



CANADA-ABORIGINAL PEOPLES ROUNDTABLE
LIFELONG LEARNING (1) SECTORAL FOLLOW-UP SESSION
EARLY CHILDHOOD DEVELOPMENT AND
KINDERGARTEN TO GRADE TWELVE

FACILITATORS' REPORT

November 13 – 14, 2004
Radisson Hotel
Winnipeg, Manitoba



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1) INTRODUCTION

The November 13-14, 2004 Sectoral Follow-up Session on Lifelong Learning (Early Childhood Development, Kindergarten to Grade 12 (ECD and K-12)) was the second in a series of sessions intended to fulfill the commitment made by Prime Minister Paul Martin at the conclusion of the April 19, 2004 Canada-Aboriginal Peoples Roundtable on Strengthening the Relationship. The sectoral sessions are intended to explore new and innovative ideas through which the Government of Canada and National Aboriginal Leaders can work together to close the quality of life gap between Aboriginal Peoples and all Canadians. In addition to two Lifelong Learning sessions (ECD and K-12; Post Secondary Education and Skills Development), sectoral sessions will also address Health, Housing, Economic Opportunities, Negotiations and Accountability for Results.

Following the distribution of the report on the April 19, 2004 Canada-Aboriginal Peoples Roundtable, the Aboriginal Affairs Secretariat (AAS) within the Privy Council Office (PCO) established an overall Planning Committee to develop the proposed Sectoral Follow-up Sessions. The Planning Committee is comprised of five National Aboriginal Organizations (NAOs) including the Assembly of First Nations (AFN); the Métis National Council (MNC); the Inuit Tapiriit Kanatami (ITK); the Congress of Aboriginal Peoples (CAP); and the Native Women's Association of Canada (NWAC); as well as key federal departments

and agencies that serve as lead departments or have related responsibilities, including Indian and Northern Affairs Canada (INAC); Health Canada (HC); Canada Mortgage and Housing Corporation (CMHC); Industry Canada; Treasury Board Secretariat (TBS); and provincial and territorial officials.

A planning sub-committee chaired by the lead department, in this case the INAC, and comprised of a similar combination of federal, Aboriginal and provincial/territorial members, applied the overall session planning guidelines to the particular needs of the education field. The planning subcommittee responsibilities included the following:

- identify policy priority topics, launch questions and the agenda to guide discussions at the session;
- develop background papers to provide participants with an overview of key issues (available on-line);
- select participants and observers (officials); and
- review of the Facilitators' Report on the session.

The five NAOs were given the opportunity to select 10 participants (i.e. five core and five sectoral experts) from their organizations and/or communities at all levels. The participants list (Annex B) indicates that there were approximately 106 participants at the Lifelong Learning ECD and K-12 Sectoral Session. Both Aboriginal and government members of the planning subcommittee were designated as observing



officials, who attended to provide support to their selected participants and report back on the discussions. Each NAO had three officials, the federal government had up to 15 officials and the provincial and territorial governments divided a total of 15 seats. There were a reported 27 officials.

The Lifelong Learning Sectoral Session on ECD and K-12 was designed to bring experts and practitioners together to address the specific session objectives established by the Planning Committee which were to:

Develop a shared definition of success and recommended actions to achieve progress in ECD and K-12 priority policy areas (i.e. jurisdiction and control; access and integration; capacity building and sustainability; and research and curriculum development) relative to Inuit, Métis, First Nations and crosscutting themes (i.e. urban, women, northern/remote). Seek joint commitment to an improved relationship among all stakeholders and a collaborative systems approach to improved ECD and K-12 outcomes, including delivery mechanisms and results-based performance measures.

The results from the technical level discussions at the Sectoral Session are contained in this Facilitators' Report. The report is based on flip chart notes prepared by the participants and facilitators during the session and on a template/report outline approved by the Planning Committee. All flip chart notes were transcribed verbatim and are contained in the web-link to Annex C of this report. As a practical matter, it is

not possible to reflect every idea placed on the flip charts during the breakout group in the narrative of this report. The facilitation team has attempted to draft the report in a manner that highlights the content of the flip charts as succinctly and objectively as possible. As a result, this report should be read in tandem with the detailed ideas contained in the flip chart notes.

As well, discussion at the session built on the content of the background papers prepared in advance of the Lifelong Learning Sectoral Session. In specific cases this meant that recommendations that were included in the discussion papers were not always expanded on or discussed in the breakout session. It is therefore essential that this report be read in conjunction with the background papers. Those background papers can be found on the Internet at: <http://www.aboriginalroundtable.ca>.

All Facilitators' Reports from the Sectoral Follow-up Sessions, and the Facilitators' Final roll-up Report are intended to support and inform ongoing discussions leading to:

- a spring 2005 policy retreat between the Cabinet Committee on Aboriginal Affairs, national Aboriginal leaders, and provincial/territorial representatives¹; and
- the fall 2005 First Ministers Meeting (FMM) on Aboriginal Issues.

It is also anticipated that the participating governments and organizations may develop

¹ Discussions are ongoing with provinces and territories regarding their participation in the planned spring policy retreat and this matter will be clarified as work proceeds toward this proposed initiative.



their own reports and analysis of the sectoral sessions. It is also understood that the brainstorming at the sectoral session in no way commits any particular government or organization to a discussion on any particular idea at upcoming political level forums.

2) OVERALL SESSION SUMMARY

Workshop Methodology

Each sectoral session provided that the majority of time be allocated to breakout group sessions where the participants were organized into the three distinct Aboriginal groupings: First Nations, Métis and Inuit. The participants' list indicates that there were approximately 41 participants in the First Nations breakout group; 31 participants in the Métis breakout group; and 23 participants in the Inuit breakout group. In three instances, the list does not indicate to which breakout group a participant was assigned.

Each of the three distinct breakout groups addressed the "policy priorities" identified by the planning subcommittee, that is:

- issues of jurisdiction and control;
- improving access and integration;
- building capacity and sustainability; and
- research and curriculum development.

As noted in the session objectives each breakout group was also tasked with applying the crosscutting lenses to ensure that the needs and concerns of Aboriginal

women and Aboriginal peoples living in urban, northern/remote situations were addressed in the brainstorming, discussion of issues and development of recommended actions.

Launch questions for each theme were included on the distributed agenda and posted in the breakout sessions. These questions were a guiding tool to help focus discussion on issues that support achievement of the session objectives. Facilitators used the launch questions in tandem with other process questions to support the development of recommended actions. Where time provided, participants were asked to apply short-medium-and-long-term time frames to their recommended actions and prepare key message summaries of their small group discussions and recommended actions.

For each theme, facilitators used a variety of facilitation exercises to maximize input and output from participants. The exercises included facilitated discussion methods that were adapted to fit the circumstances such as time allotment, number of participants, size of the breakout room and theme subject. In most cases, the exercises asked participants to work in smaller groupings to gain greater participation from all participants.

All participants were clearly notified in workshops that all issues, options and/or recommendations must be recorded on the flip charts to be included in the final report of the session.



Overall Summary

This section of the report represents an effort by the facilitators to identify similarities or overarching themes that are suggested by the discussions in the three separate breakout rooms.

