Summary of Charting Our Own Path Forward: Neegahnee daa Education Symposium – November 17-19, 2015

Purpose

The 2015 Education Symposium was the culmination of six months of planning to provide an opportunity for those working in First Nations education in Ontario to come together and provide further input on the development of recommendations to leadership on preferred education systems and funding mechanisms.

The intended outcome of the Symposium was to narrow options for systems and funding that would form the basis for subsequent input leading to comprehensive recommendations on education systems and funding to be considered by the Chiefs in Assembly in June 2016.

Methodology of Analysis

Recorders at the symposium took notes on all presentations, Q&A segments and designated Discussion and Input sessions. Participants also provided diagrams from activities integrated in the Discussion and Input sessions. All notes and diagrams were reviewed and all comments and questions were reviewed and collated to develop summaries of the Discussion and Input sessions and determine Key Findings and Next Steps.

Summary of agenda items

Day 1

Opening Keynote Address – The Right Honourable Paul Martin

Paul Martin spoke of the importance of taking action on the intergenerational impacts of residential schools while it is fresh in the minds of Canadians. He spoke of the success of activities undertaken and being planned by the Martin Aboriginal Education Initiative. Mr. Martin also underscored the sincerity of the new Liberal Government and the importance of building on the relationship that has been developed by First Nations in Ontario and the province. He highlighted the need for First Nations in Ontario to utilize meetings such as this one to set out a plan that will show what kind of system we could have and build if we have real and consistent funding for First Nations education. If the plan is put forward with a strong and united voice Mr. Martin assures that education organizations across the country will support us.

The following points were made during a subsequent dialogue session between Paul Martin and Grand Chief Gordon Peters.

- There are many social issues that make their way into the classroom. These will have to be addressed in the education new system.
• Reporting needs to be cut down to what is required.
• May need to build a network of support for the small business and industry professionals once they are trained.
• Education systems can be based on language and culture – it is up to us to build it into our plan.

Address - Honourable Carolyn Bennett, Minister of Indigenous and Northern Affairs Canada

Carolyn Bennett spoke of the importance of language and culture and learning by doing. She informed us that the new Liberal government is willing to work with First Nations to utilize education as a path to reconciliation and repair the essential relationship between Indigenous peoples and all of Canada. She underlined the importance of listening to our youth and placing children at the centre of our joint work going forward. Throughout her address Dr. Bennett underscored the importance of a relationship based on reconciliation, rights and respect.

Presentation – COO Director of Education, Julia Candlish, provided an overview of what has been accomplished through the Charting Our Own Path Forward (COOPF) initiative to date and outlined the goals for 2016. She highlighted the purpose of the Symposium as a vehicle to review and obtain further input on a framework for a First Nations education system developed by the First Nations Education Coordination Unit (FNECU) in response to mandates from the Chiefs in Assembly in 2012 and 2013. Despite a lack of specific human and financial resources to achieve the mandates the FNECU has received and synthesized input from an environmental scan (where we are), Focus Group sessions and previous gatherings (where we want to go). The synthesis of previous information gathered is represented in an evergreen (living) document titled COOPF 2015.

COOPF 2015:
• illustrates and explains the Support Circles Framework as a frame for a made-in-Ontario education system;
• provides ideas and options (systems models – including organization and funding flow) on how the Framework can be utilized;
• includes a timeline for development of comprehensive recommendations on systems and funding to the Chiefs in Assembly in June 2016.

Presentation – 1st Support Circle (community and places of learning) Panel

• Presenter – Jennifer Manitowabi – Principal and Education Director Lac Seul First Nation spoke of:
  o The importance of empowering teachers to utilize a “growth mindset”;
  o The success of using innovative methods based on our cultures and traditions;
    ▪ trap-lines for teaching,
    ▪ creation of a music video and creating a purpose for writing,
  o How solutions for increasing the success of our students has to come from us.
• **Presenter – Andy Graham** – Education Director, Bimose Tribal Council provided information on an Anishinaabe Immersion Programming through an urban school model which provides:
  o Curriculum and assessment based on Anishinaabe language and culture
  o A teaching methodology based on team teaching and repetition

• Questions and comments following panel included:
  o The value of parental engagement and input;
  o The importance of information sharing and establishing lines of communication;
  o The need for support systems between communities and the provincial system;
  o The need to ensure political and administrative balance;
  o The need to capitalize on the expertise amongst our people.

