

Appendix 5A: Native Education and Training Strategy

Ministry of Colleges and Universities, Ontario*

I Introduction

The Ministry of Colleges and Universities (mcu) in 1988 identified the need to develop a strategy which would increase the number of Native students attending and graduating from Ontario's colleges and universities.

An Mcu Native Advisory Committee was established to oversee the development of the strategy. It was comprised of staff from the Ministries of Colleges and Universities, Education, Skills Development and the Ontario Native Affairs Secretariat, one representative each from the college and university sectors and representatives from the following Native organizations:

- Chiefs of Ontario
- Association of Iroquois and Allied Indians
- Nishnawbe-Aski Nation
- Union of Ontario Indians
- Ontario Native Women's Association
- Ontario Federation of Indian Friendship Centres
- Ontario Métis and Aboriginal Association
- Grand Council Treaty #3¹

The mandate of the committee was to make recommendations to the Minister of Colleges and Universities with respect to increasing Native participation and completion rates in Ontario's existing colleges and universities. The then Minister of Colleges and Universities agreed that the development, implementation and evaluation of the Strategy would be based on a partnership relationship between the ministry, colleges and universities and these Native organizations.

While the Native organizations acknowledged mcu's mandate to work within the existing postsecondary educational system, they stressed that the strategy process was only a short-term process that formed a small component of their efforts towards their long-

term, educational agenda: Native control of Native education, including the establishment and funding of Native postsecondary institutions.

The Advisory Committee submitted its final report with recommendation to the Minister of Colleges and Universities in January, 1991. This report forms the foundation of the mcu Native Education and Training Strategy* which was approved by the Government.

II Mcu Native Education and Training Strategy

Goals of Strategy

- To increase Native participation and completion rates in university and college programs;
- To increase the sensitivity and awareness of postsecondary institutions to Native culture and issues; and
- To increase the extent and participation of Native people in decisions affecting Native postsecondary education.

Key Elements of Strategy

In order to achieve the above goals, the Strategy includes the following key elements:

(a) enhancing the development and delivery of programs and services to Native students, including the following initiatives:

- increasing the level of specialized support services available to Native students;
- providing funding to Ontario colleges and universities to offset the higher costs of Native programming;
- encouraging the development of programs and curriculum that are relevant to Native people;
- facilitating flexible and innovative program delivery mechanisms to Native communities.

(b) reducing the barriers that restrict Native access to postsecondary institutions including activities with respect to admissions, access programs and Native teacher education programs;

(c) increasing Native community involvement in institutional governance, program development, and admissions criteria;

(d) establishing a Native Education Council to advise the Minister on Native postsecondary education issues;

(e) implementing and evaluating the Strategy in partnership with provincial Native organizations;

(f) providing these organizations with funding to cover costs associated with their involvement in the implementation of the Strategy.

Specific Initiatives of the Strategy

1. Native Education Council

A Native Education Council (nec) will be established by Order in Council to advise the Minister of Colleges and Universities on all aspects of Native post-secondary education, including those related to native programs, services and policies. The nec would also work with mcu in the implementation and evaluation of the Strategy.

The Council will consist of one member from each of the following Native organizations, one of whom will be the Chair:

- Association of Iroquois and Allied Indians
- Nishnawbe-Aski Nation
- Union of Ontario Indians
- Ontario Native Women's Association
- Ontario Federation of Indian Friendship Centres
- Ontario Metis and Aboriginal Association
- [Grand Council Treaty #3]²

The appointments will be made by Order in Council.

A secretariat will be established to provide the administrative support for the Council. It will have two full-time positions, a secretary and a coordinator. The coordinator of the secretariat will report to the Chair of the Native Education Council.

2. Proposal Selection Committee

A Proposal Selection Committee will be established to undertake responsibility for the review and selection of proposals to be funded under the Mcu Strategy.

The composition of the committee will be as follows:

Membership:

Non-voting:

1 Ministry of Colleges and Universities 1 Council of Regents

1 Ontario Council on University Affairs

Voting:

6 Institutional representatives with Native educational expertise (3 college representatives nominated by the Council of Presidents and 3 university representatives nominated by the Council of Universities).

up to 7 Native community representatives with knowledge of Native educational needs and priorities (nominated by the Native organizations represented on the nec).

3. Native Community Involvement with Postsecondary Institutions

Eligibility to receive funding under the Strategy will be dependent upon a college or university agreeing to:

(a) Ensure that a process exists which would provide local Native community³ representatives with direct access to the governing body/senate on all aspects effecting Native postsecondary education within the institution;

(b) establish a Native committee with significant local Native community membership to oversee key Native programs and services. The committee will also assist in the determination of appropriate mature student admissions criteria for Native students and be involved in reviewing the admissions protocol affecting Native applicants;

(c) develop, in collaboration with the institutional Native committee, a comprehensive plan of action, including an evaluation process, designed to enhance the institution's sensitivity to Native issues and to increase the accessibility and retention rates of Native students within the institution. This plan should be approved by the institution's governing body/senate.

Colleges and universities which have demonstrated a previous commitment to addressing the educational and training needs of Native people through the provision of quality Native programs and services, will be given preference in terms of Strategy funding.

