

The Métis National Council represents the historic Métis Nation in Canada at the national and international level. At a regional level, the Metis Nation is represented through democratically elected, province-wide Governing Members from Ontario westward who come together to form the Métis National Council. The Metis Nation's homeland includes the three Prairie Provinces and goes into parts of Ontario, British Columbia, the Northwest Territories and the northern United States

What is meant by “life long learning”?

Conceptually, the stages of the Life Long Learning continuum involves:

1. **Early childhood development** (including prenatal) to ensure that Aboriginal children entering school are ready and able to learn;
2. **K-12 schooling** with support for Aboriginal children to stay in and succeed in primary and secondary school so that they can proceed to post-secondary or trades education if they so choose;
3. **Post Secondary Education** including (university, colleges, technical & apprenticeship training) to ensure that Aboriginal people can access professions and vocations of their choosing; and
4. **Ongoing education and skills development** to ensure that Aboriginal people can access learning supports to compete in the Canadian labour market (including work-based learning and active measures under social assistance).

This paper examines each of those four areas from a Metis perspective particularly the implications affecting: Jurisdiction and Control; Improving Access and Integration; Sustainability and Capacity Building; and Determinants.

What are the Rights of the Métis?

Over the years a body of legal instruments have been developed to address basic human rights, including protection of the right of all peoples to self-determination. This right includes the rights of the child, which have been guaranteed through international, national and provincial laws, policies and practices, including but not limited to the following:

International Law: International Covenant on Economic, Social and Cultural Rights, 1966 (Article 1.1)

All peoples have the right of self-determination. By virtue of that right, they freely determine their political status and freely pursue their economic, social and cultural development. They have the right to determine who the individual members of their society are, and how their children are raised.

The Métis Nation has this right based on the customs, traditions and practices of Métis people themselves.

National Law: Government of Canada's Policy Approach to Implementation of the Inherent Right and Negotiation of Aboriginal Self-Government.

The Government of Canada recognizes the inherent right of self-government as an existing right within section 35 of the *Constitution Act, 1982*. Recognition of the inherent right is based on the view that the Aboriginal peoples in Canada have the right to govern

themselves in relation to matters that are internal to their communities, integral to their unique cultures, identities, traditions, languages and institutions, and with respect to their special relationship to the land and their resources.

Who has jurisdiction and responsibility for Metis?

Before examining each of these areas, it is important to address the larger issue of who has jurisdiction and responsibility for Metis. The jurisdiction issue has been the single greatest impediment to progress in developing a modern set of institutions, programs and services to meet the needs of the Metis. Coming to an understanding of this issue will enable all parties to set in place the appropriate planning and developmental initiatives so that we can achieve transformative positive change in the lives of Metis people.

It has been and remains the longstanding position of the MNC that the federal government has jurisdiction and responsibility with respect to the Metis Nation by virtue of section 91(24) of the *Constitution Act, 1867*. With this jurisdiction comes an obligation to act.

The federal government maintains a legal position that Metis are not included within s. 91(24) of the *Constitution Act, 1867* and that provinces have primary jurisdiction and responsibility for Metis. At the federal level four major departments deliver programming in the life long learning area through 34 programs or initiatives. The majority of these programs are directed at First Nations and Inuit. Although the federal government does provide some modest programming to Metis it has done so under status blind pan-Aboriginal program authorities, the results of which remain unaccounted for. Therefore, the current range of programs and services directed to Métis and off-reserve Aboriginal people is driven by existing federal policy considerations rather than from any specific legal obligations to the Metis as an Aboriginal people. As a result of this approach, the federal government provides a limited number of programs and services to Métis and off-reserve Aboriginal people, scattered across several areas of the life long continuum primarily on the basis of their status as economically disadvantaged Canadians.

Provincial governments take an opposing position with respect to responsibility for off-reserve Aboriginal peoples. By and large, all provinces maintain the position that the federal government continues to have full jurisdiction for all Aboriginal peoples, while maintaining education as a provincial authority.

Flowing from this interpretation, there has been ever-increasing pressure from among the provinces for the federal government to assume financial responsibility for off-reserve Aboriginal peoples, including program and service delivery. The Report to Premiers by the Ministerial Council on Social Policy Reform and Renewal reiterated the traditional provincial position that the federal government assume “...full responsibility for all programming for Aboriginal people, both on- and off-reserve”.