Definitions of Success

This exercise was designed to provide content that would support the development of vision/outcome statements toward which the subsequent recommended actions could be directed. Working in tandem with the later question on making progress, it was also intended to support a results-based analysis.

Each breakout group modified the common elements extracted by the facilitation team from the session background papers to better reflect their cultural values (e.g. the role of education in the survival of language, culture and worldviews), the systemic supports needed within their unique educational circumstances, and their aspirations for increased participation and control.

All three breakout groups described the lifelong learning continuum as:

- built upon and preserving their distinctive languages, cultures and values; and
- recognizing traditional and informal knowledge.

Other considerations specifically mentioned in at least two of the breakout groups included the importance of community,

holistic systems (e.g. infrastructure to curriculum, etc.), inclusiveness (particularly for those living with disabilities/special needs), collaboration/coordination and responsive adjustments within mainstream systems.

Addressing Issues of Jurisdiction and Control

The flip chart notes from all three breakout groups provide repeated references and a variety of approaches for each Aboriginal group to exercise increased jurisdiction and control over education for all of their peoples. A necessary component, upon which Aboriginal groups will develop and control effective educational systems (in this case ECD and K-12), is the recognition by F/P/T governments of First Nations, Inuit and Métis jurisdiction.

Access and Integration

Improved access and integration are often seen as directly linked to addressing jurisdictional issues, particularly as jurisdiction creates barriers that undermine the development or operation of effective Aboriginal driven education systems. Key suggestions for improvement related to:

- flexibility in the design of educational programs;
- coordination and communication at regional and inter-regional levels; and
- providing greater support for such related matters as child care, transportation, and other participation requirements (e.g. clothing, equipment, etc.).



Increasing the level, flexibility and length of funding available was raised in this issue, and indeed in all of the issues, as critical to improving and to providing opportunities for all Aboriginal people to be educated, regardless of their circumstances.

Building Capacity and Sustainability

There are multiple ideas for how to build capacity within multiple components of the educational system (e.g. human resources, institutional capacity, management, etc.) in order to ensure that the quality of education meets the needs of all peoples, particularly at key transition periods. Each breakout group called for support for the development of educational institutions appropriate to their cultural circumstances (e.g. houses of learning²). Many, but not all of the recommendations require increased amounts of funding as well as increased flexibilities (e.g. multi-year funding).

Research and Curriculum Development

Research is needed to close existing gaps in data, conduct needs analyses, overcome access barriers, and on ways to support the inclusion/validation of traditional knowledge within curriculum, to name a few. The processes and products of research and curriculum development need to reflect the identity of the distinct First Nations, Métis and Inuit populations, provide for

2 The term “houses of learning” was used in the session as an alternative to the names of formal educational institutions such as “schools.” The term is intended to suggest that there are culturally appropriate approaches and alternatives. Its use is not equivalent to “Centres of Excellence.”

direct involvement and include the participation of Elders. Curriculum needs to be grounded in the culture and values of the distinct Aboriginal groups. Within mainstream educational institutions, Aboriginal developed curriculum needs to be included and mainstream curriculum modified to reflect the cultural and rights realities of Aboriginal peoples. Once developed, research and curriculum materials need to be shared widely.

Application of the Crosscutting Themes

The original lenses for the roundtables were gender and geography (urban, remote/northern and rural). In this session, the participants of all the breakout groups identified disability as another lens. The lenses were applied in two ways: to recommend actions after they were developed for each topic area and directly during the development of recommendations. The crosscutting lenses were referenced a number of times in all three breakout group discussions.

In the first exercise on what constitutes the essential elements within the lifelong learning continuum, two points were noted:

- a key value for the First Nations in building the lifelong learning continuum is the Circle that reflects all the members of the community, including women and people who have disabilities; and
- the Inuit and First Nations both identified special needs programs and services for those living with disabilities as essential elements.



All breakout groups, when discussing access, noted the need for specific programs for people with disabilities.

The Inuit and First Nations group also noted:

- the need for increased recognition of the links between other broad determinants (e.g., housing and economic opportunities) to ensure women's participation in education; and
- individuals, regardless of where they live, should have the same opportunities for education, including a culturally specific education.

3) SUMMARY OF DISCUSSIONS

i) FIRST NATIONS BREAKOUT GROUP

Definitions of Success

What are the essential elements of a First Nations education system?

- has to be based on the prophecies and stories;
- tied to the unique rights of First Nations peoples both treaty and inherent;
- inclusive of all First Nations people, regardless of status and residence;
- based on the language, culture and values;
- builds on First Nations history and on the current good work being done;
- goal of our education system is love, understanding and unity in our communities;

- have a community-based approach with the involvement of parents;
- be a system that reflects the unique gifts of each nation, its language and its culture;
- be able to operate within both the mainstream and First Nations realms simultaneously;
- First Nations need to reclaim and build their educational system through a coordinated and collaborative approach;
- have a culturally appropriate curriculum with culturally appropriate standards and criteria based on culturally appropriate research;
- include special needs programs and services for people with disabilities;
- include skill development, technology, informal learning, sports and recreation with funding for all aspects; and
- have the required infrastructure and capital as well as operation and maintenance resources.

Issues of Jurisdiction and Control

Launch Question:

What are your recommended actions for addressing jurisdiction and control for Early Childhood Development and K-12? What are the immediate and long-term actions?

- ideally the education system would be within a recognized First Nations self-governing system;
- the Yukon stated its desire for a separate table for ECD and K-12 education discussions with the government;



- build an education infrastructure on First Nations lands;
- an educational system designed by First Nations for First Nations;
- determine through research the fundamental aspects and components of a First Nations educational system;
- the integration of an Aboriginal curriculum with a mainstream curriculum does not work;
- curriculum should be focused on language and culture and connected to land/place/spirit and based on the First Nations worldview;
- work with the Assembly of First Nations to build a national educational network;
- need more First Nations decision-makers rather than advisors;
- quit focusing on the money, sustainability is not always about money;
- recognize the retention of First Nations languages as a right;
- embed recognition of Aboriginal language as a right as part of the social union contract;
- education should be used as a tool for empowerment;
- explore through research what is working in urban settings for First Nations;
- share language, culture, history and First Nations perspectives within non First Nations schools;
- decolonization and empowerment should be a goal, consistent with rights;
- UN-based education must include language and culture;
- the family has to be looked after while respecting traditional roles and responsibilities of men, women, the extended family and individuals within the traditional family unit;
- challenges of those living with disabilities must be addressed;
- educational systems need to be adaptive to modern challenges;
- need to recognize a First Nations definition of success in all educational initiatives;
- First Nations must control its citizenship;
- engage provincial governments in recognizing First Nations educational jurisdiction;
- have adequate resources to implement short-term action plans and begin to work on long-term plan;
- education is an inherent right of the original people, is an Aboriginal and treaty right and is constitutionally protected;
- the federal government has a fiduciary responsibility to fund First Nations jurisdiction; and
- jurisdiction is First Nations and community-based. The exercise of jurisdiction by First Nations communities includes the right to make laws with respect to:
 - establishing the purpose of education;
 - establishing school systems based on First Nations philosophy, beliefs and practices (curriculum, teaching, assessment, etc.); and
 - setting standards and regulating.



