



**CANADA-ABORIGINAL PEOPLES ROUNDTABLE**

**LIFELONG LEARNING (2) SECTORAL FOLLOW-UP SESSION**

**POST-SECONDARY EDUCATION AND SKILLS DEVELOPMENT**

**FACILITATORS' REPORT**

**November 18 – 19, 2004**  
**Chateau Cartier**  
**Aylmer, Quebec**





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## 1) INTRODUCTION

The objective for the second Lifelong Learning Sectoral Follow-up Session on Post-Secondary Education (PSE) and Skills Development was to provide input and discuss options to:

- Develop different definitions of success and recommended actions to achieve progress in post-secondary education and skills development 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 that 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 PSE and skills development outcomes for Aboriginal post-secondary learners and adults, including delivery mechanisms and results-based performance measures.

The November 18-19, 2004 Sectoral Follow-up Session on Lifelong Learning (post-secondary education and skills development) was the third 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

follow-up sessions are 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 lifelong learning, sectoral follow-up sessions on health, housing, economic opportunities, negotiations and accountability for results were held.

Following the distribution of the April 19, 2004 Canada – Aboriginal Peoples Roundtable Report, 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);
- key federal departments and agencies that serve as lead departments or have related responsibilities, include Indian and Northern Affairs Canada (INAC), Health Canada (HC), Canada Mortgage and Housing Corporation (CMHC), Industry Canada (IC), Treasury Board Secretariat (TBS); and
- provincial and territorial officials.

A planning subcommittee, chaired by the lead department, in this case the INAC, is



comprised of a similar combination of federal, Aboriginal and provincial/territorial members. The subcommittee applied the overall session planning guidelines established by the Planning Committee to the particular needs of the lifelong learning discussion. The planning subcommittee responsibilities included:

- identify policy priority topics, focus questions and the agenda to guide the discussion at the session;
- developing background papers to provide participants with an overview of key issues;
- identifying and selecting participants and observers (officials); and
- reviewing the Facilitators' Report resulting from the sectoral 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 attached participants list (Annex B) indicates that there were approximately 99 participants in the Lifelong Learning PSE and Skills Development Follow-up Session. Aboriginal organizations and governments also designated 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 official seats.

The results from the technical level discussions at the Sectoral Follow-up Session are contained in this Facilitators'

Report. The report was based on the flip chart notes prepared by the participants and facilitators during the session and on a template approved by the Planning Committee. Participants were clearly notified in workshops that all issues, options and/or recommendations must be recorded on the flip chart notes to be included in the final report of the session. 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 was 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 background papers prepared in advance of the Lifelong Learning Sectoral Follow-up 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, which 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 representatives<sup>1</sup>; and
- the fall 2005 First Ministers Meeting (FMM) on Aboriginal Issues.

It is also anticipated that the participating governments and organizations may develop 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 41 participants designated for the First Nations breakout group, 24 participants designated to attend the Inuit breakout group and 34 participants designated to attend the Métis breakout group. The agenda called for

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<sup>1</sup> 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.

the distinct breakout groups to address the following issues:

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

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

At every stage of discussions, the participants were asked to review their recommendations from three perspectives:

1. Do the statements provide women an opportunity to participate and/or address their issues and concerns?
2. Have the needs and concerns of Aboriginal peoples in urban, northern and remote situations been addressed?
3. Do the recommendations address the issues of people living with disabilities?

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.

### **Overall Session Summary**

There was a great deal of similarity in the key issues identified between the two Lifelong Learning Sectoral Follow-up Sessions. Essentially the difference boiled down to the details on how the recommended actions were described in the context of the specific education area being discussed, in this case, post-secondary education and skills development.

In the development of the cross walk section on the four policy priority areas for the second Lifelong Learning session, it was noted, that the issues identified and discussed were consistent with those identified in the first Lifelong Learning report. The themes that were consistent in the policy priority areas in all three breakout groups were as follows:

#### **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. Recognition of First Nations, Inuit and Métis jurisdiction by federal/provincial

and territorial governments was seen as necessary if effective educational systems were to be developed and controlled by each Aboriginal group.

#### **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 learning). 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 find ways to support the inclusion/validation of traditional knowledge within curriculum. The processes and products of research and curriculum development need to reflect the identity of the distinct First Nation, Métis and Inuit populations, provide for direct involvement and include the participation of Elders. Curriculum in use in mainstream educational institutions needs to be modified to reflect the cultural and rights realities of Aboriginal peoples. Once developed research and curriculum materials need to be shared widely.

## **3) SUMMARY OF DISCUSSIONS**

### **i) FIRST NATIONS BREAKOUT GROUP**

#### **Jurisdiction**

#### **The key elements of jurisdiction in the discussions:**

- where control and decision making are exercised by First Nations;
- creating/recognizing external and internal institutions (i.e. houses of learning)

- purpose of jurisdiction is to support First Nations goals and values and deal with decolonization;
- can be applied to support the need to change systems and policies;
- supports to the system through realistic/direct funding;
- a First Nations led process working with government;
- post-secondary education (PSE) is a federal mandate not just a social responsibility;
- lifelong learning is a First Nations right; and
- the goal of education is survival as unique and distinct peoples.

#### **We have reached the goal when First Nations are:**

- healthy with a similar or better Human Resource Development Index;
- participants in First Nations and global economy as equals;
- well-versed in First Nations languages, cultures, traditions, history, perspectives and worldview;
- modern evolution of culture and traditions;
- federally recognized and resourced regional First Nations post-secondary institutions, constituted, managed, and governed by First Nations;
- First Nations have shared jurisdiction (governance) within mainstream post-secondary institutions;
- First Nations determine the purposes for which post-secondary funding can be spent;



- change the mindset at the first level of government not at the third or fourth levels;
- federal government recognizes First Nations jurisdictional authorities in education/skills development and in partnership with the First Nations approach the provinces/territories to secure their collaboration for its implementation;
- self-governing and non self-governing First Nations, federal and the Yukon territorial governments with resources and capacity;
- cooperation - First Nations have the mandate of working with the federal government at the prime ministerial level as well as monitoring the process;
- that jurisdictional recognition be accompanied by appropriate funding to be transmitted directly to First Nations educational skills development authorities;
- education funding must reflect needs of community and as such it must be flexible;
- funding for First Nations institutions should be viewed as an investment into the overall development of First Nations and First Nations peoples regardless of residency (policy/legislative to ensure legitimacy/movement by federal government);
- First Nations institutions supported by additional, comparable, ongoing, sustainable funding based on need/attendance;
- First Nations institutions and individuals (PSE specialists) are compensated for their non-administrative and non-staff contributions to mainstream educational institutions (i.e. committees, speakers, guidance on First Nations issues, etc.);
- no taxing of PSE funding as it's a treaty and inherent right;
- First Nations languages be recognized and affirmed as official languages;
- managing a First Nations education system;
- need a transition process to move from program delivery to managing an education system;
- must be controlled at the community levels;
- recognize the geographical context and diversity of the various First Nations throughout the country in terms of their educational capacity and levels of development;
- First Nations create and implement the template for education. Don't use the mainstream template which is bureaucratic, foreign and cumbersome;
- services delivered in a single window approach;
- level playing field throughout system with the financial and human resources to create capacity;
- First Nations have to have control over their institutions and must receive recognition from federal/provincial/territorial/municipal governments and overall populations as credible educational institutes;



- need to be relevant, responsive, flexible, affordable and accessible based on a First Nations value system and outcome funded;
- addressing deficiencies in the current policy and systems;
- eliminate the waiting list so no First Nations students are held back from PSE and skills development;
- recognize and invest based on need in the First Nations controlled post-secondary institutions and in initiatives First Nations have already developed or aim to develop;
- make provincial governments accountable to First Nations for the education funding they receive;
- First Nations research and curriculum for educational content;
- review the many studies/research papers/documents/federal initiatives from the past 25-30 years—reinventing the wheel is not the thing to do;
- address decolonization;
- anti-racist education;
- values—based education;
- traditional teachers and experts;
- gender equality analysis in development and review of policies and programs;
- not still talking about those ideas in 10 years; and
- **ACT NOW!**

### **Access and Integration**

#### **What would improve access to PSE?**

##### **Immediate**

- develop a mechanism directed by First Nations to improve access to PSE

- funding needs to increase with the cost of living expenses, make sure PSE funding is based on need and the current market costs;
- community-based programs designed, developed, delivered by First Nations people—target resources and capacity development; and
- remove funding cap.

