

INDIAN EDUCATION HANDBOOK

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**DEPARTMENT OF INDIAN AFFAIRS
AND NORTHERN DEVELOPMENT**

Education Branch

INDIAN EDUCATION HANDBOOK

Resources and Management Systems
August, 1989

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Introduction

The purpose of this booklet is to give employees an understanding of the Education branch of DIAND. While there is an abundance of information available, it is scattered and often difficult or time-consuming to retrieve it. This booklet is a general overview of the Education department: how things are done and who does them. It gives a background on some of the issues that have shaped Indian education, and it provides a detailed list of references for more information.

In the production of this booklet, there were some differences of opinion over the purpose of the booklet, the contents and the audience. The original intention was to provide information for Education branch employees. As a reference book for department employees, this book needs a very specific content and format.

Other suggestions for the format of this booklet included an information handbook for the general public, and a brochure to attract prospective teachers to Indian schools. Those texts would be similar, but not identical to, this handbook. An external (public) information booklet could be produced by revising this text and consulting the bibliography.

Table of Contents

Introduction	i
1. History of Indian Education	1
1.1 Early Indian Education.....	1
1.2 Enfranchisement	1
1.3 <u>Indian Act</u>	2
1.4 Early Organization of the Department	2
1.5 Band-operated School	3
Bibliography	4
2. Organization / Environment	6
2.1 Organizations	6
2.2 Administering of Programs	7
2.3 Geographic	7
3. Laws / Policy / Authority	9
3.1 Legislation	9
3.2 Policy	9
3.3 White Paper	10
3.4 Bill C-31	11
Bibliography	11
4. Programs	13
4.1 Preschool	13
4.2 Elementary / Secondary	14
4.3 Cultural Centres	17
4.4 Post-secondary	18
Bibliography	20
5. Funding	23
5.1 Budget	23
5.2 Figures 1,2,3 DIAND Budget breakdown, 1987-88	23
5.3 How are schools funded?	24
5.4 Banking Day	25
Bibliography	26
6. Performance Indicators 1987-88	28
Figures	
4 Elementary / secondary enrolment by school type	28
5 Number of students studying native languages	28

6	% Enrolment of school-aged on-reserve population	29
7	Secondary students in graduating year	29
8	Elementary / secondary funds administered by Indians.	30
9	Number of band schools	30
10	Post-secondary enrolment	31
11	Post-secondary funds administered by Indians.....	31
12	Number of cultural centres	32
7.	Information Systems	33
7.1	Information Requirements	33
7.2	Nominal Roll	33
7.3	PSEMIS	34
7.4	EDMS	34
7.5	Future Developments	35
	Bibliography	35
8.	First Nations Control of Education	37
8.1	Gaining control	37
8.2	AFN recommendations	37
8.3	What has been done?	38
8.4	Alternative Funding Arrangements	39
8.5	Taking over	40
	Bibliography	41
	Bibliography	43
	Glossary	47
	Index	49

1 History of Indian Education

1.1 EARLY INDIAN EDUCATION

Even before there were schools in Canada for immigrant children, Europeans were trying to educate the Indians. The Begging Friars (les Récollets) opened French schools for Indians in 1616 and 1618, but these did not last long. By the time English schools were established in Canada (around 1735), settlers were trying to apprentice young Indians as tradesmen and farmers.

In 1784 the Society for the Propagation of the Gospel established a school for the Iroquois. The teachers' salary was paid from the military chest, for the first time using government money for Indian education. In 1824, Upper Canada made an Amending Act to provide funds for the education of Indian children. Both Nova Scotia and Lower Canada made similar arrangements in 1851, and by the 1860's there were Indian schools established as far west as British Columbia.

1.2 ENFRANCHISEMENT

Canada's European settlers sought to educate and evangelise Indians, in the hopes that the Indians would join them in establishing a society like the one they had left in Europe. In 1857, government officials had the power to enfranchise Indian men. If an official judged an Indian to be literate, if he had an elementary education, was of good character and debt-free, then the official could legally declare that Indian a non-Indian.

1.3 INDIAN ACT

By 1868, money from the sale of Indian lands could be used to finance Indian education¹. In 1876, this policy was included in Canada's first Indian Act. The Act also identified enfranchisement as the expected result of education. In 1880, the Indian Act was revised to allow Indians to request enfranchisement. In 1894, further revisions required parents and guardians to send their children to school, a law enforced through fines and imprisonment for parents.

In 1951, the Indian Act underwent major changes. An Indian student who had been suspended or expelled, or who was "habitually late", would be deemed a Juvenile Delinquent. This was deleted from the Act in 1969.

1.4 EARLY ORGANIZATION OF THE DEPARTMENT

At the time of Confederation, the Superintendent General of Indian Affairs (from 1878 to 1883 this role was filled by the Prime Minister) was responsible for schools attended by Indians. Funding came from the imperial government, the provinces, Indian Band funds, or religious organizations. In 1909, the first Superintendent of Indian Education was appointed for general school supervision and reporting. In 1920, the Royal Canadian Mounted Police appointed truant officers to encourage attendance at Indian schools.

In 1949, the Department began to pay teacher salaries at several church schools. By 1954, all residential school teachers were employed by the federal government. Beginning in 1950, residential schools would follow provincial curricula, as day schools had been doing since the 1920's.

¹ "Act providing for the organization of the Department of the Secretary of State of Canada, and for the management of Indian and Ordinance Lands"

In 1951, 6 Regional School Inspectors were hired to advise the many local Superintendents who actually administered the education programs. Later in the 1950's the local offices began to employ professionally-qualified education administrators. In the 1960's, District School Superintendents were appointed for local school administration and budgeting. This allowed more time for the Regional School Superintendents to meet the increased workload in the areas of program guidelines and policy.

In 1966, the Department of Citizenship and Immigration handed the responsibility for Indian programs over to the newly-formed Department of Indian Affairs and Northern Development. The Education division in Ottawa managed the administration of Indian education and the professional development of staff and programs.

1.5 BAND-OPERATED SCHOOL

In late 1970, the Blue Quills Native Education Council attempted to take over the Blue Quills student residence in St. Paul, Alberta. Since Section 114 (a) (e) of the Indian Act permits a "religious or charitable organization" to manage an education system, the Blue Quills Council planned to incorporate themselves as a charitable organization. In December 1970, an Order-in-Council authorised Blue Quills Native Education Council to take over management of their school. In 1972, a Treasury Board Minute was passed to permit Band Councils to manage in-school education programs for pre-school, elementary/secondary, and post-secondary students.

For further information concerning Indian management of education programs, see the section titled "First Nations Control of Education".

For further information on the development of Indian education, consult the index at the back of the booklet, and this bibliography:

authority

Dr. E.R. Daniels. The Legal Context of Indian Education in Canada.
(Edmonton: University of Alberta, 1973) Yukon Regional office.
p117->.

funding

Dr. E.R. Daniels. The Legal Context of Indian Education in Canada.
(Edmonton: University of Alberta, 1973) Yukon Regional office.
p153-166.

history of Indian education

Dr. E.R. Daniels. The Legal Context of Indian Education in Canada.
(Edmonton: University of Alberta, 1973) Yukon Regional office.
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Indian Act

Dr. E.R. Daniels. The Legal Context of Indian Education in Canada.
(Edmonton: University of Alberta, 1973) Yukon Regional office.
p92->.

Indian control of education

Dr. E.R. Daniels. The Legal Context of Indian Education in Canada.
(Edmonton: University of Alberta, 1973) Yukon Regional office.
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"Indian Control of Indian Education"

Dr. E.R. Daniels. The Legal Context of Indian Education in Canada.
(Edmonton: University of Alberta, 1973) Yukon Regional office.
p199.

legislation

Dr. E.R. Daniels. The Legal Context of Indian Education in Canada.
(Edmonton: University of Alberta, 1973) Yukon Regional office.
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off-reserve

Dr. E.R. Daniels. The Legal Context of Indian Education in Canada.
(Edmonton: University of Alberta, 1973) Yukon Regional office.
p244.

Order-in-Council

Dr. E.R. Daniels. The Legal Context of Indian Education in Canada.
(Edmonton: University of Alberta, 1973) Yukon Regional office.
p117->.

teachers

Dr. E.R. Daniels. The Legal Context of Indian Education in Canada.
(Edmonton: University of Alberta, 1973) Yukon Regional office.
p170-174.

Treasury Board Minutes (kindergarten, post-secondary, in-school)

Dr. E.R. Daniels. The Legal Context of Indian Education in Canada.
(Edmonton: University of Alberta, 1973) Yukon Regional office.
p129-132.

treaties

Dr. E.R. Daniels. The Legal Context of Indian Education in Canada.
(Edmonton: University of Alberta, 1973) Yukon Regional office.
p25->.

truancy

Dr. E.R. Daniels. The Legal Context of Indian Education in Canada.
(Edmonton: University of Alberta, 1973) Yukon Regional office.
p109.

White Paper

Dr. E.R. Daniels. The Legal Context of Indian Education in Canada.
(Edmonton: University of Alberta, 1973) Yukon Regional office.
p197.

2 Organization / Environment

2.1 ORGANIZATIONS

Education programs and services are provided by the Department, or by Indian-controlled organizations.

The Department is organized into a Headquarters and several Regions. Some Regions also have District offices or service centres. Headquarters is responsible for resource acquisition and allocation to the Regions. Other responsibilities include policy development and interpretation, and providing functional direction to Regional offices.

Regions are responsible for identifying and justifying their resource requirements, based on input from District offices and/or Indian controlled organizations. Regions also allocate budgets to District offices or, in some cases, provide funds to the Indian administering organization. They also provide advice, guidance and support on education matters, and they monitor and report on education operations.

District offices are responsible for collecting and reporting of financial and student data. Districts operate Federal elementary / secondary schools, and they advise and assist Indian organizations who administer their own education programs.

Tribal councils provide for the delivery of education services to member bands.

Bands not affiliated with tribal councils, may provide for the delivery of education services. They may instead choose to create Indian education authorities such as boards and committees, who will be responsible for the operation of the schools.

2.2 ADMINISTRATION OF PROGRAMS

Education programs are managed by a number of organizations. Bands, tribal councils and Indian education boards deliver services directly (band-operated schools) or contract with provincial governments (provincial schools), for approximately 75% of the elementary / secondary programs. The remainder of the services are provided through schools operated by the federal government (federal schools). From Region to Region, there is great variety in the proportion of federal, provincial and band schools.