Long-term Strategies

- gain recognition of under Section 35 that is legislative and not policy-based; and
- establish tripartite government-to-government nation-to-nation negotiations with the federal and provincial governments.

Immediate Actions

- chief and Council develop educational by-laws or laws in their communities;
- set up First Nations schools;
- explore and use what is working and share it;
- educate children on First Nations history; and
- use traditional processes to discuss a First Nations education system.

Improving Access and Integration

Launch Question:

What adaptations and collaborative approaches are needed to improve access to Early Child Development and Kindergarten to Grade 12 programming and services?

What recommended actions would improve access to ECD?

Immediate

- community-based priorities and values;
- support and compliment the role of the family in ECD;
- universal access that is not proposal driven but based on a transfer of funds;

- ECD available regardless of residence;
- single window under First Nations control;
- First Nations designed ECD licensing and certification;
- transportation and safety of children to ECD sites;
- First Nations language and culture needs; and
- funding to develop standards.

Long-term

- five-year funding agreements with cost of living increases;
- enhanced infrastructure to meet special needs; and
- retention and professional development.

How do we improve collaboration and coordination between systems involved in ECD?

Immediate Actions

- First Nations need a common vision with a family focus;
- acknowledge the primary child rearing role of parents and provide resources to support effective parenting;
- collaborative research by and for First Nations;
- have inter-agency collaboration;
- First Nation educators and front-line workers be involved in all levels of policy development;
- the guidelines and fiscal responsibilities for working together need to be flexible and minimize bureaucratic involvement;



- capacity building has to focus on supporting families;
- recognition and validation of First Nations traditional knowledge;
- develop a First Nations child development model; and
- recognize out of school learning.

Long-term

- increase collaboration between on and off reserve First Nations organizations;
- change in attitude among federal, territorial and provincial bureaucrats and teachers; and
- governments and politicians work together.

What recommended actions would improve access to K-12 initiatives?

Immediate Actions

- review existing First Nations research on what works and develop an inventory;
- provide report on this session to First Nations for continued input to ensure it reflects a First Nation agenda;
- government provide additional resources to implement recommended action; and
- First Nations language and cultural curriculum is the foundation.

Long-term Actions

- comprehensive training that is both linguistic and culturally appropriate in First Nations institutions to create capacity; and

- First Nations reclaim their past and tell their history and story.

How do we improve collaboration and coordination between systems delivering K-12?

Immediate

- accountability through statistics for and by First Nations;
- true partnerships;
- community involvement;
- recognition of First Nations jurisdiction and protocols;
- informative sharing between education systems and sectors;
- equity and access to programs;
- reciprocal tuition and program agreements;
- funding for all First Nations children;
- bridging and laddering between ECD and school;
- respect for past agreements;
- public awareness of First Nations issues;
- culturally appropriate assessment tools;
- First Nations participation in off reserve governance;
- effective dispute resolution mechanisms;
- second and third level services and associations;
- identification of gaps through individual case studies; and
- identify the systemic nature of the gaps.



Key Messages to Government

Language

Everything flows from the First Nations languages, it is what makes us who we are and is the cornerstone of everything.

Jurisdiction

The group stood together and recognized their strength in unity and restated their message:

- lifelong learning is a First Nations responsibility, stated in almost 6000 reports;
- that the Government of Canada obtain a mandate to negotiate jurisdiction over education for First Nations no matter where they live or their age;
- there is a sense of urgency that this has to happen now;
- the lifelong learning continuum needs to be resourced to pursue First Nation goals; and
- jurisdiction and resources are the mechanisms for sustainable lifelong learning systems.

ECD and K-12

Needs to include:

- governing structures;
- houses of learning; and
- research centres of innovation for the lifelong learning continuum.

Application of the Crosscutting Lenses— First Nations

One of the essential values of the lifelong learning continuum was described as the Circle that reflects all the members of the community, including women and people who have disabilities. The group described specific actions they would like to see with respect to gender:

- to ensure access to education, the issue of family violence must be addressed;
- to develop capacity, Aboriginal women's centres and networks need to be established; and
- in the development of educational curriculum, gender needs to be considered, including the traditional teachings that respect traditional roles/responsibilities of men, women, extended family and individuals.

Applying the disability lens, the specific suggestions were:

- inclusive programs for children with disabilities and integrated classrooms;
- national and provincial Aboriginal organizations that deal with the rights of special needs children;
- early intervention for speech, language and hearing problems, and autism; and
- ensure safe transportation for children with disabilities in order to ensure their access to learning institutions.

When applying the geography lens, First Nations identified the need for educational programs to be available wherever First Nations students reside. A specific urban agenda is required for First Nations students



that ensure culturally appropriate programs in urban areas and funding for off-reserve programs.

ii) INUIT BREAKOUT GROUP

Definitions of Success

Values Foundation

- a holistic approach and the matching systems;
- community approach that meets specific needs;
- articulated expectations that express hope for the future and provide tools for choices;
- language and culture in curriculum; and
- Aboriginal languages (i.e. Inuktitut) recognized (federally) as official languages with equal funding.

Essential Elements

- a coordinated approach;
- special needs programs for both gifted as well as those living with disabilities;
- skill development;
- informal learning developed and recognized;
- funding for all aspects of the system including infrastructure (capital, staffing, and operation and maintenance);
- knowledge of self is the foundational element for success;
- access to ECD and K-12 in all communities;
- access to wellness programs once a child is identified as requiring special interventions;

- better diagnostic tools are required, so more problems are better identified with the required resources to meet the identified needs;
- insert Inuktitut into children's programming (e.g. television) to encourage appreciation and respect of the language;
- systems in place to support education include social, housing, economic development, and the environment; and
- sustainable, culturally appropriate systems will address challenges and support success.

Issues of Jurisdiction and Control

Launch Question:

What are your recommended actions for addressing jurisdiction and control for Early Childhood Development and K-12? What are the immediate and long-term actions?

Key Messages

- respect land claim agreements;
- increase Inuit participation in development of criteria for education funding;
- recognize regional costs of doing business and provide resources;
- build capacity/capital to address historical deficiencies; and
- establish a two-way dialogue with governments and Inuit peoples.

What are your recommended actions for addressing issues of jurisdiction and control?



Immediate

- decrease existing barriers;
- increase Inuit participation on federal, territorial and divisional boards;
- ensure coverage of urban, rural and northern Inuit populations;
- Inuit language development programming;
- realistic competency and professional development policies and programs;
- train, educate and recruit teachers for all Inuit jurisdictions;
- more Inuit leaders are needed in the education field;
- more resources for Inuit to develop their own programs and curriculum;
- pilot projects for more parental involvement;
- include Inuit in determining research policies and programs;
- a one-stop shop for early childhood education (ECE) and K-12 funding programs; and
- understand financial needs to establish infrastructure in Inuit communities.