##### **Long Term**

- creating and revitalizing learning culture within First Nations communities (i.e. negative teenage peer pressure, awareness of career opportunities and the educational connection);
- strengthening First Nations learning and culture in all aspects of context/process; and
- legislated and mandated cross-cultural training for all PSE staff across Canada.

##### **Jurisdiction**

- federal recognition of its fiduciary responsibility;
- First Nations involvement in changing funding eligibility criteria;
- remove cap on funding, provide additional funding, change federal policy on supports for Aboriginal peoples with disabilities, tax credits/corporate investment, timely bursaries, tuition waivers/indexing/cost of living and research endowments;
- amend funding formulas (e.g. Yukon First Nation administration of PSE);
- collaborate with federal departments;
- partner with industry (i.e. stay in school, education and job link);



- establish business relationships with learning institutions;
- link communities with professional institutes;
- support the individual;
- support transition out of high school;
- support participation in skills development;
- support transition into employment;
- provide basic supports, child care, housing and equipment;
- increase literacy levels;
- make adjustments to the system;
- provide a solid K-12 education system;
- remove policy restrictions;
- provide community-based programs through increased resources and capacity development;
- learning institutions with flexible admission requirements, increase student, board and senate seats and graduate program access;
- population demographics reflected in educational participation (e.g. studies, careers and gender balance);
- legislated and mandated cross-cultural training for all staff/institutions;
- foster a learning culture with students;
- more counselling and education/career awareness; and
- role models.

### **How do we improve coordination and collaboration in the area of PSE?**

#### **Immediate**

- resourcing for a First Nations accreditation board;
- initiate capacity building foundation;

- Canada issue an equivalent to a U.S. executive order for First Nations college and institution funding;
- scrap Indian Studies Support Program (ISSP) in favour of institutional supports for First Nations;
- explore legislative support for First Nations institutions; and
- address resourcing supports required for students.

#### **Long-term**

- capacity development foundation that is fully functional; and
- sustainable skills strategy for careers not pseudo-slavery, minimum wage.

#### **Short-term**

- revamp Aboriginal Human Resource Development Agreement (AHRDA) strategy;
- jurisdiction is the first and preferred route with a legislative basis for First Nations colleges;
- more resources (i.e. core, research, development, capital, infrastructure, per capita, endowment and capacity);
- establish and work from a First Nations definition of collaboration, the relationship and decision-making processes;
- shape the quality of education;
- jobs, healthy individuals, strengthening identity and personal development;
- forecast requirements and plan accordingly;
- establish regional and national networks;
- indigenous institutes;
- sharing information;
- track and assist students;



- dialogue, work and partner with a wide range of institutions;
- joint curriculum and program delivery;
- portability of credentials; and
- educate the general public.

### **How do we improve access to skills development?**

#### **Immediate Actions**

- coordination, planning and communication;
- integration and linkage among stakeholders, funders and communities both regional and inter-regional;
- facilitate a network;
- Aboriginal skills development and education database (i.e. a web-portal);
- streamline administration of skills development programs by reducing the paper intensive process;
- community access to programs;
- long-distance education delivery;
- client focused programs and services;
- pre-employment programs that recognize that adult students have been out of a structured system;
- recruitment plan for graduates to get employment through incentives for entry level employment;
- First Nations have ability to analyse data collection;
- train delivery groups to better understand issues of people with disabilities;
- supports to learners;
- access to child care/transportation;
- program flexibility;
- funding cuts reinstated;

- more funds for skills development programs; and
- provide financial security to people who want to transition from a financial support program to skills development training.

#### **Long-term Actions**

- financial resourcing;
- improve marketing of skills development to First Nations people;
- provide counsellors with training;
- address basic literacy and entry level requirements;
- increase First Nations training for high skilled and high paying jobs; and
- create the willingness and capacity to improve coordination and collaboration by addressing the following points.

#### **Tangible federal government commitment to:**

- full First Nations jurisdiction and control;
- control and involvement of the Yukon First Nations in the skills development and delivery in the Yukon;
- adhere to First Nations definition of consultation and collaboration including decision making;
- immediate and effective resourcing;
- human resources planning capacity at the community level;
- resources and experts to support special needs of youth;
- libraries in communities not just in schools, computer technology, science labs, industrial arts and distance education;
- regional all-stakeholder summits;



- integrating Aboriginal Human Resource Development Agreement (AHRDA) and social assistance funding;
- address barriers including child care and transportation;
- F/P/T/A/Municipal governments address student housing issues;
- inter-departmental cooperation (Human Resources and Skill Development Canada/Indian and Northern Affairs Canada (HRSDC/INAC)) and intra-departmental (region to region) collaboration and coordination to enable First Nations aspirations;
- understanding by all of what lifelong learning means and entails no social passing;
- a First Nations controlled university/technical house of learning in each province/territory;
- eliminate discriminatory access barriers to provincial grants;
- industry and apprenticeship partnerships;
- facilitate career development;
- examine entry level accessibility;
- address other barriers (i.e. racism); and
- affordable institutional programs closer to communities.

### **Capacity and Sustainability**

#### **How do we build a greater capacity to engage in an informed discussion on implementing the vision and ideas of First Nations?**

- jurisdiction and resources;
- strategic plan looking at time, costs and means of transfer;

- goodbye Indian Act, hello self-government; and
- concept of nation building must be an integral component.

#### **What does the government need to do to enable progress on PSE and skills development?**

- immediate formation of Aboriginal institutions (e.g. Aboriginal Intelligence Agency);
- long-term sustained funding to establish an Aboriginal national lifelong learning network that will ensure regular communication and sharing of best practices and resources.
- ensure First Nations representation at key decision-making levels on matters of PSE and skill development;
- increased funding for career decision-making tools that are age appropriate, institutes, regional education authorities, research and research infrastructure; and
- real partnerships with government.

#### **How do we know progress is being made?**

- more PSE students;
- higher Human Development Index;
- more trained and educated First Nations adults;
- sustainable, ecological, environmental, culturally based First Nations economy; and
- comprehensive strategy for social assistance recipients to be part of the lifelong learning picture.



### **Immediate actions required**

- invest now, save later; and,
- dust off the Royal Commission on Aboriginal Peoples (RCAP) and implement the recommendations.

### **Research and Curriculum Development**

#### **What changes and improvements need to be made in research and curriculum development to address the needs of First Nations?**

- research goals must be First Nations planned, directed and implemented with guidance from First Nations ethics review board;
- indigenous knowledge comes from indigenous languages, traditions and history and is critical to inform First Nations education and lifelong learning;
- First Nations culturally relevant research methodologies includes participatory action research;
- more research dollars and access to all existing research dollars by and for First Nations;
- First Nations content must be an integral part of mainstream curricula;
- increase resources to develop the capacity within First Nations controlled institutions and First Nations sanctioned processes to do research and curriculum development;
- research on gender specific curricula and the role of women (i.e. the matrilineal processes);

- accurate, true First Nations history of the distinct First Nations linguistic and cultural groups;
- First Nations research on democracy, justice and traditional governments; and
- diverse research and learning environment.

