

Charting Our Own Path Forward –
Education Forum: National Joint
Collaboration

Statutory Funding Task Team

Wednesday April 26, 2017

Background - AFN Mandate

AFN Resolutions and key documents calling for a statutory funding guarantee for education:

- AFN Resolution 35/2014 *A Federal Act for Funding First Nation Education*
- AFN Resolution 16/2016 *Honourable Process to develop recommendations to support First Nations Education Reform*
- 2010 AFN policy document *First Nations Control of First Nations Education*

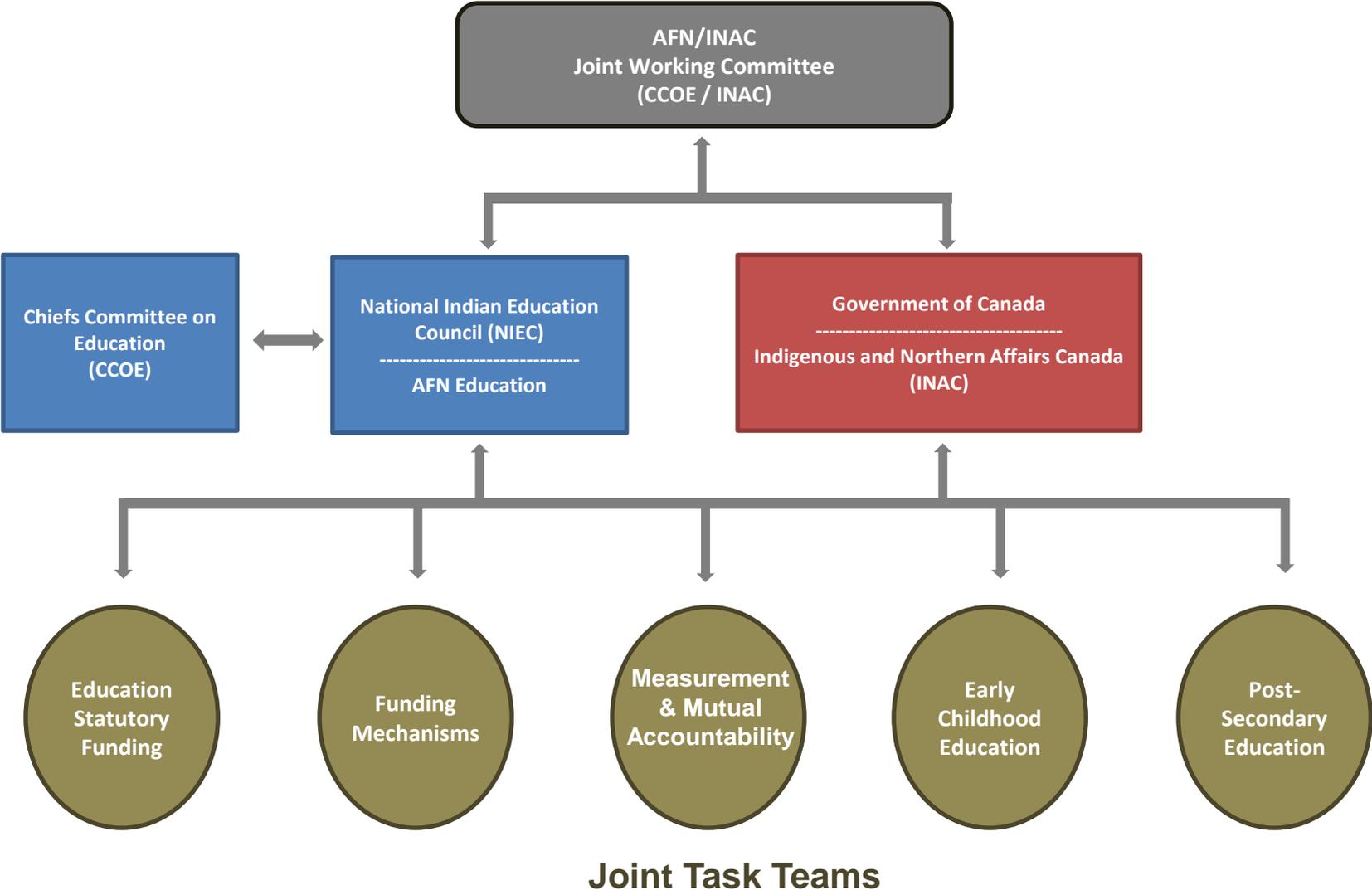
Background - INAC Mandate

- The Government of Canada recognizes that students deserve culturally appropriate, high quality education that meets their needs, while respecting the principle of First Nations control of First Nations education
- Through the funding announced in Budget 2016, the government is making significant investments to ensure that First Nations children on reserve receive a quality education. But these investments are only a first step