Over two-thirds of the post-secondary program is administered by Bands, Tribal Councils or Indian education authorities. The remaining one-third is administered by the Department in the form of education grants directly to students.

Indian organizations can determine local needs and priorities and may run their own programs designed to meet their specific needs. The growing trend of Indian controlled education programs is expected to continue.

2.3 GEOGRAPHIC

Indian reserves vary greatly in their size and geographic location. Some reserves are large and are located close to a major urban centre. Others are very small and isolated. On these reserves, an airplane is the only way to transport people and supplies. This is very expensive, and it limits the facilities, materials and services available on the reserve. Such reserves are cut off from other communities, since TV and radios are not common, and because of the expense of travelling to and from the reserve.

The geographic location of the reserve effects the education of the students. School teachers may live on or near the reserve, depending on the reserve's proximity to other communities. Some reserves do not have education programs at all grade levels, so children have to leave home to attend school.

Since school funding is on a per capita basis, a school with low enrolment receives less funds than a school with high enrolment. This allows less money for facilities, equipment, and maintenance. As well, an isolated school spends more money on transportation, leaving less to spend on other items. This is why the on-reserve school formula funding model makes an allowance for remote schools.

For more information about formula funding, see **Funding** HOW ARE SCHOOLS FUNDED?

3 Laws / Policy / Authority

3.1 LEGISLATION

Beginning in the 1870's, a series of treaties were signed between the Government of Canada and several Indian bands. These treaties made general reference to education, the government promising to "maintain a school... whenever the Indians of the reserve should desire it"², or agreeing to "pay such salaries of teachers... and also to provide such buildings and educational equipment as may seem advisable."³

3.2 POLICY

The Constitution Act of 1867 authorised Parliament to legislate over "Indians, and lands reserved for Indians".⁴ Sections 114 to 123 of the Indian Act empower the Minister of Indian Affairs to provide education services, transportation, and residence to Indian children living on-reserve. Indians living off-reserve pay provincial taxes, and receive the regular provincial education services - these students are not funded by the federal government.

Education funding is regulated in the Financial Administration Act. The Departmental Estimates propose a budget for various Indian education services (eg. teacher salaries, books, and supplies). DIAND negotiates with the Treasury Board to determine acceptable prices for these services. Money is then allocated to the region, the district, and finally the band.

Capital construction funds for education facilities are allotted to the regions. A Treasury Board Minute authorised the

² Dr. E.R. Daniels, thesis: *The Legal Context of Indian Education in Canada*, Edmonton, 1973. p37

³ Ibid, p 41.

⁴ Constitution Act, Subsection 91(24), 1867.

administration of these funds by bands. No capital construction funds are provided for cultural education centres or post-secondary institutions.⁵ Funding is provided for school facilities on crown or reserve land only.

Indian education programs operate under the authority of Sections 4(3), 69, 114-123 of the Indian Act, various Treasury Board Minutes, and Orders-in-Council. As well, the Minister of Indian Affairs can approve regulations regarding Indian education. Indian bands controlling their education programs must observe the educational standards imposed by their provincial Ministry of Education.

3.3 WHITE PAPER

In 1968, the federal government began a year of consultations with Indians on proposed revisions to the Indian Act. The new policy suggested by the government, the "White Paper", would revoke the special status of Indians, ending the government's responsibilities to Canadian aboriginals. The White Paper would eliminate 'discrimination' against Indians⁶, treating them just as other Canadian citizens are treated. It was also hoped that without federal government aid, Indians would be compelled to improve their social situation.

Education and other social services would be provided to Indians by provincial government agencies, in the same way they are provided to non-Indians. This decentralization would also pass over to the provinces the responsibility for Indians:

The result of this policy would see Indians with 'Indian problems' become provincial citizens with regular citizens' problems.⁷

⁵ Circular E-1, November 1, 1978, 10.6

⁶ In 1969, all sections of the Indian Act controlling the use of alcohol by Indians, were removed.

⁷ Weaver, Sally M. *Making Canadian Indian Policy: The Hidden Agenda 1968-70*. (Toronto: University of Toronto Press, 1981) p 4.

As consultations continued into 1969, Indians' rejection of the policy gained the sympathy of the press and the general public. In 1970, the Chiefs of Alberta submitted to Pierre Trudeau and Jean Chrétien^a their own "Red Paper", asserting that their rights as Indians could not be compromised. The government withdrew the White Paper in 1971, never having implemented it.

3.4 BILL C-31

In 1985, Bill C-31 was passed to amend the Indian Act. The changes eliminated sexual discrimination and enfranchisement, and restored Indian status to those who had lost it under the old Indian Act. The reinstatement of thousands of Indians has required an increase in funds for Indian programs. For example, DIAND has increased its budget to provide post-secondary assistance to hundreds of students registered under Bill C-31.

Bill C-31 also provided an opportunity for bands to determine their own membership rules. If members want the band to assume responsibility for membership, they can propose registration criteria to be approved by DIAND. Funding was provided to help bands produce acceptable guidelines.

For further information on laws, policy and authorities, consult the index at the back of the booklet, and this bibliography:

authority (education programs)

Department of Citizenship and Immigration. The Indian Act. (Ottawa: King's Printer and Controller of Stationery, 1951) Departmental Library, government documents. p113->.

Bill C-31

DIAND. Part III Main Estimates 1989-90. (Ottawa: Minister of Supply and Services Canada, 1989) p2-19.

^a then Prime Minister and Minister of Indian Affairs, respectively

DIAND. Report to Parliament: Implementation of the 1985 Changes to the Indian Act. (Ottawa: Minister of Supply and Services Canada, 1987) Departmental Library, E92 C364 p6->.

legislation

National Indian Brotherhood Assembly of First Nations. Tradition and Education, v2 (Canada: National Indian Brotherhood, Assembly of First Nations, 1988) p122->.

Indian control of education

Holladay, J.M.D. Education of Canada's Native Peoples (United States National Defence College, 1986) Departmental Library, E96.2 H644.

treaties

Dr. E.R. Daniels. The Legal Context of Indian Education in Canada. (Edmonton: University of Alberta, 1973) Yukon Regional office. p37->.

treaty rights

Special Committee on Indian Self-government. Indian Self-government in Canada. (Ottawa: Queen's Printer for Canada, 1983).

4 Programs

4.1 KINDERGARTEN / PRESCHOOL

Purpose

The kindergarten program introduces children to the school environment, while they are still in their home community. The familiar environment accustoms the children to large group interaction, and invites the participation of the community. Children learn confidence, communication and social skills.

Participation

Preschool and kindergarten programs are available to four and five-year-olds living on-reserve, if desired by the band. While attendance is not required by law, it is generally very high. The kindergarten program was established at the request of the Indian community, and the program's success is largely accountable to their interest and participation.

Activities

Activities are largely play-oriented, focusing on co-operation, sharing and problem-solving abilities. The program runs for half-days, and there are often visits by band members who come to share their skills or simply their time.

Administration

Indian school committees requested preschool, even before provincial schools offered the program. On some reserves, kindergarten is the only education the student receives at home, since many children must leave the reserve to attend the elementary and secondary grades.

DIAND funds training programs for Indian teachers, teacher aides, and assistants. Staff often teach on their own reserve, where they are familiar with the children and the community. The training programs are administered by the band or school committee.

Authority

The kindergarten program is available upon request by the band. DIAND will not fund an off-reserve preschool program. Education capital construction funds may be used for kindergarten facilities.

4.2 ELEMENTARY / SECONDARY

Purpose

The Elementary / Secondary program

- promotes personal, academic and economic development among Indians
- addresses the unique social situation of Canadian Indians
- attempts to preserve Indian culture

Participation

Indians living on-reserve are eligible for elementary and secondary school services, provided or funded by the Department. Support services are available to students who must leave home to attend school. In 1987-88, there were over 84,000 students attending a federal, provincial or band-operated school.

Authority

Sections 114-123 of the Indian Act empower the Minister of Indian Affairs to use government funds for Indian education. Schools can be operated directly by the federal government, by a province, or by a religious or other organization.

Federal schools

Activities

Federal schools follow the basic provincial curriculum, enriched with special Indian cultural programs.

Administration

Federal school staff are employed by the federal government. Some services and programs are administered by Indian bands, allowing them to slowly take over the management of their education system.

Funding

In 1987-88, the federal schools budget was \$59.3 million.

Provincial schools

Activities

Provincial schools integrate Indian with non-Indian students. Some schools offer special programs, such as instruction in native languages and history.

Administration

Provincial schools are operated entirely by the provincial Ministry of Education - these are the schools attended by most Canadian children. The federal government pays the tuition of Indian students attending provincial schools.

Funding

The federal government paid \$195.5 million in master tuition agreements with provincial schools in 1987-88.

Band-operated schools

Activities

Band schools follow the provincial curriculum, and offer a wide variety of cultural programs, designed and implemented by members of the Indian community. Programs include the study of native languages, skills, arts, and history.

Administration

A band-operated school is administered by an Indian band. 30% of the teachers in these schools are Indians, many of whom were trained in programs supported by DIAND. The immense participation of the Indian community in the education of their children, has prompted a much higher rate of attendance and academic success.

Funding

The government provided band schools with \$99.6 million in 1987-88.

Student and Educational Support Services

Activities

Children living on a remote reserve are required to leave home in order to attend school. Student and Educational Support services provide these children with accommodation while at school, and seasonal transportation to and from their reserve. Living allowances and counselling are also provided to help students adjust to living away from home.

Assistance is normally required as bands take over the management of their schools. Funding and advice are available to Indian school boards as they take on more responsibility in administering education programs.

Administration

Student and Educational Support Services are largely delivered by members of the Indian community. In 1987-88, approximately 90% of the program budget was controlled by Indian administrators.

4.3 CULTURAL CENTRES

Purpose

The cultural/education centres program has these goals:

- to develop cultural education curricula and materials, for use in other education programs
- to inform the Canadian public about native people
- to promote Indian and Inuit culture

Participation

All of the Inuit, and 60% of the Indian population have access to the cultural/education centres program. Half of Canada's Indian bands are involved. In 1988, there were 21 centres supported by several Indian communities, and 49 centres run by a single band.

Activities

Activities include the collection of artifacts, texts, and recordings of stories told by elders. Instruction is offered in traditional skills and the arts. Native language studies are conducted to establish dictionaries, orthographies, and manuscripts. Educators develop cultural and language instruction programs for use in schools. Through displays and presentations, the Canadian public learns about the contributions of Indians and Inuit to Canadian society.