Long-term

- realistic financial contributions with the money going to the right people;
- stop making decisions in isolation from communities;
- more curriculum development money for Inuit;
- government to respect land claims;
- accountability for Inuit specific monies;
- recognize rightful credibility of Inuit culture and values;

- establish a realistic criteria and process for accessing funds for programming (i.e. day care subsidies and language);
- create more Inuit specific programming while still meeting the provincial graduation requirements;
- balance community and government involvement in the development and design of Inuit educational systems; and
- teach Inuit language and culture to teachers versus trying to fit Inuit into mainstream programs, Inuit values and culture be part of university teachings.

Key Messages

- more human and financial resources are required for Inuit to take control of the educational system and content;
- more federal understanding of Inuit communities and regions;
- Inuit control of curriculum from early childhood to post-secondary;
- housing, social and health needs must all be addressed to help in the quality of ECD program delivery;
- Government of Canada needs to take responsibility for present situation on education;
- federal funding for Inuit language and culture programs in Canadian curriculum;
- establishment of an Inuit Secretariat to facilitate an Inuit approach to education and all other Inuit issues;
- develop Memorandums of Understanding between Inuit jurisdictions to promote the sharing of best practices, policy reviews and systemic changes;



- culturally appropriate assessment tools developed collaboratively; and
- a comprehensive (e.g. holistic) wellness approach is needed.

How will we work with others to implement our recommended actions?

- collaboration between land claim organizations and others;
- with Canadian Heritage on recognition of Inuktitut;
- develop common vision at regional level to overcome geographic/political differences;
- find and include those willing to contribute and share their ideas;
- our departments and divisions at regional level need to work collaboratively as a first step toward working with others;
- Elders voice and role in education is an integral part of strengthening culture and language in the system;
- establish a role for Elders to be part of the developmental process and to help strengthen youth's knowledge of their culture and Inuk identity;
- work closely with Inuit organizations and governments to ensure existing resources are applied;
- create a national Inuit research centre to guide policy and curriculum development;
- establish cultural and language centres in the smaller communities;
- encourage children to go into needed professions;

- Inuit have the will, but not the know-how, there is no capacity to achieve the identified goal(s), figure out how the government can help; and
- support healing among parents, Elders and men so schools and students have role models.

Improving Access and Integration

Launch Question:

What adaptations and collaborative approaches are needed to improve access to Early Child Development and Kindergarten to Grade 12 programming and services?

How do we improve access to ECD initiatives?

- funding: Inuit need integrated, stable, short-and long-term funding for improving or creating infrastructure and Inuit-specific educational materials and equipment;
- program content: Inuit need to build the capacity of parents in terms of literacy and wellness so they can participate in ECD initiatives;
- a better educated and trained staff to better promote and deliver programs in the community;
- entry requirements for ECD programs must be all inclusive and flexible;
- process: there must be universal access to the Aboriginal Head Start Program for all Inuit children;
- ECD program administration, (i.e. application and reporting process, must be simplified);



- enable Elders to be certified, teach, transmit knowledge and be paid appropriately;
- smaller classrooms and reducing multi-grade classrooms with the support and resources required for special needs children who require access to rehabilitation or team resources;
- multiple options for students in both trades and academics;
- adequate benchmarks and appropriate support for students in terms of guidance counsellors, career counsellors, community exchange programs, role models and peer supports; and
- federal funding should meet Inuit criteria/needs instead of Inuit programs trying to meet federal government criteria.

Immediate

- create Inuit regionally appropriate infrastructure;
- do away with stove piping by combining programs;
- ensure at-risk families are able to participate equally;
- use previous studies to increase quality and accessibility;
- embed ECD in a family literacy approach that focuses on parent literacy;
- use and enhance existing Inuit infrastructure; and
- address the urban Inuit problems accessing pan-Aboriginal administered initiatives.

Long-term

- every community would have K-12 in Inuktitut with appropriate Inuit specific programming using different and creative delivery mechanisms with parental and community participation;
- make entry requirements more flexible;
- program deliverers need to promote the program in the community;
- ensure access to ECD programs for ALL Inuit children and families (in Inuktitut);
- multi-year funding through a one-stop shop funding process; and
- simplify application processes with decisions closer to the community level.

How do we improve integration and coordination between systems involved in K-12 initiatives?

- through a Memorandum of Understanding between all levels (e.g. F/P/T/I, community/regional, etc.) to work together and share resources and information and ensure that integration is happening between levels and between programs;
- creating consistent standards and a degree of seamlessness between programs and regions;
- create alternatives such as the Bridges Program at St. Pat in Yellowknife as not all the students are academically inclined;
- Nunavut-Sivuniksavut model should be implemented in high schools and adopted by all Inuit regions;
- make it mandatory to have qualified career counsellors in high schools;



- parental accountability and wellness;
- elementary schools and high schools should be separate buildings;
- transition programs for K-12 to post secondary and federal training programs;
- more land-based programs, as an alternative to mainstream education;
- breakfast and lunch programs;
- more role models in school system;
- an Inuit education directorate to design an Inuit relevant education system;
- national Inuit educational research centre to develop an inclusive research base and a place to collect data;
- a database available to all jurisdictions on Inuit controlled research from across all regions;
- building healthy communities starts with healthy families and there need to be support systems in place to promote healing and wellness; and
- informal discussions including the sharing of best practices between directors of all programs.

Realistic funding formulas that recognize the federal obligation to allow for ECD services that address issues:

- look for ways to cost share program development, training, resource development; and
- not merely integration but making Inuit culture and values the foundation of all aspects of education under Inuit control (e.g. ECD programs developed and delivered by Inuit).

Building Capacity (and Sustainability)

Launch Question:

What capacity supports (e.g. human resources, infrastructure, sustainability, etc.) are needed to ensure Aboriginal communities participation and progress on shared ECD and K-12 priorities?

- building knowledge on issues of education to promote dialogue, meaningful consultation and a shared understanding;
- capacity building (for children and adults) starts at home through language use, self healing and family supports;
- capacity building during early childhood is essential to build strength in later years;
- capacity building has to be defined by Inuit;
- capacity building starts with basics and progresses to more complex specialized training involving partnerships (university/industry), mentoring, and funding;
- Elders need to be involved in ECD programs and become more involved in working within the families;
- identify what needs to be taught to prepare a child and who should be involved in teaching;
- mentoring programs within and across the regions;
- providing opportunities for children and youth to contribute or give back to the community;
- create an Inuktitut language centre, capacity comes from keeping your language and culture;



- develop community learning networks by understanding your community;
- develop long-term literacy development programs to meet the needs of women;
- partnerships with colleges, universities and private industry;
- a recognized Arctic University;
- sports programs, by identifying funds for equipment and through the development of athletic associations;
- promote volunteerism through recognition/incentives; and
- technology programs.

Ensuring Sustainability

- systemic changes are needed that meet Inuit needs and address wellness issues through regional addiction centres, leadership accountability, speaking out against family violence, healing programs and adequate housing;
- develop curriculum that is relevant with an emphasis on Inuit standards, values and methods (without overwhelming students and educators);
- establish an Inuit working group to review ECD/K-12 best practices that incorporate language, culture and tradition;
- find ways to share curriculum development resources;
- need funding and Inuit specific policies;
- pool resources at a regional level; and
- appropriate training for educators, teachers, parents, children, Elders.

Curriculum Development and Research

Launch Question:

How can research and curriculum development be applied to support improved participation and outcomes in ECD and K-12 systems?

