

INDIANS IN EDUCATION  
1976

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Issues in Indian Education 1976

A Résumé of Presentations Discussed  
at a Meeting of Headquarters and Regional  
Education Staff and the N.I.B. convened by the  
Assistant Deputy Minister, February 27, 1976

Education & Cultural Development Branch  
Education Operations  
Ottawa, Ontario  
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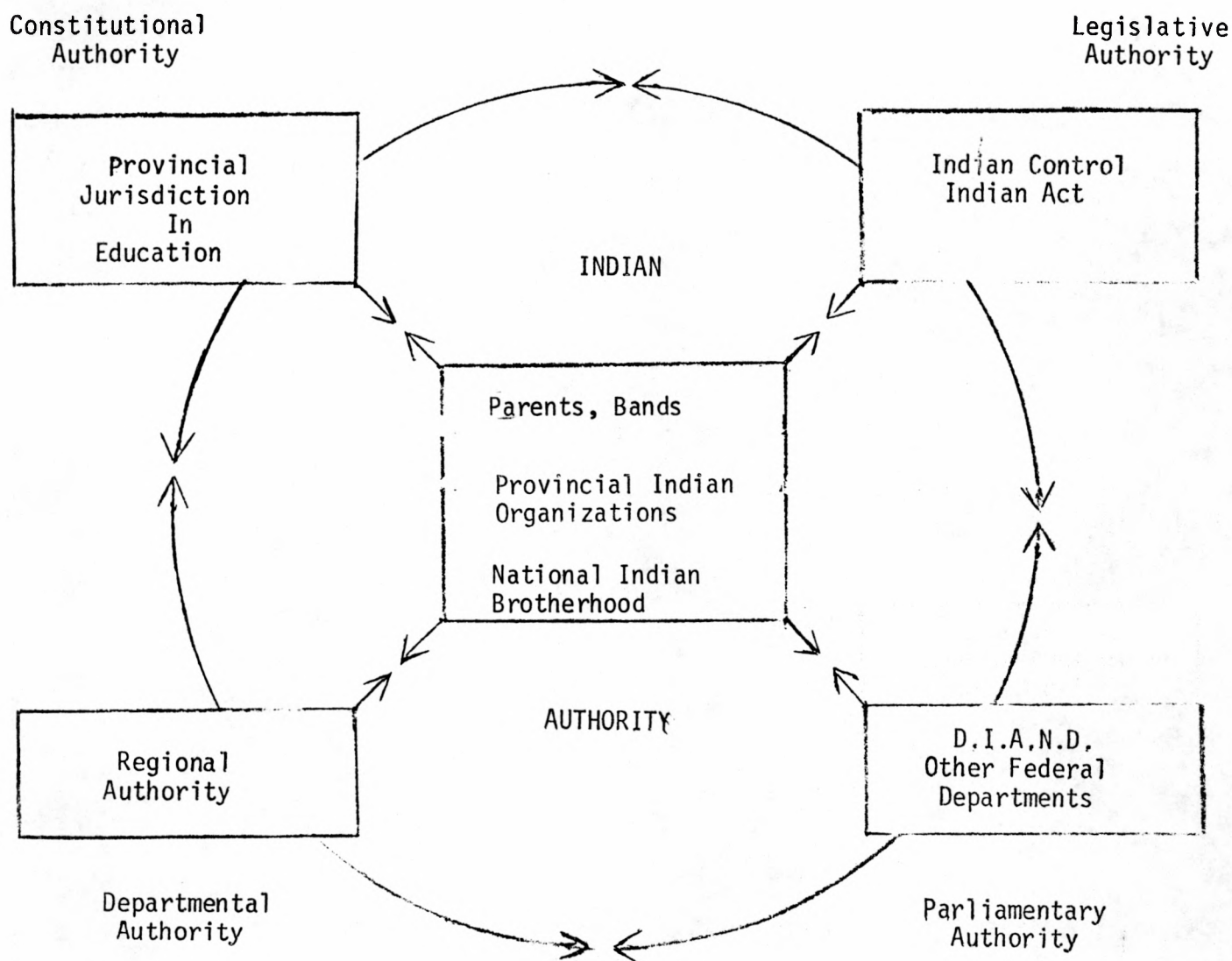
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### Background to Education Issues

1. Overriding Objectives related to:
  - i) Cultural Identity - the individual self and collective self
  - ii) Social Security and Stability
  - iii) Economic Effectiveness
2. Needs in education are identified by bands and by parents.
3. Based on identified needs the Department provides for the delivery of education services to Indian communities.
4. Today, the general aim in education has become one of social education superseding the process of knowledge information which prevailed for so long in the past.
5. Indian control in education is the cornerstone of education policy and permeates all issues.

## SHARED RESPONSIBILITIES IN INDIAN EDUCATION

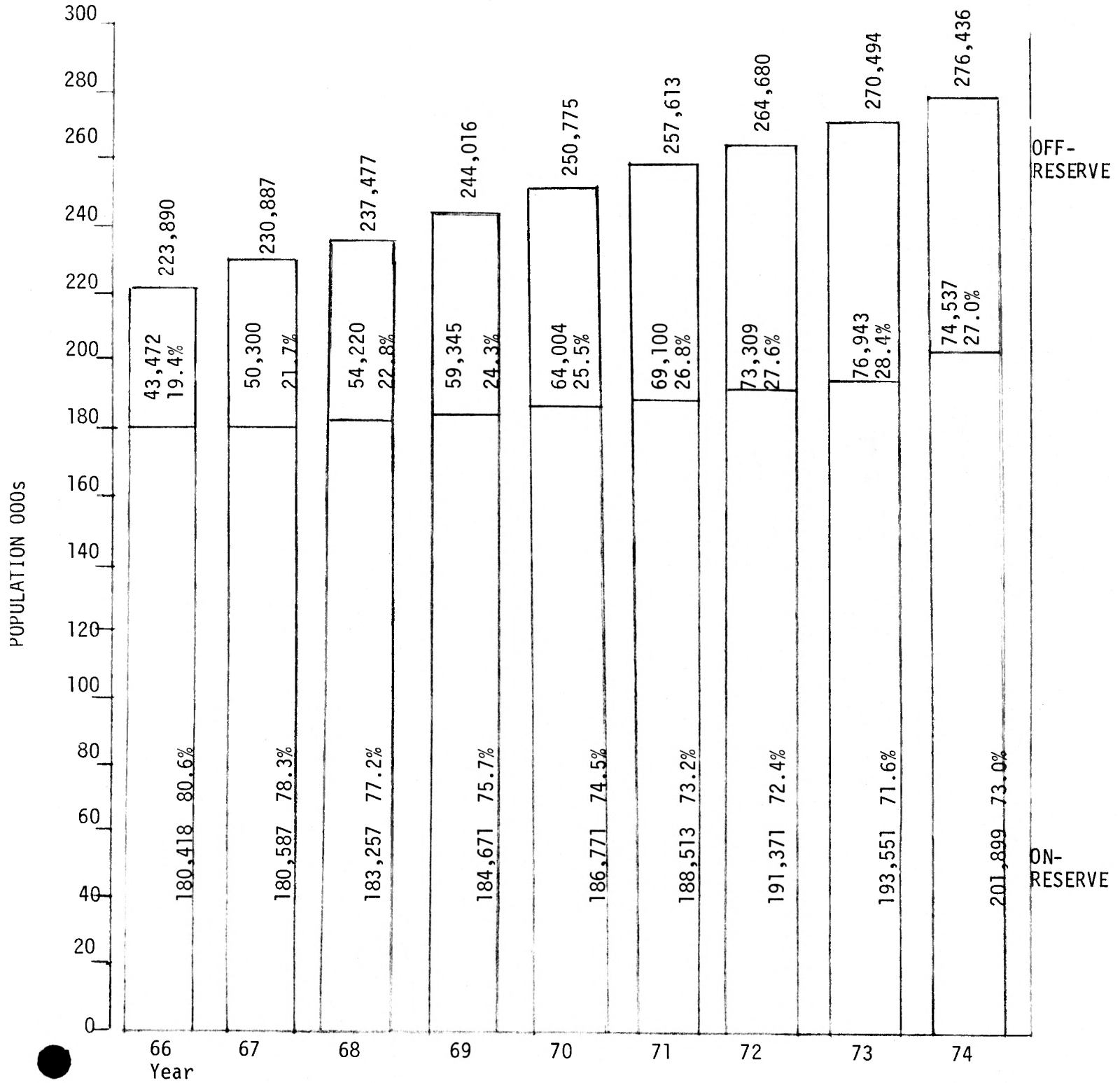


The above diagram is a representation of how different authorities impact on the development of Indian education. In addressing the education issues identified by the Department, we need to recognize the inter-related network of authorities which bear on the effective implementation of Indian control of Indian education. There is a need to develop a national forum to bring together these major authorities.

Graphical Presentation of Current Trends & Issues

- Page 5 - Total Registered Indian Population Living On and Off Reserves
- Page 7 - Registered Indian Population Aged 5-19 Living On and Off Reserves 1966-74
- Page 9 - Distribution of Registered Indians Aged 4-18 On Reserve & Crown Lands in Federal and Non-Federal Schools 1955-1975
- Page 11 - Distribution by Grade Grouping - Federal
- Page 13 - Distribution by Grade Grouping - Non-Federal
- Page 15 - Percentage Distribution of Grade K-13 Enrolments
- Page 17 - Percentage of Registered Indian Students at and below Expected School Grade by Age 1973
- Page 19 - Enrolments of Indian Students During Two-Twelve-Year School Cycles (Canada excluding Territories and Newfoundland)
- Page 21 - Student Residences Enrolments
- Page 23 - Student Residence Costs
- Page 25 - Student Residence Enrolment by Category
- Page 27 - University, Teacher Training and Other Professions
- Page 28 - Income Based on Four Week Period
- Page 29 - Capital Expenditures 1965-81
- Page 30 - Cultural Education Centres Growth