Administration

The Department provides funding and advisory assistance for cultural / education centres. Local Indian and Inuit organizations design and implement programs that meet the needs of the community. The National Centres' Steering Committee assists with program development.

Authority

The Cultural Centres program was authorised under Cabinet in 1971, and operates under the authority of a Treasury Board Minute.

Funding

Centres are generally funded on a per capita basis. The budget in 1987-88 was \$7 million.

4.4 POST-SECONDARY

UCEP

Purpose

The University and College Entrance Preparation Program (UCEP) assists students in fulfilling the entrance requirements to a college or university diploma program.

Participation

Registered Indians and Inuit residing in Canada, may undertake a UCEP program in a Canadian post-secondary institution. Students must have completed certain grade eleven-level courses, and they must select a UCEP program that will prepare them to enter a college or university program. In 1987-88, there were about 1,679 students enrolled in UCEP programs.

Activities

The UCEP program covers the cost of tuition, books and supplies. Assistance is available for two semesters, but students must complete their first semester successfully, to receive assistance for the second semester.

Authority

The Treasury Board approved the funding of the UCEP program in March of 1983.

College / University

Purpose

The Post-Secondary Student Assistance Program (PSSAP) promotes the academic and economic development of Indian

people. High-level training is provided to help Indian students acquire the skills needed to achieve financial independence. Post-secondary training also promotes Indian self-government.

To improve student performance, PSSAP was revised in April 1989. Incentive is now provided for students to participate in fields crucial to resource development (eg. engineering and forestry). Academic success is rewarded through special scholarships.

Participation

Inuit and status Indians living on- or off-reserve are eligible for PSSAP, providing they are not assisted under another program (such as the James Bay and Northern Québec Agreement). Students must have lived in Canada for at least 12 months prior to receiving assistance, and they must enrol in an approved post-secondary institution. In 1987-88, some 14,000 eligible students were registered in a college or university program.

Activities

Students may receive assistance to complete one certificate at each of 3 levels:

- I - community college or CEGEP certificate
- II - university bachelor's degree
- III - master's or doctorate degree

A student who requires an extra year to complete the program, may receive assistance if the academic institution approves his request.

Students are compensated for tuition, books and supplies. Accommodation and travel allowances are provided for full-time students and their dependents, if they must relocate in order to attend school. The amount of these allowances depends on the number of the dependents supported by the student. Compensation is made for students in urban centres where rent is particularly expensive.

Administration

PSSAP may be administered by DIAND, a band or tribal council, or education authorities. The administering organization follows a set of operating guidelines consistent with the post-secondary policy. They maintain a registry of information including the student's name, program of study, academic record, and support received. Every year, this information is reported to the Department.

Authority

Since 1968, the federal government has funded college and university education for Indian students. The present policy (PSSAP) is a revision of the Circular E-12 guidelines, which were approved by the Treasury Board in 1977.

For further information on programs, consult the index at the back of the booklet, and this bibliography:

administration

DIAND. Part III Main Estimates 1989-90. (Ottawa: Minister of Supply and Services Canada, 1989) p2-61.

authority

DIAND. Indian and Inuit Education Information sheet no. 5.
(Ottawa: DIAND, 1988)

DIAND. Program Circular E-1 on Indian and Inuit Affairs. (Ottawa: DIAND, 1978)

capital construction

DIAND. Program Circular E-1 on Indian and Inuit Affairs. (Ottawa: DIAND, 1978) 10.1->.

cultural centres

DIAND. Indian and Inuit Education Information sheet no. 5.
(Ottawa: DIAND, 1988) p5.

elementary / secondary

DIAND. Indian and Inuit Education Information sheet no. 5.
(Ottawa: DIAND, 1988) p3.

expenditures of non-Indian schools

Statistics Canada. Financial Statistics of Education 1985-86 Catalogue 81-208. (Ottawa: Minister of Supply and Services Canada, 1989) Secretary of State Library, Statistics Canada section.

Statistics Canada. Tuition and Living Accommodation Costs 1987-88 and 1988-89 Catalogue 81-219. (Ottawa: Minister of Supply and Services Canada, 1988) Secretary of State Library, Statistics Canada section.

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DIAND. Part III Main Estimates 1989-90. (Ottawa: Minister of Supply and Services Canada, 1989) p2-63.

DIAND. Performance Indicators 1988. (Ottawa: DIAND, 1989)

Indian administration

Holladay, J.M.D. Education of Canada's Native Peoples (United States National Defence College, 1986) Departmental Library, E96.2 H644 p24->.

kindergarten

DIAND. Nistum a Kesikak The First Day. (Ottawa: Information Canada, 1974)

participation

DIAND. Part III Main Estimates 1989-90. (Ottawa: Minister of Supply and Services Canada, 1989) p2-61, 2-65.

DIAND. Performance Indicators 1988. (Ottawa: DIAND, 1989)

DIAND. Nominal Roll 1988-89. (Ottawa: DIAND 1989)

post-secondary

National Indian Brotherhood Assembly of First Nations. Tradition and Education: Towards a Vision of Our Future vl. (Canada: National Indian Brotherhood, Assembly of First Nations, 1988) p92->.

DIAND. Post-secondary Student Assistance Program. (Ottawa: Minister of Supply and Services Canada, 1988)

DIAND. Indian and Inuit Education Information sheet no. 5. (Ottawa: DIAND, 1988) p7.

DIAND. Post-secondary Education Fact Sheet. (Ottawa: DIAND, 1989)

DIAND. Report to Parliament: Implementation of the 1985 Changes to the Indian Act. (Ottawa: Minister of Supply and Services Canada, 1987) Departmental Library, E92 C364

preschool

National Indian Brotherhood Assembly of First Nations. Tradition and Education: Towards a Vision of Our Future vl. (Canada: National Indian Brotherhood, Assembly of First Nations, 1988) p84->.

special education

National Indian Brotherhood Assembly of First Nations. Tradition and Education: Towards a Vision of Our Future vl. (Canada: National Indian Brotherhood, Assembly of First Nations, 1988) p84->.

student accommodation

DIAND. Program Circular E-1 on Indian and Inuit Affairs. (Ottawa:
DIAND, 1978) 8.1->.

student and educational support services

DIAND. Indian and Inuit Education Information sheet no. 5.
(Ottawa: DIAND, 1988) p6.

transportation

DIAND. Program Circular E-1 on Indian and Inuit Affairs. (Ottawa:
DIAND, 1978) 7.1->.

UCEP

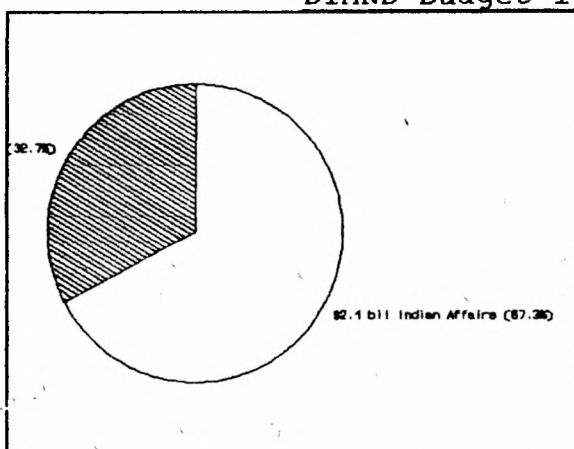
DIAND. University and College Entrance Preparation Program Terms and
Conditions of Education Assistance. (Ottawa: DIAND, 1989)

5 Funding⁹

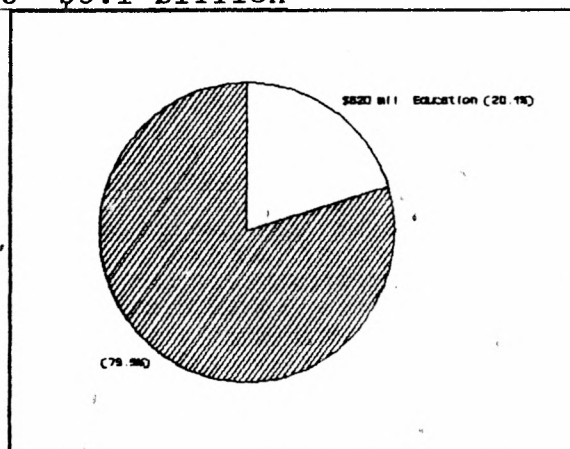
5.1 BUDGET

The Indian and Inuit Affairs program of DIAND, had an annual budget of over \$2 billion in 1987-88. The Education branch receives a larger share of this budget than any other activity (\$620 million). This does not include the construction and operation of education facilities, which required an additional \$114 million in 1987-88.

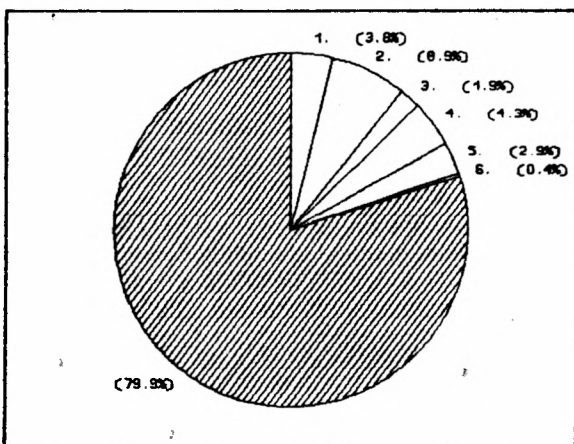
DIAND Budget 1987-88 \$3.1 billion



Indian Affairs \$2.1 billion (67.3%)



Education \$620 million (20.1%)



Education by activity

1. Band-operated schools
\$115.9 million (3.8%)
2. Provincial schools
\$212.1 million (6.9%)
3. Federal schools
\$58.2 million (1.9%)
4. Post-secondary
\$130.8 million (4.3%)
5. Student support services
\$89.8 million (2.9%)
6. Other
\$11.9 million (0.4%)

⁹ Information was supplied by the Resource and Management Systems section.

5.3 HOW ARE SCHOOLS FUNDED?

Data Base Method

Education provides approximately 90 different services which comprise the costs of operating a school (eg. transportation and student accommodation). Every year, the regions estimate their next year's financial needs for each educational service.

Headquarters analyses each regional submission (the region's formal request for funding for each service), for inclusion in the Department's Multi-year Operation Plan (MYOP). This exercise considers five years of funding and student data: the actual expenditures and student enrolment over the last 2 fiscal years, any update for the present year, and estimates of funding requirements for the next two years. The expenditures and student enrolments from previous years are used to support the present year's budget, and to project future funding needs.

