



**LIFELONG LEARNING SECTORAL FOLLOW-UP SESSION
EARLY CHILDHOOD DEVELOPMENT AND
KINDERGARTEN –GRADE 12
FLIP CHART NOTES
FIRST NATIONS BREAKOUT GROUP**

The following reflects a transcription of the comments posted on flipcharts in response to the questions indicated below in boldfaced text, during the breakout group discussions.



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DAY 1 - NOVEMBER 13, 2004

ESSENTIAL ELEMENTS OF A FIRST NATIONS LLL SYSTEM

Working in full plenary, the group reviewed a list of common elements that came from the facilitators' reading of the background papers. The group then made changes to the essential elements.

Foundation of First Nation's Education System

- Based on the prophecies and stories.
- Tied to our unique rights as First Nation people (treaties and inherent rights)
- Inclusive of all First Nation people, regardless of status and residence.
- Language and Culture
- Builds on our history and the current good work being done.
- Goal of our education systems is love, understanding and unity in our communities.
- Circle reflects the members of our community --- including women and people who have disabilities.
- Community-based approach.
- Reflect the unique gifts in each nation and its language and culture.

Essential Elements

- Work within two realms simultaneously.
- Changing non-traditional systems
- Reclaiming and building
- Coordinated and collaborative approach
- Community based.
- Cultural language program.
- Culturally appropriate curriculum
- "tools for empowerment"
- Culturally appropriate standards and criteria.
- Culturally appropriate research
- Special needs programs
- Programs and services for people with disabilities.
- Skill development



- Technology
- Informal learning
- Sports and Recreation
- Funding for all aspects.
- Communication
- Infrastructure
- Capital
- Staffing
- Operations and maintenance
- Parents
- Community

ADDRESSING ISSUES OF JURISDICTION AND CONTROL

Working in breakout groups at five tables, the participants were asked to answer:

What are your recommended actions for addressing jurisdiction and control for Early Childhood Development and K-12? Immediate and Long Term Actions?

Each table presented a summary of recommendations from their discussions.

Group 1

- Ideally, self-governing – Yukon prefer a “separate table” for EDC education
 - tripartite table and discussion
 - collaborative manner
 - immediately
- Ask kids what they want – they want no jurisdiction but rather a system where they are the priority/ “jurisdiction”
- Need elected official here Ministers of Education needs to be here to hear (not just their delegates)
- Are we forgetting the starting point – the family has to be looked after - family means the functional family that is cultural
- How does the government define partnership?
- We have to be recognized as a government
- This is not a wish list, but an action
- Make sure our people have this and understand this
- Have to have hope, get away from fear – a mission with passion
- Have to be a mouth for our people – rationality
- Someone needs to take the step to change
- Look at fund for education, accountability and transparency.
- We should be in key positions



- Build infrastructures on First nations lands
- “partnerships” has to be defined and equal across the board, needs to be equal from the beginning
- where does ECD Secretariat (0-6 years)
- by aboriginal people for aboriginal people
- stand alone
- programs need to reflect all aboriginal cultures
- are parallel structures the answers? What are the principles we believe in?
- We need to answer the questions – what are the fundamental aspect of Aboriginal education
- Address loss of language
- Acknowledge
- Leave blame and residential school behind
- Create our own system
- Can’t replicate
- Total reform
- Integrating Aboriginal curriculum does not work
- Development curricula from our own worldviews (examples: saskatchewan curricula, Aboriginal Headstart programming started at community level)
- Total reform
- Focus on ECD
- Language is a central issue
- Curriculum should be focused on language and culture
- Connection to land/place/spirit
- Credit for First Nations language
- Need for a tripartite table for Yukon self-governing First Nation
- Work with AFN to build a national network
- Must be based on Aboriginal title/treaties
- Define partnerships
- More aboriginal decision-makers rather than advisors
- Process needs to reflect
- Aboriginal values and protocols and worldview (this process today)
- Quit focusing on the money
- Sustainability is not always about money.

