

Chiefs of Ontario

Language & Education Forum

February 7-9, 2023
Chelsea Hotel - Toronto



Post-Secondary Engagement Final Report

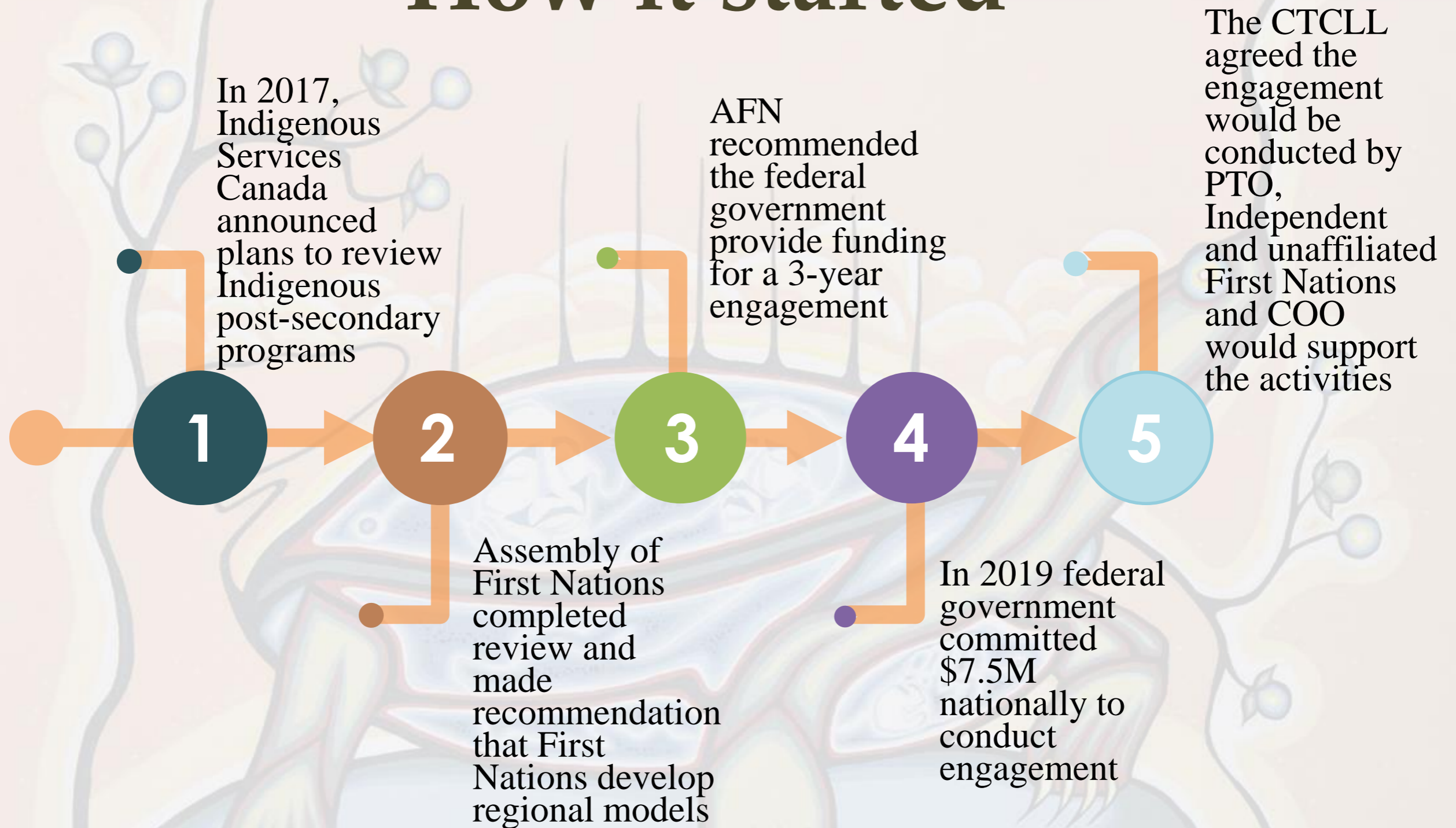
Association of Iroquois and Allied Indians • Grand Council Treaty #3 • Nishnawbe Aski Nation • Anishinabek Nation • Independent and Non-Affiliated First Nations