Headquarters reviews and approves all the regional submissions and submits an Education branch budget to the Finance Branch of DIAND. This budget is analysed, and is subject to further justification. The Finance Branch combines the budgets of all the Branches (eg. Education, Housing) into the DIAND Departmental Estimates which are submitted to the Treasury Board. After further analysis by the Treasury Board, the Main Estimates are prepared and submitted to Parliament for review and approval.

Once the DIAND budget has been approved by Parliament, Headquarters distributes the funds to the regions, who in turn provide it to school boards, bands or other organizations administering education programs. These groups have a great deal of autonomy in spending the money. For example, a band involved in an Alternative Funding Arrangement receives a lump sum to operate all its social programs (education, housing, etc.). The administering

organization determines local priorities and how it will spend the funds it receives.

Formula Funding

A new formula funding method was introduced in 1988 for on-reserve elementary and secondary schools, both federal and band-operated. The formula considers such factors as school enrolment, special programs (eg. native language instruction), and geographic location of the school. A per pupil rate is used to determine the amount of funds required. At present, the system is used to determine funding requirements for instructional services only. In the future, this formula may be extended to provide for non-instructional services (eg. guidance and transportation).

Headquarters follows the formula in allocating funds to each region. The regions and districts distribute these funds to individual school boards. As long as they follow basic education standards, local authorities can decide which share of the funds will be allocated to each school and each program.

The new formula funding process is simpler than the older process, where budgets were made using a long list of education services. The formula makes it much easier to predict future funding levels. This allows long-range planning for projects that may take several years to finance.

5.4 BANKING DAY

The fiscal year (April to March) does not correspond to the school year (September to June). At the time of regional budget submissions, it is not always possible to accurately project enrolment for the upcoming school year. This can be dealt with by holding some of the education funds in reserve. On June 30, a

request can be made for additional funds. The request must be justified by increased enrolment and documented price increases.

For funding of specific programs, consult the "Performance Indicators" section of the booklet.

For more information about funding, consult the index at the back of the booklet, and this bibliography:

APA

DIAND. Part III Main Estimates 1989-90. (Ottawa: Minister of Supply and Services Canada, 1989) p2-18, 2-29, 2-83, 2-85->, 2-89, 2-117.
National Indian Brotherhood Assembly of First Nations. Tradition and Education: Towards a Vision of Our Future vl. (Canada: National Indian Brotherhood, Assembly of First Nations, 1988) p129.

Bill C-31

DIAND. Part III Main Estimates 1989-90. (Ottawa: Minister of Supply and Services Canada, 1989) p2-15, 2-65.

budget

DIAND. Part III Main Estimates 1989-90. (Ottawa: Minister of Supply and Services Canada, 1989) p1-5, 2-14, 2-22, 2-63->.

DIAND. Annual Report 1986-1987. (Ottawa: Minister of Supply and Services Canada, 1987) p26.

National Indian Brotherhood Assembly of First Nations. Tradition and Education: Towards a Vision of Our Future vl. (Canada: National Indian Brotherhood, Assembly of First Nations, 1988) p135.

Capital Construction

DIAND. Part III Main Estimates 1989-90. (Ottawa: Minister of Supply and Services Canada, 1989) p2-8, 2-14, 2-62, 2-77->.

DIAND. Program Circular E-1 on Indian and Inuit Affairs. (Ottawa: DIAND, 1978) 10.1.

cultural centres

DIAND. Annual Report 1986-1987. (Ottawa: Minister of Supply and Services Canada, 1987) p26.

DIAND. Indian and Inuit Education Information sheet no. 5.

(Ottawa: DIAND, 1988) p5.

funding

National Indian Brotherhood Assembly of First Nations. Tradition and Education: Towards a Vision of Our Future vl. (Canada: National Indian Brotherhood, Assembly of First Nations, 1988) p130->, 161->.

DIAND. Post-secondary Student Assistance Program. (Ottawa: Minister of Supply and Services Canada, 1988) p3, 5.

DIAND. Post-secondary Education Fact Sheet. (Ottawa: DIAND, 1989).

Dr. E.R. Daniels. The Legal Context of Indian Education in Canada. (Edmonton: University of Alberta, 1973) Yukon Regional office. p153->.

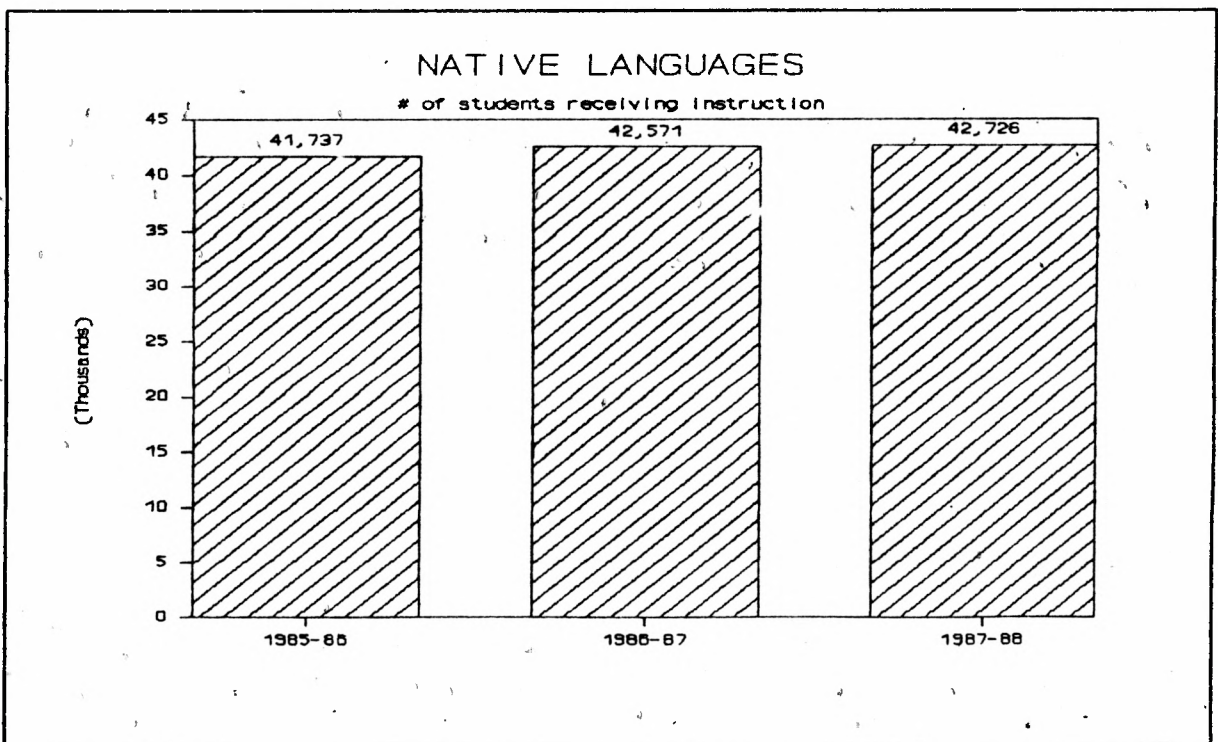
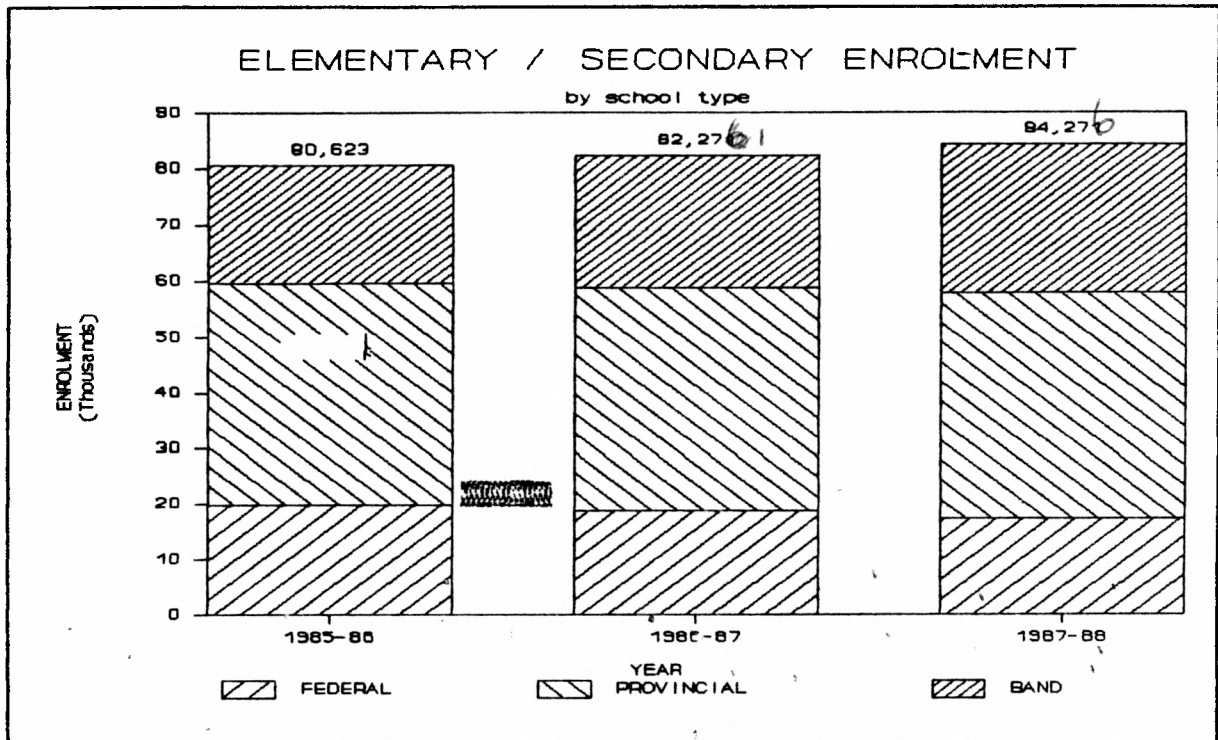
operating and maintenance budget