#### **How do we get to those changes?**

- holistic First Nations controlled centres of excellence in research and curriculum development in every region;
- support by Social Sciences and Humanities Research Council of Canada (SSHRC), Natural Sciences and Engineering Research Council of Canada (NSERC), Canada Council of Arts for indigenous controlled research;
- indigenous research chairs in higher educational institutes filled by culturally fluent Aboriginal researchers;
- First Nations language revitalization;
- First Nations centres of research by and for First Nations, controlled by First Nations and for the benefit of First Nations communities;
- First Nations certification authority;
- more First Nations communities have research protocols;
- coordination and collaboration with key stakeholders;
- increased capacity to address First Nations needs;
- First Nations, Métis and Inuit researchers; and
- First Nations instructors will have a worldview.



## How do we know progress is being made?

- when First Nations culture and worldview is integrated in all levels of lifelong learning;
- First Nations lifelong learning research council is in place;
- First Nations indicators of success;
- more First Nations research chairs;
- more students graduating;
- more First Nations teachers, researchers; and
- successful and pertinent research outcomes.

## Application of the Crosscutting Lenses— First Nations

All three lenses were applied throughout the discussions in the breakout room. The overall intent of the discussion was to ensure that the educational systems created were inclusive to all members of the community. Through the use of the gender lens, issues of access, particularly for women and people living with disabilities, were continuously addressed.

There is an immediate need to review and revamp all educational policies and program guidelines, applying a gender equality analysis and persons living with disabilities analysis, by First Nations for First Nations.

When developing First Nations curriculum, a gender analysis needs to be applied for all educational curricula. As well, gender specific curricula be created addressing the role of women, an understanding of the matrilineal process and the uniqueness of

First Nations feminism.

To build capacity for women in the education systems, First Nations women need to sit on school boards, university and college boards; and human resource plans be created to include First Nations women.

A gender lens observation on access was that post-secondary education participation by men is much less than that of women. There is a need to identify and address the issues that do not facilitate men's participation (e.g. peer pressure, design of the curriculum). Other issues of access included the need for child care, transportation and specific training programs for persons living with disabilities to ensure participation in the educational system.

In developing a First Nations educational system, it is essential to recognize the diverse geographical context of the various First Nations throughout the country so that all First Nations people have access to education (university preparation programs, distance education). Research needs to be done on diverse learning environments (i.e. learning mothering skills at birthing centres, anti-violence at shelters, etc.) and effective alternative teaching approaches could be implemented.

## ii) INUIT BREAKOUT GROUP

### Key Messages

The process of change will take generations. It will take a well thought out strategy and will need to be articulated clearly to initiate



positive change. It is imperative that we address and meet the dual lifestyles that Inuit live now.

The territorial governments and the Inuit organizations already know and have excellent ideas on what needs to be done, but these cannot presently be implemented. The Government of Canada must listen to Inuit and provide these needed resources.

Education (lifelong learning) is NOT just about getting a job. We need skills to build healthy communities.

### **Issues of Jurisdiction and Control**

- develop a National Inuit College Board;
- literacy is the number one problem that requires dedicated funding to deal with Inuit special needs;
- Inuit funding control: there is funding but Inuit need to identify best practices with money specifically targeted for implementation;
- Inuit communities will have to encourage lifelong learning with more trained counsellors, mentors and real success stories;
- a National Inuit Education Secretariat under INAC Inuit specific section;
- Inuit women's voice should be integral to all curriculum development;
- community-based decision making;
- implement the Land Claims;
- programming must be Inuit-specific, of no less value and thereby accredited; and
- development and delivery of programs must reflect Inuit cultural values and be inclusive.

Inuit have negotiated Land Claim Agreements that are excellent templates and have set out the main objectives that Inuit want to see implemented:

- economic self-sufficiency;
- health, education, justice; and
- the protection of social and cultural heritage.

Inuit need the resources to achieve their objectives. INAC has clearly demonstrated that it is unable to implement Land Claim Agreements, and Inuit need a new process to work with the Privy Council Office and an Inuit Secretariat that is not in INAC.

Inuit educational institutions need to include satellite learning and the coordination between all four Land Claim Agreements. There is no Inuit control over post-secondary curriculum.

### **Recommended Actions**

- revise curriculum to reflect Inuit realities;
- create an Inuit oversight body or ombudsman to screen curriculum and research;
- monitor (enforce) existing labour force development provisions;
- competency-based accreditation for trades rather than journey person system;
- F/T/P funded "Nunavut Sivuniksavut" style programs;
- role models, summer placements and youth delivered presentations;
- labour market development programs are not working and there is a need to revisit the current policies;



- further research into the educational system to determine why it is not working;
- establish linkages to allow an exchange of information between organizations; and
- if it doesn't work, replace it!

### What recommendations would improve access to PSE?

What?	How?
Family support services	<ul style="list-style-type: none"><li>• access to a 1-800 number to assist families in staying together and in touch;</li><li>• provide family housing;</li><li>• coordinator to help families find child care, housing, etc.;</li><li>• Elders service on campus; and</li><li>• parent training.</li></ul>
Flexibility of program delivery	<ul style="list-style-type: none"><li>• broadband;</li><li>• language of instruction;</li><li>• modular delivery;</li><li>• distance education;</li><li>• delivery in communities;</li><li>• continue to support learning (by) disabled students; and</li><li>• co-op work experience.</li></ul>
Program design	<ul style="list-style-type: none"><li>• Inuit specific curriculum that is culturally relevant;</li><li>• language of instruction be Inuit;</li><li>• collaborative voice (Inuit and non-Inuit) in decision making;</li><li>• more Inuit trainers/educators;</li><li>• raise the bar at all levels of learning;</li><li>• transition programs; and</li><li>• develop Inuit schools that study and teach Inuit values, etc.;</li></ul>
Program funding	<ul style="list-style-type: none"><li>• simplified funding/application criteria and process;</li><li>• long-term funding commitment;</li></ul>



	<ul style="list-style-type: none"> <li>• increase funding;</li> <li>• institution creation;</li> <li>• identify what is available; and</li> <li>• evaluate programs.</li> </ul>
Motivation and awareness	<ul style="list-style-type: none"> <li>• involve parents and students;</li> <li>• PSE fairs;</li> <li>• guest speakers in schools; and</li> <li>• national database on programs within PSE institutions.</li> </ul>
Infrastructure	<ul style="list-style-type: none"> <li>• daycares, family housing;</li> <li>• Inuit centres; and</li> <li>• everything.</li> </ul>
Transition programs	<ul style="list-style-type: none"> <li>• examine existing Inuit cultural programs;</li> <li>• create study and work-skill programs; and</li> <li>• curb culture shock.</li> </ul>
Fund pre-entry introductory programs (i.e. Nunavut Sivuniksavut)	<ul style="list-style-type: none"> <li>• consistent criteria; and</li> <li>• simplify criteria and application process.</li> </ul>
K-12	<ul style="list-style-type: none"> <li>• have higher expectations on students → challenge them.</li> <li>• graduates are not qualified for PSE:</li> <li>• quality control; and</li> <li>• accountability.</li> </ul>
Provide information on post-secondary education options are out there	<ul style="list-style-type: none"> <li>• get students and university representatives into communities to share their programs offered.</li> </ul>
Motivate students	<ul style="list-style-type: none"> <li>• utilize parents—teach parents to teach students; and</li> <li>• build curriculum based on Inuit way of life.</li> </ul>
Provide language courses	<ul style="list-style-type: none"> <li>• provide mainstream programs/lessons in Inuktitut.</li> </ul>
Have committed teachers	<ul style="list-style-type: none"> <li>• support teachers, provide adequate resources; and</li> <li>• raise the bar.</li> </ul>