Group 2

- Communities to “take it”
- FN By-Laws
- Set up own School
- Address and recognize Aboriginal language as a right



- Embed social union contract
- Tuition-based Education community/parental control
- Education used as a tool of empowerment
- Legislative recognition of Indian Control of Indian Education
- Jurisdiction = Gov to Gov or Nation to Nation
- Explore urban settings and what's working

Group 3

- Under Section 35, not policy
- Equitable Quality Education plus First Nation language, culture, values, uniqueness, ancestral teachings of elders
- Sharing language, culture, history, perspectives with non First Nations in all schools
- Decolonization- empowerment “we are all learners” consistent with rights UN based- education must include language, culture
- Concept of “giftedness”- recognition of each child’s “special gifts”@ birth- traditional world view
- Respecting traditional roles/responsibilities of men, woman, extended family, individuals (anti-family violence)
- Challenges of disabilities must be addressed (Scott report and recommendations on FN disabilities)
- Spiritual guidance
- Anti-oppression
- Adaptive to modern challenges
- Need to recognize a FN definition of “success” fulfilled sacred gifts-max. personal role/responsibilities in ensuring “good life”
- We must control all education systems! Acculturation from a FN perspective
- Must control FN “citizenship” not Federal legislation
- Policy must be drafted, controlled, endorsed by FN people-info gathered thru this process must not be used to continue to oppress and control us!
- “True “ FN control of life-long learning- Gov’t of Canada is there for Federal responsibility and must exist only to
- Protect our agenda not to work against us at they have in the past 150+ years
- We must have FN input on other areas beyond questions on agenda for health, ECD/ED/PSE/ training other AB, roundtable sessions!

Group 4

- Inherent Aboriginal Treaty Rights
- Community Based Programs
- Authority



- Design/Implementation
- Accountable
- Standards

Short Term Actions

- Adequate and sustained funding
- Federal legislated-recognition enable
- Authority
- Design/Implementation
- Accountable
- Standards
- Research: Best Practices
- TRIPARTITE AGREEMENT SUPPORT

Long Term Actions

- Capacity development

Group 5

- Have ability and capacity to make implement laws for education including First Nation ECD
- Engage Prov. Gov'ts in recognizing F.N. Education jurisdiction
- Have adequate resources to implement short-term action plans and begin to work on long term plan
- Our children must be educated with our own cultures and languages “They must always feel good about who they are”
- Mindset need to educate non-aboriginal mutual understanding
- Urban agenda for F.N. students
- Ability and capacity to make decisions to be recognized
- Accountability room to make mistakes
- What is government to government relationship?
- Negotiate directly with the federal government
- Have government to recognize our policies
- Aboriginal Women Centres and Networks
- All students are empowered through technology and managed thru national aboriginal board



ACCESS AND COLLABORATION

Table 1 - Access to K-12

What Recommended Actions Would Improve Access To K-12 Initiatives?

- In school programs
- Sports recreation programs, Arts, Nutrition, Wellness, Culture, and Language programs
- Resourcing appropriate and sufficient
- Inclusive programs for disabilities and integrated classrooms
- Jurisdiction
- Ability to share values and beliefs history with others
- Readiness for 0 to 4
- Standards/Accreditation-culturally appropriate
- Access to truth – “real” history Canada
- Parental/Home/Family Supports/Parenting/Caregiving Skills
- Culturally appropriate teacher training
- Recognizing significant roles/contributions Parental/Community/Elder involvement @ all levels
- Shared Vision and Understanding
- Strategic community education planning
- Curriculum reading/instructional development of culture and language appropriate
- Access to other special services
- Implementation Documents
- Indian Control of Education
- Paying attention to what is already been said
- Recognize Sec.17 (YK) Self Governance FN’s
- Whole system to include Aboriginal world views not integration
- Education Careers in Order to have more FN educators
- Role of Parents and Grandparents
- Assessment for Learning not assessment of Learning
- Off-Reserve
- Quality of EDU PROG that’s resp of Lang/Culture
- When is it the Schools Resp
- Addressing Parent/Community Involvement
- More Integration of Social Agencies tied to student access
- Aboriginal teachers- some can’t get into public system due to teachers collective agreements
- Transportation to schools
- Technology-Online Learning
- Seen less than an access issue, is quality
- Need for FN’s “Heritage Language” Programs