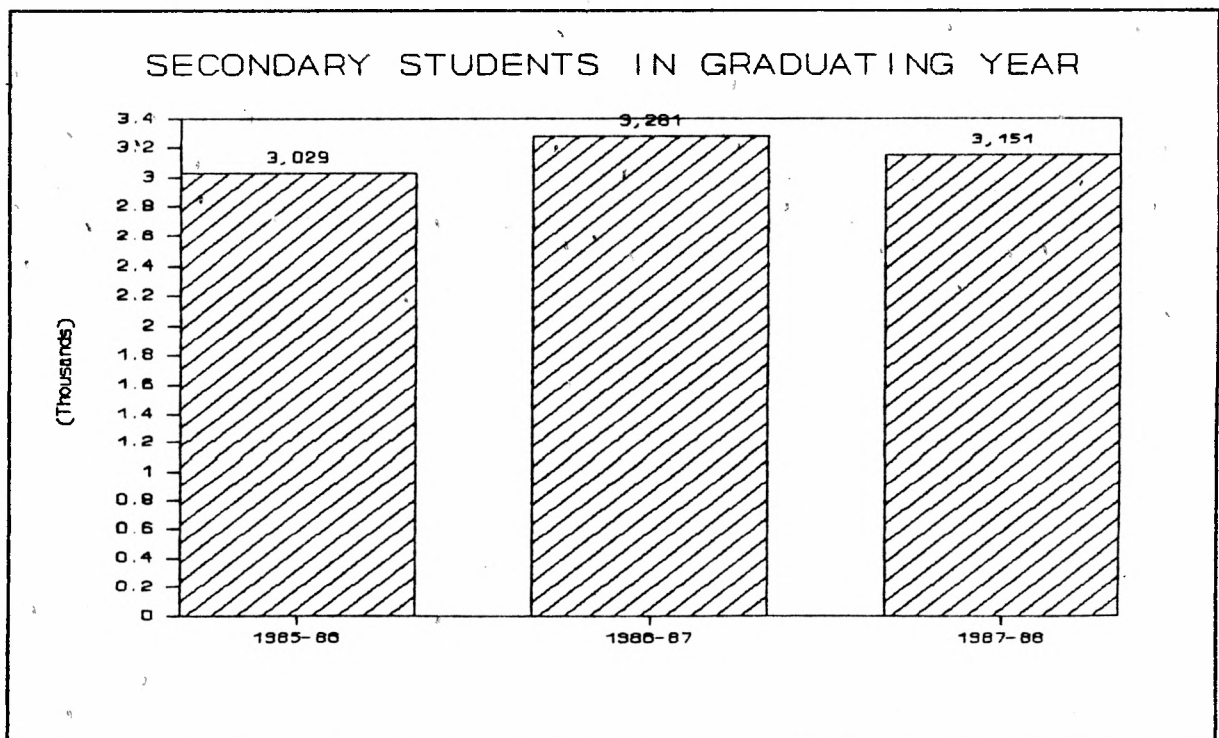
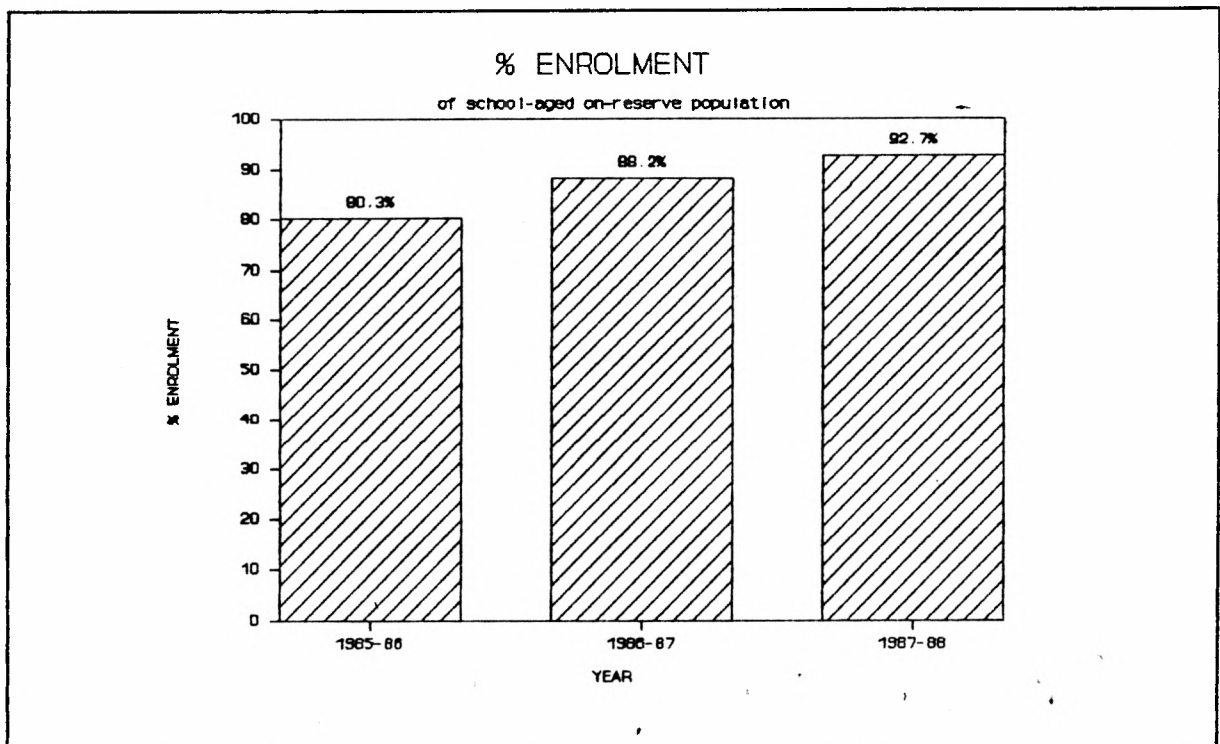
National Indian Brotherhood Assembly of First Nations. Tradition and Education: Towards a Vision of Our Future vl. (Canada: National Indian Brotherhood, Assembly of First Nations, 1988) p135.

School Space Accommodating Standards

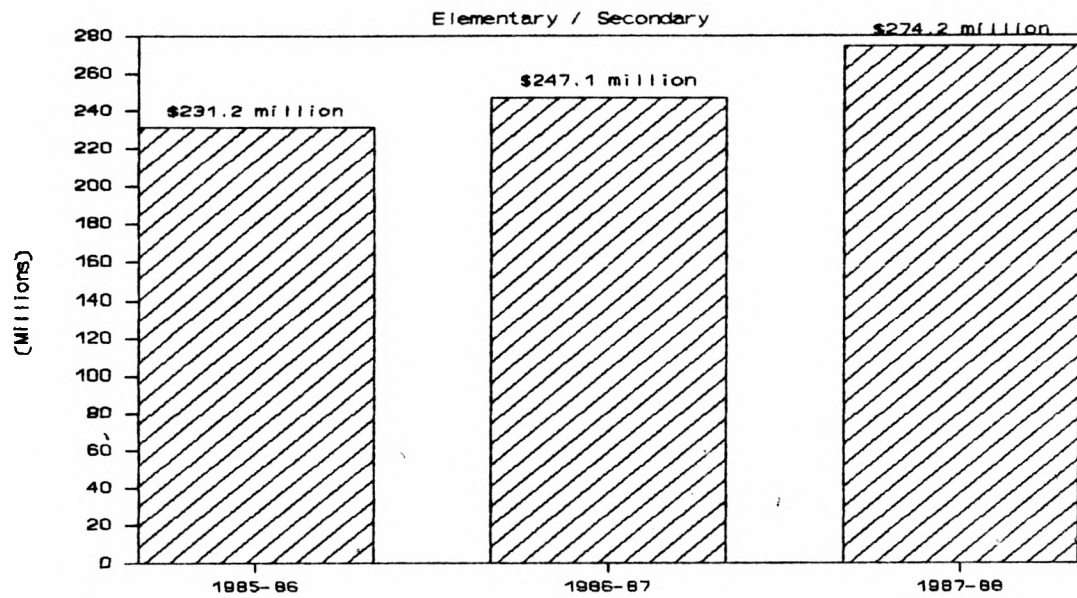
DIAND. Part III Main Estimates 1989-90. (Ottawa: Minister of Supply and Services Canada, 1989) p2-32.