**What recommendations would improve access to skills development?**

- Inuktitut language as a credit course;
- educate public about Inuit skills development program needs;
- trade schools within regions;
- better collaboration between F/P/T/Inuit to determine training needs;
- wellness courses in schools with community and family involvement;
- career exposure in high schools;
- improved infrastructure and infostructure (connectivity in the Arctic);
- competency-based grading system and accreditation;
- entry to programs test Inuit way of learning (hands on/oral). Southern/Inuit ways of learning must meet in curriculum;
- new education system based on Inuit language and culture;
- infrastructure;
  - financial and human resources needed from the government to enable Inuit to make changes to the educational system and develop institutional capacity and infrastructure; and
- new and improved training program designed by Inuit with diploma and non-diploma and work experience programs, on the job.

**Are there opportunities to improve coordination and collaboration in PSE?**

What?	How?
Collaboration between universities and northern colleges	<ul style="list-style-type: none"> <li>• exchange programs;</li> <li>• offering more courses and programs in the North;</li> <li>• find out what communities and high school students want and need;</li> <li>• national Inuit college/university programs; and</li> <li>• proposal for university to link with the Arctic.</li> </ul>
Communication between Land Claim areas and different levels of the government (communities to federal)	<ul style="list-style-type: none"> <li>• determine why students are leaving colleges, share info across the Arctic about success and failures;</li> <li>• provinces, territories and local community organizations need to communicate;</li> <li>• more Inuit representation at national F/P/T meeting resources by the federal government;</li> <li>• databank of Inuit research, knowledge, traditions and history; and</li> <li>• validate Inuit knowledge.</li> </ul>



Research and data compilation	<ul style="list-style-type: none"> <li>• request for proposals (RFPs) for universities with the Arctic;</li> <li>• leverage needed programs; and</li> <li>• Inuit representation on PSE boards.</li> </ul>
Inuit purchasing power	<ul style="list-style-type: none"> <li>• inform schools on Inuit;</li> <li>• support students in southern programs; and</li> <li>• Inuit voice on national education committees/boards.</li> </ul>
Career/school information	<ul style="list-style-type: none"> <li>• tours of universities with information brought north; and</li> <li>• inform students about opportunities.</li> </ul>
Capacity building and infrastructure	<ul style="list-style-type: none"> <li>• build housing and educational facilities;</li> <li>• support more teachers and staff;</li> <li>• southern teaching staff, (to) train Inuit (staff);</li> <li>• Elders are the foundation of education; and</li> <li>• modify requirements to overcome systemic barriers.</li> </ul>
Alternative learning approaches	<ul style="list-style-type: none"> <li>• flexibility in program requirements; and</li> <li>• distance learning.</li> </ul>
PSE access	<ul style="list-style-type: none"> <li>• Inuit specific delivery of PSE funds for urban Inuit.</li> </ul>

**What recommendations would improve coordination and collaboration in the area of skills development?**

<b>What?</b>	<b>How?</b>
Inuit are under-represented in the Canadian labour force.	Create an all inclusive national Inuit policy on skills development.
Lack of Inuit-specific data on skills development.	Inuit designed data collection methods for Inuit skill sets, best practices and challenges.
Lack of Inuit-specific skill sets (life, labour force, program design and instruction).	Total Inuit involvement in reforming, improving, and creating skills development programs.
Poor collaboration and communication among stakeholders.	Increase accountability, transparency, respect for Inuit, new and improved ways of interacting and partnering inclusive of the urban Inuit.



## Building Capacity and Sustainability

What?	How?
<p>National Inuit Secretariat:</p> <ul style="list-style-type: none"> <li>• to connect all Inuit regions,</li> <li>• assist collaboration; and</li> <li>• increase Inuit purchasing power.</li> </ul>	<ul style="list-style-type: none"> <li>• implement federal government’s promise of a secretariat that would report directly to the Deputy Minister or the Minister of INAC.</li> </ul>
<p>Promote family/community wellness, family support.</p>	<ul style="list-style-type: none"> <li>• counselling; and</li> <li>• commitment of funds to implement.</li> </ul>
<p>Lack of funding for service delivery.</p>	<ul style="list-style-type: none"> <li>• Insert section into existing agreements to include specifications for service delivery.</li> </ul>
<p>Lack of physical space in northern colleges:</p> <ul style="list-style-type: none"> <li>• not enough room to accommodate all the students who wish to attend; and</li> <li>• classes have to be shifted around.</li> </ul>	<ul style="list-style-type: none"> <li>• more infrastructure; and</li> <li>• increase in multi-year funding considering the geographic location and not based on per capita.</li> </ul>
<p>Need for programs to be:</p> <ul style="list-style-type: none"> <li>• Inuit-specific;</li> <li>• Flexible;</li> <li>• language inclusive; and</li> <li>• focused on the needs of Inuit, not the institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Inuit involvement in development, design and decision making; and</li> <li>• involvement of Elders.</li> </ul>
<p>Cost of doing business in the North is very expensive.</p>	<ul style="list-style-type: none"> <li>• funding cannot be per capita based, but needs to factor in geographic location—remoteness; and</li> <li>• funders must tour the Arctic communities and take Arctic (Inuit) cross-cultural courses.</li> </ul>
<p>Lack of internal capacity of Inuit organizations to deliver:</p> <ul style="list-style-type: none"> <li>• decision making;</li> <li>• administrating programs, and services; and</li> <li>• coordination.</li> </ul>	<ul style="list-style-type: none"> <li>• Inuit specific training programs for program administrators.</li> </ul>
<p>Policies that hold organizations accountable re: mentoring and job</p>	<ul style="list-style-type: none"> <li>• set and meet objectives that are bound by legislation, (e.g. Greenland, Nunavut); and</li> </ul>



training (on the job training (OJT)) → making sure Inuit <u>will</u> get the positions.	<ul style="list-style-type: none"> <li>• monitoring (i.e. Inuit secretariat).</li> </ul>
Support urban Inuit	<ul style="list-style-type: none"> <li>• funding to be inclusive of urban Inuit; and</li> <li>• enhance existing programming.</li> </ul>
Funding more than per capita (Northern realities/costs)	<ul style="list-style-type: none"> <li>• flexibility in allocation formulas; and</li> <li>• flexibility to change programs.</li> </ul>
Strong elementary and secondary education (K-12)	<ul style="list-style-type: none"> <li>• strong academic expectations; and</li> <li>• integration of Inuit content (e.g. language).</li> </ul>
Capital and HR funding for everything	<ul style="list-style-type: none"> <li>• build needed infrastructure; and</li> <li>• maintenance and operational resources.</li> </ul>
Monitoring and consultation	<ul style="list-style-type: none"> <li>• revisit needs; and</li> <li>• long-term flexible goals.</li> </ul>
Labour market plans and coordination	<ul style="list-style-type: none"> <li>• needs assessment; and</li> <li>• hiring graduating students.</li> </ul>
Many adults are without Grade 8 and there is a language barrier	<ul style="list-style-type: none"> <li>• develop an adult learning strategy.</li> </ul>
Not enough Inuit educators	<ul style="list-style-type: none"> <li>• develop programs to train educators.</li> </ul>
No community-level baseline inventories to see where things are at now	<ul style="list-style-type: none"> <li>• detailed community skills inventories; and</li> <li>• train non-Inuit in areas of cultural sensitivity and language to increase the capacity to work together.</li> </ul>
Young Inuit and teachers often don't know Inuit traditional ways	<ul style="list-style-type: none"> <li>• need to involve Elders to train students and educators.</li> </ul>
Insufficient number of Inuit in management positions	<ul style="list-style-type: none"> <li>• ensure training and processes in place to bring Inuit into management positions.</li> </ul>
Promised Northern Economic strategy must include a capacity component	<ul style="list-style-type: none"> <li>• attach money specifically for education, training and money to ensure sustainability.</li> </ul>
Many programs insufficiently funded	<ul style="list-style-type: none"> <li>• need guaranteed multi-year funding for education programs; and</li> <li>• programs must include traditional knowledge (Inuit Qaujimagajatuqangit) and be culturally sensitive.</li> </ul>