- (immediate-long term-ongoing)
- Teenage Outreach with special teenage appropriate programming who have given up hope on schools
- Transitional issues
- Age appropriateness in programs
- No age limit on finding (INAC)
- Need to work with AHRDA
- Literacy Outreach Programs
- ABE-Adult Basic Education
- Graduation Equivalency Diploma
- Occupational Skills
- Consistency in Training Programs
- More Work in Anti-Racist Education
- Required courses at PSE's
- Need access for Students Behavioral
- Teacher Training – Culturally Appropriate Models for Teaching of FN Learners
- Need for Decolonization in education
- More Culturally appropriate programs in urban, on reserve areas
- Pre/Post Natal Training
- Focus on Family Support not on institutions
- Focus on the world of work and skill development
- Seeing the process to the end Lifelong
- Respecting the diversity of the delivery of the program at the community level
- All Governments and nations working together
- Family support and parental capacity
- Less stigma
- Early attitudes towards life (Internal vs External)
- Mandated cross cultural education
- Review the single window process be sure to include off reserve program is included
- Engage and support the student education(see what programs are working)
- Need to get more of our own teachers in Education program
- Promote our successes
- Need to review mainstream assessment practices on FN students and readiness for PSE/Training
- Invest \$ to develop sports/rec
- Funding for infrastructure and school blds/equipment
- Motivating teachers to teach in prov system
- Arts/cultural infusion in schools
- Need to recognize creator/medicines at beginning of school day-elders need to be in schools



- Enhanced Infrastructure for special needs (wheelchair access)
- Universal Access not proposal driven-parental choice
- Funding “Needs Specific” not programs
- Allow local program flexibility
- Licensing/Certification designed First Nations
- Retention of ECD practitioners (comparable compensation)
- ECD – Practitioner “Burn Out” (Stress Leave)
- ECD- Professional Development Programs
- Transportation issues such as safety, rural/urban capacity and access children with disabilities

Immediate

- Understanding/Participating Governance
- School Boards
- More traditional knowledge for models of education
- Youth need to learn about survival
- Skills and Knowledge
- More tutoring in Communities/Access to computers
- Promote training in Education fields
- Teachers, Technicians, and Specialists
- Access additional resources
- Human/Financial in all school systems for FN/Ab. Students
- Promote parental/community/family-school partnerships
- Promote teacher exchanges
- Establish “FN” school boards/authorities
- Drop the program approach
- Funding transparency on allocation
- Marketing on abroad services in schools
- Upgrading teacher training continuous development
- FN presence in schools at all levels
- More collaborative B/T School Parent Families on their individualities
- Review existing FN research on what works and develop inventory
- Provide report(outcome) to participants/other FN’s for continued input revision to ensure it reflects FN agenda
- Gov’t provide additional resources to implement recommended actions
- Support and compliment family role



Long Term

- Teacher training
- More Funding
- More Programming
- Leadership/Administration
- Healthy/Wellness address social problems
- Celebrate alternate forms of success, sports, and arts
- 5 year funding with cost of living increases
- Computer training (language and culture) appropriate in FN Institutions
- ECD language and programs
- Coherent comprehensive Gov't Funding
- Equity of Funding of ECD Programs
- ECD First Nations developmental standards to be informed by First Nations researchers
- Early Intervention (Speech and Language)
- Risk of ECD Displacing the family role
- After School Support Programs (Ages 7-12)
- Level of intensity faced by Front Line workers
- Teen Parent Programs

Table 2 – Improving Collaboration and Coordination - K-12

How Do We Improve Collaboration and Co-ordination between systems K-12?