**Summary of Discussion and Input Session** –
Participants arranged themselves in small groups to discuss the following questions:

1. Through the lens of asserting control over education at the community level and in Places of Learning please review the list of roles and responsibilities of the 1st Support Circle included in Chart #2 on page 7 of the COOPF 2015 document. Is this list complete? Please modify the list accordingly.

2. How do you envision the flow of communication and information sharing between the 1st and 2nd Support Circles?

3. List the components of a healthy relationship between the 1st Support Circle and provincial schools and school boards. What kinds of supports are required to strengthen and maintain these relationships?

Participant input on the roles and responsibilities for the 1st Support Circle included:
• Places of learning need to include formal and informal both inside and outside of community
• Parental/community engagement is key and parents should have decision-making capabilities
• Ensure focus is on lifelong learning – begins with prenatal (formal and informal)
- Teachers
  - must be provided with language and culture training
  - more First Nation teachers are required
  - we should be providing our own accreditation for teachers
- Assessment measures (formal and informal) for lifelong learning must be developed by communities according to community needs – reporting must benefit the community
- Communities must be able to utilize funding to meet unique community needs. This means the roles and responsibilities of the 1st Support Circle may look different in each community.
- Communication is key within the community
- Curriculum must be fully adaptable to meet community needs and obligations
- Communities must create transition plans and supports for learners leaving the formal lifelong learning system or leaving the community to pursue education elsewhere
- Communities must assess needs for capacity building and training
- Communities must determine needs to be addressed by the 2nd Support Circle and the provincial systems

Participant input on communication between 1st and 2nd Support Circle included:
- Networking is essential to understand and address common issues for all elements of lifelong learning – support networks must be established
- Two way flow of information
- Convening regular gatherings
- Develop a clear communication protocol to ensure all communities are included
- Importance of sharing data

Participant input on 1st Support Circle – provincial system relations included:
- The need to strengthen two-way communication
- The need to create partnerships for decision-making and improved mutual understanding to ensure the needs of the community are being met in the provincial system
- Review policies to ensure First Nation representation on school boards etc.
- The elements of the relationship must be community driven – may look different for each community
- High importance - Provincial teachers should be required to go through cultural training

**Closing Keynote Address - Drs. Stan and Peggy Wilson** provided an overview of a teaching and learning program they developed based on a paradigm based on the language and culture of Indigenous peoples. Instead of adding the Indigenous perspective to a western paradigm they began from an Indigenous perspective and added the western perspective. The presenters assert that by using an Indigenist paradigm that utilizes underlying philosophy, beliefs and concepts we are then able to avoid cultural extinction as Indigenous peoples. The foundation of an Indigenist paradigm is involving Indigenous knowledge keepers in the design of educational programming.
Day 2

*Opening Address – Dr. Cynthia Wesley- Esquimaux* focused on the Calls to Action from the Truth and Reconciliation Commission (TRC) and suggested that now is the time to take action and we must:

- Take the lead on the Calls to Action, reframe the negative to a positive and articulate where we have been and develop a clear and accessible roadmap to where we want to go;
- Begin at the household level to understand where we are at and what can be done;
- Confront our realities and understand what is going on in our communities;
- Change the curriculum in schools and universities to reflect our creation stories, our history etc.;
- Work together, everyone has a role, leaders must bring messages forward;
- Create support with allies;
- Provide opportunities for the youth to gather and be engaged in determining the way forward;
- Raise our voice in kindness and not resort to blame;
- Live our teachings and share with others.

*Presentation – 2\textsuperscript{nd} Support Circle (regional collectives) Panel*

- **Presenter - Stephanie Roy** – Executive Director Kenjgewin Teg Educational Institute (KTEI) spoke of the lifelong learning systems and Anishinabek philosophy that guide programming at KTEI:
  - They utilize an Anishinabek philosophy lens to guide community based service development for language acquisition, academic achievement and self-esteem;
  - A five year strategic plan informed by the eight communities they service;
  - Elders advocate for importance of language revitalization and inclusion of land-based learning focussing on land, people and place;
  - Programming is designed to increase language growth and development by 10% annually leading to fluency;
    1. They utilize various partners to provide language programming along the lifelong learning continuum;
  - They have instituted a language immersion program in partnership with Canadore College;
  - They strive to provide the same quality of education that exist in the large public boards of education;
  - They support the member First Nations in their effort to deliver a quality comprehensive program of educational services.