Conducting Research

- establish an Arctic Research Centre that is Inuit owned, controlled, directed and designed to provide access to data, capacity and recruitment, and support decision-making processes; and
- approach Government of Canada, Canadians, and universities for partnership agreements to repatriate research material and stockpile curriculum that already exists from Elders.

Curriculum Development

- a national, action oriented, Inuit Working Group on education for lifelong learning under Inuit control with an Inuit agenda. Subgroups would examine base of Inuit Qaujimajatuqangiit (I.Q.—Inuit knowledge and way of life);
- legislation to ensure Inuit language rights and to preserve and enhance vitality of the language and culture throughout a bilingual system; and
- legislation would enable the capacity supports and funding to maintain the language.



How can the federal and provincial governments work with the Inuit to get these things done?

- identify who will oversee Inuit educational recommendations;
- resource the proposed national Inuit working group on lifelong learning;
- establish the research/education centre;
- immediately act on retaining Elders knowledge;
- provide capital, infrastructure, catch-up funds and experts;
- change the way governments deal with Inuit on capacity building; and
- Health Canada conduct an assessment of special needs students.

How will we know we are making progress?

- there are adequate resources, and progress is not made on the backs of Inuit that takes funding from other programs;
- ECD-Grade 12 indicators would include an increase in school attendance, increase in high school graduates, Inuit relevant curriculum, use of language (Inuktitut) in classroom;
- there would be monitoring systems to gauge children's success;
- good and relevant addiction and violence programs in place;
- adequate buildings;
- decrease in suicides;
- improved mental and physical health; and,
- support systems are in place for continued success.

Application of the Crosscutting Lenses

The crosscutting lenses relating to disabilities, gender, and urban/remote/northern were specifically referenced a number of times throughout the breakout group discussions beginning with the very first exercise relating to what constitutes the essential elements within the lifelong learning continuum (i.e. special needs programs for those living with disabilities). The lenses were also noted during the conversations on:

- addressing issues of jurisdiction and control (e.g. in the immediate term provide coverage of urban, rural and northern Inuit populations);
- improving integration and coordination (e.g. in the immediate term address the problem of urban Inuit access to pan-Aboriginal administered ECD initiatives);
- embed ECD in a family literacy approach that focuses on parenting literacy;
- providing joint (urban, rural, Nunavut/vik) training; and
- ensuring sustainability (e.g. through systemic changes that address wellness issues such as speaking out against family violence).



iii) MÉTIS BREAKOUT GROUP

Addressing Issues of Jurisdiction and Control

Launch question:

How will we address the issues of jurisdiction and control that are impacting on the delivery of, and access to, and success within, early childhood development and K-12 programs and services?

The group identified the essential elements of the lifelong learning continuum as follows:

- the preservation of the Métis culture and language;
- the Métis people are the owners of their own destiny: Otipemsewak;
- ownership of the lifelong learning continuum for the Métis would be by the Métis, through the Métis and driven by the Métis;
- the validation of traditional knowledge and that the Eurocentric methods are not the only way;
- bridging knowledge assets;
- protecting intellectual property rights; and
- the purpose of lifelong learning is to ensure a thriving Métis Nation for the future.

Immediate and long-term recommended actions for addressing issues of jurisdiction and control included:

Immediate

- address the legal question on who has jurisdiction for the Métis;
- governance systems need to be defined by the Métis to end the conflict of values and issues of accountability between the federal, provincial, and municipal levels of government;
- the recognition of one Métis Nation in Canada;
- the system needs to reflect the unique and distinct values, culture, governing authorities and language of the Métis;
- the Métis need to mobilize and call on existing institutions to be accountable to the Métis;
- conduct Métis specific research into the values of a Métis education system;
- empower the Métis to be pro-active and have the capacity and authority to conduct research and develop reports on lifelong learning;
- Métis developed curriculum based on Métis specific research;
- set up Métis education bodies to liaise and work with provinces and the federal government;
- fund Métis organizations and institutions to conduct research and evaluations to make informed changes to ECD and K-12 initiatives;
- support the existing Métis institutions to do core work (i.e. the Louis Riel Institute, the Gabriel Dumont Institute and Métis child and family service agencies);
- that there be cross-departmental collaboration at the federal level to address Métis educational issues;



- the Métis National Council (MNC) has the necessary structure and needs the capacity to address sectoral needs;
 - the MNC has become the vehicle of support and can coordinate lifelong learning strategies;
 - support those who have succeeded (i.e. mentoring initiative);
 - create Métis federal task forces for all sectors;
 - the federal government assumes responsibility for the Métis people in all aspects;
 - the Inherent Right Policy be addressed and enforced;
 - that the obligations to Métis children under the UN Convention on the Rights of the Child be met;
 - provinces take responsibility to collaborate with the Métis on education in a tripartite process;
 - establish a national Métis education secretariat;
 - an inventory of Métis educators undertaken; and
 - Métis adult councils or school boards established at the provincial and national levels.
- expand educational options available to the Métis living in rural or northern locations;
 - increase the importance and availability of ECD initiatives (birth to 6 months of age);
 - that there be federal, provincial, and Métis Nation discussions on ECD and K-12 initiatives;
 - legislation that recognizes the Métis as a founding nation of Canada that will lead to similar funding available to the francophone population;
 - success would be a proud, healed, whole, accepted and preserved Métis culture and population;
 - a transfer of resources and authority to the Métis similar to the Aboriginal Human Resource Development Strategy (AHRDS) model;
 - that an environmental scan be undertaken to determine Métis people/resources available in ECD and K-12;
 - new dedicated funding, including resources to assist and meet the educational needs of Métis living with disabilities;
 - establish a task force to explore Métis ECD and K-12 with the provincial, federal Métis representation; and
 - work to develop a Métis based holistic curriculum.

Long-term

- move toward Métis control and ownership of ECD and K-12;
- design now for the future;
- future educational model must include Métis context/values in all subject areas;
- Métis students should have the option to go to a mainstream or to Métis educational institutions;

How will we work with others to implement the recommendations?

- work with the Métis Nation governance structure at the national, regional and local levels;



- develop a multilateral process where the Métis Nation, the federal and provincial governments can work together to address Métis specific issues (nation to nation);
- core and long-term funding to the Métis people;
- recognition of responsibility by the federal government for funding to the Métis;
- establishment of a coordinating body to develop educational models;
- INAC establish a task force with provincial and federal Métis representation similar to that of the AHRDS;
- allow the Métis to develop and design programs in direct response to the needs of the Métis people;
- use the existing structures already in place to address the needs of the Métis;
- look at what is working and build on those positive structures;
- work with educators, relevant groups, organizations and institutions to ensure the betterment of the quality of education for Métis children;
- develop partnerships and utilize the resources and expertise of the Métis people; and
- develop institutions to deliver programs, conduct research and conduct a national survey to create a registry of ECD and K-12 Métis initiatives.

Improving Access and Integration

Launch Question:

What adaptations and collaborative approaches are needed to improve access to Early Child Development and Kindergarten to Grade 12 programming and services?