- Recognize existing links between ECD and public schools/FN Schools
- Establishing accountability mechanisms more than one counting day (second count)
- Availability of statistical data by FN
- Different types of transition(cultural- developmental)
- Creating partnerships (share professional development)
- Community involvement (parents, grandparents, etc) sustainability in engaging the community
- True partnerships
- Sharing of information between the education systems and other sectors at the community level
- Structures:
- Info structure support
- Policies
- Educational Problems
- Networks
- Kindergarten program



- Validating of the program
- Formalize
- Qualifications
- Training
- More control over provincial systems(jurisdiction over all aspects)
- Our children need to be that jurisdiction
- Exchange teachers, Directors, etc. at all levels (Community, Regional and National
- Two way student exchange
- Reciprocal tuition
- Honour the child from birth
- Authority enabling us to charge for non-native attending our schools
- **INAC** only allocates funding for FN on reserves/needs to fund for all FN children
- Better policies
- Compelling contracts to improve success rates in education attainment for aboriginal students
- Gaps have to be demonstrated by concrete examples such as individual case studies
- Recognition of FN ownership to the systems/equality respect of past agreements
- Educating the non-aboriginal systems/sensitive to FN issues and rights
- Develop protocol/research/guidelines/ that are respected and recognized by all levels of governments
- Develop assessment tools that are culturally appropriate
- Continuity from ECD to elementary (assessment-follow-up of a child)
- Collaboration and coordination need to be define collectively
- FN participation in off reserve governance
- FN collaborate and share amongst each other
- Recognition of FN's jurisdiction and protocols
- Effective dispute resolution mechanisms
- Bridging altering ECD Training/School
- Collaboration with professional associations
- True partnerships for curriculum development
- Resources access to share
- Collaboration within our own FN's systems at all levels
- Standards already developed
- Need for second level services
- Associations/Education Director
- Principals
- Research/Sharing best practices



Table 3 – Improving Collaboration and Coordination - ECD

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

- Parenting
- Education
- Pre-Natal, Head Start programs
- Health and Social Services
- Federal/Provincial/First Nations/Municipal
- Licensing
- Daycare/Language Programs
- Policing, Justice
- FASD
- Academic Research and Evaluation

Need:

- Common vision
- Common understanding amongst sectors (i.e interagency approach, one- window entry)
- Flexibility to share power, to have ownership and responsibility
- Recognition and validation of First Nations knowledge, culture through empowerment at the community level
- Recognition of existing ECD programs (i.e what's working, what's not, using SWOT approach)
- Needs to be community/parental involvement in all aspects
- Involve ECE practitioners in the design, policy development.
- Need to build community capacity (i.e. Staff with training is required)
- Attitude adjustment between old/new schools increase systemic barriers
- Look at reducing number of/combining agencies involved
- Collaborating from the beginning
- Programs need to be strengthen based versus based on deficit model
- Readily sharing information
- Healthy families – programs need to address
- Decision making needs to be focused on child and family needs (leave politics, subjective definitions, application of policies outside)
- Based on individuality and flexibility
- Agree to disagree in a respectful manner
- Share facilities, capital equipment
- Need for global budget
- Collaboration of in-service staff development and training



- Shared infrastructure and resources to maximize service
- Collaborate on research
- More effective communication and sharing of information (ie. Head Start curriculum)
- Use website, webcast as part of network
- Provincial/regional/federal office needs to get on same page
- Sharing of traditional language, culture and child-rearing information
- Facilitate the establishment of language nests – includes language mentoring for parents and ECD educators
- Minimize bureaucratic intrusion
- One stop shopping – under one umbrella
- Establish ECD secretariat under First Nations control, recognizing principle of universality
- Transfer payment to First Nations for delivery of ECD programs as this would make it easier at the community level.
- Shared theoretical model of the child (agree on what we are talking about)
- Share governance
- Structure at the community level for ECD/learning programs
- Re-think stage model of development and learning
- Capacity by and for research development by First Nations
- Resources to develop a community generated curriculum model
- Acknowledge that parents have primary child rearing role
- Resource parents to be “effective parents”
- Formalize informal learning that happens over summer months and recognize this learning as part of the school system
- Existing AHS principles incorporated into other Aboriginal ECD programming and childcare
- Expand Aboriginal Head start programming in every community
- All governments need to work together in regions and headquarter (INAC, Headstart, HRSDC Childcare)
- Need more educators in respective government departments
- ECD programs need to be developed and staffed by qualified individuals for children with disabilities
- Education development and professional development opportunities for ECD/childcare workers that is Aboriginal specific
- Establish professional association for this to occur
- Some concern that association could set up unions or stringent criteria (ie membership)
- National/provincial aboriginal organizations that deals with right of special needs children
- Early identification of children who are gifted and accommodate
- Celebration of life in everything that we do
- Achieving learning is a celebration and we need to role model
- Need to focus ECD on family



Table 4 – Improve Access to ECD

What recommended actions would improve access to ECD initiatives?