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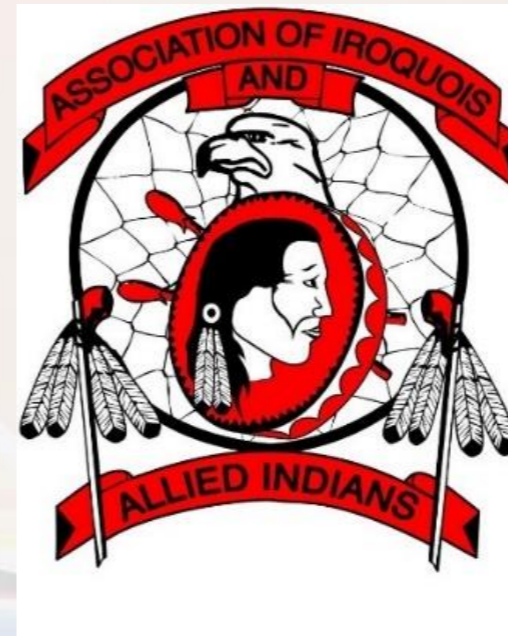
How it started



Post-Secondary Engagement Committee



Department of Lifelong Learning



Nishnawbe
Aski Nation

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Indigenous
Institutes
Consortium

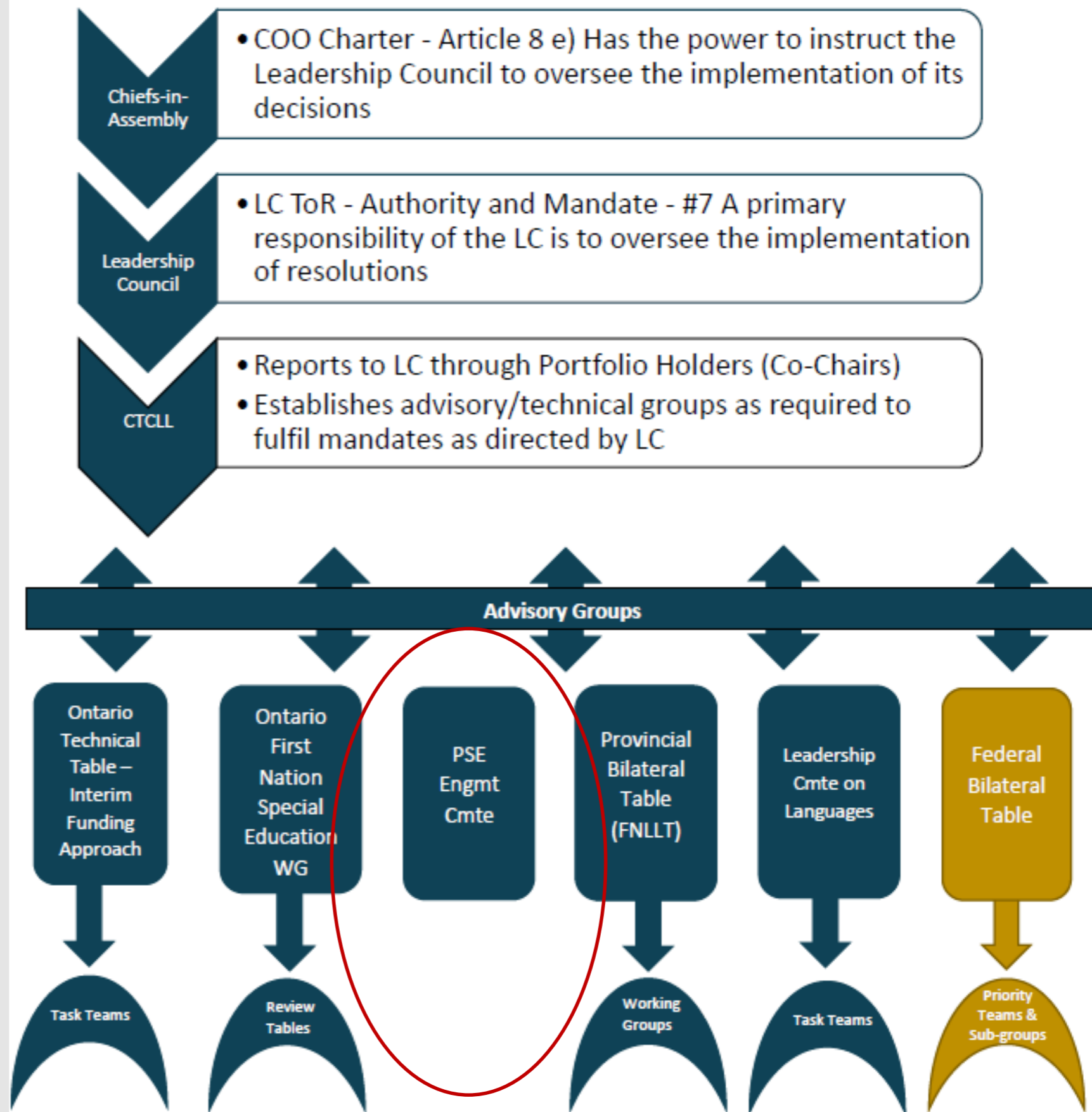


GRAND COUNCIL
TREATY #3

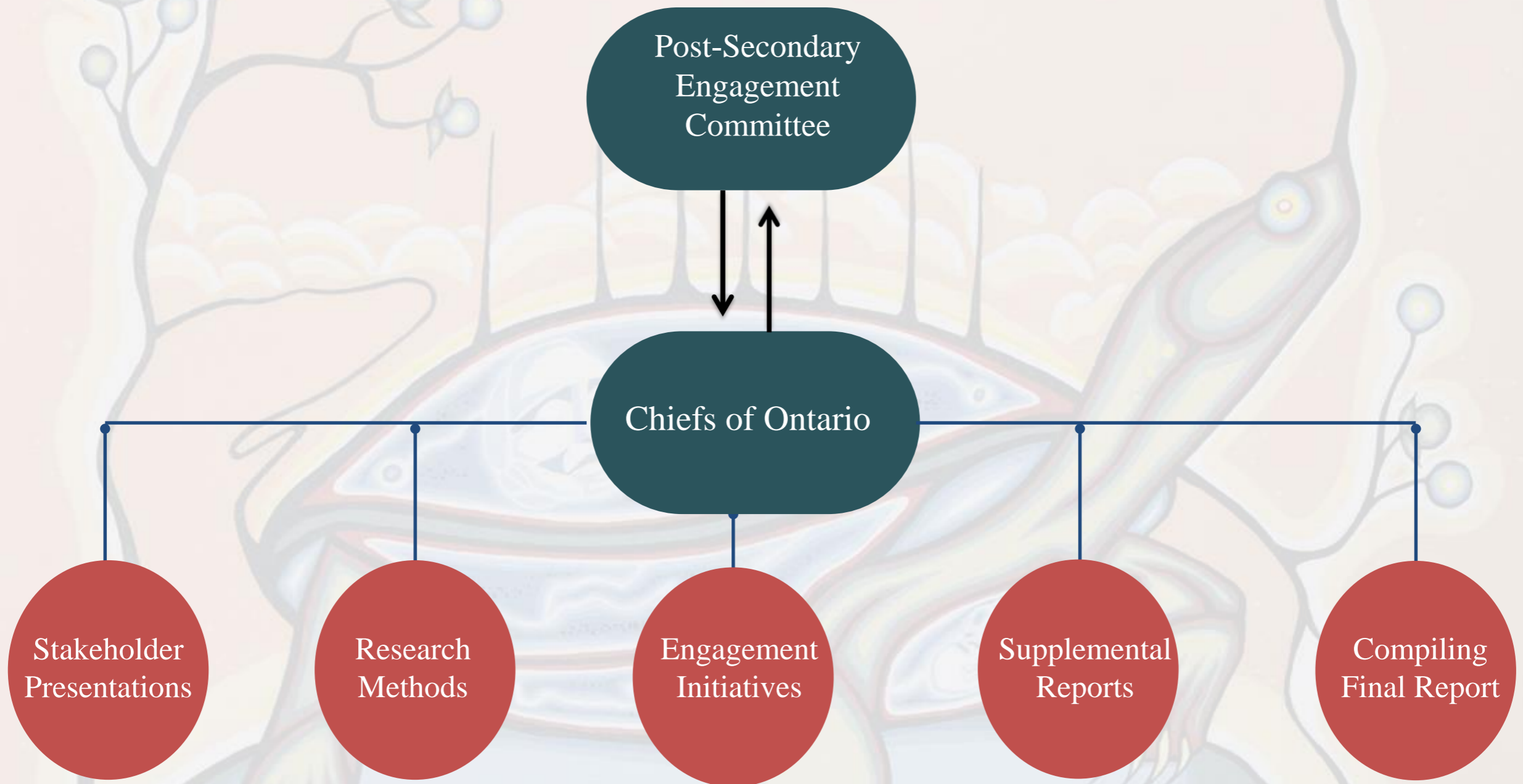
THE GOVERNMENT OF THE ANISHINAABE NATION IN TREATY #3



