

Royal Commission on Aboriginal Peoples. (1996). *Gathering Strength: Report on the Royal Commission of Aboriginal Peoples (RCAP), Volume 3*. Ottawa: Canada Communication Group Publishing.

RCAP issued its final report in November 1996. The five-volume report covered a vast range of issues and include 440 recommendations for change to the relationship between Aboriginal and non-Aboriginal people and governments in Canada.

The third volume, *Gathering Strength*, deals with education and training. The Commission notes that "... critical changes in education processes and systems ..." (p. 434) are required before education can serve as a vehicle for cultural and economic renewal. The Commission also sees an important link between self-government and education. It makes the following recommendations for capacity building for self-government:

- establishing an education fund for self-government to support partnerships at the post secondary level;
- introducing student bonuses and incentives related to studies in self-government;
- increasing co-operative work placements;
- establishing distance education models for professional training; and,
- introducing a Canada-wide campaign to increase youth awareness of opportunities in self-government.

The Commission recommended the following directions to guide education reform:

- a. education reform would be based on three broad principles:
  - the assumption of jurisdiction by Aboriginal governments through three stages - self-starting initiatives under existing legislation; a transition phase where Aboriginal nations begin to exercise law-making powers in core areas with financing from the federal government; and, as a third order of government following the conclusion of treaties;
  - lifelong learning through the four stages of the life cycle: child, youth, adult and elder; and,
  - holistic education aimed at all dimensions - intellectual, spiritual, emotional and physical.
- b. specific reforms regarding youth would include the following elements:
  - the development of youth empowerment strategies by schools, both Aboriginally and non-Aboriginally controlled;
  - the extension of high school programs to communities e.g. distance education, regional high schools in Aboriginal communities, etc.;
  - the funding of new programs to facilitate secondary school re-entry; and,
  - financial inducements to secondary schools to develop co-op education programs for Aboriginal young people.
- c. the Commission proposes measures aimed at teacher education including:
  - expanded financial support to post secondary institutions for existing and new Aboriginal teacher education programs;
  - adoption of strategies (career promotion, financial incentives etc.) to increase the number of Aboriginal secondary school teachers; and,

- changes to teacher education programs for non-Aboriginal teachers to include an Aboriginal component.
- d. recommendations aimed at adults include the following features:
- integrated delivery of adult literacy, basic education, academic upgrading and job training under the control of Aboriginal people to occur in the short term through delegated responsibility under current jurisdictions;
  - increased federal support for post-secondary education for First Nations;
  - the development of a scholarship fund for Métis and other Aboriginal students with no access to financial support under existing policies; and,
  - new initiatives by post-secondary institutions to increase participation, retention and graduation of Aboriginal students (e.g. Aboriginal content in courses, Aboriginal appointments to boards of governors, advisory councils to the president).
- e. finally, an important element of the Commission's approach is a series of recommendations aimed at the establishment of several Canada-wide institutions to be funded by the federal government:
- an Aboriginal Peoples' International University, functioning in all provinces and territories, with a mandate to, among other things, promote traditional knowledge and pursue applied research in support of self-government;
  - an electronic clearing house, possibly within the international university, to facilitate information sharing among communities, self-government workers and individuals;
  - a documentation centre on residential schools and relocations, also a potential element of the university; and,
  - a statistical clearing house to work in collaboration with Aboriginal governments to establish and update statistical data bases and to promote common strategies for collecting and analyzing data.

Saskatchewan Education. (May 1990). *Minister's response to the report of the northern education task force.*<sup>21</sup>

Six guiding principles emerged from the consultative process of the Northern Task Force:

1. Education is the key to the personal, cultural, career and economic development of northern people.
2. Parental and community involvement is essential to children's education.
3. The pursuit of excellence is crucial to education.
4. Northern development depends upon the establishment of a closer relationship among northern business, industry, the public sector, and education.
5. Education must be provided in an environment without barriers.
6. The cultural heritage of northern people must be maintained.

The Northern Education Advisory Forum was established to “share information and discuss educational issues of common concern” (p. 4). To carry out initiatives developed in response to the report, Saskatchewan Education coordinated a Northern Education Implementation Committee with representation from the three northern school boards, Northlands College, Gabriel Dumont Institute, the Northern Teacher Education program, Prince Albert Tribal Council and Meadow Lake Tribal Council. This committee will ensure that there is an “arena in which they can share strategies and priorities and cooperatively plan initiatives” (p. 4).

The response set out these goals for northern education:

1. Children should possess the language and learning skills they will need in order to develop their full educational potential when they enter elementary school.
2. Educational agencies, government departments, families and communities must work together to ensure that northern children can pursue healthy lifestyles.
3. A full range of professional counseling services must be available to all students in northern Saskatchewan.
4. There must be universal concern for excellence in education. All northerners must become involved in order to maintain quality education, adapted to northern needs.
5. There must be a major thrust in developing native language programming at all levels of the education system.
6. All agencies involved in education must work together toward increasing the number of native people engaged in professional careers.
7. Barriers to education of adults must be removed by providing opportunities for continued learning.
8. Educational facilities and technologies for distance education specific to northern needs must be developed.
9. The learning of mathematics, science, and the technologies must be promoted at all levels.
10. A close working relationship between educational institutions and the employment sector must be established.