- Enhanced infrastructure for special needs
- Universal access not proposal driven – parental choice
- Funding needs and not programs
- Allow local program flexibility
- Universal First Nations educators – control increasing numbers of seats and training spots.
- Licensing/certification designed by First Nations
- Retention of ECD practitioners (i.e. comparable compensation)
- ECD – practitioner “burn out”
- ECD – professional development programs
- Transportation is a safety issue, particularly with children with disabilities (becomes an access issue)
- Transportation in rural/remote and urban areas
- ECD – First Nation language nests and programs
- Coherent comprehensive government funding
- Equity of funding of ECD programs
- ECD – First Nations developmental standards to be informed by First Nation researchers
- Early intervention (speech and language, hearing and autism)
- Risk of ECD displacing the family role
- After school support programs (ages 7-12)
- Level of intensity faced by frontline workers
- Lower standard ratios
- teen parent programs
- more culturally appropriate programs in urban on reserve areas
- pre/post natal training
- focus on family support not on institutions
- focus on the world of work and skill development
- seeing the process to the end – lifelong
- respecting the diversity of the delivery of the program at the community levels
- all governments/nations work together
- family support and parental capacity
- less stigma
- early attitudes towards life (internal vs. external)
- mandated cultural education
- review the “single window” process
- ensure that off-reserve programs
- parental involvement



- engagement and support in student education (what's working in Aboriginal Headstart programs)

November 14, 2004

CURRICULUM AND RESEARCH DEVELOPMENT

Question 1 - *What changes and improvements need to be made in research and curriculum development for Early Childhood Development?*

Table 1

- Research curriculum and development must be by and for First Nations.
- Community driven
- Research protocol
- Funding has to go to First Nations
- Capacity and resources to benefit the community
- More research on evaluation – culturally relevant and community friendly
- Culturally appropriate child measures
- Establish a baseline of data
- Existing license by provinces in to culturally and First Nation driven – need to develop own Act for child licensing
- Research capacity by and for First Nations
- Longitudinal development of center for conducting research - linked to Lifelong learning
- Be driven by community needs
- Link to training
- Represents regional variations – part of the main structure
- Support Aboriginal researchers (they need to lead) in the communities
- Community driven applied research
- Develop linkages
- More training programs and scholarships
- Revisit ECD salary scales
- More post-secondary education so that there are Aboriginal and First Nations specific programs
- Link ECD with these (ie scholarships in ECD)
- Support participation of more men in field
- In upcoming discussions on national daycare, First Nations need to be fully represented.



Table 2

- Research be community-driven and community based.
- First Nations ownership (just do it (First Nations) and cost- effective.
- Sharing of best practices between First Nations
- Establish network
- Establishment of First Nation Consortium/Institutes/Centres of Excellence owned by First Nations

Question 2 - *How do we get to those changes?*

Table 2

- Make it part of core budget (research and curriculum development
- Funding for curriculum development and learning/teaching resources at levels similar to provincial levels
- First Nations need to discuss accountability definition with central agencies
 - treasury board
 - finance
 - INAC
 - Auditor General
 - Relevant government departments

Question 3 - *How will we know we have made progress?*

Table 1

- More First Nations participation for and by in research and curriculum
- When we make the decision on what's happening in our children's program
- When our research is telling us the impact of our activities
- More First Nations research is informing practice
- More community and culturally relevant assessment tools and evaluation tools and strategies
- Increased understanding and respect and recognition of non-Aboriginal academic community on First Nation research
- More research that sits within the context of community
- On-going increase of health and development of children, family, communities (i.e. more language speakers)
- Make meaningful change for all – throughout society
- Research is accessible, relevant and in plain language at all levels.