TOTAL REGISTERED INDIAN POPULATION, LIVING ON-AND  
OFF-RESERVE 1966-74





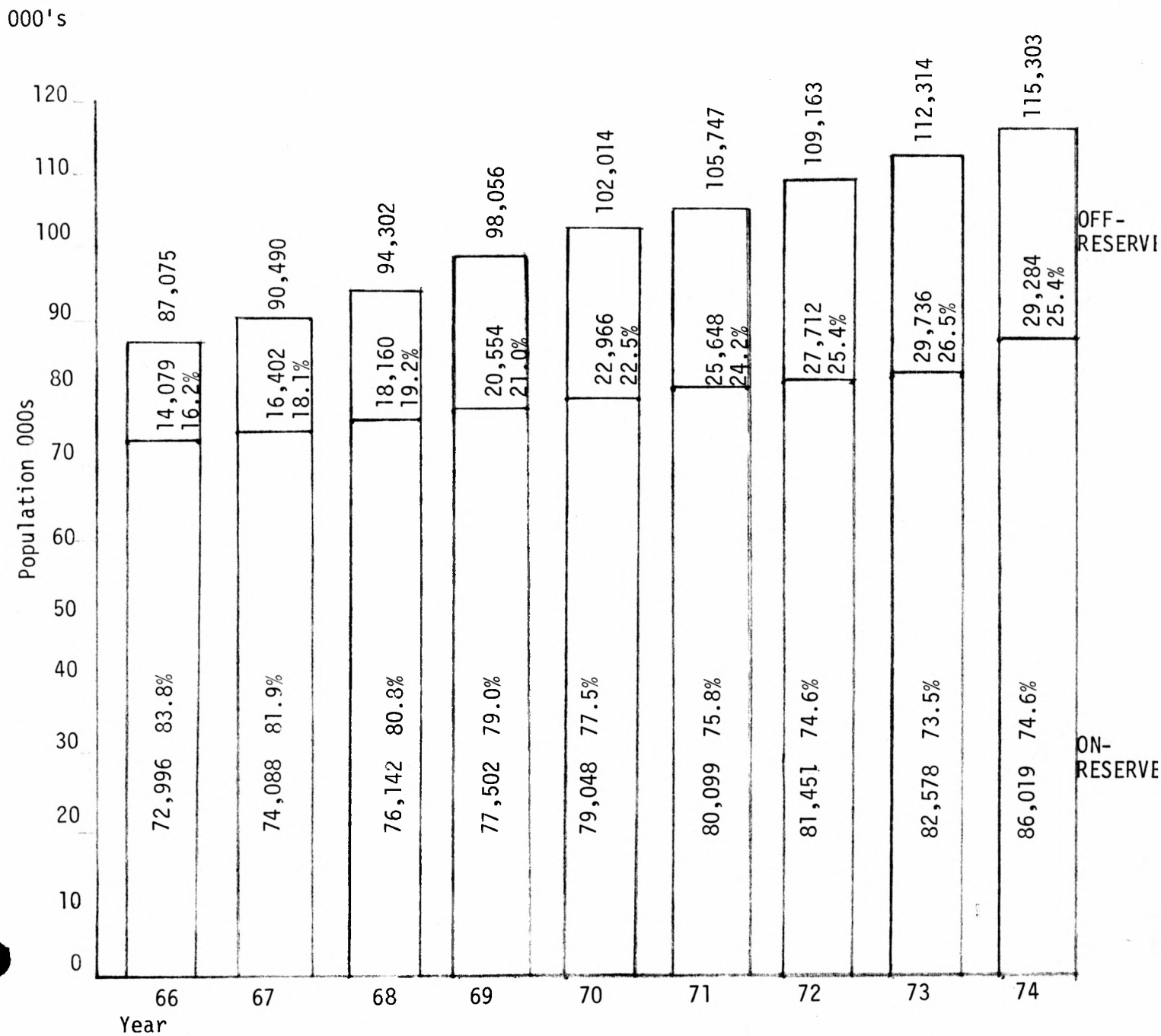
GRAPH NO. 1 - TOTAL REGISTERED INDIAN POPULATION, 1966-74

- a) This graph shows the total registered Indian population by year, as divided into "on-reserve" and "off-reserve" totals and relative percentages.
- b) "On-reserve" indicates the place of residence as being either on an actual reserve or on crown land.
- c) Between 1966 and 1973, the increase in number of registered Indians living off-reserve was approximately 34,500, or roughly 4,300 per year.
- d) During the same period, the number living on-reserve rose by approximately 13,000 or roughly 1,800 per year.
- e) In 1974, a reversal of this trend was recorded, with the on-reserve population increasing by just over 8,300, while the off-reserve population dropped by 2,400.
- f) It will be necessary to wait for the 1975 figures to determine the significance of this reverse trend.

Future Trends

If the annual rate of total increase over the past nine (9) years is maintained (approximately 2.7% per annum), the total registered Indian population should exceed 320,000 by 1982.

REGISTERED INDIAN POPULATION AGED 5-19  
LIVING ON-AND OFF-RESERVE, 1966-74



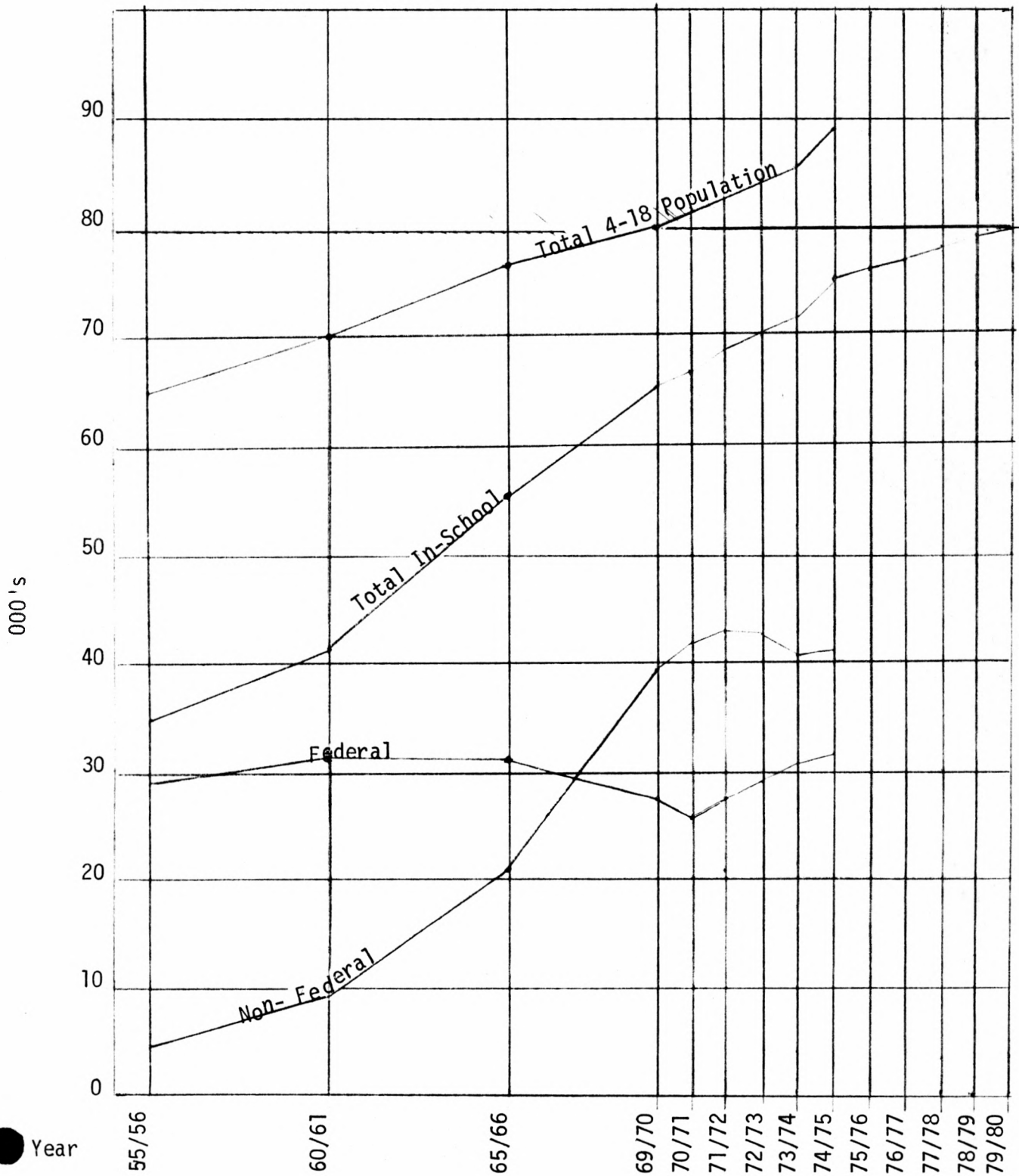
## GRAPH NO. 2 - REGISTERED INDIAN POPULATION AGED 5 - 19, 1966 - '74

- a) This graph shows a similar "on-reserve"/"off-reserve" annual total and relative percentage legend for the 5-19 year old age group of registered Indian youngsters.
- b) The increase in the "on-reserve" population was approximately 10,600 over the 1966-73 period (roughly 1,300 per year), while the "off-reserve" population for this age range rose by approximately 15,700, or roughly 2,000 per year.
- c) Again, the "return to the reserve" reversal was noted in this age group, but not to the same dramatic extent as with the total population. The "off-reserve" growth was sufficient to give a similar percentage decrease (1.1%) as with the population as a whole (1.4%).
- d) This would seem to indicate that older Indian people formed the bulk of those to who took up residence "on-reserve" in 1974.
- e) This graph does not reflect the decreasing (by approximately 1,000 per year) birth-rate of the registered Indian population. This trend is discussed further in the consideration of the issue - "Elementary and Secondary Education".

## Future Trends

- a) This population grouping will stabilize at approximately 120,000 by the early 1980s. It may in fact decrease by a few thousand in the second half of the 1980s, to perhaps begin a slow rise again in the 1990s.
- b) If the trend noted in 1974 persists, the approximately 84% (or roughly 100,800) of these students will be a direct Federal responsibility during the 1980s, and must be provided for - either in on-reserve or provincial schools.

DISTRIBUTION OF REGISTERED INDIANS  
AGES 4-18 ON RESERVE & CROWN LANDS IN  
FEDERAL & NON-FEDERAL SCHOOLS 1955-1975



Distribution of Registered Indians, Ages 4 - 18 on Reserve and  
Crown Lands in Federal and Non-Federal Schools - 1955-1975

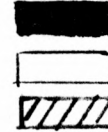
Notes:

1. Total 4 - 18 population data available from 1965 only.
2. Current Gap between Total 4 - 18 population and Total in school is approximately 20%.
3. Non-federal increase from 1960-1970 indicative of integrated schools policy.
4. The increase in federal schools enrolment and drop in non-federal enrolment in the 1970's reflects the local control issue.

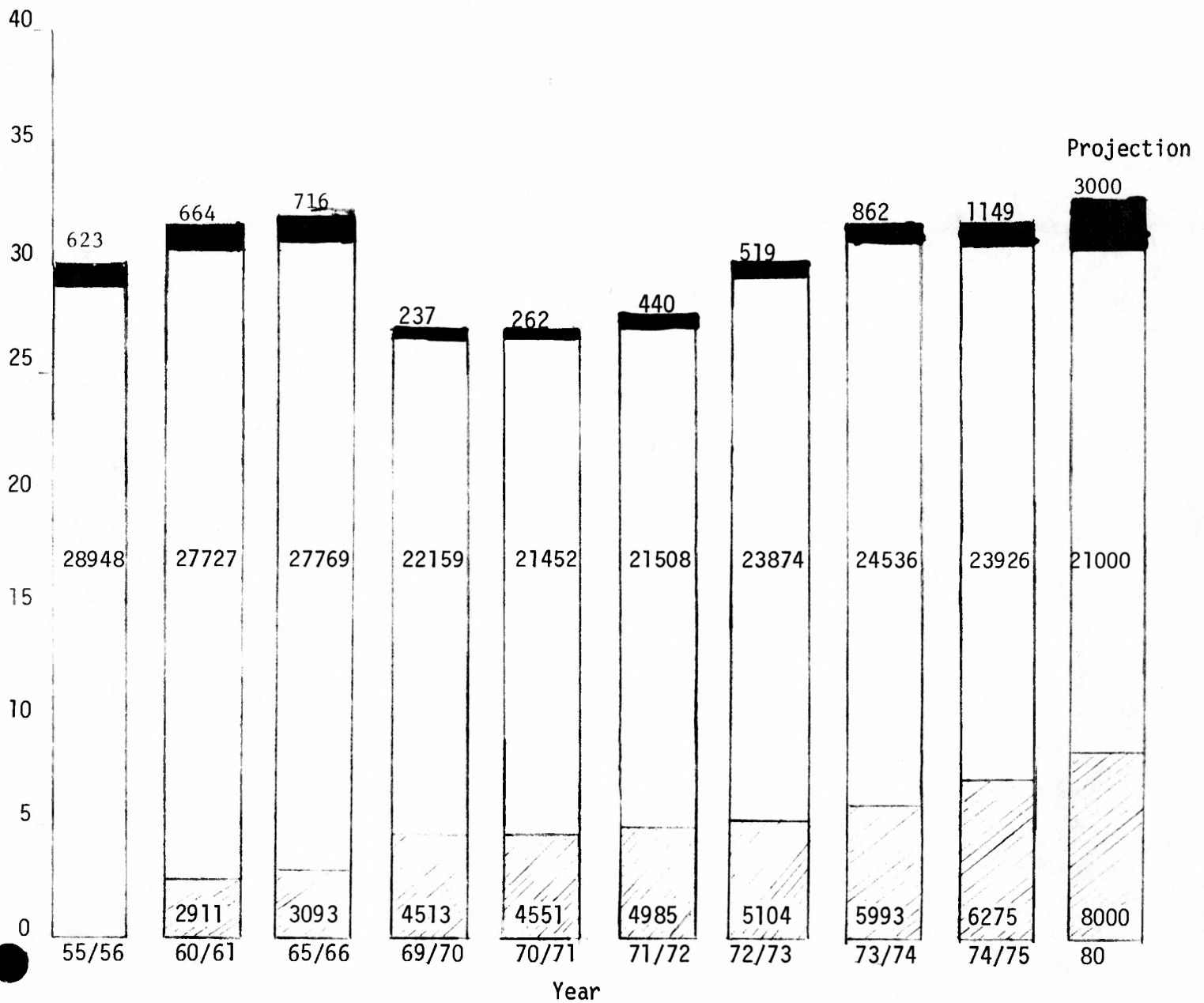
## REGISTERED INDIAN STUDENTS ON-RESERVE