- more funding for ECD and K-12 is required for the Métis Nation;
- federal government and provinces need to become like minded in the support of ECD and K-12 programs and funding strategies;
- Métis values need to be reflected on and validated in the school curriculum;
- the pedagogy of education must reflect the Métis culture, history and language. In Northern communities for example, traditional resources and key experience (i.e. hunting, fishing, and trapping are used in the curriculum);
- Métis access to all federal and provincial programs related to ECD and K-12;
- one Métis Nation Registry;
- teaching mentorship initiatives for Métis teachers;
- transportation resources (drivers, vans, etc.) in both rural and urban communities;
- expanding eligibility for programs that may be a question of jurisdiction;
- equitable Métis access and representation on the boards of existing Aboriginal programs;
- allow Métis to mold/own these initiatives to suit specific needs;



- Métis sensitive curriculum that drives/creates a need for provincial and federal mandates specific to the Métis;
- develop curriculum and educational resources for an approved Métis resource list;
- funding to address the needs of Métis children with disabilities and special needs;
- develop a culturally appropriate assessment tool specific to Métis children;
- Métis people within the educational environment at all levels with decision making abilities;
- take the best of the best practices, develop them and then implement them;
- lead changes to the mainstream educational system so that it relates to the Métis;
- implement the findings of culturally appropriate assessment and evaluation tools;
- adapt and develop a learning model for e-learning that can be brought to the community level;
- do not remove learner from the community for an education;
- have community input in the classroom; and
- Métis specific ECD learning programs need to be available and sustainable in all communities.

Building Capacity and Sustainability— Curriculum Development and Research

Launch Question:

What capacity supports (e.g. human resources, infrastructure, sustainability, etc.) are needed to ensure Aboriginal communities participation and progress on shared ECD and K-12 priorities?

Goal

- Reclaiming and preserving Métis culture and language are the foundation of the lifelong learning continuum.

Key Message

Establish a Métis specific multilateral process including the federal, provincial, territorial and Métis Nation governments, on lifelong learning for the purposes of long-term planning and implementing ECD and K-12 initiatives. The process would lead to an accord and ultimately an agreement on a model of implementation similar to the current Aboriginal Human Resource Development Strategy Model.

What needs to happen to create a lifelong learning environment that works for the Métis Nation?

- support the Métis Nation to develop the capacity to undertake Métis specific curriculum development, research and publications;



- cultural curriculum that reflects and informs students with Métis history infused in all curriculum in all schools (ECD, K-12, post-secondary);
- remedial or professional development to provide tools for teachers and teacher's aides (i.e. sensitivity training);
- assessment and evaluation tools that capture and celebrate Métis strengths and gifts;
- strategy to identify and value living role models drawn from the Métis community to set strong examples for youth;
- support the design of programs for children with unique needs;
- develop a way of accrediting Métis members, role models and Elders and facilitating their presence in schools;
- promote a full spectrum of career options to Métis children through career counselling;
- have the current education systems integrated into a Métis system;
- document and write Métis history and make it available through Métis and mainstream curriculum;
- create a Métis National Council website with an inventory of programs;
- implement the inherent rights policy for Métis as it relates to lifelong learning and provide appropriate capacity for its success;
- address the misdiagnosis of Métis children to minimize childhood diseases and the impact of Fetal Alcohol Spectrum Disorder (FASD);
- access existing systems and institutions and their ability to preserve the Métis culture, language, history and identity;
- teachers need to promote Métis knowledge and culture;
- the government needs to devolve authority/funds to support existing structures already in place across the Métis Nation;
- increase the access to Métis cultural resources to support children who are wards of the province;
- money to train people to assist teachers and students and to ensure materials developed are effective; and
- community action programs for children with an increase in funding to create Métis specific projects.

What government needs to do

- no feasibility studies are required, action is now needed;
- make sure all programs are accessible to Métis people;
- commit and deliver funding in a timely fashion;
- work with the Métis to develop an accountability structure;
- that the federal government take on its fiduciary responsibility;
- any implementation model must be Métis specific and respect the Métis government structure;
- funding to develop and implement Métis specific assessment tools, such as prenatal and ECD;
- cross ministerial working committee to discuss, identify and implement short-term deliverables for the next fiscal year;
- core funding to design and deliver a national ECD and child care program for Métis children; and



- federal government should work in a more horizontal fashion to simplify the work with the Métis.

What indicates progress in occurring?

- pride in being Métis and it shows in every way;
- understanding and acceptance by all Canadians of who the Métis people are;
- Métis believe in and support their children's learning and development;
- fifty percent (50%) of curriculum (ECD/K-12) is written by and for Métis;
- teachers promoting Métis knowledge and culture;
- Métis reclaiming the preservation of the Métis Nation (history, culture, identity and music);
- existing institutions are accountable for their degree of success in preserving Métis culture;
- rise in children self-identifying as Métis;
- existence of Métis schools and universities all along the lifelong learning spectrum;
- prenatal support/midwifery needs to be reclaimed leading to healthier children;

- nuclear family reclaimed/strengthened; and
- non-academic intergenerational knowledge accepted and valued.

Application of the Crosscutting Lenses— Métis

The Métis addressed the crosscutting lenses of disability and recommended new and dedicated funding including resources specifically for Métis children with disabilities and special needs. Additional comments included:

- expansion of options to rural, northern, etc. (jurisdiction and control recommendations);
- we will all be in the same room (working with others recommendation);
- in northern communities traditional resource use (e.g. hunting, fishing, trapping) should be a key experience (improving access recommendation); and
- transportation (rural and urban)—money for drivers, vans, etc. (improving access recommendation).



***FOLLOW-UP TO THE CANADA -ABORIGINAL PEOPLES ROUNDTABLE
LIFELONG LEARNING SECTORAL SESSION
EARLY CHILDHOOD DEVELOPMENT (ECD) – KINDERGARTEN TO GRADE 12 (K-12)
NOVEMBER 13-14, 2004
WINNIPEG, MANITOBA
RADISSON HOTEL
ANNOTATED AGENDA***

INTRODUCTION:

The objectives for the Lifelong Learning Sectoral Session are:

- Develop different definitions of success and recommended actions to achieve progress in ECD and K – 12 priority policy areas (i.e. jurisdiction and control; access and integration; capacity building and sustainability; and research and curriculum development) relative to the Inuit, Métis, and First Nations, while ensuring the unique challenges of urban Aboriginal people, Aboriginal women and Aboriginal people living in rural and remote locations are addressed; and,
- Seek recommended actions within the priority areas to build and/or enhance collaborative relationships and systems to improve ECD and K-12 outcomes for Aboriginal children and youth, including delivery mechanisms and results-based performance measures.