Table 2

- When we have jurisdiction over research, curriculum development and the whole education system
- Research and curriculum development funding is included in core funding/budget
- First Nations locally development assessment tools or instruments

Kindergarten through Grade 12

Question 1 - What changes and improvements need to be made in research and current development?

Table 3

Research

- Lifelong learning perspective instead of an age/stage/grade model
- Aboriginal education research center funded and designed by First Nations researchers
- Establishing and resourcing our First Nations institutions to develop more developers/researchers/teachers
- What dictates Aboriginal research
- Acknowledging indigenous knowledge
- course credits recognized for traditional knowledge
- Recommend that there be a separate component for SSRC/NSERC/CURAS
- streamlining the process
- making more accessible for communities to access the money.
- Forms more user-friendly
- Create systems to produce our own academics
- More resources to document our stories
- How research is used and how its used by governments need to be improved and viewed as important
- Issues at community level have not changed – continuous consultations and discussions – this needs to be changed in terms of what's been recommended.
- Needs First Nations perspective
- Need to establish baseline study to assess the state of languages across the country.
- Data collection on student ancestry, need to be development by Aboriginal community lies
- Need to develop our own indigenous methods/methodologies and need resources (financial/human)
- Gender issues to be researched.



Curriculum Development

- Funding required for curriculum development, immersion, language development, teacher training for LLL in first and second language
- Communities/elders need to be involved at all levels of curriculum development
- There is diversity in our languages/cultures and needs to be recognized in development
- Need to develop our ways for training language teachers
- Need to train teachers in curriculum development
- Need to bring language speakers annually with educational resource people to facilitate PD in languages

Table 4

- Establish baseline (database) information of what exists
- Need community driven development and First Nations driven
- Develop and implement training for curriculum development
- Ensure technology in schools and technology teachers and technicians
- Identify community curriculum developers, writers and artists
- Develop and implement First Nations methodology (worldview, methods are Aboriginal, follow community protocol)
- Research agenda by First Nations community (i.e. example not driven by Canadian Millenium/Foundation Scholarship)
- More language, curriculum development, research funding available
- Have more websites of resources
- First Nations need to be decision-makers in provincial/territorial school curricula (determining content, resources, development and implementation) – ensure accreditation
- Provincial/territorial must compensate First Nations
- Teachers in service required
- Research findings/products presented and approved by First Nations

Table 5

- Funding – sustainable, not proposal driven, additional money
- First Nation design of First Nation curriculum/research an essential component of First Nation jurisdiction similar to James Bay agreement.
- Inventory – identify what has been done and what needs to be done
- Need to develop history and other curriculum from a First Nation perspective/worldview – to be used in both First Nation and provincial schools/educational systems
- Look at what's been developed (e.g. Saskatchewan Treaty Commission curricula on treaties)



- Need acknowledgement from INAC that curriculum development is not funded right now – not part of BOFF
- Must take ownership, control, access and possession of First Nation Research and Curriculum
- Research must be defined, identified and designed by First Nations
- Research – regular function/component of program evaluation
- Key component of second and third level services
- Curriculum has to reflect First Nation diversity – 70+ First Nation linguistic/cultural groups
- Needs curriculum developed by Education Resource Centres, not at cultural centres
- Additional money is required for First Nations languages,- not enough money provided by Heritage Canada
- INAC cannot say that money is provided by other government agencies or provincial departments of education
- First Nation holocaust needs to be taught in curriculum (ie. Numbers of First Nations decimated after Euro contact, loss of lands/language/cultures/disease
- smallpox – germ warfare
- use of federal laws and policies for genocidal purposes (ie.Indian Act, residential schools, provincial integration, Bill C-31 (membership control), etc.)
- First Nation controlled institutions/programs for teachers and language teachers/education staff/ECD training and research
- FN certification and accreditation processes for all teachers of FN students (ie. Quebec FN model)
- First Nation standards designed by First Nations
- First Nation Education Act designed by First Nations
- Feds have fiduciary responsibility to fund research and curriculum development based on education as a treaty right
- Intellectual property - all First Nation knowledge must remain property of First Nations - First Nation copyright for benefit of future generations
- Incorporate technology in all of the above