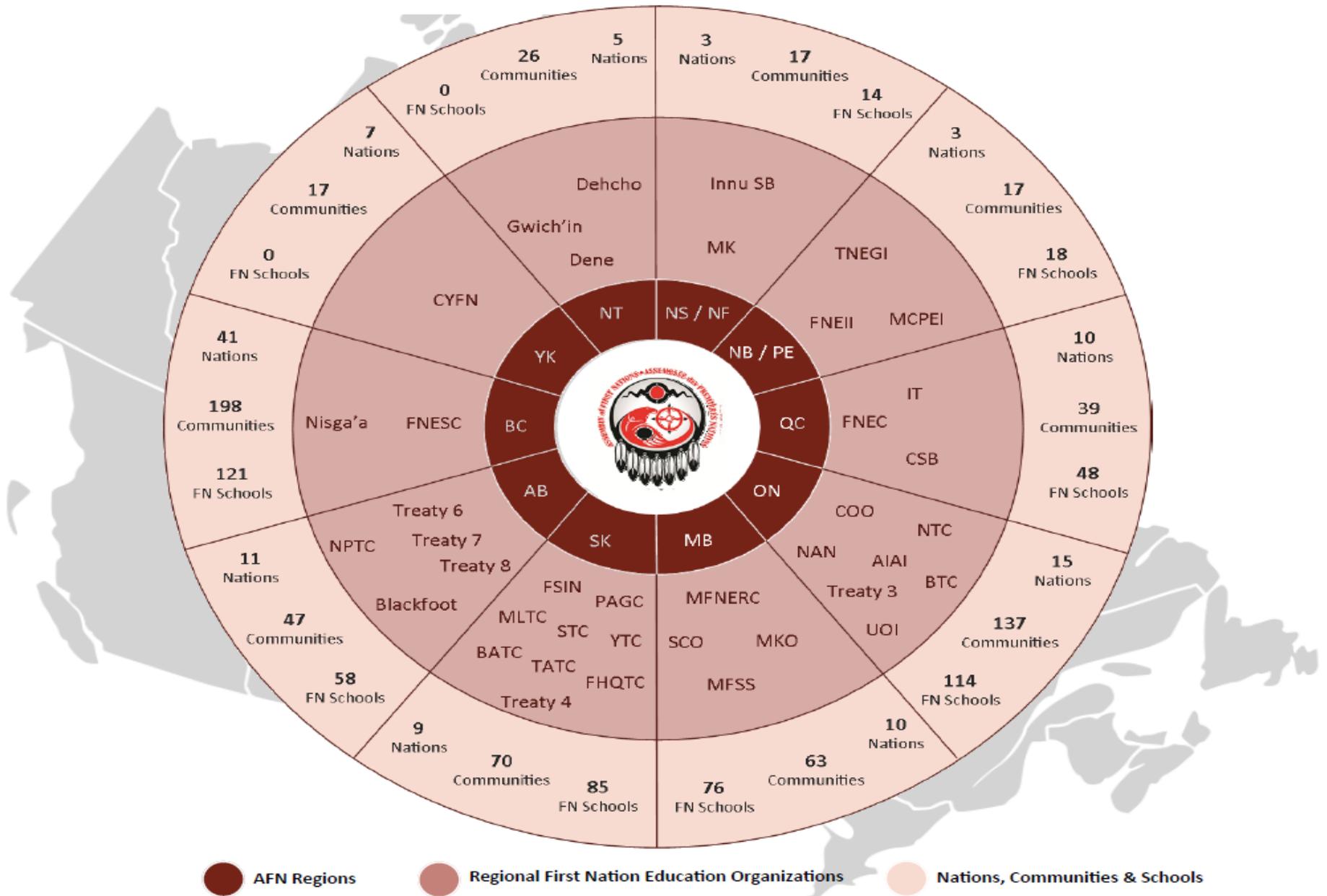
Background - INAC Mandate cont'd

- The Government of Canada is seeking input on further improvements through a process of respectful and open engagement
- A one-size-fits-all approach will not work, and further discussion and dialogue must build upon existing knowledge and previous discussions with First Nations educators, leaders, and students

Background - Joint AFN/INAC Process



Background – FOCUS on First Nations Regional Approaches



Statutory Funding

Operational Terms - OBJECTIVE

Objective:

To provide a national forum for jointly discussing and exploring options on how to establish a statutory/legal guarantee of education funding for First Nations

Statutory Funding

Operational Terms – OUTCOMES & GOALS

Outcomes & Goals:

A list of deliverable(s) will be finalized as the Joint Task Team completes its workplan regarding both short-term (before March 31, 2017) and longer-term outcomes. The main outcomes will include the following:

1. Work collaboratively to share research and analysis regarding statutory education funding.
2. Develop options for achieving a statutory/legal guarantee of funding.

