



Talking about First Nations Education in BC

FNESC Presentation to the Anishinabek Education Forum
February 28th, 2018



FIRST NATIONS EDUCATION
STEERING COMMITTEE



About FNEESC

The First Nations Education Steering Committee (est. 1992) is comprised of 122 member First Nations. It is an independent non-profit society.

FNEESC has been working on behalf of First Nations to achieve quality First Nations education for all First Nations learners in BC, both on- and off-reserve, since 1992.



Building Partnerships



K-12 Aboriginal
Education Partners
(1999)

Aboriginal Post-
Secondary Education
& Training Partners
(2005)

First Nations
Technology Council
(2010)

Association of the BC
Deans of Education
(2011)

BC Representative
for Children and
Youth (2011)

Bilateral Protocol
with the BC Ministry
of Education (2015)

FNESC is committed to working in partnership and has MOU's with numerous organizations.

FNESC has a formal protocol with BC First Nations Leadership Council.

BC First Nations Education System

For over two decades, First Nations in BC have worked collectively to build a comprehensive and responsive BC First Nations Education System.

- We have an existing regional model, endorsed by BC Chiefs
- We provide a wide range of second and third level services for schools and communities and dedicated funding to support them.
- BC First Nations education jurisdiction recognized in jurisdiction agreements and legislation.
- We have a Tripartite Education Framework Agreement with Canada and BC.

Students in the BC First Nations Education System

4,641

- First Nations students in First Nations schools [Full-Time Equivalent (FTE) students]

1,216

- Reciprocal Tuition students in First Nations schools

7,110

- First Nations on-reserve students in public schools

718

- On-reserve First Nations students in off-reserve independent schools

63,631

- Self-identified Aboriginal students in the public system (status on-reserve students are included in the total)

Foundations of our System

Section 35 Constitution Act & Honour of the Crown

The Royal Proclamation (1763)

Indian Control of Indian Education (1972)

UN Convention on the Rights of the Child (1989)

Residential Schools Apology (2008)

UN Declaration on the Rights of Indigenous Peoples (2007)

Truth and Reconciliation Commission Calls to Action (2015)

Federal Commitments (including to UNDRIP and TRC)

Federal Government Commitments

- Implementing the United Nations Declaration on the Rights of Indigenous Peoples;
- Implementing the Calls to Action of the Truth and Reconciliation Commission (2015);
- Respecting First Nations control of First Nations education and regional processes; and
- Supporting First Nation-led initiatives with respect to jurisdiction over education and respecting regional diversity, including the renewal of the Tripartite Education Framework Agreement.



Other Key National Initiatives

June 2017: AFN National Chief Perry Bellegarde and Prime Minister Trudeau signed MoU committing to regular, ongoing engagement between First Nations and Canada to ensure progress on joint priorities, including include implementation of Truth and Reconciliation Commission Recommendations, improved fiscal relations, and the Indigenous Languages Act.

July 2017: Government of Canada issued 10 principles to help achieve reconciliation and guide the relationship with Indigenous peoples going forward -- rooted in recognition and implementation of Indigenous peoples' right to self-determination and self-government, recognition of Aboriginal rights, and the importance of reconciliation.

Honour of the Crown Principle 3: Canada recognizes that the honour of the Crown guides the conduct of the Crown in all of its dealings with Indigenous people ... which requires government act with honour, integrity, good faith, and fairness

Fiscal Relations MOU (AFN / INAC): Canada undertook funding policy review with AFN, which included an examination of issues such as funding, gaps, etc. within the context of the Indian Act. A report was released in December 2017 that included important recommendations, such as piloting 10 year funding agreements.

AFN/INAC Education CCOE/NIEC INAC Terms of Reference and Task Teams

AFN Education Sector is mandated to work jointly with the Chiefs Committee on Education (CCOE), the National Indian Education Council (NIEC), INAC, and First Nations to transform First Nations education.

Process includes a Joint Working Committee and a series of Task Teams.

The funding to support the K-12 BC First Nations education system is not adequate and is currently under negotiation as part of TEFA Renewal.

FNESC recommended that non-legislative options be considered by the AFN Chiefs in Assembly at this time.