6 Performance Indicators

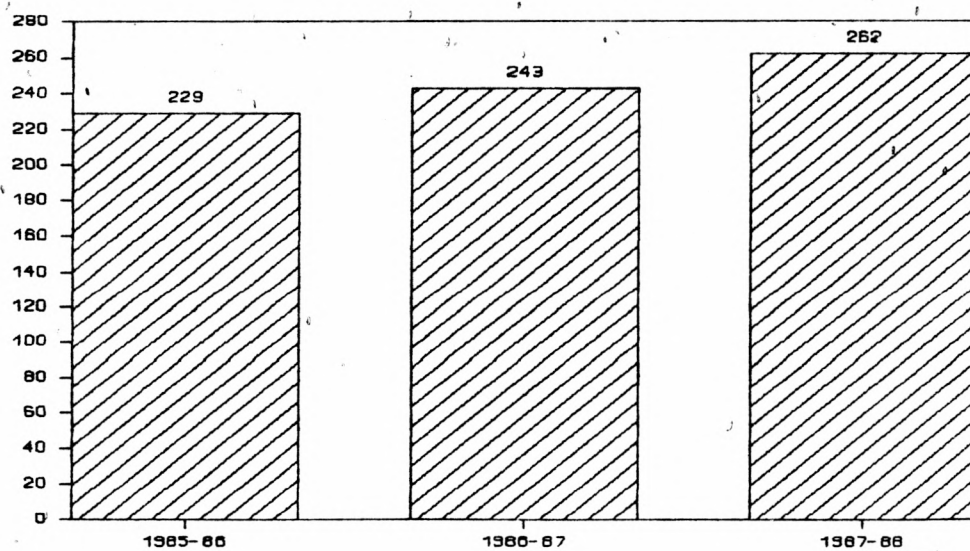


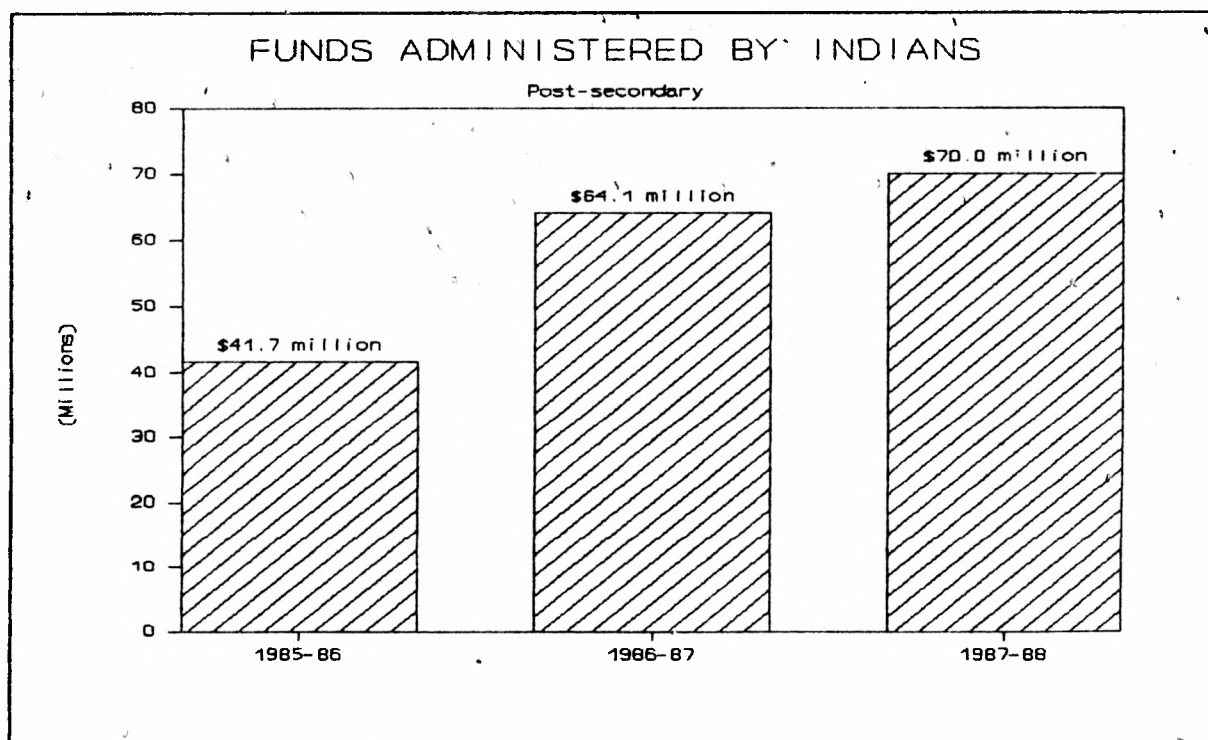
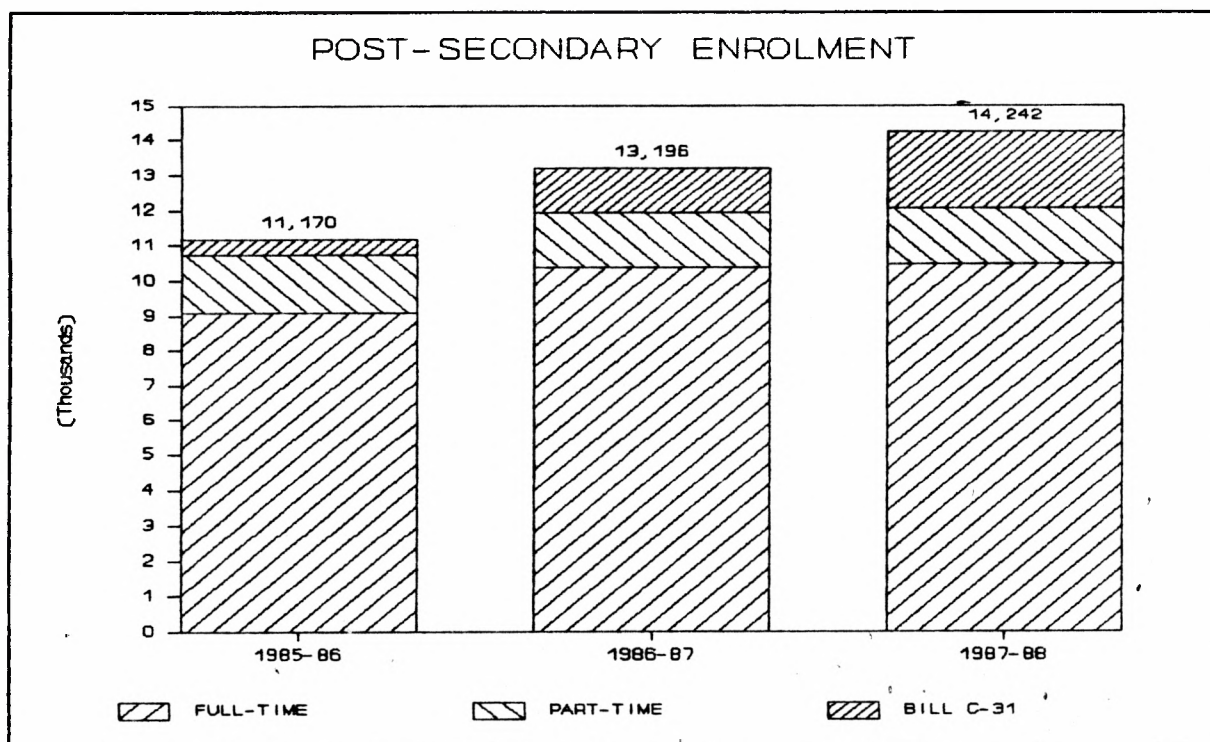


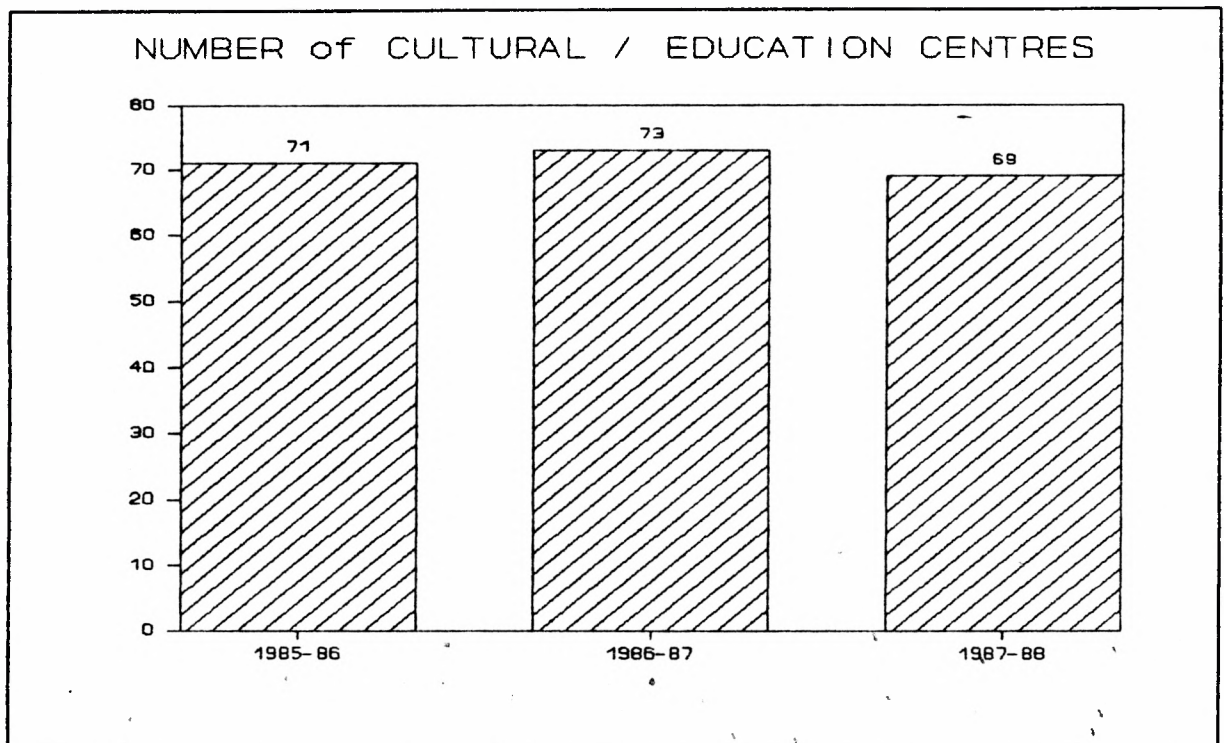
FUNDS ADMINISTERED BY INDIANS



NUMBER OF BAND-OPERATED SCHOOLS







7 Information Systems¹⁰

7.1 INFORMATION REQUIREMENTS

To successfully operate Education programs, a great deal of information must be regularly updated. Requirements include:

- information (eg. band membership, grade level) about those eligible for Education programs
- program information (concerning school boards, band or tribal councils administering education programs)
- the unit cost, and number of units receiving educational services¹¹
- student performance trends and the effectiveness of education policies

The Education branch uses six main information systems. The Budget Control System (BCS), the Expenditure Accounting System (EAS), and the Person-year Control System (PERC) are administrative systems used by managers in all branches of DIAND, and are operated by the Finance Branch. Three information systems have been developed specifically for use by the Education branch.

7.2 Nominal Roll

The Nominal Roll system contains non-financial data on Indian students, institutions, and administering organizations.

This information is used to justify capital expenditures and requests for Treasury Board funds, monitor and evaluate the success of Education programs, and to develop new education

¹⁰ Information was provided by the Resources and Management Section.

¹¹ For explanation, see Formula Funding in the section entitled Funding.

policies. Regular reports to Statistics Canada are also required.

7.3 PSEMIS

The Post-secondary Education Management Information System (PSEMIS) is used to report program information about students receiving post-secondary assistance through PSSAP or UCEP. Data is used:

- to plan and support post-secondary activities
- to provide information to the minister and to Parliament
- to provide information on student trends, for organizations such as Statistics Canada and the Native Employment Program

This national system has not been in use since _____. A new national system is presently being designed for use on micro-computers. While Headquarters requires summary program information (eg. financial assistance received by students), the regions need much more specific information about individual students (eg. academic standing and personal information). The regions collect the data, enter it into computers and make reports to Headquarters.

7.4 EDMS

The Education Database Management System contains financial and student enrolment information about education services, including program delivery, per student costs, and total costs for each service.

Each summer, the regions submit Financial Resource information (this is known as regional submissions) to Headquarters. These forms report actual expenditures from the previous fiscal year, and estimates for future years' volumes and costs. Headquarters uses this information to produce reports about the cost of various education services. The information is

summarized to form the Branch's MYOP submission to Treasury Board.