- **Presenter – Andy Graham** – Executive Director Bimose Tribal Council covered the second level services provided to support six community schools:
  - Services include; anishinaabe language and culture, literacy, numeracy, student success and retention, extra-curricular programs, IT support/purchases, student data-base support, student nutrition program and support staff in provincial schools
  - Provide services based on a 15 year language revitalization plan and a 10 year capacity development plan
- Own and run an Anishinaabe immersion school in urban centre

**Presenter – Sharon Nate** – Matawa First Nations Management Tribal Council presented highlights of how they provide educational services to support nine First Nation communities (5 of which are remote):

- Support and advisory services include; networking, capacity building, an alternative secondary school, and postsecondary administration and student support;
- Chiefs, Councils and Education Authorities and community input is used to develop program priorities in literacy, numeracy, early learning and school improvement planning;
- Host an annual education conference to share expertise and build a sense of community;
- The Regional Education Strategic Plan 2015-2020 focuses on ten strategic initiatives
  1. Matawa First Nation Curriculum and Incorporation of First Nation Culture and History
  2. Special Education
  3. Student and Parental Supports
  4. Minimum Standards and Reporting
  5. Student Attendance, Retention and Completion
  6. Teacher Recruitment and Retention
  7. School Infrastructure
  8. Information Technology
  9. Post Secondary School Readiness and Retention
  10. Partnerships

- Communication flows through a Regional Advisory Committee on Education and a Principals Working Group
- Work closely with the provincial school system on various initiatives
- Identified gaps – need for reverse tuition agreements, IT infrastructure and upgrades, need to develop modules for teachers’ planning and student assessment, funding for adult education programs, high cost of travel to remote communities, and additional special education services

**Presenter - Marc Manatch** – Ogemawahj Tribal Council presented information on how the OTC provides superior First Nation controlled professional services designed to promote self-sufficiency in the six member communities:

- Control of services are overseen by an Education Advisory Committee comprised of the Education Managers from each member First Nation;
- Provides capacity building for Education Directors, Managers, Staff and Education Committees;
  - negotiating education service (tuition) agreements with local school boards;
  - focus on delivery of special education services
- Facilitate communication flow between relevant organizations, committees and communities
• Participate in postsecondary policy development and review
• Assist First Nations with education hiring processes

• Presenter - Matthew Angees - Executive Director Kwayaciwin Education Resource Centre (KERC) provided an overview of how KERC works with Sioux Lookout district First Nations communities to address education gaps for students by developing curriculum guidelines, education standards and professional development:
  o First language and culture is key in the development of traditional and digital tools for learning;
  o Extensive feedback from grassroots is used to guide the way to strengthen current future services
  o Foster an atmosphere of working together to affect change

• Presenter - Dr. Rhonda Paulsen - Indigenous B.Ed. program, Trent University presented an overview of the Indigenous Bachelor of Education Program:
  o A collaboration between two schools focussing on three pillars – community, culture and academics;
  o The new program (begins in 2016) is for students who self-identify as having Indigenous ancestry;
  o The program utilizes an Indigenous pedagogical approach (land experience and learning with the elders) and is premised on concepts of holism and medicine circle teachings (intellectual, physical, emotional and spiritual);

Summary of Discussion and Input Session –
Participants arranged themselves in small groups to discuss the following questions:

Roles and Responsibilities list for 2nd Support Circle from p.7 of the COOPF 2015 Document
- Staff training / professional development
- Curriculum development and modification (as designated by FNs)
- Coordinating specialists and professional services (i.e. Special Education)
- Regional aggregation and analysis of data
- Other community-determined programs/services

1. Through the lens of supporting First Nations control of First Nations education please review the list of roles and responsibilities of the 2nd Support Circle included in Chart #2 on page 7 of the COOPF 2015 document. Is this list complete? Please modify the list accordingly.
2. How do you envision the flow of communication and information sharing between the 2nd and 3rd Support Circles?
3. How would a 2nd Support Circle entity determine priorities that would best serve the needs of First Nation communities and Places of Learning?
4. List the possible positive outcomes from 2nd Support Circle entities engaging in collective thinking and planning?
Participant input on the roles and responsibilities of the 2\textsuperscript{nd} Support Circle