<p>Need to train youth (in) traditional skills</p>	<ul style="list-style-type: none"> <li>• need money to support centres where Elders pass on knowledge aimed at teaching marketable traditional skills;</li> <li>• need to identify priorities;</li> <li>• put infrastructure in place to address capacity priorities;</li> <li>• invest in Internet broadband to deliver services;</li> <li>• ongoing need to monitor situation;</li> <li>• funding groups must see that Inuit-specific approaches are needed;</li> <li>• programs need to be designed with fewer restrictions and requirements;</li> <li>• new monies shouldn't reduce levels of the current existing funding; and</li> <li>• need two-way partnerships between Inuit and federal government.</li> </ul>
<p>Information on education/training services are hard to find</p>	<ul style="list-style-type: none"> <li>• community-based “one stop shopping” centres for information re: education and training.</li> </ul>
<p>Info on employment opportunities hard to find</p>	<ul style="list-style-type: none"> <li>• maximize use of the Internet to show where opportunities exist; and</li> <li>• establish inventory showing Inuit who are available, interested and prepared for employment.</li> </ul>
<p>Need structure to include Elders in system</p>	<ul style="list-style-type: none"> <li>• resident Elder on campus be mandatory at all levels of lifelong learning.</li> </ul>
<p>Support system needed</p>	<ul style="list-style-type: none"> <li>• certification system for Elders required.</li> </ul>
<p>Lack of support for Elders that are teaching</p>	<ul style="list-style-type: none"> <li>• government make a commitment to providing the resources necessary to fulfill long-term plan.</li> </ul>
<p>Need political will and a long-term plan</p>	<ul style="list-style-type: none"> <li>• members of Parliament should be educated in Inuit specific issues and Land Claim Agreements;</li> <li>• good quality teacher training; and</li> <li>• training “on the job” for under-qualified workers;</li> </ul>



	<ul style="list-style-type: none"><li>• resources to revamp Teacher Education Program needs to be more accessible to each community;</li><li>• centralized database for each community plus region;</li><li>• retraining existing teachers;</li><li>• fund Adult plus Basic Education Program students, now they have to train for Employment Insurance;</li><li>• trade school(s) that teach in Inuktitut;</li><li>• cultural school(s) that teach language and culture;</li><li>• need housing/daycares for students and staff;</li><li>• need universal daycares sensitive to Inuit needs;</li><li>• dollars for training and learning Inuktitut; and</li><li>• recognize Inuktitut as a first language in Canada.</li></ul>
Need clear understanding of union/labour rights	<ul style="list-style-type: none"><li>• make mandatory training for employers on employer and employee labours rights.</li></ul>

- Better collaboration with and access to the Government of Canada. The territorial governments and the Inuit organizations already have strategies and plans of action, but lack the resources to implement them.

- Self esteem and confidence building is an integral foundation for building our future so that it will be vibrant for future generations.



## Research and Curriculum Development

What?	How?
Create Inuit specific research and curriculum development	<ul style="list-style-type: none"><li>• stable, multi-year funding for Inuit community-based research and curriculum development;</li><li>• coordinate national data collection initiative; and</li><li>• inclusion of Inuit regardless of geography.</li></ul>
Lack of collaboration, coordination and sharing among Inuit regions	<ul style="list-style-type: none"><li>• examination of best practices across all Inuit regions; and</li><li>• what works? What doesn't?</li></ul>
Research database—divided by program/regions and cross referenced	<ul style="list-style-type: none"><li>• stockpile data and traditional knowledge in all Inuit regions;</li><li>• share existing information; and</li><li>• more Inuit specific research in national studies/surveys, etc.</li></ul>
Lack of labour market forecasting and planning	<ul style="list-style-type: none"><li>• need to be able to offer programs specific to the needs of the labour market.</li></ul>
Cultural relevance in curriculum at both K-12 and PSE levels	<ul style="list-style-type: none"><li>• language of instruction;</li><li>• inclusion of life skills and traditional knowledge; and</li><li>• Inuit specific/relevant testing.</li></ul>
Recognize Inuit style of learning, (i.e. current system very structured whereas Inuit learning is more open and flexible)	<ul style="list-style-type: none"><li>• more open to changes to the current system, to incorporate traditional learning/styles;</li><li>• identify different styles through research that is documented and shared; and</li><li>• decipher traditional knowledge.</li></ul>



## How do we get there?

- specialized teachers rather than generalists;
- Inuit teachers come out with specialties (i.e. math, language, arts, history, etc.);
- Elders of specialized knowledge are acknowledged as such—create a database and list of experts;
- members of Parliament should be educated and aware of Inuit specific issues and land claims—legislated, mandatory training for employees on these rights;
- national/universal daycare that is sensitive to Inuit needs and regional differences;
- trade schools that teach in Inuktitut;
- cultural schools that teach youth/adults Inuktitut language and culture;
- Inuktitut recognized as a first language;
- dollars for expertise, facilities and info/infrastructure;
- need housing and daycare;
- fund basic education;
- resources to deliver Inuktitut as a language of instruction in the education system at different levels;
- better collaboration with and access to government; and
- Government of Canada listen to Inuit and provide the needed resources.

## Application of the Crosscutting Lenses – Inuit

The application of the crosscutting lenses was integral to every discussion in the Inuit breakout group. Participants discussed the needs of Inuit no longer living within their

communities and attending school in urban areas. They also examined the role of women and Inuit with disabilities, within the Inuit culture, and how their perspective and role was important in the design and implementation of an educational system for the Inuit.

The group articulated the importance of Inuit women in the development of Inuit educational curricula. The group agreed that Inuit women's voice should be integral to all curriculum development including any research required. The involvement of Inuit women in research and curriculum development from the beginning allows for an Inuit worldview that would include, reflect and support their roles as: prime caregivers, custodians of the family, mothers, parents, wives, partners and core members of communities.

Other issues discussed relevant to Inuit women included access to support systems and initiatives for families both in the communities and for those who go south to attend learning institutions. Supports would include Inuit sensitive daycare, housing and supports to assist individuals and families in the transition from community to city life. Participants expressed their desire to establish, resource and maintain the infrastructure to provide the necessary supports.