7.5 FUTURE DEVELOPMENTS

The Management Services Branch has identified the need for a comprehensive management information system. Work is underway to develop an integrated system that will provide the Department with complete, up-to-date and accurate program management and financial management information.

An enrolment projection model is being developed to project future enrolment levels. The method uses information about previous student enrolments to project future student enrolments. This will assist in making present and future budget plans, and in justifying funding requests to the Treasury Board.

For more information about information systems, consult the index at the back of the booklet, and this bibliography:

Budget Control System (BCS)

DIAND. Strategic Data Analysis Project. (Ottawa: DIAND, 1989) p17, 25.

EDMS

National Indian Brotherhood Assembly of First Nations. Tradition and Education: Towards a Vision of Our Future v1. (Canada: National Indian Brotherhood, Assembly of First Nations, 1988) p138.

DIAND. Strategic Data Analysis Project. (Ottawa: DIAND, 1989) p16, Appendix I.

Expenditure Accounting System (EAS)

DIAND. Strategic Data Analysis Project. (Ottawa: DIAND, 1989) p17, 25.

Nominal Roll

National Indian Brotherhood Assembly of First Nations. Tradition and Education: Towards a Vision of Our Future vl. (Canada: National Indian Brotherhood, Assembly of First Nations, 1988) p137.

DIAND. Strategic Data Analysis Project. (Ottawa: DIAND, 1989) p15, 25, Appendix I.

Person-year Control System (PERC)

DIAND. Strategic Data Analysis Project. (Ottawa: DIAND, 1989) p17, 25.

PSEMS

National Indian Brotherhood Assembly of First Nations. Tradition and Education: Towards a Vision of Our Future vl. (Canada: National Indian Brotherhood, Assembly of First Nations, 1988) p138.

DIAND. Strategic Data Analysis Project. (Ottawa: DIAND, 1989) p16, 25, Appendix I.

8 First Nations Control of Education

8.1 GAINING CONTROL

Prior to the 1960's, many Indian students attended residential schools, but these schools were not successful at educating their students. In the 1960's, many Indian students were transferred from federal to provincial schools. This process increased the involvement of the provinces in Indian education, but it also required that many students leave the reserve to attend school. Not only did this separate the children from their families, but it also demanded the transition from a small, remote community, to a town full of strangers. This was not favoured by Indian parents.

In the mid 1960's, School Committees were formed to seek Indian parents' opinions about their children's education. In 1972, Jean Chrétien, then Minister of Indian Affairs, formally accepted a report by the Nation Indian Brotherhood, entitled "Indian Control of Indian Education". The government would be committed to working towards local control of the education system, and allowing parents to influence school programs.

In 1984, DIAND commissioned an analysis of the changes brought on by the 1972 policy paper. In 1989, the Education Secretariat of the Assembly of First Nations (AFN) produced a study entitled "Tradition and Education: Towards a Vision of our Future". Recommendations were made for increased education funding, local control, and self-government.

8.2 AFN RECOMMENDATIONS

In the eyes of the AFN, Indian education funds are not charity, because the Indians shared their lands and surrendered their resources to the government of Canada. In a 1989 letter to Prime Minister Mulroney, they claimed that the government's responsibility to Indians includes a \$1 billion transfer for

post-secondary education¹². They demand legislation protecting education funding.

Bands would prefer to negotiate directly with the Treasury Board to determine education funding levels. This would eliminate the costs of administration at Headquarters, and allow Indian educators to answer to their own people instead of to DIAND. Long-range funding estimates should be made on a multi-year basis to allow future planning.

DIAND should provide resources and advice for Indians to take over their education programs. Training and leadership are necessary if Indian self-government is to be achieved.

8.3 WHAT HAS BEEN DONE?

The following initiatives have been undertaken in response to Indian requests for local control of education, increased education funding, and opportunities for self-government.

- To promote local control of education, the Department contributed \$25 million in 1987-88 for students under the James Bay and Northern Québec Agreement, and \$76 million to bands for post-secondary programs.
- To ensure that education standards are met, a new policy was released for the Provision of Education Facilities and the School Space Accommodation Standards. School space requirements are determined according to enrolment and special curriculum programs.
- To encourage Indian control of Indian education, DIAND funds training programs for Indian teachers and assistants.

¹² Erasmus, George. Letter to Brian Mulroney. (Ottawa: Assembly of First Nations, 1989).

- A new method of formula funding for elementary / secondary schools was implemented in 1988-89.
- By 1987-88, 3 out of 4 Indian bands administered at least part of their education programs, and there were 262 on-reserve schools operated by Indian bands.
- In the same year, post-secondary programs were administered by 2 out of 3 Indian bands.
- In 1987-88, 67% of the Indian & Inuit Affairs budget was administered by Indians.
- Between 1986-87 and 1988-89, 297.5 person-years were devolved¹³, and 23 federal schools became band schools.
- Through Alternative Funding Arrangements, \$7.56 million was transferred to Indian bands controlling education projects in 1987-88.

8.4 ALTERNATIVE FUNDING ARRANGEMENTS

Alternative Funding Arrangements (AFA) allow First Nations band or tribal councils to control the funds allotted to them, and to set aside money for projects that may take several years to finance. Before entering an agreement, organizations must demonstrate sound management for several years, and they must be debt-free. Alternative Funding Arrangements do not effect the funding level assigned to the organization. They simply allow Indian administrators to decide what portion of the budget will be spent on each activity.

¹³ Devolution is the process of transferring responsibilities from the federal and provincial governments, to the Indian community.

8.5 TAKING OVER

In the 1970's, the James Bay and Northern Québec Agreement began an important step towards Indian self-government. The new government policy would allow bands significant power in administering programs, such as education. Later acts allowed similar situations, including the Cree / Naskapi Act of 1984, which involved natives in Québec. In 1986, the Sechelt Indian Band Self-government Act gave more control to British Columbia Indians.

The following are some examples of Indian control of education:

The

Grand Council of the Crees of Québec operate under the James Bay and Northern Québec Agreement. Since 1978, their Cree school board has had the control to "decide on language of instruction, choose the curriculum, select appropriate textbooks, hire teachers and control administration"¹⁴. Through teacher training and curriculum development, education programs have been tailored to suit the Cree way of life.

The Saskatchewan Indian Federated College (SIFC) is the only Indian-controlled university in the Americas. Federated with the University of Regina, the college offers unique programs, including native studies. While students are academically affiliated with the University of Regina, SIFC handles administration, designs curricula, and hires staff. Enrolment was more than 700, with 51 graduates in 1987. The Indian Studies Support Program was implemented in September 1988, to provide financial support to the Saskatchewan Indian Federated College

¹⁴ Special Committee on Indian Self-government. *Indian Self-government in Canada*. (Ottawa: Queen's Printer for Canada, 1983)

In Lac La Ronge, Saskatchewan, the community is committed to the education program. The teachers prepare their own curriculum materials, with the help of two full-time curriculum developers employed by the school. There is a strong bilingual / bicultural program that immerses students in the Cree dialect and culture. The school committee hires all school staff, many of whom were trained in a program developed by SIFC and the Lac La Ronge community. Since the community took control of its schools, there has been a revival of Cree culture and language, and high school graduation rates are improving steadily.

For further information on First Nations Control of Education, consult the index at the back of the booklet, and this bibliography:

AFA

DIAND. Part III Main Estimates 1989-90. (Ottawa: Minister of Supply and Services Canada, 1989) p2-18, 2-29, 2-83, 2-89.

National Indian Brotherhood Assembly of First Nations. Tradition and Education: Towards a Vision of Our Future v1. (Canada: National Indian Brotherhood, Assembly of First Nations, 1988) p129.

AFN recommendations

National Indian Brotherhood Assembly of First Nations. Tradition and Education: Towards a Vision of Our Future v1. (Canada: National Indian Brotherhood, Assembly of First Nations, 1988) p67->.

case studies

National Indian Brotherhood Assembly of First Nations. Tradition and Education, v2 (Canada: National Indian Brotherhood, Assembly of First Nations, 1988) p10->.

decentralization

Holladay, J.M.D. Education of Canada's Native Peoples (United States National Defence College, 1986) Departmental Library, E96.2 H644 p14->.

devolution

DIAND. Part III Main Estimates 1989-90. (Ottawa: Minister of Supply and Services Canada, 1989) p2-19.

Special Committee on Indian Self-government. Indian Self-government in Canada. (Ottawa: Queen's Printer for Canada, 1983) p87.

formula funding

Special Committee on Indian Self-government. Indian Self-government in Canada. (Ottawa: Queen's Printer for Canada, 1983) p93, 100.

DIAND. Funding of On-reserve Schools. (Ottawa: Minister of Supply and Services Canada, 1989)

funding

National Indian Brotherhood Assembly of First Nations. Tradition and Education: Towards a Vision of Our Future vl. (Canada: National Indian Brotherhood, Assembly of First Nations, 1988) p130->, 161->.

Indian administration

DIAND. Part III Main Estimates 1989-90. (Ottawa: Minister of Supply and Services Canada, 1989) p2-30.

Special Committee on Indian Self-government. Indian Self-government in Canada. (Ottawa: Queen's Printer for Canada, 1983) p27->.

Dr. E.R. Daniels. The Legal Context of Indian Education in Canada. (Edmonton: University of Alberta, 1973) Yukon Regional office. p208.

self-government

DIAND. Part III Main Estimates 1989-90. (Ottawa: Minister of Supply and Services Canada, 1989) p2-18, 2-26, 2-36->.

SIFC

Saskatchewan Indian Federated College Academic Calendar 1987-88.