## DISTRIBUTION BY GRADE GROUPING-FEDERAL

Secondary Grades 9-12, 13  
 Elementary Grades 1-8  
 Kindergarten



000's



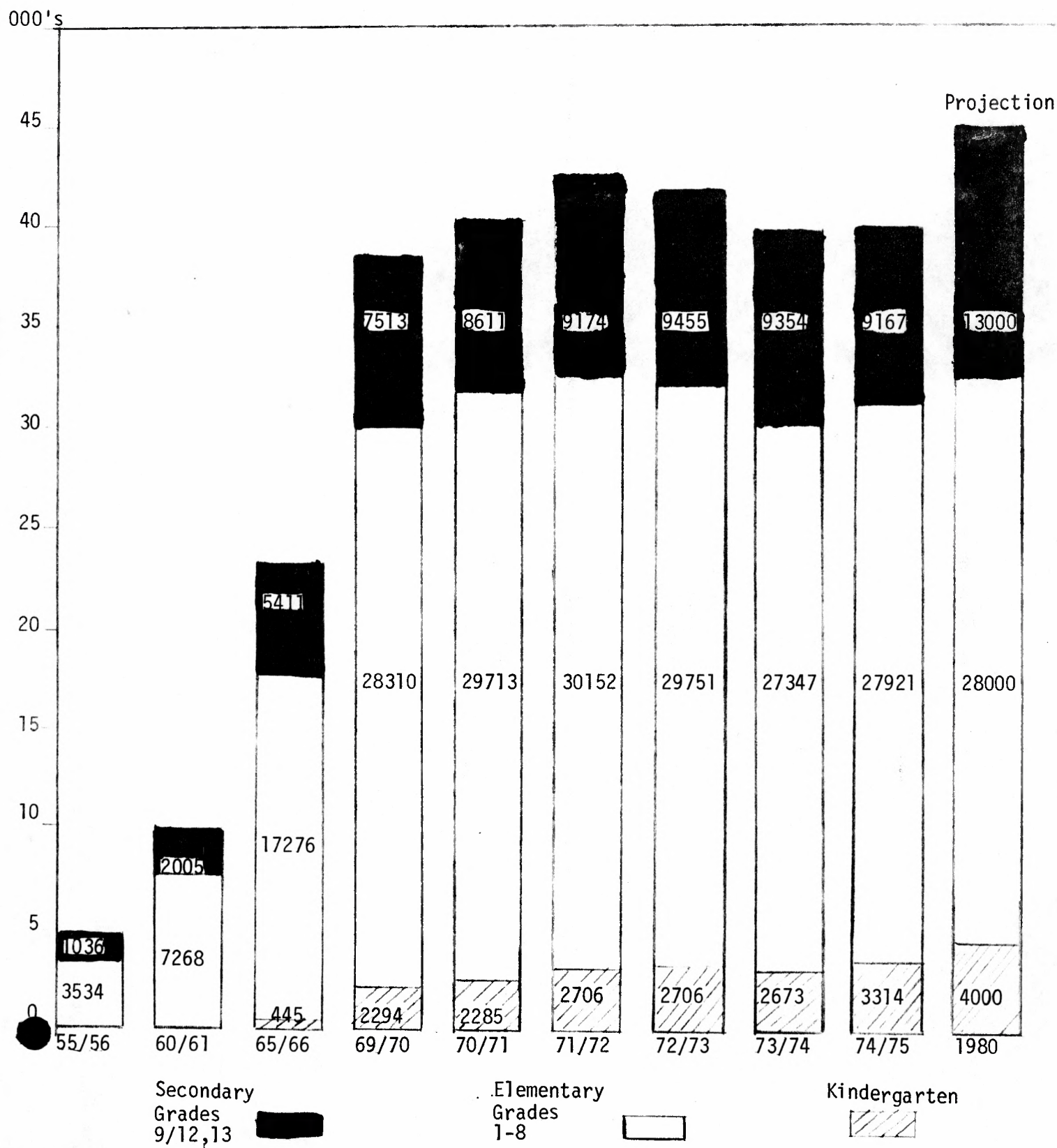
Registered Indian Students On-Reserve  
Distribution by Grade Grouping - Federal

Notes

1. The small numbers in secondary grades are because secondary programs have not traditionally been provided in federal schools.
2. The reduction in secondary enrolments from 1965 to 1969 reflects the closing of high school grades in a number of residential schools.
3. Increase in secondary enrolments in the 1970's reflects local control policy.



REGISTERED INDIAN STUDENTS ON-RESERVE  
DISTRIBUTION BY GRADE GROUPING NON-FEDERAL



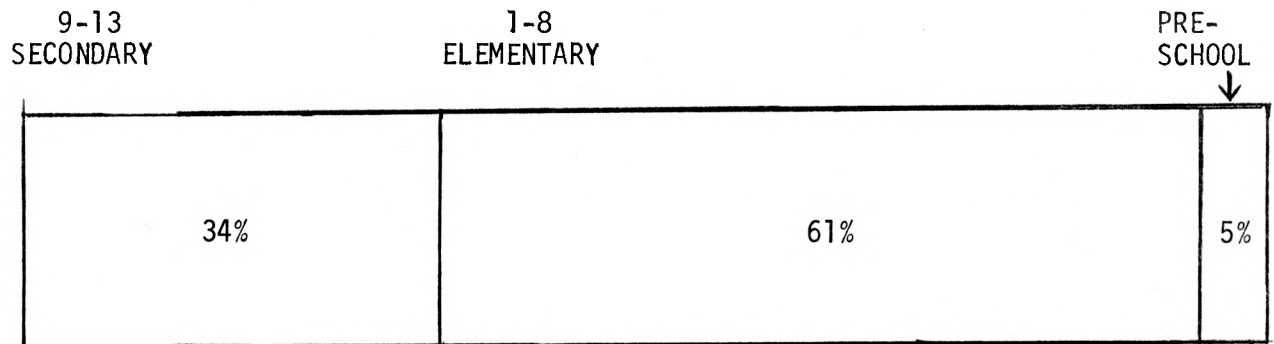


Registered Indian Students On-Reserve  
Distribution by Grade Grouping - Non-Federal

Notes

1. The secondary enrolments reflect little improvement in high school drop-out rates.
2. The 1980 figures are PROJECTIONS, not targets.

# PERCENTAGE DISTRIBUTION OF GRADE K-13 ENROLLMENTS



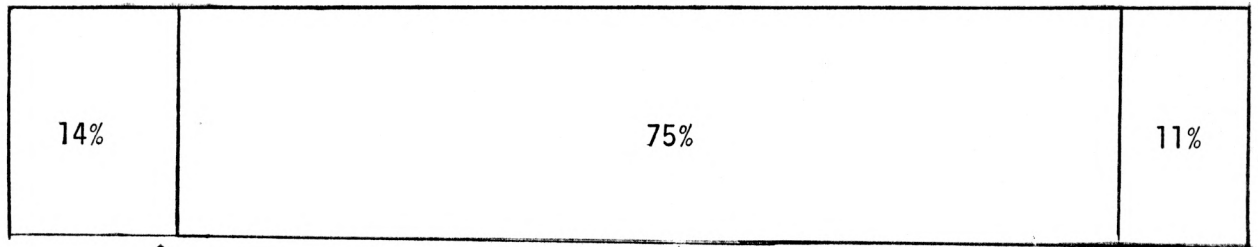
CANADA



1972-73



REGISTERED INDIANS  
ON-RESERVE



↑  
9-13

↑  
1-8

↗  
PRE-

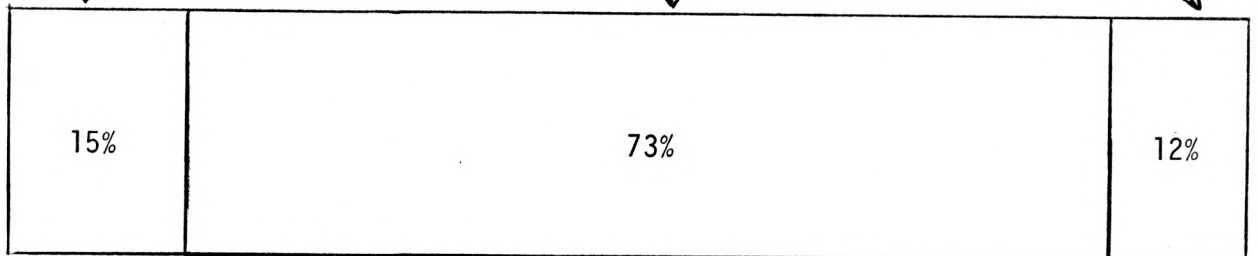
SECONDARY

ELEMENTARY

SCHOOL



REGISTERED INDIANS  
ON-RESERVE  
1974-75

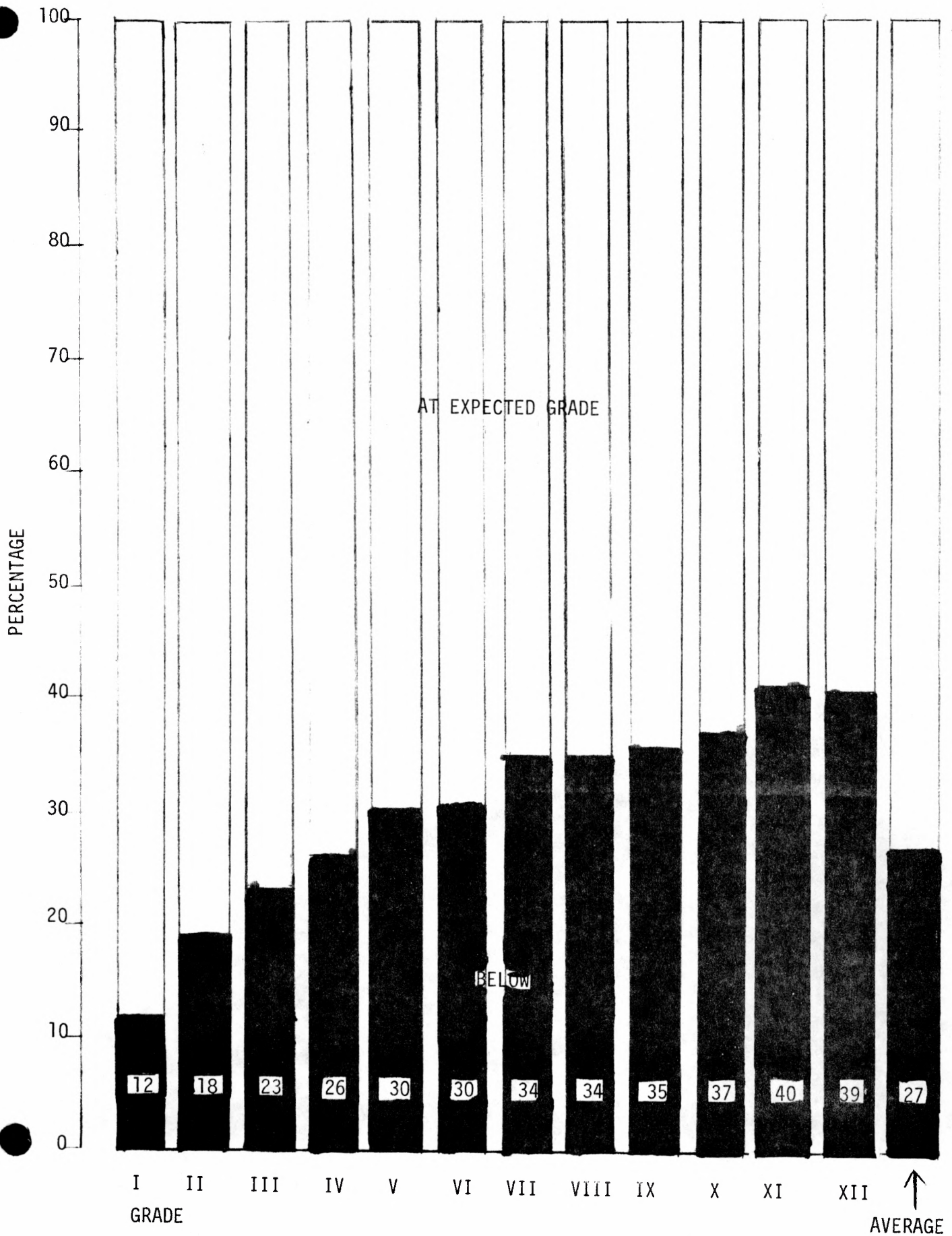


Percentage Distribution of Grade K - 13 Enrolments

Notes

1. The comparison is between all students in Canadian provincial schools and all Registered Indian students living on-reserve.