Ministry of Education Commitments

BC-FNESC Protocol (2015)

Auditor General's 11 Recommendations (2015)

Aboriginal Education Strategic Plan (draft)

Tripartite Education Framework Agreement (2012)

BC First Nations Jurisdiction Agreements and Legislation

New Relationship (2005)

Transformative Change Accord (2005)

Memorandum of Understanding on Aboriginal Education (1999)

Local Education Agreements



Tripartite Education Framework Agreement (TEFA) and TEFA Renewal

Background to TEFA

Since 2012, Canada, BC, FNEESC and the FNSA have been working together to implement a five-year Tripartite Education Framework Agreement (TEFA).

TEFA has the primary purpose of improving achievement rates for First Nations students in BC.

TEFA formally recognizes the capacity of First Nations in BC to create and implement a relevant and research-based First Nations education system to improve student outcomes.

TEFA expired in March 2017 and it was extended to June 2018.

Key Elements of TEFA

Formal recognition of the education partnerships of Canada, BC and FNEESC

A new funding formula for First Nations schools based on the provincial funding formula (Operating Grants Manual), with specific adaptations

Comprehensive and sustainable funding for 2nd and 3rd level services to schools and communities

A commitment to reduced reporting for First Nations

What Have We Achieved Through TEFA?

- First Nations schools in BC have indexed and flexible formula-based funding, including specific adaptations to reflect their unique needs
- Improved dedicated funding for second level services
- Consistent reporting to INAC in aggregate on a limited number of variables
- Increased co-operation between FNEESC and the Province to improve outcomes for all First Nations students in BC.
- Appropriate accountability, including an annual report to parents on First Nations school performance and an annual report regarding First Nations students in the public education system
- Tripartite oversight structures and committees
- Active participation in provincial policy discussions.
- Dogwood Diploma (Provincial Graduation Certificates) in non-independent First Nations schools

TEFA Reporting and Funding

Reporting

- ✓ First Nations annually submit to FNEESC and FNSA data, shared with INAC in aggregate only.
- ✓ % of students who meet or exceed standards for reading, writing, and numeracy
- ✓ Student attendance
- ✓ Teacher/student ratio
- ✓ Teacher certification and years of experience
- ✓ Student/computer ratio
- ✓ Level of connectivity

Funding

Based on the Ministry of Education's (MEd) Operating Grants Manual, with specific adaptations.

Working with ISC since 2012 to update the funding formula annually.

TEFA Funding Supports for Communities

- TEFA Funding Handbook
- Estimator Tool
- TEFA eBulletins
- Funding workshops
- Provincial meetings
- Engagement Sessions

Expiry of TEFA and Renewal

TEFA expired in March 2017 and TEFA renewal planning began in the summer 2016.

While the renewal efforts were underway, an immediate need was addressed: \$1.6 million for technology equipment in First Nations schools.

Memorandum to Cabinet

TEFA has been extended until June 2018 by the three signatories (Canada, BC and FNEESC).

The federal Memorandum to Cabinet will initiate funding to support TEFA renewal funding request through a subsequent treasury board submission.

FNEESC continues to advocate that BC's representation in the MC and Treasury Board Submission must be consistent with the BC First Nations Education System and provide funding committed for TEFA renewal:

- BC to be represented as the first regional agreement
- The details of a renewed TEFA will be negotiated and determined by the tripartite negotiation table in BC, under the direction of BC First Nations leadership.



Public School System (K-Gr. 12)

How Are We Doing? Report

Annual report from the Ministry of Education about Aboriginal and non-Aboriginal students in the public and independent K-12 system.