Canada claims that it provides indirect support to Metis through fiscal transfers to the provinces under the Canadian Social and Health Transfer (CHST). The CHST is the largest federal transfer program to the provinces and territories. Payments are made under the authority of the *Fiscal Arrangements Act* and target specific areas: health care, post-secondary education, early childhood development, social assistance and social services. The CHST is a block fund that the provinces and territories are free to spend in these

areas largely as they see fit. In some areas like ECD, the federal government has imposed reporting requirements to ensure these resources are spent in agreed upon areas.

Unfortunately, few if any provinces use these CHST resources for programming targeted at the Metis. Moreover, Metis governments from Ontario westward are currently disregarded as possible partners in delivery to improve the lives of their people and are relegated to the status of possible “organizations” that may be eligible to apply for or to act as an agent for provincially designed initiatives.

While provincial and federal leaders often say they want to “move past jurisdictional wrangling” there is currently no forum to multilaterally address Metis jurisdictional issues. Further, over the past decade, many well-intentioned initiatives have quickly deteriorated into posturing exercises leading to the status quo.

Recognition of Metis Jurisdiction and Responsibility

Over the years, Metis have made it clear that any further expansion of programs and services must be undertaken directly with the representative and accountable Metis governments and their respective institutions rather than on a pan-Aboriginal off-reserve basis. That is not to deny support for other Aboriginal people off-reserve, only that Metis believe they have the jurisdiction and responsibility to address the social and economic development needs of their people.

The Metis take this position not because they wish to build their own institutions for the sake of building them but rather because they believe that it is the most efficient and accountable way to make meaningful changes in the life chances of Metis People. Accordingly, Metis believe that the best way to proceed on the issue of jurisdiction and responsibility is to proceed on the basis that Metis have the jurisdiction and responsibility for the provision of life long learning services to Metis people.

Need for Cooperation and Financial Support of all Jurisdictions

Metis also recognize however, that the federal, provincial (including their municipal orders of government) play a meaningful role in improving the lives of Metis people. Metis believe that the federal and provincial governments can use their spending power authorities to assist Metis meet the social and economic needs of their people. The MNC is prepared to proceed on a cooperative basis to ensure that the needs of the Metis people are met through modern and efficient delivery structures that are respectful of the rights and interests of the Metis people and its governing institutions. Metis believe that the current array of programs and services must be adjusted, strengthened and as necessary expanded or augmented to address Metis needs. Metis do not seek handouts from either level of government. They do as Canadian taxpayers however, call upon other levels of government to make key strategic investments in the Metis people.

The following consensus statement adopted by the Metis Life Long Learning planning session captures the Metis position on Life Long Learning;

“We, the Metis Nation, are a distinct Nation among Aboriginal Peoples in Canada and as such our Aboriginal rights are recognized and affirmed under Section 35 of the Constitution Act, 1982. We, the Metis Nation have the inherent right of self-determination and self-government, which includes the right to drive the propagation

of the Metis way of being in all sectors. Learning is the most relevant way to protect and propagate the Metis identity, therefore it is necessary that the Metis community through its governance structures leads the decisions and implementation at every level regarding life long learning.”

1. Importance of Early Childhood Development and Day Care

International Law: *Convention on the Rights of the Child, 1989 (Article 30)*

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practices his or her own religion, or to use his or her own language.

There is now an overwhelming consensus that early childhood development is considered the most important stage in building a learning foundation for all later learning. Studies indicate that early intervention is a much better investment than remedial or compensatory interventions in human capital later in life. The federal government acknowledged in 2001 that early childhood learning supports and services were uneven in quality and availability in its consultations on the Innovation Agenda. Metis AHRDAS voiced similar concerns in the AHRDS Renewal Process and universally called on the federal government to address Metis childcare needs. The Life Long Learning policy paper acknowledges that:

Parental and community supports are equally important factors in ensuring the developmental foundation needed in early childhood. There is abundant evidence that children who have experienced high quality early childhood development programs learn better in school. Early childhood development programs, such as prenatal health programs, Head Start programs and quality childcare programs (among others) are highly effective means of ensuring children get the best possible start in life, and ensuring school readiness, by addressing developmental and cultural needs in the early years, if administered in culturally sensitive and targeted ways.

The research and statistical evidence available suggest that the overall regime of federal, provincial, territorial and Aboriginal services and programs currently supporting Aboriginal learners is not producing acceptable results. While significant progress has been made in improving life chances for Aboriginal children and youth and Aboriginal educational attainments in general, it is not occurring at a pace comparable to that of non-Aboriginal Canadians nor in a way that meets the cultural and other learning needs of Aboriginal peoples. This suggests that a concerted coordinated effort by all partners is required to ensure consistent access to culturally relevant quality programs and services and improved learning outcomes throughout the continuum.