Add:

- Respond to community defined priorities
- Relationship building and partnerships
- Advocacy and advisory support
- Food security
- Development of culturally relevant assessments
- Ensure two-way communication on all elements of lifelong learning
- Develop regional languages resources and establish language committees
- Case management for learners to facilitate transitions
- Establish and coordinate online learning services
- Gather information to ensure a collective voice
- Establish a FN administrators organization/network
- Access additional funding
- Asset mapping
- IT procurement and support
- Policy development support for places of learning where applicable

Modifications:

- Staff training/PD – only when requested by community

Participant input on communication and information sharing between 2\textsuperscript{nd} and 3\textsuperscript{rd} Support Circles included:

- Ensure proactive, transparent two-way communication
- More meetings, teleconferences – rotate gatherings
  - Notes and minutes must be accessible for all meetings and gatherings
- Regular reporting
- Establish appropriate representation between 2\textsuperscript{nd} and 3\textsuperscript{rd} level to ensure effective communication flow
  - Ensure northern Ontario has representations
- Established mechanism should be constant – no surveys

Participant input on determining priorities included:

- Ensure community engagement and community voice – priorities are defined by communities
  - Regional gathering of education leaders
  - Support community meetings
- Foster local control of education – focus must be on building up 1\textsuperscript{st} Circle
- Data collection and analysis
- For tuition agreements – board must report regularly
• Need to tackle tough issues hindering learner success

Participant input on anticipated positive outcomes included:
• Improved focus on advocacy
• Shared resources, services and programs resulting from networking
• Ability to develop long range strategic plans
• Economies of scale for purchasing
• Increased opportunities for internal and external collaboration and partnership
• Working collectively frees up resources and increases opportunities
• Increased understanding of First Nation needs

Presentation - 3rd Support Circle – Systems Ideas and Options – COO Director of Education Julia Candlish provided an overview of how the idea of a 3rd Support Circle evolved through previous discussions (focus group sessions and gatherings) on developing a First Nations education system in Ontario. Julia pointed out that the suggested responsibilities of such an entity were outlined in the COOPF 2015 document that was provided to symposium participants. Julia provided a series of graphics of systems options that could be considered utilizing the Support Circle Framework. Options included systems based on geographical proximity, Treaties, Tribal Councils, Provincial Territorial Organizations, Nations and a Blended model.

Summary of Discussion and Input Session – Participants arranged themselves in small groups to discuss the following questions:

1. Through the lens of supporting First Nations control of First Nations education please review the list of roles and responsibilities of the 3rd Support Circle included in Chart #2 on page 7 of the COOPF 2015 document. Is this list complete? Please modify the list accordingly.
2. What would be the importance of communication and information flowing between and among all Support Circles?
3. What positive outcomes do you anticipate from a fully functioning 3rd Support Circle?

Roles and Responsibilities list for 3rd Support Circle from p.7 of the COOPF 2015 Document
• Develop and maintain the necessary high-level partnerships
• Advocate for the education needs of First Nation students and communities
• Ontario-wide aggregation and analysis of data
• Set standards (ISO recognized) in collaboration with First Nations
• Teacher
• Curriculum (language and culture)
• Assessment of learning institutions, programs and systems in collaboration with the Independent Analysis Circle
• Review and conduct research as required to maintain appropriate standards and improve education outcomes
• Ensure effective flow of relevant communication to 2nd Support Circle organizations, relevant partners and places of learning
4. Using a blank Support Circle design – draw your vision of a system of providing supports to learners.

Participant input on roles and responsibilities of the 3rd Support Circle included:
- Teacher accreditation should be in the 1st Circle
- 3rd Circle is not necessary
- 3rd Circle should be a small team
  - Ensure maximum levels of funding to communities
- All activity must be directed by and in collaboration with First Nation communities
- 3rd Circle provides support – 2nd and 1st Circles provide implementation
- 3rd Circle is accountable to 2nd and 1st Circles

Add:
- Technology support
- Monitor and streamline services – ensure no duplication
- Data collection and analysis
- Coordinate specialized services (mental health, speech therapy, etc.)
- Provide capacity development for communities

Participant input on communication between all Support Circles included:
- Must be consistent, clear and relevant
- Mechanism/structure must be easy to use and ensure two-way flow between all Circles
- Need increased teleconferences and meetings and ensure sharing of all notes and minutes
- Incorporate language diversity in communication
- Include the voice of the learners
- Share with the learners
- Share data analysis