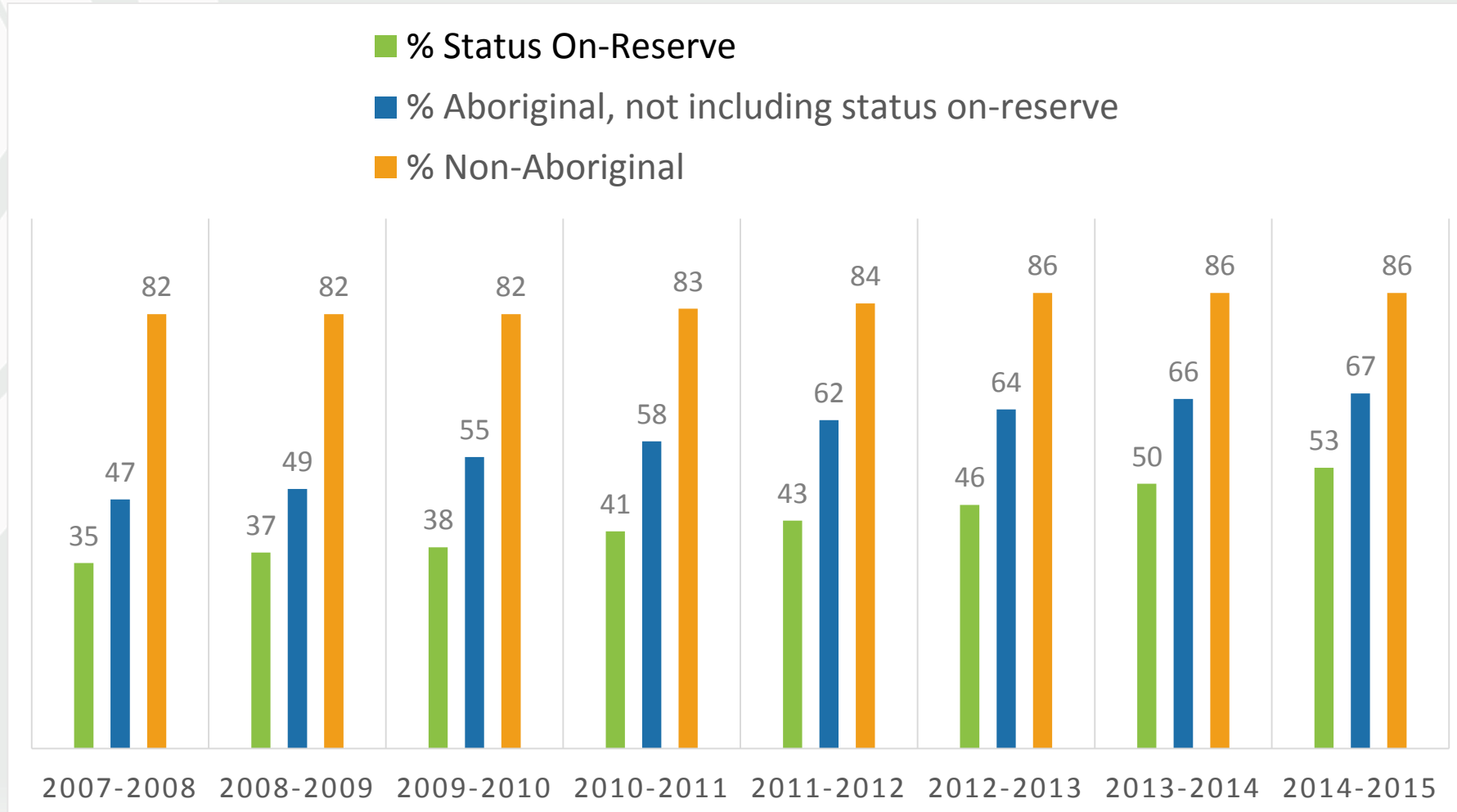
Including:

- FSA results (reading, writing, numeracy)
- Graduation rates
- Required examination results
- Children in care
- Alternate programs
- Students in special needs programs
- Satisfaction survey results

First Nations communities can request results for their students in public schools – important data to inform Local Education Agreement negotiation and implementation

Graduation

6-Year Completion Rate, BC Public Schools



“Meeting or Exceeding” Expectations 2015-16

FOUNDATION SKILLS ASSESSMENT

	% of Status On-Reserve	% Aboriginal, not including status on-reserve	% Non-Aboriginal
Grade 4 Reading	40	53	64
Grade 4 Writing	38	51	65
Grade 4 Numeracy	36	47	63
Grade 7 Reading	30	46	60
Grade 7 Writing	35	50	65
Grade 7 Numeracy	22	36	56

Courses Required for University Entrance

	% Status On Reserve Final grade C+ or better	% Aboriginal, not including status on-reserve, Final grade C+ or better	% Non-Aboriginal Final grade C+ or better
Foundations of Math and Pre-Calculus 10	32	51	67
English 12: First Peoples	29	56	67
English 12	43	61	73

Audit of Aboriginal Education in BC Public Schools

Audit report released November 5, 2015.