The Organization for Economic Cooperation and Development (OECD) has also joined the chorus of voices suggesting that Canada’s future competitiveness was threatened by its inability to address the learning needs of Canada’s children. The OECD called early childhood initiatives as “seriously under-funded patchwork quilt of money wasting programs that provide little more than glorified babysitting”. This stinging rebuke has created greater urgency to discussions being held by Ken Dryden, the Minister for Social Development in his efforts to establish a new \$5 billion child care initiative.

Metis Early Childhood Development and Day Care Services

The lack of a consensus on jurisdiction for off-reserve Aboriginal people has to some extent restricted the federal government's willingness to address the needs of Metis children and families. This is reflected in the Aboriginal Human Resources Development Strategy (AHRDS) where federal childcare resources and early childhood development resources are devoted exclusively for First Nations and Inuit.

The federal government takes the position that provinces are responsible for off-reserve children and that the joint implementation of the National Children's Benefit with provinces has freed up savings which provinces should invest in off-reserve childcare. The federal government also takes the position that off-reserve Aboriginal children have access to the 2.2 billion already allocated to provinces under the Federal-Provincial-Territorial Early Childhood Development Agreement.. Although the federal government has placed reporting conditions on the provinces to account for this money (moved through the CHST), no one at the federal level monitors whether Aboriginal people off-reserve, or specifically the Metis, are obtaining an equitable allocation. Nor has there been any indication from the federal government that the new \$5 billion earmarked for the provinces to establish day care spaces will have an Aboriginal leg, and within this, a Métis-specific set-aside.

However, in spite of the federal government's narrow view on its jurisdictional responsibilities, Health Canada does provide some \$25 million to support off-reserve Head Start initiatives. This early development initiative was lauded by Metis on its introduction, but its reliance on a pan-Aboriginal implementation approaches has restricted its effectiveness and introduction into the Metis community. Moreover, the modest size of the program has limited its availability to Metis who make up over a third of the total off-reserve Aboriginal population (and in excess of 50% in the prairie provinces). Even by its own admission, Health Canada has indicated that the current off-reserve program only addresses 7.6% of 3-5 year old off-reserve Aboriginal children (114 preschool centres servicing some 3,500 children).

It is not known the extent to which Metis participate in the existing programs. Statistics Canada has indicated however, that "increasingly Aboriginal children living in non-reserve areas are attending preschool programs specifically designed for Aboriginal children. Among those 6 year old at the time of the 2001 Aboriginal peoples Survey, 16% had attended a preschool program specifically designed for Aboriginal children, which is four times the proportion of the 14 year olds. However, even among the six year olds, it is still only a small minority who attended a preschool program specifically designed for Aboriginal children".

2. Kindergarten to Grade 12

Metis children are not succeeding in the K-12 system to the same extent as other Canadians. While Metis educational attainment is better than for First Nations on reserve and Inuit, Statistics Canada has indicated that in 2001, 48% of Off-reserve Aboriginal people aged 20-24 did not finish high school compared to 26% of non-Aboriginal youth. There can be no question that the drop out rates of Metis children can be traced back to:

- The failure to recognize the unique experience and cultural knowledge of the Metis people and the contribution of the Metis Nation to the Canadian state;
- The absence of Metis-specific curriculum and pedagogy which promotes and enhances general learning through the inclusion of Metis knowledge and tradition;
- The absence of adequate learning supports in the pre-school years (early childhood development education and dedicated supports);
- The preponderance of poverty that many Metis people find themselves in (there is a positive correlation between low educational attainment and poverty with Statistics Canada showing that children of persons living below the low income cut off are more likely to repeat a grade than those above the cut off);
- A lack of a learning culture and parental attachment to the school system (this includes the lack of parental achievement within the school system and the attendant lack of emphasis parents put on reading and instilling the value of education in their children); and
- The absence of community supports to facilitate the transitions for children moving from elementary to secondary school environments (Statistics Canada has identified that the majority of off-reserve Aboriginal students are dropping out in grades 9 and 10).

Internal Metis consultations revealed the importance of Metis involvement in the area. The following consensus statement adopted by the MNC LLL planning table reflects the importance of Nation, community and family in this area:

“We don’t want to just exist; we want to flourish. The community must be involved in every aspect of children’s learning; that means the Nation as a political entity, the grassroots people, everybody. We want to have that control. We want to have our own say. We want to deliver our own programs. We want to perpetuate Metis culture and Metis being.”