Overview of Work Plan

ACTIVITIES

Feb 2-3, 2017

- 1 – INAC shared overview of federal legislative process.
- 2 – Task Team developed Joint Work Plan outlining activities and timelines.
- 3 – Task Team reviewed existing examples of federal acts that support First Nations' vision of education funding legislation.

Feb 23-24, 2017

- 1 – INAC presented answers to key questions from last meeting, including: “How federal funding flows for Francophones through Official Languages Act?” and “How federal to provincial transfers work?”
- 2 – INAC shared the 2017 Funding Management Regime to provide an overview of how funding currently is determined and allocated across the regions.
- 3 – Task Team developed a set of Principles for First Nation Education Funding
- 4 – Task Team reviewed and analyzed both legislative and non-legislative education funding options

Overview of Work Plan

ACTIVITIES

March 29-30, 2017

- 1 – Continued analysis of both legislative and non-legislative education funding options to see which options meet the fiscal principles that support First Nation education vision.
- 2 – AFN representative provided update on AFN/INAC Fiscal Relations Working Group.
- 3 – Task Team discussed communication tools required to present to First Nation leadership and communities in regards to statutory funding.

April 27-28, 2017

Task Team will continue to work on communication tools, including:

- Q&A on statutory funding
- Discussion Paper on statutory funding
- Visual graphic that describes legislative and non-legislative options for First Nation education funding.

Principles for First Nations Education Funding

Funding Level

Equitable

Adequate

Sustainable

Responsive

Protective

Accountability

Transparent

Simple

Objective

Consistent

Transferable

First Nation Context

Culturally & Linguistically Supportive

Grounded in a FN Vision of Learning

Student-Centred

Support Partnerships

Governance

Predictable & Stable

Flexible

Regionally Based

Principles for First Nations Education Funding

Funding Level

Equitable: Funding transfers that vary directly with fiscal need and ensure both horizontal equity (access for everyone) and vertical equity (differentiated by need).

Adequate: Provides the funding required to ensure every First Nation student has access to quality and culturally-relevant educational opportunities that supports every child to fulfill their full learning potential.

Sustainable: Provides ongoing, annual funding that responds to both price (cost of education) and volume (student population) at the local, regional or national level as appropriate.

Responsive: Provides the funding required to support the changing educational needs and emerging issues (i.e. curricular, transportation, technological, educational facilities,...) in a timely manner.

Protective: Provides the support to mitigative substantive decreases in annual funding estimates and alleviate impacts on students, schools and communities (i.e. declining enrolment, small schools...).

Principles for First Nations Education Funding

Accountability

Transparent: Funding allocations and expenditures are reported in a public and transparent manner that supports timely communication and mutual accountability between First Nations and Canada.

Simple: Uses clear and concise terminology, indices and methodologies, wherever possible.

Objective: Funding allocations and expenditures are determined using verifiable, data-driven facts and information.

Consistent: Supports consistent fiscal rules, policies and processes across Canada, where applicable.

Transferable: Supports a smooth transition between First Nation and other education systems without academic penalty.

Principles for First Nations Education Funding

First Nations Context

Culturally and Linguistically Supportive: Provides the funding required to ensure First Nation students have the opportunity to have educational programming in their own language and culture in a manner appropriate to their cultural methods of teaching and learning.

Grounded in a First Nation Vision of Learning: Affirms First Nations Control of First Nations education. Respects existing Aboriginal, Inherent and Treaty rights of First Nations students through the UNDRIP. Supports a First Nations vision of holistic learning (social, emotional, physical and intellectual) approach that involves formal and informal learning that occurs in the school, home, community and on the land.

Student- Centered: Provides funding allocations that enable diverse student learning experiences, ensure safe and secure environments for learners, and support First Nation students to build a strong cultural identity grounded in their language, histories, worldviews and traditions..

Support Partnerships: Supports local and regional education partnerships to support the learning needs of First Nations students.