PERCENTAGE OF REGISTERED ON-RESERVE INDIAN STUDENTS  
AT AND BELOW EXPECTED SCHOOL GRADE  
BY AGE, 1973



Percentage of On-Reserve Indian Students at and below expected School  
Grade by Age, 1973

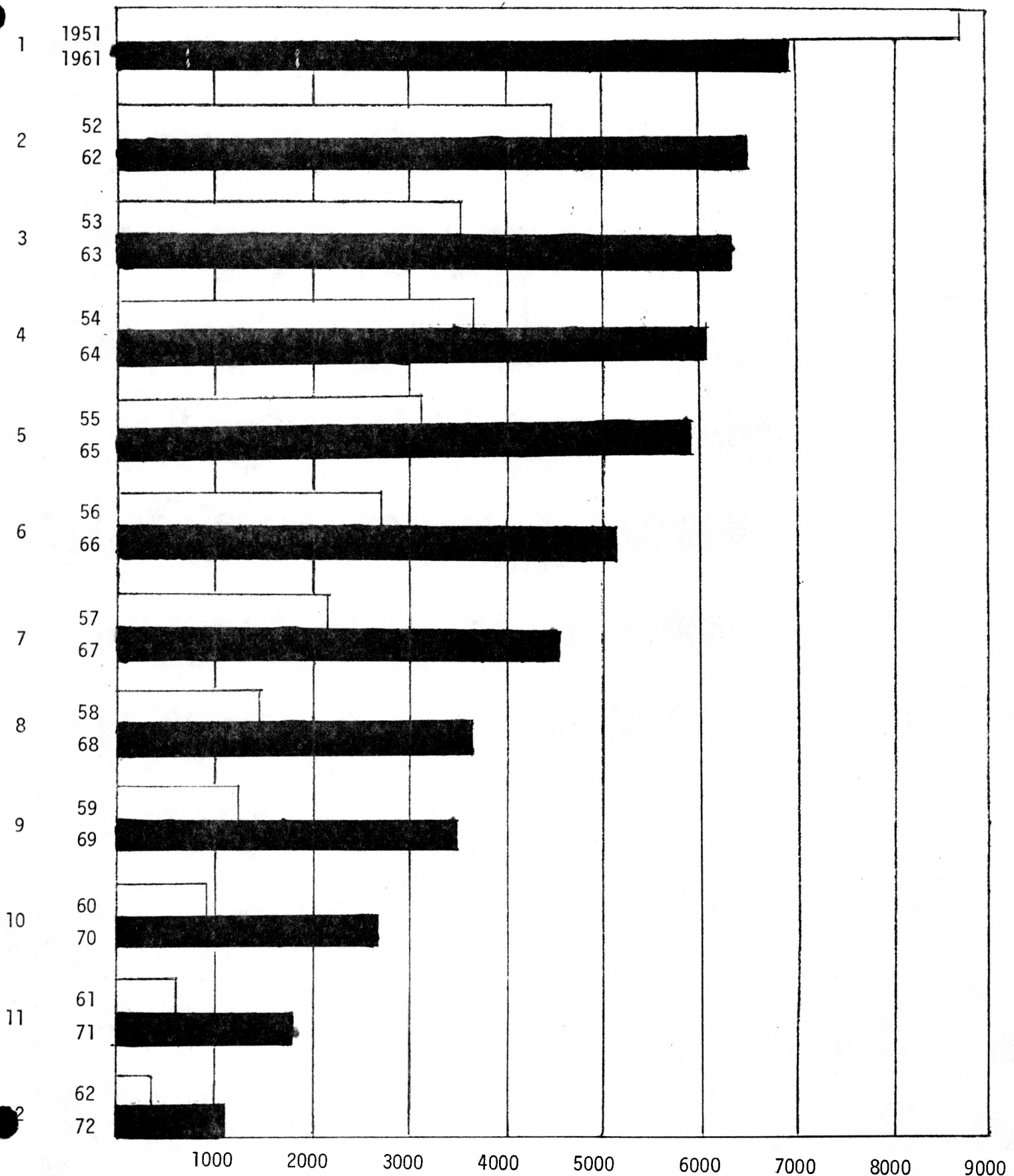
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Notes

1. This is a one-year look at age-grade percentage.
2. Expected grades for each age group are:  
    Age 6 yrs.   - Grade 1  
    Age 7 yrs.   - Grade 2, etc.
3. The figures in the black part of the base are the actual percentages of students below the expected grade for their age.

ENROLLMENTS OF REGISTERED INDIAN STUDENTS  
RESIDING ON-RESERVE DURING TWO TWELVE-YEAR  
SCHOOL CYCLES (Canada excluding Territories & Newfoundland)

19



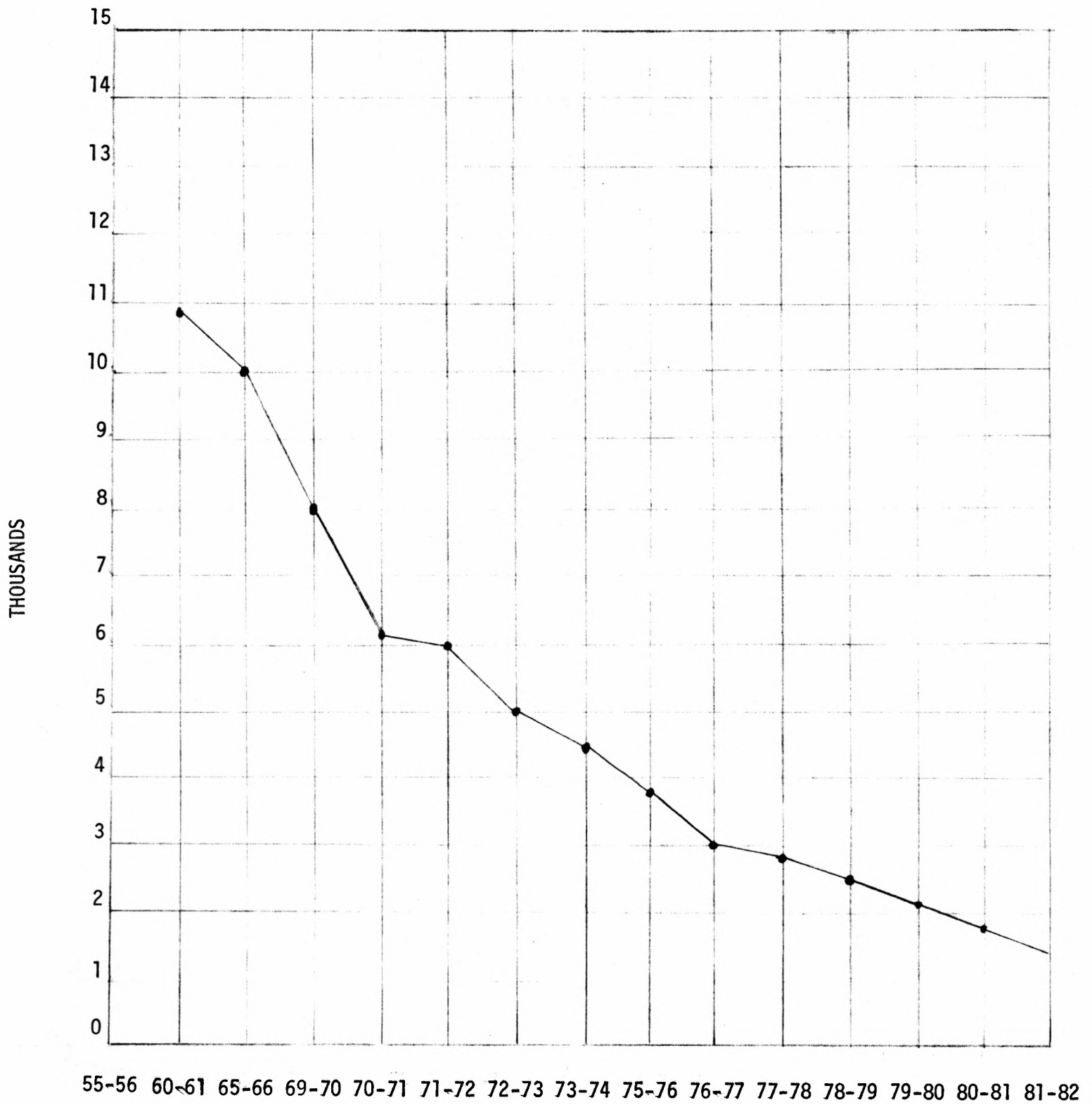
Enrollment of On-Reserve Indian Students during two twelve-year cycles

Notes

1. The 1951-1962 graph is from the Hawthorne Report.
2. 1961-72 graph uses the same method as the Hawthorne Report.
3. The 1951 Grade 1 enrolment includes kindergarten.