The background paper produced for the roundtable underscores the importance of family and community. It notes

The roles of family and the community are known to be important factors influencing learning outcomes for children. In many Aboriginal societies, the involvement of parents and community are considered essential in the development of intellectual and cognitive abilities, the transmission of Aboriginal languages and cultures, the full emotional and spiritual development of the child and for the child to learn how to behave socially.

It is clear that not enough is being done to address the educational supports of Metis children. Metis are not by and large seeking to replace the existing K-12 school systems, although the creation of alternative systems may be required to make substantive movement on this matter. Increased accountability to the Metis community may reduce the need for creation of alternative systems, although a system of accountability to the Metis community must be implemented as part of any policy direction. They do however; want to see existing systems achieve positive results. Metis are seeking to increase their capacity in facilitating the educational needs of Metis children. Metis seek to do this in concert with existing provincial educational authorities. Encouraging parental and community involvement in pursuing greater results is an important objective. The Metis National Council believes a good starting point would be the establishment of province wide Metis education bodies, accountable to and formed by the

MNC provincial governing bodies, that are charged with the responsibility of pursuing better quality of education for Metis children.

In existing systems, Metis also seek greater participation both by way of greater input into the work of school boards but also with a capacity to facilitate best practice approaches for keeping kids in school and improving the quality of education that Metis kids have access to. To facilitate leading edge educational initiatives, Metis are seeking a Metis Nation-specific Education Active Measures Program, overseen by the Metis National Council, that can be used to support innovative measures to improve the quality of Metis education and to achieve better educational outcomes. The fund would enable the Métis Nation to develop and implement strategies to address Aboriginal elementary and secondary education concerns and to monitor and evaluate their effectiveness over time. It would also enhance the relationship between existing institutions and increase accountability of those institutions to the Metis community.

In terms of future systems development, the Métis National Council seeks a national strategy to address the current crisis caused by the specific failures of provincial educational authorities through the establishment of pilot K-3 schools in specific Métis communities, under the control of Métis community educational authorities. These pilot schools should be built upon demonstrated success and need, and in conjunction with existing Métis teacher education programs, such as the Gabriel Dumont Institute Saskatchewan Urban Native Teacher Education Program.

At the federal/provincial/territorial level, the Métis National Council seeks to engage in an ongoing dialogue with Federal/provincial/territorial Ministers of Education to seek collaborative measures and strategies to address Metis educational issues and solutions through a national Metis-specific multilateral process.

3 Metis Post-Secondary Education

Metis do not have access to the post-secondary education support services provided to First Nations and Inuit. The combination of rising tuition and the fact that majority of Metis income levels are lower than other Canadians, has created severe impediments to Metis participation in post-secondary institutions. The implementation of the AHRDS has done little to address this issue as these resources are not targeted to support the post-secondary needs of Metis people. Metis seek to expand access by way of direct student support in the form of bursaries and through the expansion of current Metis post-secondary institutions.

The Metis Nation is currently involved in post-secondary education through the existence of Metis-specific institutional development, through the Gabriel Dumont Institute of Metis Studies and Applied Research in Saskatchewan and through the Louis Riel Institute in Manitoba. These two institutional models set the stage for future involvement of the Metis Nation in addressing the issues set out by the Prime Minister in the Speech from the Throne. *“to ensure that a lack of financial resources will not be allowed to deny, to those with the motivation and capacity, the opportunity to learn and aspire to excellence in pursuing a skilled trade, a community college diploma, or university degree.”* The success of these two institutions cannot be matched by any other institution in Canada, in terms of addressing Metis specific issues.

The limitations of programming options available to Metis students through these successful models, is part of the on-going issues facing the Metis Nation. The Gabriel Dumont Institute needs to expand, through the Gabriel Dumont College, into Arts Education programming, setting the stage for Metis students to enter specific professional colleges, having secured a basic Arts Education in a highly supportive and culturally appropriate curriculum and environment.

There are a number of significant factors influencing the lack of involvement of Metis people in university education and those levels of skill development set out in Canada's Knowledge and Skills agenda. Lack of access to post-secondary funding, and conflicting or lack of funding arrangements and underlying assumptions of the Canada Students Loans program are two core issues.