4. Native Program and Service Initiatives

Programs and services for Native students in colleges and universities will be improved through the provision of funding of the following initiatives:

- increasing the number of Native counsellors employed by post-secondary institutions, through a Native Support Services Core Fund;
- improving the range and quality of specialized support services provided to Native students, through a Special Projects - Native Support Services Enhancement Fund;
- supporting the development of Native curricula and encouraging innovative and flexible delivery of Native programs through a Special Projects - Program Development Fund;
- Offsetting the special costs associated with developing and delivering Native programs through a Supplementary Grant Fund.⁴

5. Access of Native Students to Post-secondary Institutions

To increase the access of Native students to postsecondary institutions:

- postsecondary institutions are encouraged to adopt guidelines for mature student admissions, which takes into consideration the prior learning experience of the candidate.
- professional schools or faculties are encouraged to implement enrolment equity policies. This should be undertaken with the advice and assistance of the institution's Native committee and/or the local Native community;
- postsecondary institutions are encouraged to establish general and/or program-specific Native access programs to improve access to postsecondary education;
- Native student recruitment for general, professional or specialized access programs should be carried out in close consultation with the institution's Native Committee;
- postsecondary institutions are encouraged to deliver culturally appropriate, distance education to Native communities through a combination of telecommunications technology and on-site academic support;
- all applications submitted to the Northern Distance Education Fund (ndef) which concern Native-specific programs will be reviewed for recommendations on funding by the Proposal Selection Committee.

6. Native Teacher Education Programs

To improve the accessibility, appropriateness, and effectiveness of teacher education programs for Native people:

- Strategy funding will be made available under the Special Projects Fund and the Supplementary Grant Fund to Native teacher education programs which satisfy the following criteria:

(I) include as a central component, instruction in a Native-specific curriculum and pedagogy based upon learning modes derived from the Native cultural and linguistic heritage;

(ii) ensure that Native-specific curricular components and pedagogy are available as elective credit courses to all teacher education students;

(iii) ensure the use of indigenous resources and the recognition of regional differences;

(iv) ensure that all Native teacher education programs are qualitatively equal to mainstream teacher education programs;

(v) ensure greater curricular emphasis on nsl and nfl instruction;

- postsecondary institutions are encouraged to consider community-based education models in developing Native teacher education programs;

- postsecondary institutions are encouraged to give priority to the recruitment of Native professors to regular tenure-stream positions by recognizing Native-language ability and indigenous knowledge.

7. Education Issues - Ministry of Education

The Ministry of Education has the primary responsibility for teacher certification, teacher education programs, and policies and curricula for elementary and secondary schools. The Minister of colleges and Universities will request the Minister of Education to address teacher education issues which fall within moe's responsibilities, in a manner consistent with the recommendations of the Native Advisory Committee's teacher education paper. (Refer to Appendix 1.)

8. Funding to Native Organizations

In order to achieve the objectives of the Strategy, ongoing funding will be provided to Native Organizations to ensure that they have the capacity to participate in a meaningful way in the implementation of the Strategy. Implementation costs will include such items as salaries for additional staff to be hired by the Native organizations, travel and administrative costs. The Native Education Council will be responsible for determining the distribution of these funds amongst the Native organizations.

9. Evaluation

In year four, an evaluation of the Mcu Strategy will be undertaken in partnership with the Native Education Council. This will include developing the terms of reference, implementing the evaluation and preparing a report of findings and conclusions. Funding in the amount of approximately \$130,000 will be allocated to cover the costs of an evaluation of the Strategy.

The Ministry will work with the nec and the postsecondary institutions to develop a data base for self-identified Native students.

The Ministry of Colleges and Universities will report to the Cabinet Committee on Justice each year on the progress in implementing the Strategy.

10. Funding

In 1991/92, an amount of \$3.1 million has been allocated to support the implementation of the strategy.

May 23, 1991

Appendix 1

Mcu Native Advisory Committee

Report

Teacher Education Recommendations which Fall within moe's Jurisdiction

1. The education and credentialling of Native People to work in all educational fields be designated a priority.
2. The curricular content of teacher education programs be reviewed to ensure that they recognize and affirm Native culture and history.
3. Priority be given to establishing Native-language immersion programs and programs to enable the achievement of bilingual fluency.
4. Alternative and flexible credentialling criteria such as utilizing prior learning assessment be established for Native people with respect to the Ontario Teacher's Certificate to recognize the expertise acquired through indigenous, non-formal education.
5. Recognition of a career path in Native education should be widely available through basic and additional qualifications.

Notes:

* Now called the Ontario Ministry of Education and Training.

* Now known as the Aboriginal Education and Training Strategy

1 As of October 1989, this organization withdrew from the Advisory Committee.

2 Grand Council Treaty #3 has a standing invitation from the mcu to be involved in this process.

3 The term local Native community, as used in this paper, refers to the local representatives of First Nation political bodies, friendship centres, Ontario Métis and Aboriginal Association, Ontario Native Women's Association and Native service organizations.

4 The Supplementary Grant Fund would provide colleges and universities with an additional .25 of a funding unit for each full-time student enrolled in a designated Native program. This funding would be supplementary to the regular operating grants and it would be targeted funding which could only be used in relation to the designated program.