AGENDA ACTIVITIES:

Pre-Session Activity – Friday, November 12, 2004

5.30 pm – 7.30 pm	Registration	<i>12th Floor Stairs</i>
6.00 pm – 8.00 pm	Welcome Reception (Hosted by Minister of Indian and Northern Affairs Canada and Federal Interlocutor for Métis and Non-Status Indians)	<i>Provincial Ballroom</i>
	<ul style="list-style-type: none">• National Aboriginal Leaders and Other Invited Ministers	



Day One - Saturday, November 13, 2004

7:30 am	Coffee and Registration	<i>12th Floor Stairs</i>
8:30 am	Opening Invocation	<i>Provincial Ball Room Elders/Youth</i>
8:45 am	Welcoming Remarks Purpose, Context and Next Steps	<i>The Honourable Andrew Scott, Minister of Indian and Northern Affairs Canada and Interlocuter for Métis and Non-Status Indians</i>
9:15 am	Review of the Background Papers (One PowerPoint presentation on all papers).	<i>Facilitation Team</i>
9:35 am	Introduction to the Forum Agenda Description of Breakout Group Process	<i>Harold Tarbell, Lead Facilitator</i>
9:45 am	Health Break	
10:00 am	3 Breakout Groups to discuss Policy Area 1:	<i>First Nations, Métis and Inuit issues breakout groups First Nations – Portage Room Métis – Manitoba East Room Inuit – Manitoba West Room</i>

Issues of Jurisdiction and Control

- Shared Definition of Success
- Recommended Actions
- Crosscutting Themes (i.e. Urban Aboriginal and Aboriginal Women lens, with cross-cutting theme of Rural/Remote)

Launch Question:

How will we address the issues of jurisdiction and control that are impacting on access to, and success within, ECD and K-12 programs and services?

12:30 noon	Lunch (to be provided)	<i>Provincial Ballroom</i>
1:30 pm	3 Breakout Groups to discuss Policy Area 2:	<i>First Nations, Métis and Inuit issues breakout groups</i>



Improving Access and Integration

- Shared Definition of Success
- Recommended Actions
- Crosscutting Themes (i.e. Urban Aboriginal and Aboriginal Women lens, with cross-cutting theme of Rural/Remote)

Launch Question:

What adaptations and collaborative approaches are needed to improve access to early childhood development and K-12 programming and services?

4:00 pm Health Break

4:15 pm Reports from Breakout Sessions 1 and 2

*Provincial Ballroom
Métis, First Nations and Inuit
Session Reporters (10 mins
each)*

Launch Question:

Are there any similarities, and/or distinctive features, in the definitions of success and recommended actions being suggested in relation to First Nations, Métis, Inuit and the crosscutting themes?

4:45 pm- Facilitator summary of Day One

Facilitation Team

5:00 pm

Day Two – Sunday, November 14, 2004

8:15 am Coffee

Provincial Ballroom

8:45 am Opening Invocation

Elders and youth

9:00 am Wrap-up of day 1/
Introduction to day 2

Facilitation Team

9:15 a.m. 3 Breakout Groups to discuss

*First Nations, Métis and Inuit
issues breakout groups
First Nations Portage Room
Métis Manitoba East Room
Inuit Manitoba West Room*



Building Capacity and Sustainability

- Shared Definition of Success
- Recommended Actions
- Crosscutting Themes (i.e. Urban Aboriginal and Aboriginal Women lens, with cross-cutting theme of Rural/Remote)

Launch Question:

What capacity supports (e.g. human resources, infrastructure, sustainability, etc.) are needed to ensure Aboriginal communities participation and progress on shared ECD and K-12 priorities?

11:45 am Lunch (to be provided)

Provincial Ballroom

12:45 am 3 Breakout Groups to discuss
Policy Area 4:

*First Nations, Métis and Inuit
issues breakout groups*

Curriculum and Research Development

- Shared Definition of Success
- Recommended Actions
- Crosscutting Themes (i.e. Urban Aboriginal and Aboriginal Women lens, with cross-cutting theme of Rural/Remote)

Launch Question:

How can research and curriculum development be applied to support improved participation and outcomes in ECD and K-12 systems?

3:15 pm Health Break

3:30 pm Reports from Breakout Sessions 3 and 4

*Provincial Ballroom
Métis, First Nations and Inuit
Session reporters (10 mins
each)*

Launch Question:

Are there any similarities, and/or distinctive features, in the definitions of success and recommended actions being suggested in relation to First Nations, Métis, Inuit and the crosscutting themes?



4:00 pm Facilitators' overall Summary

Facilitation Team

4:15 pm Closing Ceremony and Adjournment

Elders and Youth



Participants List - First Nations Breakout	
PARTICIPANT	ORGANIZATION
Catherine Alisch	
Shawn Atleo	AFN Regional Chief
Dr. Joanne Archibald	First Nation Education, University of British Columbia
Marlene Atleo	Faculty of Education, U of M (Author: <i>Oral Tradition, A Literacy for Lifelong Learning</i>)
Vivian Ayoungman	Treaty 7 Tribal Council
Marie Batiste	Apamuwek Institute, University of Saskatchewan
Kathy Van Bibber	Champagne and Aishihik First Nation
Gordon Blackned	Cree School Board
Allan Bowd	Centre of Excellence for Children with Special Needs
Rhonda Cleas	Native Council of Nova Scotia
Grace Conrad	Native Council of Nova Scotia
Lorraine Cook	Odawa Head Start
Bill Cramner	Chief, Namgis First Nation
Eddie Cross	Kahnawake Education Centre
Doreen Demas	
Shirley Fontaine	National Indian Education Council - Manitoba representative
Margo Greenwood	British Columbia Aboriginal Child Care Society
Dawn Harvard	Ontario Native Women's Association
Wayne Helgason	Social Planning Council of Winnipeg
Ian Hinksman	Elder



Participants List - First Nations Breakout

PARTICIPANT	ORGANIZATION
Gerry Hurton	Prince Albert Council
Ron Ignace	Aboriginal Language and Culture Project
Alice Jeffrey	
Collin Kelly	Superintendent of Schools
Chief Rose Laboucan	Chiefs' Committee On Education - AB representative
Betty Ann Lavallée	New Brunswick Aboriginal Peoples Council
Faith Lobzun	Executive Director, Native Women's Association of Canada
Peter MacDonald	Eel Ground First Nation School
Chief Nathan Matthew	Chiefs' Committee On Education - British Columbia representative
Darrel McLeod	Executive Director, International Education and Languages
Chief Rick O'Brien	Assembly of First Nations Regional Chief
Martie Sacher	Program Administrator, Sunchild Cyber School
Helen Settee	Director of Aboriginal Education
Marjorie Sioui	First Nations of Quebec and Labrador Health and Social Services Commission
Leslie Spillett	Women's Council of Manitoba
Danette Starr	Federation of Saskatchewan Indian Chiefs
Dr. Lisa Sterling	Faculty of Education, Simon Fraser University
Tim Thompson	Chiefs of Ontario
Nelson Toulouse	Chiefs' Committee On Education - ON representative
Dan Vandermeulen	President, Northern Lakes College
Dawn Walker	Special Advisor to Health Canada
Morley Watson	FSIN Vice Chief



Participants List - First Nations Breakout	
PARTICIPANT	ORGANIZATION
Lauretta Welsh	Director, Finance and Planning, Mi'kmaw Kina'matneway
Gilbert Whiteduck	National Indian Education Council - QUE representative
Doug Willms	University of New Brunswick
Debra Wright	Congress of Aboriginal Peoples