### iii) MÉTIS BREAKOUT GROUP

#### Addressing Issues of Jurisdiction and Control

**What are the key principles of jurisdiction and control for the Métis Nation with respect to PSE and skills development? What are the recommended actions to deal with these issues? Which actions are immediate and which are long term?**

#### Key Principles

- ensure every Métis youth gets a good education compatible at a minimum to other Canadians;
- Métis peoples should have a strong educational foundation, which builds on our strengths, language, identity and uniqueness;
- Métis specific control/jurisdiction through devolution of education;
- that the federal government mandate Métis involvement at all jurisdictional levels of lifelong learning initiatives;
- that “Métis Identity” be a leading concept within a coordinating body that facilitates, communicates and avoids duplication of respective lifelong learning initiatives;
- there is a need for specific strategies to increase post-secondary participation and “school to work” transition; and

- The Métis are a distinct and unique Nation, and as such, are guaranteed the right of self-governance and self-determination. Reclaiming and preserving Métis culture and language is the foundation of all lifelong learning.

#### Key Recommendations

- education is a right and should be equitably resourced, a principle which should be honored for all Métis people;
- use AHRDS resources to build foundational skills, and general use funds for PSE. Create and implement public policy that would support integration of Métis peoples in a labour market that is representative of their community (i.e. collective agreements);
- establish agreements in principle with F/P/Ts that would recognize/set out Métis involvement in the process of implementing these agreements;
- design and implement a resolution strategy to deal with barriers to education, training and certification with a special focus on Métis peoples with disabilities;
- create Métis institutions that support, validate and reinforce Métis perspectives;
- clarify who (provincial versus federal) has responsibility for Métis education support (i.e. funding) in Canada;
- federal government must commit to hard targets on a representative work force;
- devolution of funds and control to a Métis Nation infrastructure;



- expand and enhance the current AHRDS mandate to include education, lifelong learning through the investment of dollars;
- Métis Nation enumeration to gather accurate Métis specific data;
- train both Métis educators and mainstream educators;
- expand role-model programs;
- any new resources be allocated to Métis institutions rather than mainstream institutions to ensure a move toward long-term goals;
- Métis specific funding to enhance access, diagnosis and support for learners with disabilities;
- mandate the creation/implementation of provincial policy to address post-secondary special needs learners;
- creation of a “one stop shop” for career counselling and post-secondary funding guidance—both walk in and on-line;
- make amendments to the student loan program, (i.e. parental/other support is currently assumed but often not available);
- mandate all levels of authorities who have jurisdiction over Métis programming to enter into consultation with Métis (community, government) representatives before policy changes that affect Métis are implemented; and
- the needs of Métis women, Métis people living with disabilities, and Métis people living in rural, remote and urban settings, must be reflected at all levels of decision making.

## **Improving Access and Integration**

### **Key Recommendations**

- recognition of Métis Nation, Métis specific control through devolution to the Métis Nation;
- that “Métis Identity” be a leading concept within a coordinating body that facilitates, communicates and avoids duplication of respective lifelong learning initiatives;
- create boards composed of Métis community members mandated to affect the lifelong learning process, (i.e. research partnership, funding and coordination of initiatives);
- recognition of Métis National Council and governing members and institutions as having the authority to initiate/negotiate and undertake delivery of all federal programs;
- expand and enhance current AHRDS mandate to include education;
- inclusion and preservation of Métis traditional knowledge;
- Métis Nation enumeration and gathering accurate Métis specific data;
- environmental scan of existing programs;
- train Métis educators and mainstream educators;
- expand mentor and role-model programs;
- culturally appropriate diagnostic testing by Métis for Métis; and
- any new resources should be allocated to Métis institutions rather than mainstream institutions to ensure a change toward long-term goals.



## Capacity and Sustainability

**What does the government need to do to enable progress on PSE and skills development? How will we know progress is being made? What capacity supports are needed in the area of PSE and skills development?**

- there is a need for Métis participation, inclusion, and content in mainstream systems and institutions;
- there is a need for Métis controlled post-secondary institutions;
- Métis government must be accountable to Métis people;
- Métis institutions, Métis government structures, affiliates and AHRDA structures need the capacity to adequately compensate qualified staff and to have adequate numbers of staff in appropriate areas. This is true for other existing Métis institutions;
- the establishment of Métis controlled and run post-secondary institutions across Canada;
- more flexibility in the application of all agreements with government, concerning lifelong learning;
- sustainability through the accreditation of Métis knowledge and programs;
- infrastructure through Métis universities and bottom down infrastructure that are community driven and nationally coordinated;
- evaluate process, participation and completion rates; and
- Michif language becoming first language.

## Government To Do List

- flexibility in all human services delivery systems, (i.e. health, child care, justice and social assistance);
- provide dedicated education dollars to Métis Nation, (i.e. not limited to scholarships, bursaries and loans);
- devolve the authority for educational programming to the Métis Nation;
- inter-provincial mobility for Métis students studying in different provinces;
- increase managerial, professional and technical expertise of Métis organizations;
- amend student loan program eligibility, total amounts and ability to forgive; and
- legislation and supporting policies that mandate Métis issues are reflected in educational systems.

## Progress Indicators

- increase in the percentage of Métis graduates;
- more representation in the work force, especially in professions including, dentists, medical field, justice and teachers;
- increase in implementation of curriculum initiatives, (i.e. Métis content infused in curriculum);
- Métis research initiatives that would evaluate our progress regarding lifelong learning process;
- research in Métis traditional knowledge;
- accountability mechanism would ensure Métis education dollars are serving Métis students through measurable results;



- Métis educators providing culturally appropriate education;
  - network of Métis mentors that engage in the development of Métis learners and apprentices;
  - closing of the gap of Métis unemployment rates comparable to mainstream population;
  - Nationhood, economic prosperity, opportunity, jurisdiction, authority, control, sustainability, traditional knowledge, governance and cultural integrity;
  - at the core of accountability is the development of a national Métis Nation registry. This registry needs to interface with institutional statistics to evaluate progress;
  - federal and provincial guidelines need to be flexible and broad enough to allow for the implementation of Métis Nation priorities;
  - there needs to be a formal relationship between the Métis Nation and Treasury Board. There needs to be a mechanism in place that allows the Métis Nation input on policy to feed into Treasury Board guidelines; and
  - the needs for lifelong learning as the foundation for educational success, such as culture, healing, self-esteem, language, have to be heavily resourced.
- developmental research should be on Métis-specific learning styles and Métis pedagogy;
  - Métis historical and cultural research is a priority for Métis people. Ethical practice in research has to have Métis community involvement to address ethical concerns around research;
  - Métis people need to be able to access and know how to access curriculum;
  - archives and archivists funding needed;
  - program development by looking to best practices;
  - need mechanisms to share Métis specific data/research;
  - accountability/reporting mechanisms indicators;
  - area of research: Métis-specific evaluation tools;
  - the Métis Nation needs to have the capacity to initiate its own research agenda over a long period of time and across multiple disciplines. Research institutions be funded to engage other research institutions to build partnerships;
  - a research foundation of Métis-specific epistemology (nature of knowledge identified from a Métis perspective), ontology (the nature of being Métis spiritual/metaphysical), axiology (articulation of the values and belief systems), methodology needs to balance both qualitative and quantitative methodologies. Applied to community-based research (health, education, government, policy, etc.) framed by and applied to the community research agenda;

## **Research and Curriculum Development**

**What needs to occur to apply research to curriculum development? Where should research focus?**



- research should come from inside the community not from outside the community;
- respect for diversity;
- need to have the capacity to initiate their own research agenda over a long period of time and across multiple disciplines. Research institutions should have the capacity to engage other research institutions to build partnerships;
- need to recognize intellectual property rights;
- every school, university, working in research has to respect those collective rights;
- there should be research with language loss and language shift to see how it is affecting our kids, our communities and our identity;
- Métis Nation should be equally represented in the research industry;
- there needs to a strong implementation and action plan and research dollars for research and an equal amount of dollars to implement the outcomes;
- extensive research in curriculum development on the Métis Nation to increase the understanding of the Canadian public of Métis identity and issues;
- Métis need to identify research questions and process;
- Métis need recognition of community-based research protocols;
- there should be a balance of qualitative (community-grounded research theory - storytelling, oral history, etc.) and quantitative (statistical) research agendas;
- research needs to be a two-way process- institutions need to be in a relationship with the community and the community needs to be in a relationship with the institutions. Capacity investment in the Métis community to maintain an equitable relationship;
- conduct literature review to determine what Métis research has been conducted;
- expand upon existing capacities (i.e. Gabriel Dumont Institute) metismuseum.com, Métis Legacy, etc.;
- build on the capacity of the Gabriel Dumont Institute and other existing and new Métis institutions to conduct research that will benefit the Métis community;
- ownership, control, access, and participation principles should be put in place;
- inventory of Elder knowledge and oral history;
- publication funding;
- research conducted in a culturally appropriate manner; and
- existing research must be critically analysed by the Métis community.