Expansion of Metis Bursaries by way of Canada Endowment

With respect to bursaries and scholarships, each MNC Governing Member has established scholarship & bursary trusts at varying levels from Ontario westward. These include:

- **Ontario** - Metis Nation of Ontario Trust: \$4.2M in trust and provides bursaries annually to Metis student at 32 different colleges and universities in Ontario;
- **Manitoba** - Manitoba Metis Federation Trust: The MMF, in partnership with Brandon University, Collège universitaire de Saint-Boniface, University of Manitoba and University of Winnipeg now has over \$4M in the trust. Over the past four years, over 200 Metis students have been awarded with scholarships and bursaries from this trust;
- **Saskatchewan** - Gabriel Dumont Institute: As a part of the Gabriel Dumont Institute, a single scholarship program exists, namely the Nap Lafontaine Scholarship Fund, to help Metis students in various programs to cover their educational costs. There would be a need to establish a post-secondary fund within GDI specifically for undergraduate and graduate levels to ensure Métis participation in university programming, with scholarship amounts in keeping with tuition and living costs;
- **Alberta** - Belcourt-Brousseau Trust: A trust in the amount of approximately \$8M has been established which Metis students can apply to for attending educational institution in Alberta. The trust has a good relationship with the Metis Nation of Alberta; and
- **British Columbia**: No existing trust at this time.

The Metis Nation is requesting that Canada enhance these trusts by way of an endowment to generate increased Metis access to post secondary institutions.

Need for Funding Flexibility in a Renewed AHRDS

Currently, Metis students have access to limited support to obtain a university education. The AHRDS provides opportunity in some provinces to provide support for students in their last year of studies or partial financial support in their final year of studies, having set a policy of funding only those programs of 52 weeks or less. Further, funding obtained under the AHRDS conflicts with the criteria of the Canada Students Loan program, instituting a dollar for dollar reduction in allowable loans. The Canada Student

Loans program is designed as a supplementary loans program, which at its core is fundamentally wrong, as it relates to access by Metis students. Most Metis students do not have other financial support to contribute to their education. Canada Student Loan becomes the primary financing for Metis students. Further, Metis students who begin their studies from a position of poverty, end up with student loans in excess of \$40,000, impeding the transition to employment and breaking the poverty cycle. Metis students with a university degree in education become working class poor. Canada Student Loan program needs to be redesigned to reflect the financial reality of Metis students and to become complementary to and supportive of the new policy and program directions, such as the AHRDS. The Metis Nation wants to expand the AHRDS model to include university education funding.

4 Métis Ongoing Education and Skills Development

The Federal Government has recognized that individual Canadians need to be equipped with the tools necessary to participate in an ever-changing workforce and to develop a culture of lifelong learning. The economy of the future will, by all projections, require an ever increasing and changing level of skills from the workforce. Workers must be given the opportunity to adapt to changing technology and skill requirements, through adult learning. As the federal governments Innovations Strategy acknowledged in 2002, Canada currently ranks very poorly in the resources devoted by both the public and private sector to adult workforce learning.

The federal government has also recognized that Canada's demographic profile is that of an aging population. The post-war baby boom came to an end in the early 1960's, and the baby boom generation is now approaching retirement age. Without immigration, Canadian population growth is not sufficient to even replace the existing generation. Indications are therefore that labour shortages will develop as the baby boom generation retires from the labour force.

Metis and other Aboriginal peoples have pressed the federal government to work with Aboriginal peoples to meet these emerging labour market needs through additional labour market assistance directed at Aboriginal people. Although the AHRDA program provides financial assistance to assist Metis to obtain the necessary training to enter in the labour market, the program has not kept pace with the growth of the Metis population nor with the inflationary factors that have over time eroded the financial base for the program. Moreover the AHRDA program was never designed to assist working Metis populations to make life long or career adjustments to keep pace with the ever changing Canadian economy. Nor was it designed to assist Metis obtain post-secondary assistance. Consequently, any new focus on ongoing education and skills adjustments must take place in the context of new program elements. For Metis, these additional program elements should be built on the existing Metis AHRDA Platforms.

However, Metis need not only be streamed into training sectors. Metis people should have access to a full range of educational options, including support for people with disabilities, and those who seek high technology education and long term professional colleges and professions, such as those set out in Canada's Innovation Strategy – Knowledge for the Future. The skills agenda is now reaching into K-12 to promote the transition from high school to skills training. We must ensure that Metis students are

counseled into a full range of options, including university education. Funding must be in place to ensure that this option is attainable, not just a poster and a promise.

Literacy initiatives are also very important in furthering the education of Metis people. Although Metis have limited access to resources provided by the National Literacy Secretariat, these resources are not sufficient nor is the secretariat equipped to deal with the deep seated literacy problems that are present with the Metis community.