Participants List - Métis Breakout	
PARTICIPANT	ORGANIZATION
Shelly Agecoutay	First Nation/Métis Urban Partnership
Grant Anderson	Manitoba Métis Federation
Rita Bouvier	Elder
Jennifer Brown	Métis National Council
Anita Campbell	
Judy Chapman-Price	Ontario Métis Aboriginal Association
Sharon Conway	Manitoba Métis Federation
Conrad Desjarlais	Métis Prov Council of British Columbia
Norman Edward Fleury	Manitoba Métis Federation/Task Force on Aboriginal Languages and Culture
Lorraine Gisborne	Board of Directors, National Aboriginal Health Organization
Kathy Hodgson-Smith	Métis National Council
Lawrence Houle	Métis Calgary Family Services
Greg King	Métis Nation of Alberta



Participants List - Métis Breakout

PARTICIPANT	ORGANIZATION
Cynthia Kolada	Métis Provincial Council of British Columbia
Barb Laderoute	Métis Settlements General Council
Carrielynn Lamouche	Métis Nation of Alberta
Mira Laramee	
Mark Laycock	Calgary Métis and Child Services
Morris Manyfingers	Alberta Learning
Rosemarie McPherson	Métis National Council
Delora Parisian	Director, Aboriginal Family Services, SASK
Dr. John Richards	Simon Fraser University
Steve Richard	
Lisa Roberts	
Karen Shmon	Professional Educator, Gabriel Dumont Institute
Jennifer St. Germain	Métis Nation of Ontario
Audrey Waite	Aboriginal Head Start National Council
Rick Wilmot	Métis Provincial Council for British Columbia
Alex Wilson	Blue Sky Planners



Participants List - Inuit Breakout	
PARTICIPANT	ORGANIZATION
Mary Aitchison	Assistant DG, Kativik School Board
Tommy Akulujuk	Inuit Tapiriit Kanatami
Jay Arnajiaq	QIA, Communications Officer
Betsy Awahatak	Kativik School Board
Navarana Beveridge	Education Advisor, Nunavut Tuungavik Incorporated
Annie Buchan	Pauktuutit Board of Directors
Bernadette Dean	Social Policy Advisor, Kivalliq Inuit Association
Patricia Division	Inuvialuit Child Development Programs
Margaret Gauvin	Regional Coordinator, Child Care Services, Kativik Regional Government
Larry Gordon	National Inuit Committee on Health
Anne Grenier	Director, Kativik School Board
Neevee Hanson	Teacher, Joamie School
Pamela Hine	Deputy Minister, Department of Education
Judge James Igloliorte	Retired judge and vice principal
Millie Kuliktana	Director, Kitikmeot School
Jose Kusugak	President, Inuit Tapiriit Kanatami
Jennifer Lyall, Program	Developer, Children's Development, LIHC
Natan Obed	Director, Social & Economic Dev, Inuit Tapiriit Kanatami
Anita Pokiak	Pauktuutit Inuit Women's Association
Francine Ross	Fetal Alcohol Spectrum Disorder Specialist, Nunavut Government



Participants List - Inuit Breakout	
PARTICIPANT	ORGANIZATION
Carter Russel	Labrador Métis Nation
David Serkoak	Principal, Joamie School
Connie Siedule	Director, Ottawa Inuit Family Resource Centre
Shirley Tagalik	Government of Nunavut
Irene Tanuyak	Reg Dir, Career & Early Childhood Services, Kivalliq Region
Sarah Townley	Labrador School Board

Officials List		
	Official	Department/Organization
AFN		
	Michel Tochacek	Assembly of First Nations
	Leanne McIntyre	Assembly of First Nations
	Tina Dewache	Assembly of First Nations, Education Sector
	Tina Martin	Assembly of First Nations, Education Sector
	Elmer Courchene	Elder
CAP		
	Bob Gairns	Congress of Aboriginal Peoples
	Jody Thompson	Congress of Aboriginal Peoples
	Alastair MacPhee	Congress of Aboriginal Peoples
MNC		
	Richard De La Ronde	Manitoba Métis Federation



Officials List		
	Official	Department/Organization
	Avery Hargreaves	Métis National Council
	Miles Morrisseau	Métis National Council
ITK		
	Shani Watts	Sessions Coordinator, Inuit Tapiriit Kanatami
	Franco Buscemi	Youth Intervenor, Inuit Tapiriit Kanatami
	Onalee Randall	Director of Health, Inuit Tapiriit Kanatami
	Annie Peterloosie	Elder
Federal Officials		
INAC	Michel Smith	Assistant Deputy Minister Socio-Economic policy and Program
INAC	Line Paré	Director General, Education Branch
INAC	Mary Donaghy	Director, Intergovernmental Relations
HRSDC	Art Dedam	Program Manager, Aboriginal Affairs
Health Canada	Nicki Sim-Jones	Senior Policy Coordinator Early Childhood Development First Nations and Inuit Health Branch
Health Canada	Carolyn Harrison	Director, Children and Youth Division
SDC	Lori Biesenthal	Assistant Director, Early Learning & Child Care Task Force
SDC	Bob Coulter	Director, Horizontal Initiatives
Industry Canada	Melody Myers	Sr Officer, Information Highway Branch



Officials List		
	Official	Department/Organization
Canadian Heritage	Allan Clarke	Director General, Aboriginal Affairs Branch
TBS	Lindsay Wilde	Senior Analyst
OFI	Allan MacDonald	Director, Office of the Federal Interlocutor
Provincial-Territorial		
BC	Trish Rosborough	Director, Aboriginal Education,
BC	Jan Gottfred	Senior Advisor, Aboriginal Directorate
BC	Dena Carroll	Manager, Early Childhood Development Ministry for Children and Family Development
AB	Lynn Jerchel	Director Service Support, Services Quality Division, Alberta Children's Services
AB	Jane Martin	Director Aboriginal Policy Branch Alberta Learning
ON	Keith Lickers	Ministry of Education
ON	Michelle Braakaman	Ministry of Education
QC	M. Paul Rémillard	Ministère de l'éducation
QC	Louis Rivard	Secrétariat aux affaires autochtones, Ministère du Conseil exécutif, Gouvernement du Québec
NB	Bill MacKenzie	Family and Community Services
NS	Albert Walzak	Advisor Federal Provincial Territorial Relations Department of Community Services



Officials List		
	Official	Department/Organization
Yukon	Harley Trudeau	Senior Government Representative Yukon Intergovernmental Relations
Nunavut	Lesley Leafloor	Manager, Nunavut Early Childcare Programs Dept of Education
Nunavut	John Bainbridge	Sr Policy Advisor, NTI
Nunavut	Pat Nester	Manager, Inukituk Language of Instruction Program, Department of Education



Background Information and Flip Chart Notes are available on the Internet at:

www.aboriginalroundtable.ca

The following is a list of documents available through the website:

- Flip Chart Notes
 - First Nations Breakout Room
 - Inuit Breakout Room
 - Métis Breakout Room
- Government of Canada Background Paper
- Assembly of First Nations Background Paper
- Inuit Tapiriit Kanatami Background Paper
- Métis National Council Background Paper
- Congress of Aboriginal Peoples Background Paper
- Native Women's Association of Canada Background Paper
- Provincial/Territorial Background Papers
- Statistics Canada Overview