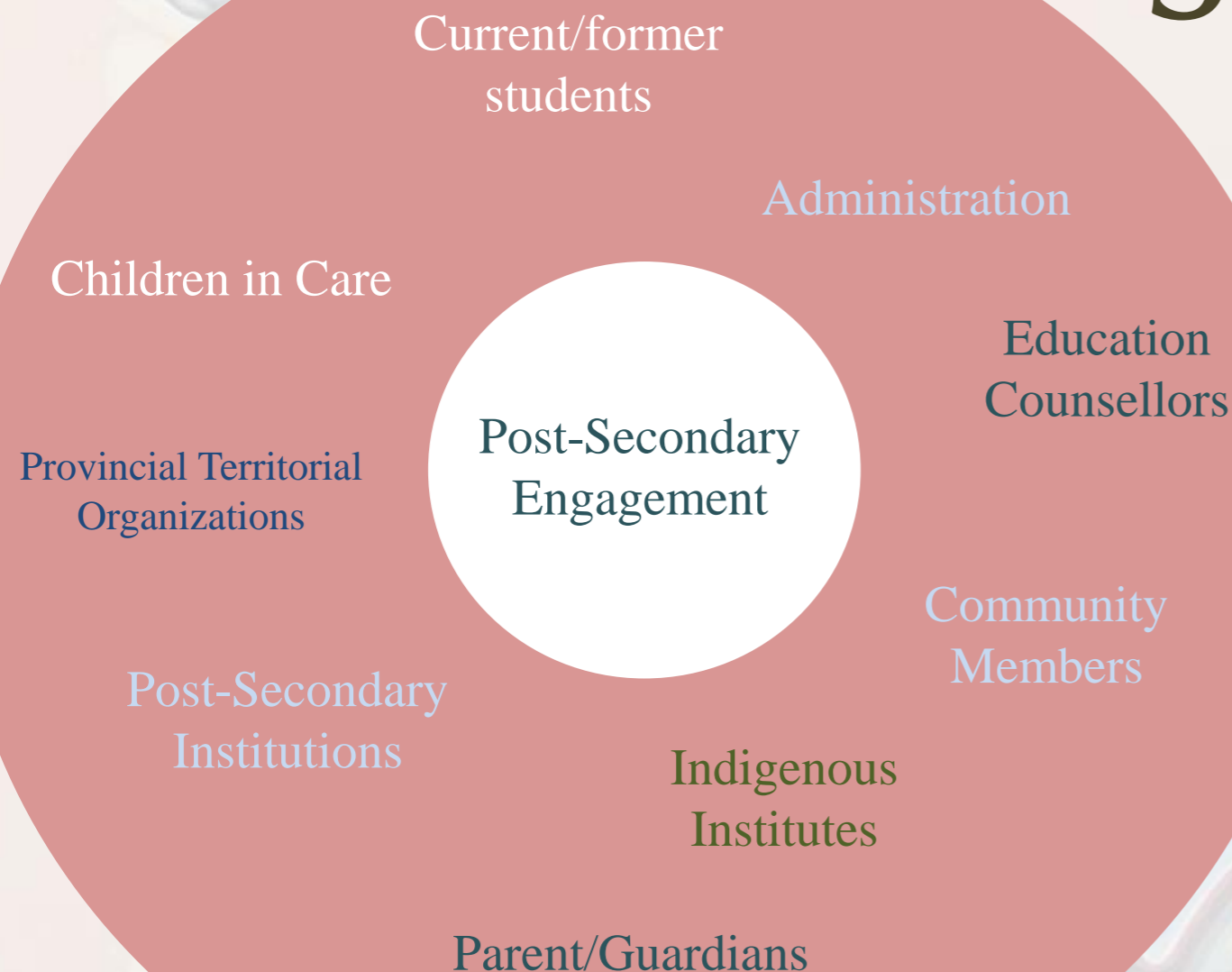
COO Lines of Authority



Role of Chiefs of Ontario



Stakeholder Map



Many stakeholders were identified at the start of the engagement process. Each contributed to the collection of information for the final report, both directly and indirectly.