Question 2 - *How do we get to those changes?*

Table 3

- Actively recruit gifted community people
- Make sure we don't lose meaning in the "old language"
- Need to gather the "Keepers of Knowledge"/language and utilize in curriculum development
- Including the "truth" in curriculum
- Federal/provincial/territories – recognizing, upholding and respecting our jurisdiction
- Accreditation, articulation of teacher education, curriculum



- Develop curriculum that actualizes the reclamation and maintenance of Indigenous languages.
- Training our technological advancements
- Incorporating technical and culture knowledge in a good way
- Resources that reflect indigenous realities
- Written/oral literary struggle needs to be addressed
- Teachers are “culturally competent” and knowledgeable of First Peoples histories, cultures and lifestyles
- Training that acknowledges culture/linguistic assessments
- Resources to produce our own learning: resources, curriculum, teachers, technology, educational institutions

Table 4

- First Nations’ post-secondary institutions could offer programs, training and have sufficient funding
- Endowed research funds
- Establish our own First Nations controlled research centres – regionally determined
- Establish collaboration with mainstream universities that have First Nations faculty – with First Nation/Aboriginal Worldviews
- respect Aboriginal protocols, ownership of data (OCAP)
- Develop cooperative relationships between First Nations communities and graduate students (community identify topics and match with graduate students)
- Universal access for secondary funding
- Sufficient funding – longer term for meaningful changes
- Ensure access that includes distance delivery for remote/rural northern communities (e.g. video conferencing)

Table 5

- Through Jurisdiction

Question 3 - How will we know we have made progress?

Table 4

- Lots of: - First Nation PhD’s working with First Nations
- database FN graduates
- curriculum that reflects FN
- First Nations involved in every aspect of Canadian society “We are Everywhere”



- Every band/community knows our history and we are teaching it to rest of Canada
- We are not sitting around identifying needs – but evaluating our progress
- Lots of First Nation language speakers
- Proactive, progressive, creative First Nation's institutions
- Uncapped post-secondary funding

Table 5

- We will all be decolonized
- Elimination of racism
- Public support/understanding of First Nation history
- Exercise First Nation jurisdiction
- High graduation rates
- High self esteem for all our people.
- Belief in our language, culture and values
- Comprehensive First Nation materials in all subject areas
- First Nation fluency in First Nation languages
- Elimination of youth suicide
- Well communities, families and individuals
- Mainstream will want their children to be in our First Nation schools
- High teacher, student, education staff retention
- Healthy body mind spirit
- Improvement in social indicators – better HDI than other Canadians
- Enabling legislation recognizing First Nation jurisdiction, research and curriculum development
- Both feds and provinces will be accountable to First Nations for education results and spending
- Education money will be used for First Nation education purposes.
- Correct misconceptions of First Nation people
- Media/general public will understand and support First Nation agenda
- Implement First Nation recommendations
- Exercise jurisdiction and access funds
- First Nation OCAP of R and CD
- Success by 2020



Final Afternoon Session – Key Messages

The final session was intended to be discussion of capacity. However, it became an open plenary at which time the group developed a set of key messages to go forward. These were presented at the final plenary and make up the second slide presentation.

Language

- Everything flows from the First Nation languages.
- It is what makes us who we are and is the cornerstone of everything.

Jurisdiction

- We stood together and recognized our strength in unity and restate our message.
- Lifelong Learning is a First Nation responsibility (has been said in almost 6000 reports)
- That the Government of Canada obtain a mandate to negotiate jurisdiction for First Nations no matter where they live or their age.
- There is a sense of urgency that this has to happen now.

Resourcing

The Lifelong Learning Continuum needs to be equitably resourced to pursue our goals.

Jurisdiction and resourcing are the mechanisms for sustainable Lifelong Learning systems.

- ECD
 - Governing Structures
 - Houses of learning
 - Research Centres of Innovation for Lifelong Learning
- K-12
 - Governing Structures
 - Houses of learning
 - Research Centres of Innovation for Lifelong Learning

(THESE LISTS ARE NOT COMPREHENSIVE)