### **Application of the Crosscutting Lenses— Métis**

Throughout the discussions in the Métis breakout room, there was continued acknowledgement of the need to respect the diversity of the Métis community when building the education system. The overall objective is to design education systems to ensure the participation of all people. There were a wide-ranging number of suggestions to ensure access for women and people with



disabilities including appropriate transportation, child care, other social supports (e.g. counselling) and educational institutions that have a physical environment supportive of people living with disabilities. Learners with disabilities also need culturally sensitive and safe means of testing their skill level, competencies and disabilities. Suggestions to address access issues for remote/rural communities included distance education programs that make use of technology.

There was an immediate call for the development of Protocol agreements between inter-governmental bodies and Métis organizations concerning skills development for Métis people living with disabilities.

Many of the groups described the objective of Métis women participating in all levels of skill development and education, from policy to practice. As such, they proposed specific actions to promote and develop educational opportunities for Métis women, non-traditional careers for Métis women and gender equality in wages and job opportunities including leadership positions.



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**FOLLOW-UP TO THE CANADA -ABORIGINAL PEOPLES ROUNDTABLE  
LIFELONG LEARNING SECTORAL SESSION  
POST-SECONDARY EDUCATION (PSE) AND SKILLS DEVELOPMENT  
NOVEMBER 18-19, 2004  
AYLMER, QUEBEC  
CHATEAU CARTIER HOTEL  
ANNOTATED AGENDA**

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**INTRODUCTION:**

The objectives for the Lifelong Learning Sectoral Session are:

- Develop different definitions of success and recommended actions to achieve progress in PSE and Skills Development 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 PSE and Skills Development outcomes for Aboriginal post-secondary learners and adults, including delivery mechanisms and results-based performance measures.

**AGENDA ACTIVITIES:**

**Pre-Session Activity – Wednesday, November 17, 2004**

**5.30 pm – 7.30 pm**      Registration

**6.00 pm – 8.00 pm**      Welcome - Participant Reception:      *Chaudiere*  
(Hosted by Minister of Indian and Northern Affairs Canada and the  
Federal Interlocuter for Métis and Non-Status Indians)

**Day One - Thursday, November 18, 2004**

**7:30 am**      Coffee and Registration      *Chaudiere*



<b>8:30 am</b>	Opening Invocation <i>Elders/Youth</i>	
<b>8:45 am</b>	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>
<b>9:15 am</b>	Review of the Background Papers <i>Facilitation Team</i> (One PowerPoint presentation on all papers).	
<b>9:35 am</b>	Introduction to the Forum Agenda Description of Breakout Group Process	<i>Harold Tarbell, Lead Facilitator</i>
<b>9:45 am</b>	Health Break	
<b>10:00 am</b>	3 Breakout Groups to discuss Policy Area 1:	<i>First Nations, Métis and Inuit issues breakout groups First Nations Beau Rivage A Métis Rive Gauche Inuit Chaudiere</i>
	<b><u>Issues of Jurisdiction and Control</u></b>	
	<ul style="list-style-type: none"><li>• Shared Definition of Success</li><li>• Recommended Actions</li><li>• Crosscutting Themes (i.e. Urban Aboriginal and Aboriginal Women lens, with cross-cutting theme of Rural/Remote)</li></ul>	
	<u>Launch Question:</u> How will we address the issues of jurisdiction and control that are impacting on access to, and success within, post-secondary education and skills development programs and services?	
<b>12:30 noon</b>	Lunch (to be provided)	
<b>1:30 pm</b>	3 Breakout Groups to discuss Policy Area 2:	<i>First Nations, Métis and Inuit issues breakout groups</i>
	<b><u>Improving Access and Integration</u></b>	
	<ul style="list-style-type: none"><li>• Shared Definition of Success</li></ul>	



- 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 would contribute to improved levels of access to, and success within, post-secondary education and skills development programming and services?

**4:00 pm** Health Break

**4:15 pm** Reports from Breakout Sessions 1 and 2 *Chaudiere  
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-  
5:00 pm** Facilitator summary of Day One *Facilitation Team*

**Day Two – Friday, November 19, 2004**

**8:15 am** Coffee *Chaudiere*

**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*  
Policy Area 3: *issues breakout groups*  
*First Nations Beau Rivage*  
*Métis Rive Gauche*  
*Inuit Chaudiere*



### **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 PSE and Skills Development priorities?

**11:45 am** Lunch (to be provided)

**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 PSE and skills development?

**3:15 pm** Health Break

**3:30 pm** Reports from Breakout Sessions 3 and 4

*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** Facilitator's overall Summary

*Facilitation Team*

**4:15 pm** Closing Ceremony and Adjournment

**FIRST NATION PARTICIPANT LIST**

<b>PARTICIPANT</b>	<b>ORGANIZATION</b>
Dr. Vivian Ayoungman	First Nations Adult and Higher Education Consortium
Yvette Bacon	Conseil de Bande de Betsiamites
John Kim Bell	Canadian Youth Business Foundation
Eleanor Bernard	Executive Director, MK
Chief David Crate	Manitoba Representative, Chiefs Council on Education
Mario Dagenais	Assembly of First Nations
Lorena Fontaine	FNUC
Jamie Gallant	Native Council of Prince Edward Island
Priscilla George	President, National Indigenous Literacy Association
Dr. Eber Hampton	President, First Nations University of Canada
Dawn Harvard	Ontario Women's Association
Chief Lance Haymond	Kipawa First Nation
Chief Rose Laboucan	Alberta Representative, Chiefs Council on Education
George Lafond	Special Advisor to the President, University of Saskatchewan
Betty Ann Lavallée	New Brunswick Aboriginal Peoples Council
Murray Maracle	NAIHL
Cindy Marsden	Interlake Reserves Tribal Council Inc
Marie Smallface Marule	NAIHL Vice-Chair
Chief Nathan Matthew	British Columbia Representative, Chiefs Council on Education
Gordon McDevitt	ADM, Advanced Education
Darrel McLeod	Assembly of First Nations Executive Director of International Education and Languages
Michael Mendelson	Caledon Institute of Social Policy
Judy Moore	Deputy Minister, Department of Education
Corinne Mt. Pleasant Saint-Jette	Concordia University
Doug Myers	PLAR
Eric Newell	Chancellor, University of Alberta
Rick O'Brien	Assembly of First Nations Regional Chief
Lee Paul	Native Council of Nova Scotia
Annie Randall	Federation of Newfoundland Indians
Collette Robertson	Aboriginal Liaison, Univ Services Branch, Dept of Sask Learning
Beverly Sabourin	Red River Community College
Roger Schindelka	Saskatchewan Indian Training & Assessment Group
Dr. Lisa Sterling	Department of Education, Simon Fraser University
Winona Stevenson	University of Saskatoon
Mr Tim Thompson	NIEC chief
Chief Brian Toney	Nova Scotia Representative, Chiefs Council on Education
Deputy Grand Chief Nelson Toulouse	Ontario Representative, Chiefs Council on Education