## STUDENT RESIDENCES ENROLMENTS

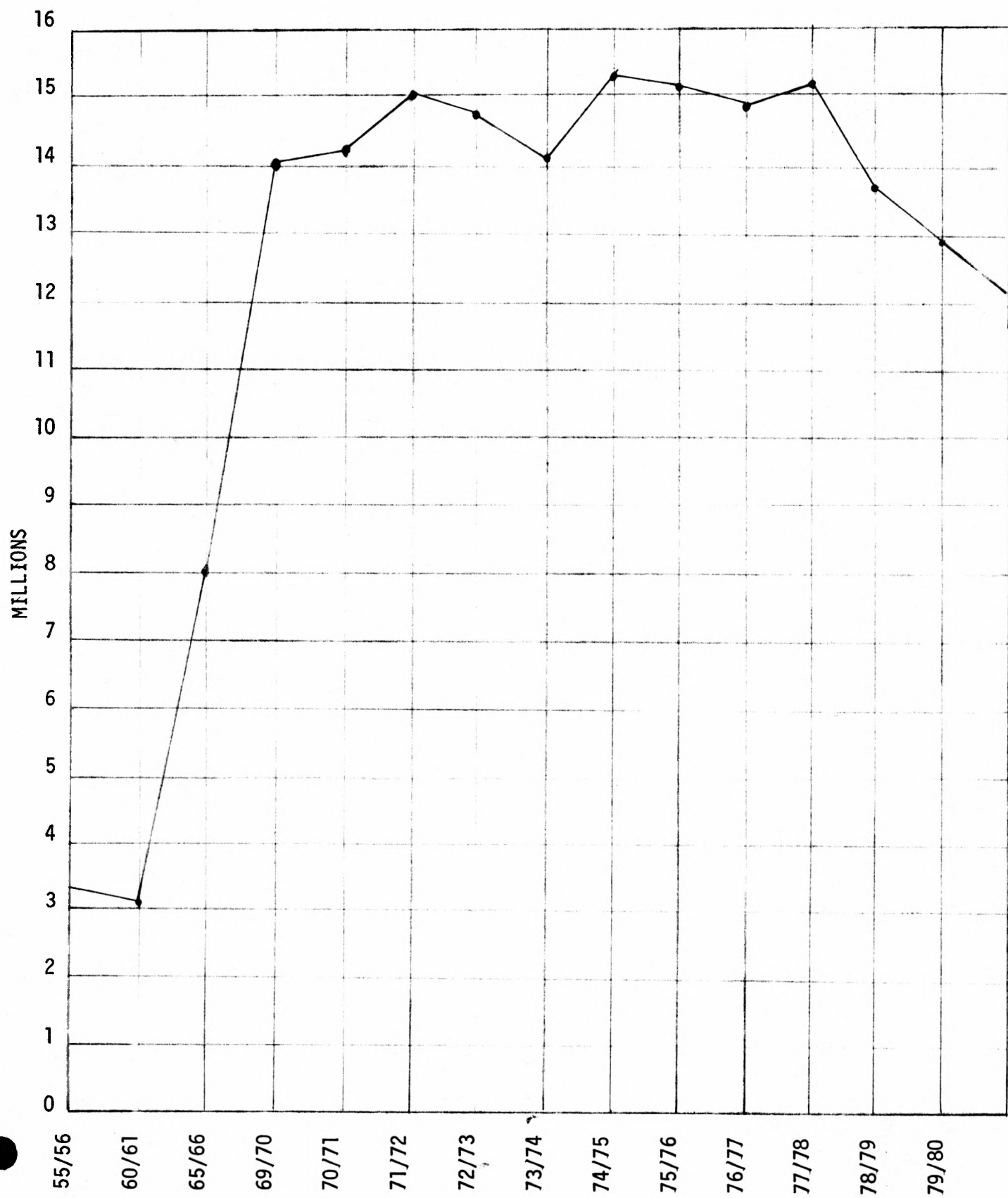




STUDENT RESIDENCE ENROLMENTS

- decreased from 10,000 in 1964 to 3,000 in 1975;
- decreased from 66 res. schools in 1964 to 25 student residences in 1975;
- 1967 Caldwell Report recommendations:
  - development of a more restrictive admissions policy;
  - alternative welfare services for orphan and neglected children in the form of foster homes and small group homes within Indian communities;
  - more stress on the parental responsibility for children;
  - greater involvement of Indian people in the residence program in the form of staffing, Advisory Committees which help put a greater stress of the importance of cultural differences;
  - children no longer unnecessarily separated from their parents for education purposes;
  - Joint school agreements made in order to enable children to attend provincial schools close to their homes;
  - Construction of more day schools on the reserves;
  - improved road systems so that children can be bussed to school from their homes;
  - improved housing on reserves to enable children to remain at home;
  - boarding homes in urban centres for high school students.

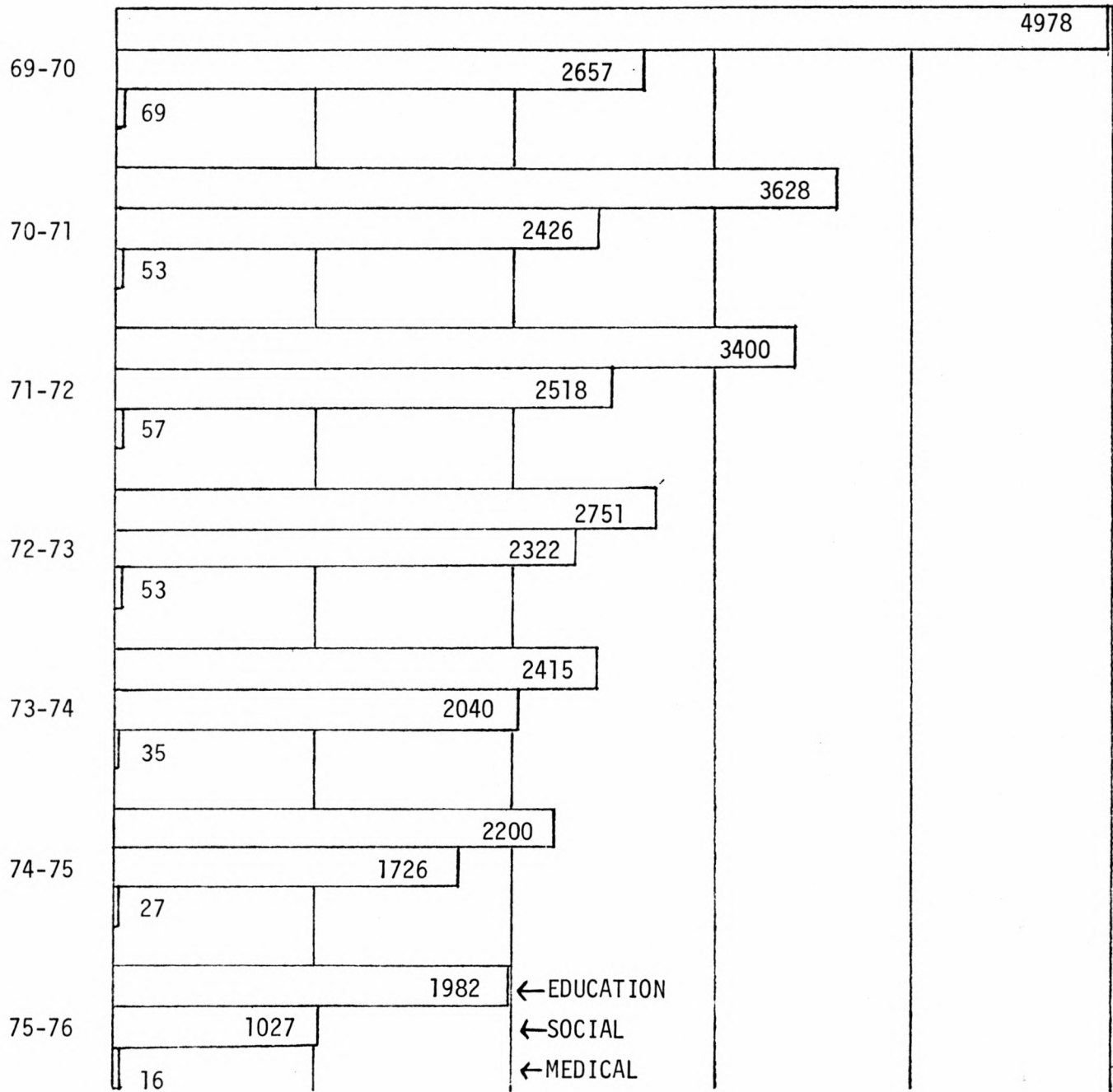
## STUDENT RESIDENCE COSTS



STUDENT RESIDENCE COSTS

- 1956 to 1966 gradual increase in costs due to change over from per capita grant system to a more regionalized financial system;
- drastic rise in costs in 1969 due to transfer of management of residences from church organizations to Department;
- consistent increased costs from 1969 onwards because:
  - increase in child care worker/child ratio;
  - increase in number of other staff in the areas of food services and maintenance facilities.
  - collective bargaining process brought about increased salaries;
  - increase clothing costs to bring greater variety in clothing as children now attending provincial schools instead of classes at the residence;
  - improvements and renovations to existing facilities in form of cafeterias, kitchens, heating systems, rewiring of electrical systems, new roofs, interior and exterior painting, partitioning of large dormitories into smaller sleeping units, sprinkler and fire warning systems;
  - extra curricular funding increased in order for children to take part in varied activities outside the residence;
  - increased costs of fuel and power and maintenance of facilities.

STUDENT RESIDENCE ENROLMENT  
BY CATEGORY



- Statistics from 1969 till present.
- General decline from 1969 to 1975.

Education Category

- additional schools in villages
- improved road systems
- joint school agreements
- urban boarding homes for high school students
- no longer separated unnecessarily for education purposes

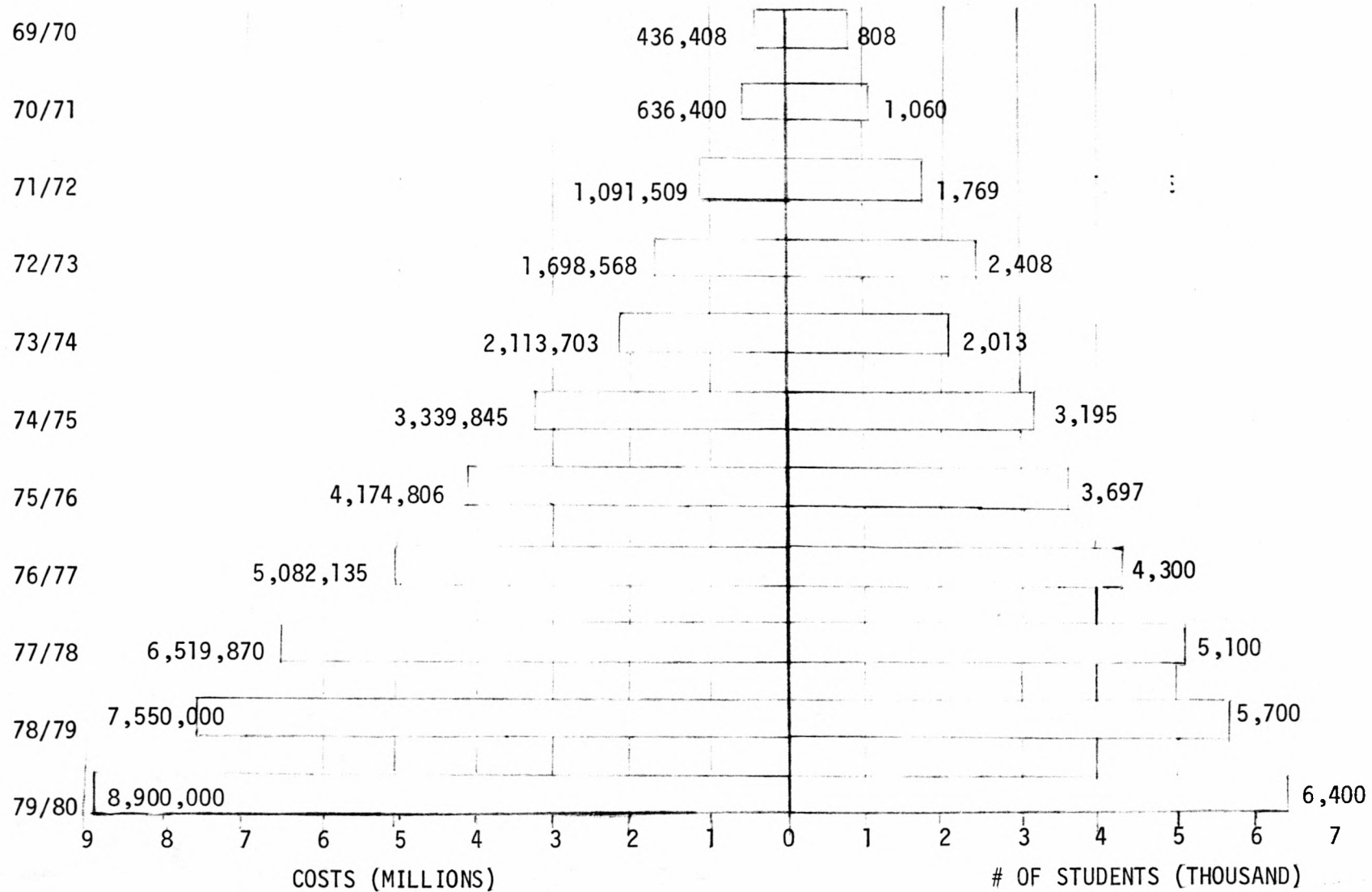
Social Category

- better welfare services
- development of group homes
- development foster home system
- improved housing
- improvement in parental responsibility