Participant input on anticipated positive outcomes included:
- Coordinated and focused advocacy
- Full First Nation control of appropriate funding levels to meet lifelong learning needs
- First Nation led lifelong learning system
- Level playing field for First Nation education
- Lean efficiency
- Increased understanding and addressing of community lifelong learning needs

Participant input from their “vision of a system” included:
- The diagrams are confusing and too hierarchical
- Unsure of the necessity of the 3rd Circle
- Must ensure lifelong learning is incorporated – prenatal onward
- Options need to focus on core values and the wellbeing of learners
Community
Land
Language
Culture

- Looks too much like mainstream model – we must build from the grassroots up
  - We shouldn’t have to see how we fit – we should determine the framework
- Many diagrams were provided and will be duly considered when updating the COOPF 2016 Document to reflect input

**Closing Address – Dr. Jean Clinton** - Associate Clinical Professor, Department of Psychiatry and Behavioural Neurosciences at McMaster, division of Child Psychiatry provided food for thought on how we “teach” children and how our brains work. Highlights include:
- Growing up Canada is a race and the playing field is not level – how can we level the playing field?
- Mantra – progress not perfection, we can’t make the best be the enemy of the good
- Spoke eloquently of the wisdom of Tom Porter (Mohawk elder from Akwesasne)
  - Children are the sacred life, heart of the nation
  - It is a Sacred responsibility to raise children
- Explained the neurological effects of intergenerational trauma – how DNA is altered by trauma – how relationships and connectedness affect DNA;
  - The brain is an environmental organ – sculpted by a lifetime of experiences
  - This relates social and emotional safety with well being
- The teachings of the elders must be used as guiding principles to ensure the social and emotional safety and well being of our children
- Think about how we view children – as empty vessels or as creative co-learners?

**Day 3**

**Opening Address – Dolores Wawia** - a long-time professor at the Lakehead University provided an interesting narrative based on her lived experience as an educator. Highlights of Dolores’ talk include:
- When she taught in the 60s she tossed the Indian history book out the window and taught what she had learned from her parents and grandparents in the way of watching and listening;
- She learned through teaching that all children are special and we have to meet their specific needs;
- When teaching native students she tried to make them proud to be native by speaking of all of the contributions that we have made;
- She learned to use storytelling as an effective teaching method;
- At the university she used her experience to develop programs and resources for teacher candidates, native studies, and native languages;
- She advised participants to push provincial school boards to include First Nation content in the curriculum and provide native studies and languages;
• She discussed the importance of ensuring our children have role models in education.

**Presentation - Funding** – COO Director of Education Julia Candlish provided an overview of how ideas about funding a First Nations education system in Ontario evolved through previous discussions (focus group sessions and gatherings). Julia’s presentation included a chart outlining the wide variety of sources of funding currently utilized to support lifelong learning for First Nation learners. It was also pointed out that the majority of this funding is proposal-based funding and requires the submission of numerous proposals from communities and organizations as well as the requisite reporting obligations. It is understood that a more streamlined system would alleviate the burden of proposal and report writing as well as free up large amounts of funding absorbed in administration. Furthermore, a streamlined system would eliminate the competitive environment between communities and organizations to obtain the funding required to adequately support the needs of our learners. Julia also presented a series of graphics depicting options for flowing funding utilizing the Support Circle Framework.

**Summary of Discussion and Input Session** – Participants arranged themselves in small groups and discuss the following questions:

1. Review the 5 Options and identify and discuss the advantages and challenges, listing any modifications, additions or deletions.
2. Individual / Group exercise. Choose your preferred funding option and combine it with your preferred systems option (this could be any of the options provided or one of your own design). Use a blank Support Circle design to illustrate your vision. Explain it to your group members.

Participant input on the funding question and exercise included:

Questions:
• What about FNs not aligned with a treaty?
• What about communities without schools and communities without a land base – do they have a voice at these tables?