Noted:

the “failure of the education system to meet [Aboriginal students] needs,” not a failure of students

the “racism of low expectations.”

11 Audit recommendations important foundation for the joint FNEESC/MED Work Plan.

Key Recommendations:

8. establish responsibility within Ministry for developing systematic approach to analyzing Aboriginal student achievement data.
9. use that evidence to inform decision making and clarify expectations of boards of education.
10. support superintendents, boards of education, staff, Aboriginal leaders and communities to develop capacity to use data and evidence to plan for Aboriginal student achievement.
11. collaborate with boards of education, superintendents, Aboriginal leaders and communities to define and implement expectations for reporting: student achievement, progress in meeting targets to close gaps, and effectiveness of strategies for Aboriginal students.

Local Education Agreements (LEAs)

Outline terms for the purchase of educational services by the First Nation for their students who attend schools off-reserve.

Using LEAs, First Nations can work to improve education for First Nations students and form government-to-government relationships with local elected school boards.

Currently, BC and Canada lack policies to support LEA negotiation.

FNESC LEA supports:

- **Templates:** LEA Samples, Development Plan, Community Presentation template , materials
- **Data:** template letter for accessing community specific data
- **Funding Information:** First Nations Billing Rates, Operating Grants Manual, etc.

Work Related to BC Teachers

BC Teacher's Council updating its standards and included a new standard on First Nations education

Working with the K-12 Aboriginal Education Partners and PSE Partners to increase the proportion of Aboriginal teachers.

Currently, BC is graduating about 80 Aboriginal teachers annually.



Education Jurisdiction



Key Milestones in Jurisdiction

Jul. 25, 2003	• MOU signed (Canada, BC and FNEESC)
Nov. 26, 2005	• Education Jurisdiction Framework Agreement initialed
Jul. 5, 2006	• Framework Agreement signed
Dec. 12, 2006	• Federal Supporting Legislation passed
Nov. 29, 2007	• Provincial Supporting Legislation passed
Dec. 2010	<ul style="list-style-type: none">• Canada announced that its Own Source Revenue (OSR) policy would apply to this initiative• Negotiations stalled from 2010 to 2015 as the parties sought to resolve the OSR issue
June 28, 2013	• Framework Agreement extended until 2018
July 2015	• Canada released new policy, “Canada’s Fiscal Approach for Self-Government Arrangements”
June 2016	• Canada re-engages in negotiations

Key Players

First Nations that ratify an Education Jurisdiction Agreement will become **Participating First Nations**.

A Participating First Nation can establish a **Community Education Authority**.

A **First Nations Education Authority (FNEA)** will be created to specifically serve the interests of BC First Nations exercising Jurisdiction over education.

Work is progressing, and TEFA Renewal will form a basis for funding for jurisdiction.



First Nations Schools

First Nations Schools

There are 128 First Nations controlled schools in BC.

The FNSA represents and works on behalf of BC First Nations schools.

The FNSA has a mandate to support those schools in creating effective, nurturing, and linguistically and culturally appropriate education environments that provide students with a positive foundation in all academic areas.

Formally established as a non-profit society in 1996.

Reciprocal Tuition

Landmark 2009 Reciprocal Tuition Agreement allows provincial government to pay the tuition fees of off-reserve students attending First Nations schools.

Nearly \$15 million is transferred annually under reciprocal tuition.

Second Level Services

Examples:

School Assessment and Certification Process

Connected Classrooms -- facilitates joint course offerings using video conferencing, a master teacher and other technological supports.

In-School Coaching Initiative provides school-based, direct assistance to school staff.

Data Records and User Management System (DRUMS) manages student information at the school level and supports reporting.

Professional Learning Communities (PLC) organizes educators into collaborative teams that meet regularly.

Pro-D Workshops / Conferences / Principals' Short Course

Thank you for your interest in BC First Nations education



fnesc

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