Medical

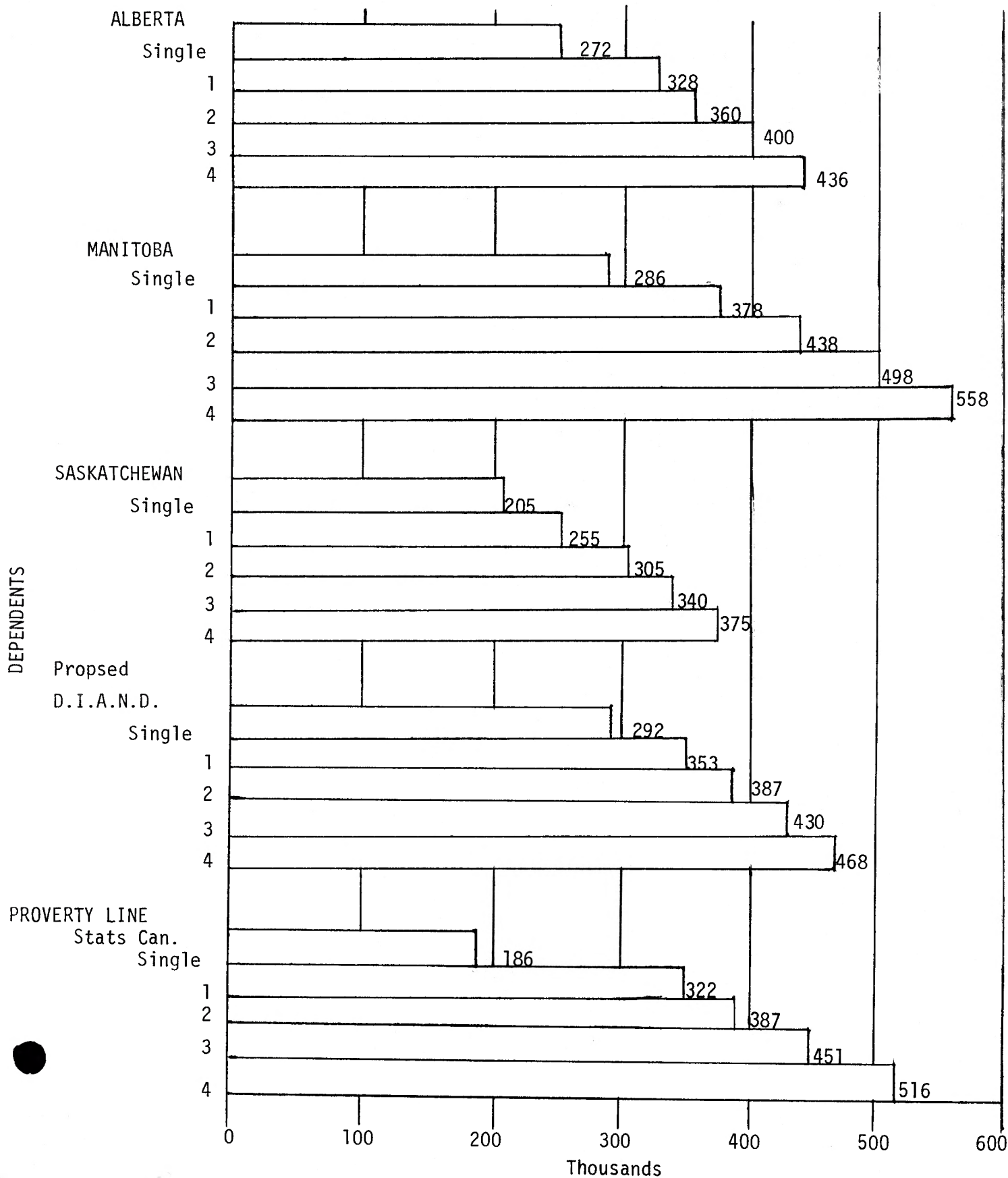
- most cases now living in boarding and group homes.

UNIVERSITY, TEACHER TRAINING AND  
OTHER PROFESSIONS



INCOME BASED ON FOUR WEEK PERIOD  
(to accompany notes on pages 35-38)

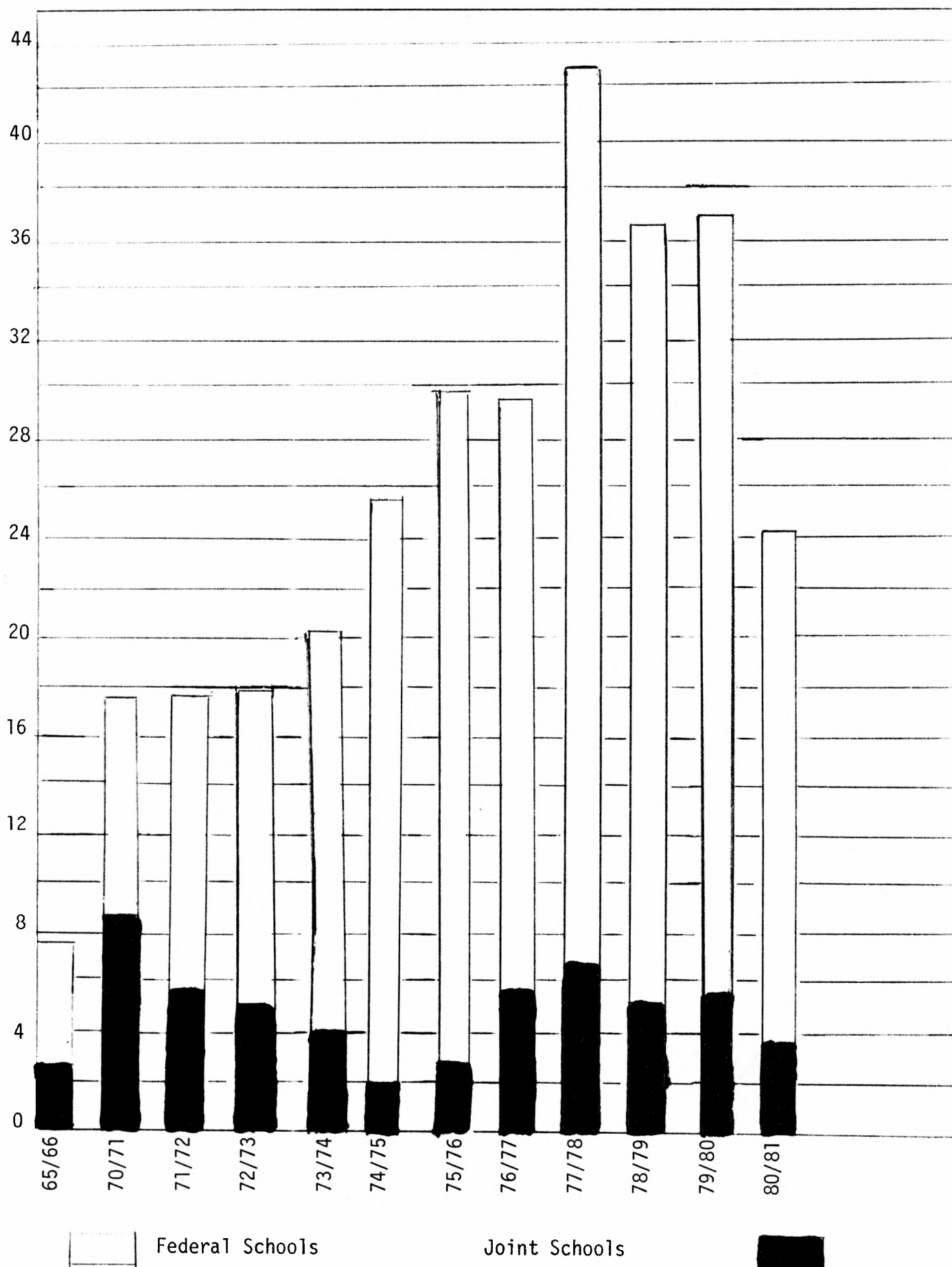
CANADA  
MANPOWER  
& D.I.A.N.D.





CAPITAL EXPENDITURES 1965-81  
(to accompany notes on pages 40-41)

MILLIONS





CULTURAL EDUCATION CENTRES GROWTH  
(to accompany notes on page 42)

<u>Year</u>	<u>No.</u>	<u>Population</u>	<u>Funds</u>
1972-73	9	133,893	\$1.7m
1973-74	20	156,846	\$3.2m
1974-75	44	207,829	\$4.5m
1975-76	50	197,937	\$4.9m

Activities

Language Research Projects	24
Curriculum Development Projects:	
Completely Operational	41
In Development Stage	17
Education Training Programs:	10
700 Students	
Various Other Courses:	75
2500 Students	
Films, Video Tapes, etc. - Completed	49
Filmstrips for Classroom use - Completed	77
Cassettes, Records, etc. - Completed	133
Major Cultural Exhibitions Staged	118

Policy Issues Identified by  
Headquarters Staff

1. Local Control
2. Elementary & Secondary Education
3. University and Professional Education
4. Post-School Services
5. Education Capital
6. Cultural Education Centres

Policy Issues Identified by Headquarters Staff

1. Local Control

i) Review of "Indian Control of Indian Education"

- mechanisms are required for the Department and Indian groups to review the meaning and interpretation of the N.I.B. education policy paper.

ii) Funding

- Improved communication between Department and bands is required, related to budgetary development and adjustments.

iii) Indian Act

- The Indian Act has serious limitations as a School Act.

iv) Provincial Schooling

Policy issues relate to:

- i) the continuing need for provincial services at the secondary level
- ii) Indian representation on provincial school boards

v) Professional Staffing

This concern relates primarily to the need for increased numbers of Indian professional workers.

vi) Training

The training of band staff to operate local services is crucial to the effective development of local control. Training for band members on local government responsibilities is also essential.

## 2. ELEMENTARY AND SECONDARY EDUCATION

### School Populations

Enrolment in elementary grades will remain at about the present level for the next four (4) years. It should then gradually decline during the 1980s, reflecting a decrease in the Indian birth rate. During the 1990s, it is likely that the number of Indian children in elementary school will return to present levels despite the decrease in number of children per family, for by that time the present "bulge" will be parents themselves with children of school age.

Enrolment in secondary grades will continue to increase throughout the 1980s, reflecting both the movement of the present elementary "bulge" through the upper grades and the desire of the Indian community for more formal education skills for their youngsters.

### Issues for Schooling on-Reserve

#### 1. Communication

It is essential that effective, on-going communication systems be established and maintained in order that there be a continuity of communication.

This is particularly necessary considering (a) teacher turn-over (b) School Committee/Band Council membership replacement (c) changes in the parent population (parents of children just beginning school, parents returning to the reserve, etc.) (d) development of new instructional programs, etc.

It is also necessary to establish the sort of dialogue with which to discuss with the Indian community the concept of introducing "experimental" or "innovative" programs into schools; the necessity for internal evaluation (program management) and appropriate changes; and the function and purpose of external evaluation of such programs.

It is essential that an on-going, positively critical approach to the task be accepted by all concerned - the Indian Community, the teaching staff, and Departmental administrators.

#### 2. The Teaching Staff

This must reflect the demands for (a) more fully-qualified Indian teachers (b) teachers with a better understanding of the needs of Indian children (c) more Indian teacher assistants and Native language instructors.

Included in these considerations must be the whole question of student services - counsellors, social workers, health workers, etc.

#### 3. School Buildings

These must reflect the response to (a) need for sufficient and adequate facilities on reserves (b) decreasing elementary and increasing secondary enrolments (c) vocational needs of both secondary students and adult Indians.

This issue is tied in with those of (a) avoiding duplication of facilities already provided under previous (particularly joint school) agreements (b) development of community construction plans relating to provision of utility services, roads, etc. and (c) multiple use of facilities in terms of "education centre" rather than strictly "school" programs.

#### 4. Alternative Systems of Secondary Education

It is essential that alternative systems of High School education be evolved by or in full collaboration with the Indian community.