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<sup>21</sup> See report of Northern Education Task Force on page 101.

Schick, C., & St. Denis, V. (2005). **Troubling national discourses in anti-racist curricular planning.** *Canadian Journal of Education*, 28, 295-317.

The authors maintain that anti-oppressive curriculum on the Canadian prairies must examine how racial identifications are constructed through commonplace national discourses. An anti-oppressive curriculum needs to examine the production of racial identification including the construction of whiteness in a context where racism often exists in denial. Without critical race analysis, the ‘celebration of diversity’ and other popular narratives may reinforce relations of dominance.

Sisco, Ashley. (2010). *Optimizing the effectiveness of e-learning for First Nations.* Conference Board of Canada.

E-learning can help close the education gap between First Nations people living on reserve and non-Aboriginal populations. Based on a brief literature review and interviews, this report found that optimizing the effectiveness of e-learning requires: better engagement of First Nations in e-learning program development and implementation; the development of an e-learning strategy; an increase in funding amounts and the extension of funding terms for e-learning; the assessment of community needs and educational outcomes; building tools and capacity to support e-learning; the development of a strategy to improve teacher engagement; consideration of generational differences among students; the promotion of student commitment; the expansion and increased flexibility of programs, with holistic program delivery; and, better integration of e-learning under the overall Indian and Northern Affairs Canada education umbrella.

Soonias, R. (1972). *Selected findings of the Federation of Saskatchewan Indians Education Task Force 1970-72: A preliminary report.* Prince Albert: Saskatchewan Newstart Inc.

The Education Task Force of the Federation of Saskatchewan Indians was established in 1970 in response to Federal proposals to transfer control of education to the province. The task force designed some key questions to help define the Indian peoples’ goals in education.

The key areas included preliminary findings on: drop-out and age/grade retardation; feelings toward policies of education; cost/benefit analysis (both financial and human); legal rights to education; decision-making in Indian education; and, program quality analysis.

The concluding statements of the document urged every reader to discuss, evaluate and share the document to assist in making decisions regarding the kind of education each reserve wants for its children.

Truth and Reconciliation Commission of Canada. (2012). *Truth and Reconciliation Commission of Canada: Interim Report*. Winnipeg.

In addition to providing compensation to former residential school students, the Indian Residential Schools Settlement established the Truth and Reconciliation Commission of Canada with a five-year term beginning in June 2008. However, the initial 3-member commission resigned within months and a new slate of commissioners was established in July 2009. This report provides an interim summary of their activities, articulates the barriers to completing their work in a timely fashion (by 2013) and makes 20 recommendations some of which are directed to the Government of Canada's funding and support of the commission's work, as well as the preservation of historical documents wherever they may be currently held.

The Commission recommends:

- The review of curriculum materials to assess what they teach about residential schools;
- The development of age-appropriate resource materials about residential schools;
- The development of public-education campaigns about the history and impact of residential schools;
- The establishment of an on-going cultural revival fund;
- The establishment of culturally appropriate early childhood and parenting programs;
- The establishment of health and wellness centres specializing in multi-generational trauma and grief counselling and appropriate treatment;
- The wide distribution and display of the “Statement of Apology” for on-going educational purposes; and,
- The exploration of the United Nations Declaration on the Rights of Indigenous Peoples as a framework for on-going reconciliation work.

A final report is anticipated in mid 2014.

Simon Management Services. (2006). *A study of educational cost drivers to First Nations education: Final report*. Joint AFN/INAC Band Operated Funding Formula (BOFF) Working Group.

This is the fourth component of the overall BOFF workplan which includes five components:

- Provincial comparability review;
- Teacher’s salary review;
- INAC main estimates versus allocations for band operated schools;
- First Nations cost drivers; and,
- Modernization of the national funding formula.

The report identifies and calculates the funding needed to support a formula based on the cost drivers of First Nations education including indexation costs. The project proposes to do this through:

- A diligent description of each cost factor identified;
- An estimation of funding needed using a sample from each province;
- Justification using background research; and,
- Suggestions on methodologies for the treatment of cost factors in a national funding formula.

The cost drivers identified, researched and consulted upon include:

- First Nations Language and Cultural Education;
- Socio-economic Influences (includes intervention initiatives such as community coordinators, literacy initiatives, remedial programs, nutrition programs, extra-curricular programs, and after school programs);
- Information and Communications Technology;
- Programming Diversity (to be comparable to provincial curriculum offerings and to meet local diversity needs);
- Pupil Teacher/Educator Ratios/Class Size and Composition;
- School Administration; and,
- Education Authority.

Section 3 describes three cost variables: school size; geography and location; and, annual indexation (consumer price index [CPI]; education price index [EPI] and provincial indexation for public education).