Dr. Richard Vedan	Director, First Nations House of Learning, University of British Columbia
Jacques Vincent	Conseil de la Nation Huronne-Wendat
Vice Chief Delbert Wapass	Saskatchewan Representative, Chiefs Council on Education
Gilbert Whiteduck	NIEC - QC Rep

## INUIT PARTICIPANT LIST

<b>PARTICIPANT</b>	<b>ORGANIZATION</b>
Lily Amagoalik	
Jay Arnajiaq	Qikiqtani Inuit Association
Betsy Annahatak	Kativik School Board
Navarana Beveridge	Education Advisor, Nunavut Tuungavik Incorporated
Lucy Brennan	Post-Secondary Education Director, Labrador Inuit Association
Jennifer Dickson	Pauktuutit Inuit Women's Association
Louise Flaherty	CTEP, Nunavut Arctic College
Larry Gordon	Chair, National Inuit Committee on Health
Annie Grenier	DG, Kativik School Board
Ellen Hamilton	Coordinator, Tupig program
James Igloliorte	retired judge and vice principal
Sandra Inutiq	Student, Akitsiraq Law School
Paul Khatchourdian	Director, Post-Secondary Education, Kativik School Board
Ulrike Komaksiutiksak	Pauktuutit
Johnny Kusugak	former President, Nunavut Arctic College
Jose Kusugak	President, ITK
Jason LeBlanc	Director, Human Resources, Tungasuvvingat Inuit
Tim McNeill	Director, Post Secondary Initiative
Richard Paton	Chief Operations Officer, NTI
Leonie Quamariaq	Executive Director, Kakivak Association
Carter Russel	Labrador Métis Association
Jodie Strangemore	Education Counsellor, Labrador Inuit Association



## MÉTIS PARTICIPANT LIST

<b>PARTICIPANT</b>	<b>ORGANIZATION</b>
Larry Bellerose	Ontario Métis Aboriginal Association
Roman Bittman	National Aboriginal Achievement Foundation
Ben Brunnen	University of Victoria
Philip Chartier	
Jeff Chartrand	
Peter Dinsdale	National Association of Friendship Centres
Dr. Sherry Farrell-Racette	FNUC
Lorne Gladue	
Roberta Hewson	Executive Director, Partners for Careers
LuAnne Hill-McDonald	Aboriginal Institutes Consortium
Ian Hinksman	
Carolyn Holbrow	BEAHR
Marylea Jarvis	Vice President, Keyano College
Greg King	
Cynthia Kolada	Metis Provincial Council of British Columbia
Barb Laderoute	Metis Settlements General Council
Gary Lapinski	
Francois Lamontagne	Canadian Labour and Business Centre
Barb Lavallee	Distance Education, University of Manitoba
Louise Legare	
Bill Luxton	Director, Corp Training, S Alberta Institute of Technology
Geordy McCaffrey	Gabriel Dumont Institute
Marileen McCormick	Centre for Aboriginal Human Resources Development
Wayne McKenzie	Aboriginal Employment Development, Government of Saskatchewan
Stephanie Oyelfson	
Micheal Relland	
Dr. John Richards	Simon Fraser University
Carter Russel	Labrador Métis Association
Jennifer St. Germain	
David Turner	Calgary Métis Child Services
Dan Vandermeulen	President, Northern Lakes College
John Webster	Executive Director, ACCESS AHRDA
Rick Wilmot	
Henry Wetelainen	Ontario Métis Aboriginal Assoc.



## Officials List

	Official	Department/Organization
<b>AFN</b>		
	Tina Dewache	Assembly of First Nations, Education
	Daniel Wilson	Assembly of First Nations, Policy Coordination
	Leanne McIntyre	Assembly of First Nations, Education
	Michel Tochacek	Assembly of First Nations - Yukon Office
	Elmer Courschene	Elder
<b>CAP</b>		
	Bob Gairns	Congress of Aboriginal Peoples
	Alastair MacPhee	Congress of Aboriginal Peoples
	Lorraine Foreman	Congress of Aboriginal Peoples
<b>MNC</b>		
	Richard De La Ronde	Manitoba Métis Federation
	Avery Hargreaves	Métis National Council
	Kim Clouthier	Métis National Council
	Marge Friedel	Métis National Council
<b>ITK</b>		
	Shani Watts	Sessions Coordinator, Inuit Tapiriit Kanatami
	Franco Buscemi	Youth Intervener, Inuit Tapiriit Kanatami
	Gwen Thirwall	Inuit Tapiriit Kanatami
	Annie Peterloosie	Elder
<b>Federal Officials</b>		
INAC	Michel Smith	Assistant Deputy Minister, Socio-Economic Policy and Programs
INAC	Line Paré	Director General, Education Branch
INAC	Cheryl Urban	Policy Analyst, Intergovernmental Relations
HRSDC	Gina Wilson	Director General, Aboriginal Affairs



	<b>Official</b>	<b>Department/Organization</b>
HRSDC	Deborah Young	Policy Advisor
SDC	Del McBrine	Senior Policy Advisor, Policy Priorities
Industry Canada	Joseph Poirier	Partnerships Officer, Computers for Schools
Industry Canada	Reine Turland	Aboriginal Business Canada
Canadian Heritage	Norman Williams	Aboriginal Affairs Branch
Stats Can	Andy Siggner	Housing, Family and Social Statistics Division
TBS	Jeremy McLay	Treasury Board of Canada, Secretariat
TBS	Lindsay Wilde	Senior Analyst, Treasury Board of Canada, Secretariat
OFI	Allan MacDonald	Director, Office of the Federal Interlocutor
<b>Provincial-Territorial</b>		
BC	Dawn McKay	Manager, Colleges Unit Ministry of Advanced Education & Career Development
BC	Carrie Dusterhoft	Manager, Aboriginal & Community Relations Ministry of Community, Aboriginal & Women's Services
AB	Jane Martin	Director, Aboriginal Policy Branch Alberta Learning
AB	Olie Schell	Director, Apprenticeship Initiatives
AB	Christine Couture	Director, Labour Force Partnerships and Skills Policy
MB	Elaine Phillips	
ON	Michael Pimento	Ministry of Training, Colleges and Universities
QC	M. Paul Rémillard	Ministère de l'éducation
QC	Louis Rivard	Secrétariat aux affaires autochtones, Ministère du Conseil exécutif, Gouvernement du Québec
NB	Louis Godin	Training and Employment Development
NS	(Mr) Shannon Kelly	Manager, Partnership Development and Coordination, Labour Market Partnerships Division



	<b>Official</b>	<b>Department/Organization</b>
Yukon	Harley Trudeau	Senior Government Representative, Yukon Intergovernmental Relations
NUN	Pheobe Hainnu	Assistant Deputy Minister of Education
NUN	John Bainbridge	Sr Policy Advisor, Nunavut Tunngavik Inc.
NUN	Bruce Rigby	Sr Advisor, Adult Learning, Dept of Education



Background Information and Flip Chart Notes are available on the Internet at:  
[www.aboriginalroundtable.ca](http://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