Included in this consideration are the questions of (a) use of on-reserve High Schools by other than Indian students (b) provision of High School education on reserves through means other than a High School as such (c) developing a variety of High School education delivery systems to suit the full range of on-reserve situations - isolated northern reserves, urban-adjacent reserves, etc.

#### 5. Accreditation

This must be achieved for all programs, particularly those at the High School level, which are offered in schools on reserves.

This need is emphasized by the reluctance of provincial schools to accept Indian students who transfer on a parity basis. It is necessary to overcome both the alleged and actual problems of (a) age-grade retardation (b) curriculum "deficiencies" (c) program quality (d) teacher qualification disparities (e) learning differences, etc.

### Issues for Schooling Off-Reserve

#### 1. Curriculum Accretion

Provincial School Boards must be more firmly convinced of the necessity to incorporate on-going changes in curriculum to cater for the needs of Indian children.

This necessity covers the cultural, social and academic needs of Indian youngsters, but the stress should be laid upon the benefits that accrue to the total school situation. In addition, responding to these needs will involve responding also to the expressed viewpoints of the Indian community, and thus improving the dialogue between the provincial schools and the Indian parents.

3. UNIVERSITY AND PROFESSIONAL TRAININGPROBLEM

Many of the University and Professional students sponsored by this Department are married and supporting dependents. The students are finding it difficult to support their families for up to four years on an allowance structure meant for the support of trainees for a period of up to fifty two weeks.

PRESENT SITUATION

Students presently attending University receive allowances based on the Adult Occupational Training Regulations as per Treasury Board minute number 685751. The schedule used was revised July 1, 1975 by the Department of Manpower and Immigration. In addition to allowances as per the schedule the Department covers cost of books and tuition, transportation to and from the University city, cost of special clothing based on need and a special shelter allowance for those students whose rent, electricity and heating expenditures are in excess of 25% of income.

FACTORS

- (1) Of the present Indian University student population approximately 58% have family responsibilities.
- (2) The Department of Manpower and Immigration established the rates under the Adult Occupational Training Act based on the Manufacturing Wage for Canada. When updating the rates each July first the Manufacturing Wage and the cost of living index were both taken into consideration.
- (3) Because of budgetary restraints and on direction from Cabinet, the Department of Manpower and Immigration will not be increasing the training rates on July 1, 1976. However, according to Statistics Canada the cost of living index based on the 1971 census of 100 increased from July 1975 to January 1976 from 139.8 to 145.1, an increase of 3.8% during the six month period.
- (4) Several provinces have established training allowance rates which are used for providing training allowances to students who do not qualify for Canada Manpower or Indian Affairs training. Except for Manitoba these rates are lower than those paid by Manpower or Indian Affairs. (See attached table)
- (5) A comparison of the Canada Manpower schedule with welfare rates in four provinces clearly indicates that welfare rates provide less income for a family of four. (See attached).
- (6) The low income cut off (poverty line) as described by Oja and Love in the January 1976 Canadian Statistical Review indicates the following incomes for related family sizes for 1974.

<u>Family Size</u>	<u>Income Cut Off</u>
1	2,418
2	4,196
3	5,036
4	5,872
5	6,713

ALTERNATIVES

- (1) Adopt the rates presently paid by the Provincial Government of Manitoba.

Implications

- (a) The rates would have to be applied to all students across Canada.
- (b) For the maintenance of the present number of students, a budget increase of 20% would be required. Estimate of \$900,000. Alternately a reduction of students by 20% is an unacceptable solution.
- (c) Some students would receive more while training than during initial employment after graduation.
- (d) The rates are not based on any particular base and would be difficult to justify when seeking Treasury Board Authority.

- (2) Adopt the rates established by each province for that Region.

Implications

- (a) All provinces do not have a system for allowance payments; some use a loan, grant structure only.
- (b) All Provinces except Manitoba have rates lower than our present ones, we would reduce rather than increase allowances in many Regions.

- (3) Maintain the present policy but ensure that all students receive the special shelter allowance where their rent and utilities (heat and electricity) exceed 25% of their income.

Implications

- (a) Students with 3 or 4 dependents endure financial hardship especially when the spouse cannot work part time.
- (b) There are several documented reports of students withdrawing due to financial hardships.
- (c) The pressure from students, associations and the National Indian Brotherhood to increase rates will continue.

- (4) Develop a Departmental wage replacement program based on career entrance income.

Implications

- (a) Single students and students with dependents would receive equal income based on career choice following graduation.
- (b) Financial requirements would be much higher than in alternative number one.

- (c) Program would be extremely difficult to administer due to variation in career and regional income.
- (5) Use the 1975 July 1 Occupational Training rate as a base and increase the allowances by 7.6% based on the cost of living index of 3.8% for the period July 1, 1975 to January 1976.

Implications

- (a) The increase although small will separate the university students from the vocational students who are receiving assistance from Manpower. There will be demands from the vocational students to receive "Indian Affairs" allowance scales.
- (b) Additional funds in the amount of \$400,000 will be required to maintain the same number of students.
- (c) Treasury Board authority would have to be received to increase allowances based on the 1975 July one rates in accordance with Statistics Canada cost of living indexing.

CONCLUSION

It is recommended that we prepare a Treasury Board submission which if approved would enable implementation of alternative number five using price increase to acquire the funds. This authority would be such that allowance rate adjustment would be possible each July first based on cost of living index.



# 12 MONTH INCOME COMPARISON

<u>Funding Agency</u>	<u>Single</u>	<u>Student with 3 Dependents</u>	<u>Family Allowance Included</u>	<u>*Rent Differential Included</u>	<u>Poverty Line Stats. Canada (urban) Income</u>	<u>Family Size</u>
Canada Manpower	3,536	5,200	5,728	N/A	2,418	1
DIAND Allowances	3,536	5,200	5,728	6,352	4,196	2
Manitoba Wage Replace- ment	3,720	6,480	7,008	7,308	5,034	3
Sask. (F.P.I.P.)	2,665	4,200	4,725	N/A	5,872	4
Alberta	3,536	5,200	5,728	N/A	6,713	5
Nova Scotia - Social Assistance	2,616	4,416	4,944			
Ontario - Social Assistance	2,280	5,064	5,592			
Manitoba - Social Assistance	1,656	3,864	4,392			
British Columbia - Social Assistance	1,920	4,440	4,968			
Proposed Alt. #5	3,795	5,590	6,118	6,643		

\* Based on rental cost of \$160 per month 25% income payable to shelter.

Policy Issues Identified by Headquarters Staff

4. Post-School Services

- i) Schools require Home Economic and Indian Art facilities to enable training of adults.
- ii) Training of general population for local control (Gov.).
- iii) Further assessment required to determine needs and uses of Commercial and Industrial High School Courses.
- iv) More C.M.C. involvement required in training for employment to free DIAND resources for short term, local control courses.

Policy issues identified by Headquarters Staff

5. Education Capital Program - 1965-1980

- i Historical Review - For the last 20 years there was a growing emphasis placed on transferring Indian children to provincial schools with a concurrent priority placed on diverting education capital funds to provincial Departments of Education and school boards for school construction.

eg. - 1970-71 - \$8,800,000 out of a total budget of \$17,400,000 used for joint schools

- commitments of \$37,500,000 made for joint schools between 1949-1969.

As a result the existing federal schools deteriorated. A backlog of requirements for federal schools followed.

- ii The 1969 White Paper affected the program of integration and hence our capital needs for joint schools. The 1970-71 expenditure level remained high due to commitments entered into prior to 1969. The Department's joint school needs have been decreasing over the last few years.
- iii In 1974-75 only \$2,000,000 was requirements due to the fact that three agreements in Quebec (totalling \$2,000,000) were not finalized until the current year.
- iv The 1976-77 requirements relate mostly to the need for school facilities in British Columbia (Nishga School District #92) and Northern Saskatchewan.
- v Substantial capital funds will be required in 1977-78-79 to provide education facilities in the James Bay area. (James Bay Agreement)
- vi The school construction program is expected to reach its highest point by 1980-81. From that point on the emphasis will be placed on additions to existing facilities and providing ancillary facilities.

Problem Areas - Education Capital Program

1. Cost per pupil
2. Provision of Municipal Services
3. Non duplication of education facilities
4. Construction costs - (D.P.W. day-labour projects)
5. Band managed Education Capital Project
6. Education facilities requirements as identified by the band(s) versus financial resources available and authorized by T.B. standards.

Policy Issues identified by Headquarters Staff6. CULTURAL EDUCATION CENTRESBackground

The Cultural Education Centres program established under the authority of the Cabinet in 1971, did not become operational until 1972. At first, it was a joint responsibility of the Department of State and the Department of Indian Affairs, and provided for the establishment of both status and non-status Indian cultural centres. In 1973, the entire program was moved to this Department and the funding authority now relates to status Indian Centres only. The current mandate for this five-year renewable program expires on March 31, 1976, but a one-year extension has been requested of Treasury Board. This was necessary because of the enforced late start of the work of the Evaluation Team, whose report will be a basis for the consideration of any new mandate for the program.

Issues1. Framing of a New Mandate

It is necessary to frame suitable and acceptable alternatives for any future mandate for the program, bearing in mind the diversity of size and purpose of the various Centres.

Central to this review will be consideration of factors such as (a) definition of cultural activities (b) further education programs (c) Centres management requirements (d) Band support, etc.

2. Relationship to Education Program

The Centres are involved in much of the basic work of research into Indian Languages, development of curriculum materials, etc.

As the Page 30 data sheet shows, much of the work produced by Centres accrues directly to the in-school program. In addition, they have been involved in the training of teachers, teacher assistants and native language instructors, and the use of the curriculum materials in the classroom.

3. Relationship to Indian Control of Education

It is necessary to review the respective viewpoints of the Indian community and Regional Offices towards this program.

Opposing viewpoints have been expressed and serious study must be given to reconciling these differences.

Priorities Identified by Regions

British Columbia

1. Band training and increased information to bands.
2. Streamline education delivery system
3. Curriculum enrichment.
4. Training for Department staff.
5. Examining alternatives to student residences and boarding homes
6. Assessment of Master Tuition Agreement.

Priorities Identified by Regions

Alberta

1. Education program improvement.
2. Facilities study.
3. Staffing review.
4. Counselling Services
5. Post-School Outreach Programs



Priorities Identified by Regions

Saskatchewan

1. Local Control - Agreements, Funding, Training
2. Band Staff - Personnel Package
3. High School Programs
4. Training - Cultural college programs
  - Programs developed by various Indian professional associations
  - Summer program needs
5. Student Residence Costs
6. Federal School Construction - Alternatives

## Priorities Identified by Regions

### Manitoba

#### 1. Local Control of Education

##### a) Joint School Program

- Assist bands in utilizing provincial and federal funds to research local control of education
- Assist bands in taking advantage of special clauses in the general tuition agreement
- Assist bands in establishing school authorities
- Where bands wish to joint school divisions assist them in securing their goal
- Provide training for Indian school trustees
- Negotiate with bands and school divisions agreements for the provision of education services

##### b) Federal Schools Program

- Through local government teams maintain regular communication with bands
- Develop with each interested band a five year plan showing the direction the band wishes to take in sequential steps leading to more control of their education program
- Assist bands in developing effective local guidelines, job descriptions and mechanisms for the effective operation of education programs
- Establish training programs dealing with education management for Chiefs and Councils and band education staff

#### 2. Curriculum Enrichment

- Protecting intact the curriculum budget
- Identifying a man year and appointing a Regional Curriculum Co-ordinator
- Establish six community-school curriculum committees
- Involve Department of Education Curriculum Branch and Native Studies Branch in support for the community-school curriculum committees

#### 3. Capital Planning

- Establish a data base - identify inadequacies of community infrastructure
- Establish standards which will define minimum level of community infrastructure that should be achieved in each community

## Priorities Identified by Regions

### Manitoba (Continued)

#### 3. Capital Planning (Cont'd.)

- Determine the Region's capital requirement over next ten years with three and five year bench marks
- Review and adjust forecasts annually
- Prepare detailed capital forecasting requirements over a one and two year period
- Prepare detailed capital forecasting requirements over a one and two year period
- The Committee must consider the form Indian representation will take in the planning process

#### 4. Other Education Priorities

- Strengthen and intensify education participation in the local government teams
- Strengthen the management role of the school principal, involve principals with the local government teams
- Improve the physical aspect of school facilities especially in the area of repair and maintenance. Provide training for school custodial workers
- Reactivate the training-on-the-job program
- Band training. Special emphasis will be placed on reserve located training for Chiefs and Councils and band administration staff
- Initiate a three year program for the transfer of the guidance program to Indian bands.