Summary of MNC Views In Life Long Learning area

Metis people believe that the needs of their children and families are as equally as important as other Aboriginal peoples. They are convinced in the utility and value of addressing the early childhood development needs of Metis children and they believe that the establishment of day care services for Metis will improve labour market outcomes and lead to better earned incomes for Metis people. Metis believe that the Life Long Learning Planning approach can result in better quality of life outcomes for Metis. The Métis National Council also underscores the need to take a cooperative and participatory approach with other orders of government in developing a comprehensive system of supports to sustain life long learning for Metis people.

Jurisdiction and Control

The establishment of new federally funded Early Childhood Development and Day Care program and related initiatives should be undertaken on the basis that Metis gain full access to existing and new initiatives and that Metis governing institutions have jurisdiction and responsibility to delivery these programs and services, regardless of residency (urban, northern, rural).

Metis believe that other orders of government and their institutions have a role to play particularly in the area of K-12 schooling systems. In many of these areas, Metis seek to address the special needs requirements of Metis children and youth through clearly defined program and service initiatives undertaken by Metis institutions. Metis seek to engage provinces and territories through a Metis-specific dialogue into the needs of the Metis students and engaging Metis Nation institutions in conducting research into the specific challenges and solutions available to existing and new institutions.

Metis believe that there is a need to address the issues of post secondary education through the expansion of funding support for students delivered through current Metis education institutions (such as the Gabriel Dumont Institute of Metis Studies and Applied Research and Louis Riel Institute) and Metis scholarship and bursary foundations.

The Metis National Council believes that additional resources should be identified to support the work of Metis AHRDA's and in particular to work with the large number of Metis youth. In the area of ongoing educational and skills upgrading (including literacy initiatives) the Metis National Council believes that it is important to build upon the established Métis education and labour market training institutions by profiling targeted funding assistance to these areas. This should be over and above the existing allocations.

Improving Access and Integration

The Métis National Council believes it is important to participate in ongoing discussions relating to matters affecting Metis throughout the life long learning continuum. In particular, the Métis National Council is seeking to participate in federal/provincial/territorial discussions relating to the social union framework in Canada through the establishment of a Metis-specific multilateral table on Life Long Learning.

Metis should be provided with an equitable allocation of federal/provincial childcare resources whether through access to a new federally funded program for Metis or through a dedicated Metis carve out of increased CHST transfers to provinces. Metis are seeking

the establishment of an integrated Metis early childhood development and childcare initiative using the Aboriginal Human Resource Development Agreement platform as the basis for its program and service infrastructure. Building upon the successful Metis AHRDA program will provide the necessary aggregation of administrative capacity and maximize benefits for Metis children and families, promoting Metis culture, language, values and responsibility.

Metis are seeking greater participation in the K-12 school system to develop capacity to support the needs of Metis children at the elementary and secondary levels of the educational system. Metis believe that this can be accomplished in part through the establishment of specific Metis curriculum, development of Metis authorities, valuing Metis Nation knowledge, values and skills, pedagogical environments that respect this authority and developing the capacity of the Metis community to engage in long term strategies and visions. Metis provincial education commissions should be established would work with provincial education authorities and public and private school boards to meet the needs of Metis children.

To facilitate leading edge educational initiatives, Metis are seeking an education active measures program that can be used to support innovative measures to improve the quality of Metis education and to achieve better educational outcomes. This will enable Metis to generate best practice models that can be applied more broadly where proven effective.

Sustainability and Capacity Building

Metis believe that Canada and the provinces need to make a substantial investment in building a workable and practical set of developmental institutions serving the interests of the Metis peoples. This will require investments in infrastructure (particularly in the ECD area) as well as investments in human capital. The investment in human capital is necessary to build or strengthen the network of institutions and personnel that operate within the lifelong learning area.

It is clear from all that we know about life long learning that specifically targeted investments are needed along the life long continuum and that these investments can help Canada meet its emerging labour market requirements. In building these institutions, resources and human capacity will be required to ensure that the programs and services effectively meet the needs of Metis people. Metis believe the recent approach taken in the health care area to promote health careers should be extended to early childhood development workers including measures designed to expand capacity within current day cares to create developmental programs within the day care sector.

Determinants

The MNC intends to deal with the determinants through the round table on Results and Accountability. Suffice it to say here that the background paper on LLL has made a good start in outlining the short, medium and long term goals in this area (see appendix A).