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4. Department of Citizenship and Immigration. The Indian Act. (Ottawa: Queen's Printer and Controller of Stationery, 1956) Departmental Library, government documents.
5. Department of Indian Affairs and Northern Development. *Annual Report 1970-71*. (Ottawa: Information Canada, 1972) Departmental Library, government documents, Canada.I.
6. DIAND. *Annual Report 1986-1987*. (Ottawa: Minister of Supply and Services Canada, 1987)
7. DIAND. *Basic Departmental Data*. (Ottawa: DIAND, 1987)
8. DIAND. *Basic Information on Aboriginal Peoples*. (Ottawa: Minister of Supply and Services Canada, 1987)
9. DIAND. *Funding of On-reserve Schools*. (Ottawa: Minister of Supply and Services Canada, 1989)
10. DIAND. Indian and Inuit Education. (Ottawa: DIAND, 1988).
11. DIAND. *Indian and Inuit Education Information sheet no. 5*. (Ottawa: DIAND, 1988)

12. DIAND. *Indian Education Program*. (Ottawa: DIAND, 1972)
13. DIAND. *Nistum a Kesikak The First Day*. (Ottawa: Information Canada, 1974)
14. DIAND. *Part III Main Estimates 1989-90*. (Ottawa: Minister of Supply and Services Canada, 1989)
15. DIAND. *Performance Indicators 1988*. (Ottawa: DIAND, 1989)
16. DIAND. *Policy*. John Hurnard's black binder, section entitled "Authority".
17. DIAND. *Post-secondary Student Assistance Program*. (Ottawa: Minister of Supply and Services Canada, 1988)
18. DIAND. *Report to Parliament: Implementation of the 1985 Changes to the Indian Act*. (Ottawa: Minister of Supply and Services Canada, 1987) Departmental Library, E92 C364
19. DIAND. *Strategic Data Analysis Project*. (Ottawa: DIAND, 1988)
20. DIAND. *University and College Entrance Preparation Program Terms and Conditions of Education Assistance*. (Ottawa: DIAND, 1989)
21. DIAND. *Devolution Records*. (Ottawa: DIAND, 1988)
22. DIAND. *Nominal Roll 1988-89*. (Ottawa: DIAND 1989)
23. DIAND. *Post-secondary enrolment*. (Ottawa: DIAND, 1988)
24. DIAND. *Post-secondary Education Fact Sheet*. (Ottawa: DIAND, 1989)
25. DIAND. *Program Circular E-1 on Indian and Inuit Affairs*. (Ottawa: DIAND, 1978)

26. Erasmus, George. Letter to Brian Mulroney. (Ottawa: Assembly of First Nations, 1989)
27. Hawley, Donna Lea. *The Indian Act Annotated 2nd edition*. (Toronto: Carswell Company Ltd., 1986) Departmental Library, E92 C36
28. Holladay, J.M.D. *Education of Canada's Native Peoples* (United States National Defence College, 1986) Departmental Library, E96.2 H644
29. National Indian Brotherhood Assembly of First Nations. *Tradition and Education: Towards a Vision of Our Future v1*. (Canada: National Indian Brotherhood, Assembly of First Nations, 1988)
30. National Indian Brotherhood Assembly of First Nations. *Tradition and Education, v2* (Canada: National Indian Brotherhood, Assembly of First Nations, 1988)
31. National Indian Brotherhood Assembly of First Nations. *Tradition and Education, v3* (Canada: National Indian Brotherhood, Assembly of First Nations, 1988)
32. *Saskatchewan Indian Federated College Academic Calendar 1987-88*. (Regina: Saskatchewan Indian Federated College, 1987) Departmental Library, post-secondary calendar section behind circulation desk.
33. Special Committee on Indian Self-government. *Indian Self-government in Canada*. (Ottawa: Queen's Printer for Canada, 1983)
34. Standing Committee on Aboriginal Affairs. *A Review of the Post-secondary Student Assistance Program of the Department of Indian Affairs and Northern Development*. (Ottawa: House of Commons, 1989)

35. Statistics Canada. *Financial Statistics of Education 1985-86* Catalogue 81-208. (Ottawa: Minister of Supply and Services Canada, 1989) Secretary of State Library, Statistics Canada section.
36. Statistics Canada. *Tuition and Living Accommodation Costs 1987-88 and 1988-89* Catalogue 81-219. (Ottawa: Minister of Supply and Services Canada, 1988) Secretary of State Library, Statistics Canada section.
37. Weaver, Sally M. *Making Canadian Indian Policy: The Hidden Agenda 1968-70*. (Toronto: University of Toronto Press, 1981) Secretary of State Library, E92.W42

Glossary

Aboriginal: descendent of the original inhabitants of Canada, including the Indians, Inuit, and Métis.

AFA or Alternative Funding Arrangement: program where band or tribal council negotiates with the Department to deliver services to band members

band: an Indian organization that administers programs

band school: an on-reserve school operated by an Indian band

Bill C-31: a 1985 amendment to the Indian Act reinstated Indians who had lost their status due to sexual discrimination in the old Indian Act

day school: a school where the students reside in their own home

decentralization: the federal government passes the responsibility for Indians to the provinces

devolution: the transfer of responsibility for schools from the Department to Indian bands

district: a further division of the region

downsizing: see devolution

DIAND: Canada's Department of Indian Affairs and Northern Development

enfranchisement: the revoking of an Indian's status (this is no longer done)

federal school: an on-reserve school operated by federal government employees

incorporate: acquire status as a legal corporation

Indian: see status Indian, non-status Indian, treaty Indian

Inuit: an aboriginal residing north of the 60th parallel, or in Northern Québec or Labrador. Inuit are not Indians, and the

federal government administers separate programs to the Inuit

master tuition agreement: an agreement whereby the federal government pays to provincial governments the tuition of Indian students attending provincial schools

Métis: the descendents of Indians and Europeans. The federal government has no legal responsibilities to the Métis

non-status Indian: an Indian who has lost Indian status, or the descendent of such a person

orthography: a standard for the correct spelling of words

person-year: unit used to measure the number of people employed by the government in a certain task. A person-year is used up by one person employed for one year. Variations include the person-month, and the man-hour.

provincial school: an off-reserve school operated by the provincial Ministry of Education

region: For Department purposes, Canada has been divided into several regions: Atlantic, Québec, Ontario, Manitoba, Saskatchewan, Alberta, British Columbia, Yukon and Northwest Territories

regional submission: a yearly request for education funding submitted by the region to the Education Headquarters

residential school: a school where the students reside away from home, in a residence, group home, or foster home

status Indian: an Indian registered under the Indian Act, including those reinstated under Bill C-31

treaty Indian: an Indian belonging to a band that signed a treaty with the Crown. About 50% of status Indians, are treaty Indians

Index

A

administration: see programs administration

AFA see Alternative Funding Arrangements

AFN see Assembly of First Nations

Alternative Funding Arrangements 82, 84;

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p2-27 (funds),
p2-29 (developments in 1987-88),
p2-83 (what is AFA),
p2-85-> (funds);

National Indian Brotherhood Assembly of First Nations.

Tradition and Education: Towards a Vision of Our Future

v1. (Canada: National Indian Brotherhood, Assembly of First Nations, 1988) p129-130 (what is AFA)

Assembly of First Nations 59, 62;

Assembly of First Nations. Post Secondary Education Policy Manual. (Ottawa: Assembly of First Nations, 1989)
(opinions on PSSAP);

Erasmus, George. Letter to Brian Mulroney. (Ottawa: Assembly of First Nations, 1989) (AFN's reactions to PSSAP)

National Indian Brotherhood Assembly of First Nations.

Tradition and Education: Towards a Vision of Our Future

v1. (Canada: National Indian Brotherhood, Assembly of First Nations, 1988) p67-> (self-government, education)

authority (for education programs): see programs authority

Dr. E.R. Daniels. The Legal Context of Indian Education in Canada.

(Edmonton: University of Alberta, 1973) - Yukon Regional office. p117-

>.

B

band membership 31

band-operated school 11, 39, 81;

National Indian Brotherhood Assembly of First Nations.

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Holladay, J.M.D. Education of Canada's Native Peoples (United States National Defence College, 1986)

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BCS see information systems

Begging Friars 1

Bill C-31 27;

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DIAND. Indian and Inuit Education Information sheet no. 5. (Ottawa: DIAND, 1988) p9 (post-secondary assistance for Bill C-31 students)

DIAND. Report to Parliament: Implementation of the 1985 Changes to the Indian Act. (Ottawa: Minister of Supply and Services Canada, 1987) Departmental Library, E92 C364 p6->.

Blue Quills 10

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budgets 66, 85; see funding

DIAND. Part III Main Estimates 1989-90. (Ottawa: Minister of Supply and Services Canada, 1989)

p1-5 (DIAND budget by program),

p2-14->, 2-22 (Indian services budget by activity);

DIAND. Annual Report 1986-1987. (Ottawa: Minister of Supply and Services Canada, 1987) p26 (post-secondary);

National Indian Brotherhood Assembly of First Nations.

Tradition and Education: Towards a Vision of Our Future v1. (Canada: National Indian Brotherhood, Assembly of First Nations, 1988) p135 (operating and maintenance)

C

Cabinet 44

Capital Construction 19, 34, 23;

DIAND. Part III Main Estimates 1989-90. (Ottawa: Minister of Supply and Services Canada, 1989) p2-62 (funding for facilities)

DIAND. Program Circular E-1 on Indian and Inuit Affairs. (Ottawa: DIAND, 1978) 10.1-> (funding);

DIAND. Policy. John Hurnard's black binder, section entitled "Authorities" (Treasury Board authority)

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National Indian Brotherhood Assembly of First Nations. Tradition and Education, v2 (Canada: National Indian Brotherhood, Assembly of First Nations, 1988) p10-> (schools administered by Indians)

Chiefs of Alberta 26.5

Chrétien, Jean 26.5, 56;

Holladay, J.M.D. Education of Canada's Native Peoples (United States National Defence College, 1986) Departmental Library, E96.2 H644 p22-> (involvement in band schools)

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Circular E-12 50

Constitution Act 14

Cree / Naskapi Act 87;

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devolution 80;

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EAS see information systems

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elementary / secondary

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enfranchisement 2, 4, 29

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F

facilities see Capital construction, School Space Accommodating Standards

federal schools 36, 81

Financial Administration Act 15

formula funding 75;

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funding 6, 18, 75, see programs funding, budgets;

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Indian Studies Support Program 71

information systems

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integration 38

Inuit 42

ISSP see Indian Studies Support Program

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K

kindergarten see programs kindergarten

L

Lac La Ronge 92;

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M

master tuition agreement 38

Mulroney, Brian 63

multi-year operation plan (MYOP)

N

National Centres' Steering Committee 43

National Indian Brotherhood 57;

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off-reserve 33;

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operating and maintenance see budget

Order-in-Council 11, 26;

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P

Parliament 53

Person-Year Control System (PERC) see information systems

Phase 1,2

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post-secondary 22, 30, 46, 50, 64, 70, see programs;

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preschool see programs kindergarten
programs

administration

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preschool see kindergarten

special education

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Future v1. (Canada: National Indian Brotherhood,
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provincial schools 37

PSEMIS see information systems

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residential schools 7

regional submission

S

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School Committee 55

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treaties

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Trudeau, Pierre 26.5

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University of Regina 92

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