Comments:
• Funding for travel (students and teachers) must be factored in to formula
• Funding for transitions also must be factored in
  o prepare students adequately for leaving community
• Must have education people at tables – not political
• Why pose options? We should follow the same funding flow of self-government agreements
• Do not want to see funding go to more administration
• We must have multi-year agreements and commitments to funding levels
• Need to have a strong finance team overseeing the funding allocations – accountable and transparent
• Need to have an education board in place for financial and program oversight
• Clear and streamlined funding disbursement – adopt Akwesasne or Anishinabek system
Closing Keynote Address – Chief Wilton Littlechild, Commissioner, Truth and Reconciliation Commission (TRC) provided an eloquent summary of the TRC process including statement gathering, national events, documenting and remembering, and principles of reconciliation. The Commissioner focused on the TRC Calls to Action pertaining to education and drew parallels with recent statements made by Prime Minister Trudeau and Indigenous Affairs Minister Carolyn Bennett. Chief Littlechild also spoke of the importance of continuing the work of Charting Our Own Path Forward as a means to implement the TRC Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples.

Key Findings
Prominent and overarching themes included:

- The need to incorporate lifelong learning into the framework and system;
- The need to ensure the framework and system are centered on the wellbeing of students and our core values;
- The need for First Nations communities to drive the process of determining the way forward. This includes parents, caregivers, students, and elders;
- The need to ensure clear and easy to access forms of communication throughout the development of recommendations on systems and funding to leadership;
- The need to ensure clear and easy to access forms of two-way communication within the system;
- The need to focus on building up the 1st Support Circle;
- There is some ambivalence about the need for a 3rd Support Circle.

Summary from Symposium Feedback Forms

162 participants were in attendance at the Symposium.

Immediately following the event a request was sent to all participants to fill out a brief 2-minute electronic survey to provide feedback on the Symposium. We received 31 responses (a 19% response rate). Overall, respondents felt the objectives of the Symposium were met and provided some excellent feedback for consideration for subsequent gatherings and next steps. Please see Appendix A for full survey report.

Next Steps

- The COOPF 2015 Document will be updated with input provided at the November 2015 COOPF Symposium. The resulting COOPF 2016 Document will include a work plan of activities required to develop comprehensive recommendations to the Chiefs in Assembly at the June 2016 All Ontario Chiefs Conference.
- A funding proposal has been submitted to INAC for resources to complete the development of comprehensive recommendations to the Chiefs in Assembly at the June 2016 All Ontario Chiefs Conference. This proposal will be aggressively followed-up on
• Meetings will be convened to incorporate all aspects of lifelong learning into the systems framework.
• Meetings will be convened with the governance tables and organizations undertaking structural readiness activities (supported by federal programs) to ensure the framework is inclusive of and aligned with these activities.
• All relevant information will be posted on the COO Education Portal for easy reference and to promote transparency.
Appendix A

1. Overall, did you find that the Symposium met the objective of providing information on First Nation education strategies, best practices and networking opportunities?

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2. Overall, did you find that the Symposium met the objective of gathering input for First Nation systems and frameworks for Charting Our Own Path Forward?

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Total: 30
3. Did you find the six Keynote addresses to be meaningful and visionary?

- **YES**: 86.2% (25 respondents)
- **NO**: 0.0% (0 respondents)
- **Other - Write In**: 13.8% (4 respondents)

Total: 29 respondents
4. Did you feel that the Panel Discussions provided valuable information?

![Pie chart showing responses to the question]

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**Total** 30
5. Did you find that the "Discussion and Input" sessions assisted you in gaining a better understanding of education systems and provided an opportunity to share your thoughts on improving these systems?

- **YES** 75.9%: 22 responses
- **NO** 3.5%: 1 response
- **Other - Write In** 20.7%: 6 responses

*Total responses: 29*
6. Overall did you find that the Symposium was well organized?

- **YES**: 88.9%, Count: 24
- **NO**: 0.0%, Count: 0
- **Other - Write In**: 11.1%, Count: 3

Total: 27
8. How do you feel that Chiefs of Ontario should support you in gaining a stronger understanding of, and providing grassroots input to, the development of recommendations on Education systems and funding to the First Nations leadership?

- **Online meetings or webinars**: 50.0% (12 respondents)
- **Series of regional meetings**: 70.8% (17 respondents)
- **Member discussions on the COO Education Portal**: 37.5% (9 respondents)
- **Large gatherings**: 54.2% (13 respondents)
- **Focus group sessions**: 66.7% (16 respondents)
- **Other - Write In**: 8.3% (2 respondents)

Total respondents: 24