Principles for First Nations Education Funding

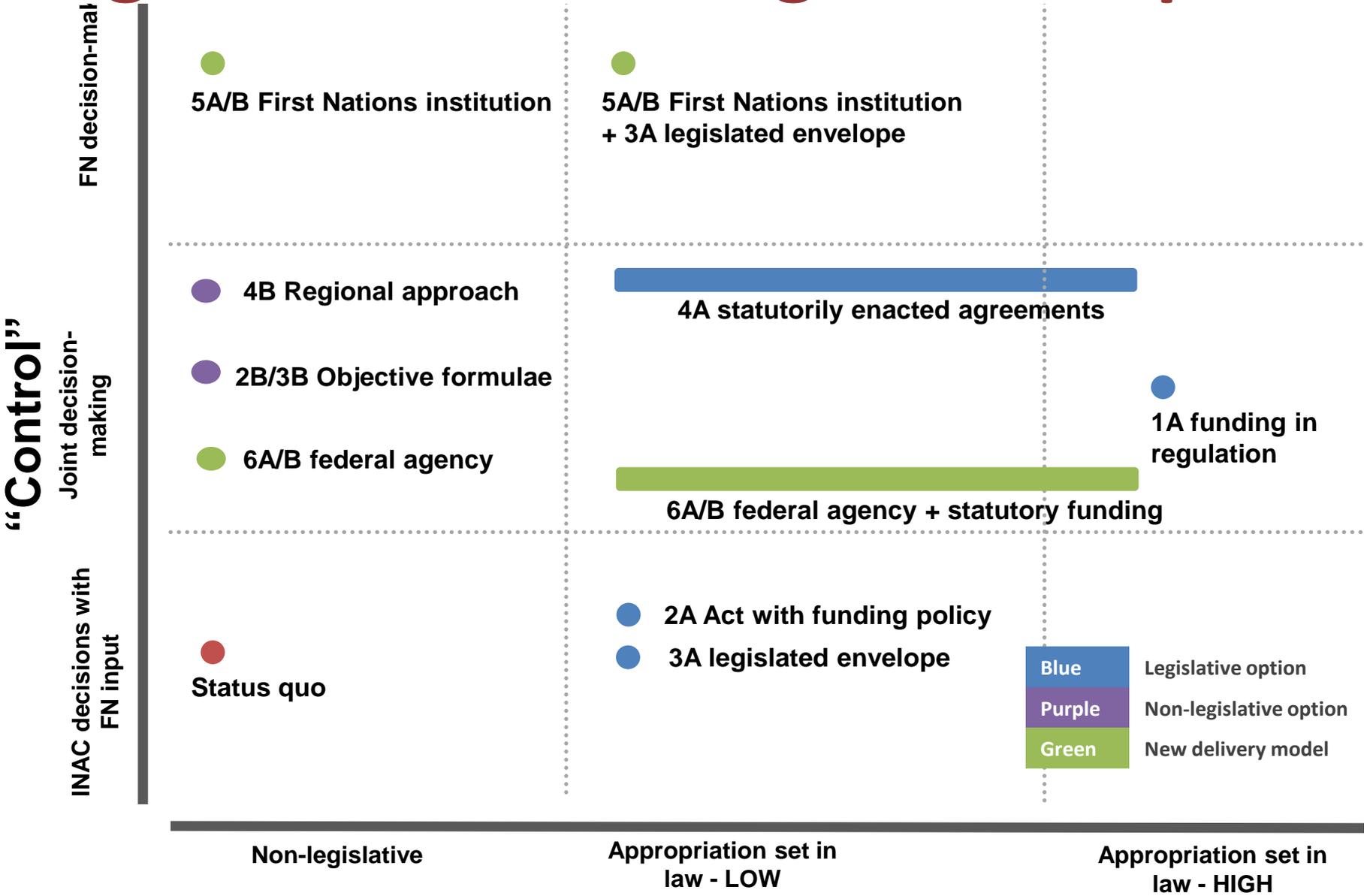
Governance

Predictable and Stable: Provides funding in a secure and timely manner to support the required preparations and planning of a quality education system.

Flexible: Supports the movement of funding within and between fiscal years to address local priorities as required.

Regionally Based: Recognizes the unique and diverse circumstances of First Nations across Canada and enables local and regional control over First Nations education.

Legislative & Non-Legislative Options



Next Steps

- Task Team to finalize the following draft documents to bring to the CCOE and Joint Work Committee:
 - Q&A on Statutory Funding
 - Discussion Paper on Statutory Funding
 - Options for legislation and non-legislative funding
- Recommendations and documents to be brought to Chiefs-in-Assembly for July 2017 SCA.
- Chiefs-in-Assembly to decide on whether to continue pursuing a path towards statutory funding for First Nation education.

Discussion

Form small groups to discuss (15 min.) one of the following topics:

1. The advantages and disadvantages of statutory funding.
2. How federal education legislation may impact local or regional funding agreements.
3. How to get security/guarantee of funding without federal education legislation.

-Report back on #1 priority for each small group (10 min.)