Priorities Identified by Regions

Ontario

1. Paraprofessional Upgrading - Classroom Assistants, Social Counsellors, Native Language Instructors.
2. Teacher Education Programs.
3. Status of Indian Breakaway Communities
4. Indian Negotiation of Joint School Agreements
5. Student Retrieval Program
6. Teacher Housing and Amenities
7. Career Guidance
8. Employment & Placement
9. Closing of Student Residences
10. Program Evaluation

## Priorities Identified by Regions

### Quebec

#### 1. Federal Schools

- i) Teaching Training
- ii) Native Language Teaching Materials and Programs
- iii) Teaching English and French as a Second Language
- iv) Teaching Standards Evaluation

#### 2. Provincial Schools

- i) Having Indian leaders participate in the preparation and signature of joint agreement with school boards to purchase educational services which are adapted to their particular needs.
- ii) The difficulty in obtaining co-operation of Indian leaders in the application of previously signed Capital agreements in the preparation of which they did not participate.
- iii) The improvement of student services (social, guidance, psychological, etc.) in order to facilitate a better adaptation to the new polyvalent school system and the different living environment.

This is being done by:

- a) A greater specialization of our Education Counsellors in the fields of guidance and counselling.
- b) The implementation of a programme of native social counsellors administered by the bands.

#### 3. Continuing Education

- i) Application of new Education Assistance Policy
- ii) Adult Education with CMC Programs

#### 4. Decentralization

- i) Establishing of Cree and Inuit School Boards in James Bay Area
- ii) Band Training and Information on Local Government
- iii) Clarifying Responsibilities for Locally Controlled Programs

Priorities Identified by RegionsMaritimes

1. Increased Indian Content in Federal and Joint School Programs
2. Increased Indian Teaching Staff
3. Band Staff Training
4. Improved Attendance
5. Capital Construction

Education Priorities of the National Indian Brotherhood

1. Indian Control of Indian Education
  - a forum for review or other mechanism needs to be established
  - bands need to be made aware of alternatives
2. Indian Act Revision
  - legislation required for legal protection when bands take over programs
3. Communication - Consultation
  - meanings change as policy moves from Ottawa to District level
  - searching for a meaningful process to get right people together at the right time
4. Indian Education Service
  - need increased resources; existing staff not adequate for liaison with Provincial Governments, DINA and bands ranging over all education services
5. Problems and Recommendations of Indian Controlled School Workshop - Blue Quills, Alberta, Jan. 28-31, 1976 (attached)



INDIAN CONTROLLED SCHOOLS WORKSHOP

BLUE QUILLS, ALBERTA

JANUARY 28 - 31, 1976

PROBLEMS & RECOMMENDATIONS

N.I.B. 25-2-76

## P R O B L E M S

### FUNDING

- Department of Indian Affairs cutbacks on money
- Capital monies always cut
- Funding from Indian Affairs Branch never on schedule
- Difficulty to manage with quarterly payments
- Lack of funding for expansion of necessary programs
- No control over budgets
- Obtaining finances from Indian Affairs Branch
- Forced to borrow
- Insufficient funding
- Fear Department of Indian Affairs will fund first few years, then discontinue \$'s later

### BUDGET

- Budget pre-determined and insufficient to bridge inadequacies
- Unable to lure well-trained teachers as Department of Indian Affairs budget is inadequate
- Budget program deficiencies - Curriculum, Planning, Physical Education, Arts and Crafts, Culture and Language, Development, Remedial Reading
- Incomplete control on budget - A and B level funding

R E C O M M E N D A T I O N S

FUNDING - BUDGET

1. That the National Indian Brotherhood provide information to all Bands on funding policies and of Department of Indian Affairs procedures.
2. That National Indian Brotherhood lobby for decentralization of funds as per band requests.
3. That National Indian Brotherhood clarify A Level and B Level policy.
4. That National Indian Brotherhood encourage bands to determine their own 5-year estimates.

P R O B L E M

COMMUNICATION

- Difficulty in communicating between organizations, local level (Band), district level (Regional), national level (DIA) provincial (our native bands)
- Communication gap between home and school
- Lack of communication at all levels

## R E C O M M E N D A T I O N S

### COMMUNICATION

#### Local Level:

1. Keep people motivated - draw away from the word "MEETING".
2. Utilize the media services available.
3. Information Officer - Door-to-door concept - important that person involved is fluent in the native language of that area. (Feedback)
4. The way you present yourself - your attitude - type of approach you use, etc.
5. Minutes of Meeting distributed to members and translated and interpreted, if necessary.
6. We recommend that parents be hired as Teacher-Aides for a period of 2-3 weeks at a time.

#### District Level: (Regional)

1. Indian Affairs Branch by-passing native organizations - proper channels should be followed.
2. Consultation before implementation of programs and guidelines (vice versa)
3. The authority of Chief and Council should be respected at all levels of government.
4. Total native input into programs and guidelines.

#### National Level:

1. Education Conference annually.
2. Newsletter.
3. Eliminate the "middle men"

#### All Levels:

1. Conduct Indian Control Workshops on all levels.
2. Funds be provided by Department of Indian Affairs.

P R O B L E M

STAFFING

- Too many acting Regional Directors
- Shifting staff within Department of Indian Affairs
- Indian Affairs Branch staffing - native people not considered
- Man Years
- Staffing problems due to isolation
- Lack of qualified native teachers
- Lack of locally trained people

R E C O M M E N D A T I O N

1. Each Region should have an Assistant Regional Director who must be Indian and who will then move into the Regional Director's position.
2. No staff shifted into another position unless qualified to do the job and Indian people are involved in the appointment.
3. A mechanism to appoint Indian people to Indian Affairs Branch positions must be set up in the Public Service hiring practices. That all appointments to positions in Indian Affairs Branch must have Indian people on the Selection Board.
4. An evaluation of man years must be made in each region with Indian involvement on such evaluation teams.
5. The federal government should set aside monies that will be available to Indian communities that are isolated. That such monies will be used for orientation programs, offset costs for living in those areas such as isolation pay, select individuals who are committed to working in isolated areas and granting incentives to these individuals such as education leave for special training.
6. Special programs to encourage Indian people to become teachers and that monies should be available for these programs.
7. That special training programs and funding be made available to bands to set up their own training programs.



## P R O B L E M

### COMMUNITY INVOLVEMENT

- Neglect of Indian parents to supply medical records for residential school
- Transfer of children during school year
- Seeming inability of Indian people to stick to their jobs
- Child care workers inability to cope as parent stand-ins
- Low self-concept on part of students and parents
- No community educational development participation
- Lack of parental participation at day school level
- Lack of Know-How - mechanics of how the system "Indian-Controlled School" operates - how it affects us

## R E C O M M E N D A T I O N

1. More individual consultation in the community.
  - reverse situation - pick particular day to transport parents instead of students - to be taken to the school
  - involve parents as resource people, e.g., giving lectures, tutorial
  - organize social activities for teachers and parents
  - create incentives as a motivation to come to the schools more often
  - personal invitations to parents to observe and help their children in school
  - school should encourage students to invite their parents (written or oral) to come to school either anytime or to special occasions
  
2. Have an adequate planning period to prepare and design the system.
  - have community workshops to inform people of how the departmental system (education) operates
  - to study other on-going school systems by field trips, attending relevant workshops, conferences, etc.
  - to gather and exchange different informational education alternatives

Above activities to be carried out by Board of Education, Education Officers, etc.
  
3. Develop life-skill programs and direct to: 1) students  
2) parents
  - more cultural content in curriculum (both past and present)
  - up-grade quality on standards in curriculum
  - involve community in recreational activities to compete with surrounding communities
  - isolated students (or schools) should have exchange trips
  - forcing outside museums, libraries, travelling colleges, cultural centres, etc., to come to the school
  
4. Screen child care workers carefully.
  - develop adequate training program
  - in-service training and other should be compulsory to the workers

- 2 -

- child care workers should be on a probationary period when starting employment (1 year to 2 years)
  - last but not least FIRE THEM for low self-concept
5. Providing employment conditions-compatible life styles.
- provide counselling services for the employee as well as the employer

#### CURRICULUM

1. That an appointed or selected native person sit on the Cross-Cultural Committee (Provincial)
2. That Cultural Education Funding be continued.
3. That National Indian Brotherhood or another national native organization provide a curriculum information exchange service be made available to all Indian schools.
4. That Department of Indian Affairs provide funds for the equivalent of at least one full-time curriculum coordinator for every 200 students in locally controlled schools. This position should not be viewed as part of the regular school staff allotment.
5. That provincial curriculum development committee be made up of Indian people be established to develop provincial curriculum.
6. That National Indian Brotherhood circulate all of the above recommendations to all Associate Directors of Curriculum in each province.

P R O B L E M

INADEQUATE FACILITIES

- Indian Affairs Branch doesn't recognize our school facilities
- Lack of adequate facilities
- School administration reluctant to supply books and other supplies in order to meet payroll
- Lack of easily accessible materials

R E C O M M E N D A T I O NINADEQUATE FACILITIES

1. Whereas and hereafter the Department of Indian Affairs has accepted Indian Control of Indian Education as a policy, we recommend that monies, man years be made available immediately by Department of Indian Affairs.
2. That all Indian Affairs employees go through an orientation session to facilitate Indian Control of Indian Education. Furthermore, the President of the National Indian Brotherhood attend these workshops.
3. That workshops should be set up more often in smaller groups such as province to province, band to band, regarding Indian Control of Indian Education.
4. We demand that immediate feedback from these recommendations be carried out.

P R O B L E MJOINT AGREEMENTS

- Master Tuition Agreement
- Capital
- (duplication of services)

## R E C O M M E N D A T I O N

### JOINT AGREEMENTS

1. Moratorium on all joint agreements.
2. Previous joint agreements reviewed by Indians.
3. All capital monies should not be transferred to provincial government and school boards.
4. Capital Funds Review Board of Indian people be set up at a national level. This committee must have the authority to prioritize the capital need of Indian communities across the country and to allocate funds accordingly.



P R O B L E M

EVALUATION

- Assessment and evaluation to be done by Department of Indian Affairs and Northern Development on their terms with very little Band involvement
- Department of Indian Affairs put our system on a trial basis
  - November 1975 to June 1976 - this is inadequate time to prove our system works
- Incomplete control on policies

(No Recommendation for this Problem)

Policy Issues 1976

1. Local Control: priority setting; information base; staff training; facing realities; sharing of responsibilities; joint planning; statutory and regular factors; setting policies; parental involvement; agreements, contracts, conditions; commitments.
2. Secondary Education: to clarify goals; retention; on-reserve high schools; alternate systems; support systems; staffing; provincial systems; capital implications; accreditation; retrieval; terminal programs; streaming; cost benefit analysis; geog. differences.
3. Post-Secondary Education: leaders (multipliers); costs; availability of courses; mature admissions; support systems; cost-benefit analysis (children of grad.); training for employment; recurrent education.
4. Education Capital: Costs and standards (DPW); control; permanency of community; infrastructure cost; transfer to bands; band expectations; economic impact (trades); community planning; joint schools.
5. Cultural Education Centres: decentralization; role of the steering committee; total school program; community colleges; regional disparities; band involvement; cultural inclusion in curriculum.
6. Daily School Attendance: a flexible school calendar; special education; reporting systems; patterns of attendance