Methods and Engagement Initiatives

Interviews

**Focus
Groups**

Surveys

**Policy
Analysis**

**Document
Analysis**

**Information
Sessions**



Final Report Outline

Background

- Purpose of the study
- Assembly of First Nations background
- Regional approach
- Broad themes
- Education as an investment
- Inherent and Treaty Right to education
- Federal Government Mandates

Recommendations

- Broad recommendations developed by PSE Review Committee

Methodology

- Significant features of our research
- Multiple methodological approaches
- Framework guiding the research
- Use of figures and logic models

Background Literature

- Federal program review
- Provincial program review
- Literature review
- Bill S-3
- Children in care
- Costing chart for post-secondary/summary

What we know

- Report summaries from PTO, IFN, Unaffiliated FN, ONECA, IIC,
- ISS survey summary
- Committee meeting partner summaries
- Socioeconomic analysis/forecasting
- Data Governance



Supplemental Reports

Socio-Economic Analysis

PSSSP Policy Analysis

Children in Care

Data Governance

Literature Review



Recommendations

Post-
Secondary
Costs Funding

Transitional
Programming

Administration

Informational

Relationships



First Nations Rights, Culture, and Jurisdiction

All recommendations brought forward in this report must be implemented in a manner that is consistent with:

- *the United Nations Declaration on the Rights of Indigenous Peoples;*
- **First Nations Inherent, Treaty, and Aboriginal rights;**
- **First Nations control of First Nations education;**
- **the Calls to Action of the Truth and Reconciliation Commission's final report; and,**
- **First Nations principles of lifelong learning, including holistic, whole-student approaches to well-being and any preexisting and future education agreements.**



Post-Secondary Costs Funding

First Nations post-secondary systems must provide fair and equitable funding to First Nations learners that is based on student post-secondary need.

Student need is defined as the cost associated with post-secondary institution.



Transitional Programming

First Nations post-secondary support systems must focus on supporting transitions:

- From secondary to post-secondary;
- From post-secondary into the workforce and future careers;
- For non-traditional paths to post-secondary, including transition programs for mature students, students with families; and
- For students continuing with education and lifelong learning, such as professional degrees, graduate degrees.



Administration

First Nations post-secondary support systems must be developed from the First Nation up through Nation-based principles and expertise at the discretion of each First Nation.

First Nations must have authority and control to determine and implement their own post-secondary support system.

The government's role must be limited to financial administrator only.



Informational

First Nations post-secondary support programs must include funding to develop, implement and maintain a First Nations developed and controlled app or database for First Nations students to access easy-to-understand information on post-secondary programs.



Relationships: First Nation to First Nation

First Nations post-secondary support programs must include funding to develop, implement and maintain capacity for communities to develop, maintain, and enhance relationships with other communities, including to:

- Build mentorship opportunities for students;
- Access or promote professional development and training;
- Share resources and strategize;
- Create forums for discussion and support for post-secondary personnel;
- Promote community well-being; and
- Ensure support programs reflect diverse First Nations perspectives and needs



Relationships: Indigenous Institutes

The capacity of Indigenous Institutes must be leveraged at every opportunity to promote First Nations education.

All levels of government must increase access to Indigenous Institutes.

Funding to develop, implement and maintain the Indigenous Institutes Consortium Model focusing on core operating grants for institutions, providing stability for Indigenous Institutes.



Relationships: Government of Canada

The Government of Canada must provide predictable and consistent needs-based funding for First Nations post-secondary systems.

The federal government must work with provincial counterparts to provide adequate connectivity to all First Nations in Ontario.

The Government of Canada must adjust the Canada Student Loans program to a grants-only based system for First Nations students and include a full debt forgiveness program for past First Nations students. First Nations students should never need, or be required, to take a loan from the Government of Canada.



Relationships: Government of Ontario

The Government of Ontario must:

- take responsibility for its role in First Nations education and commit to upholding its Treaty and constitutional responsibilities to First Nations;
- work collaboratively with the federal government to provide adequate connectivity to all First Nations in Ontario;
- adjust the Ontario Student Assistance Program to a grants-only based system for First Nations students and include a full debt forgiveness program for past First Nations students. First Nations students should never need, or be required, to take a loan from the Government of Ontario



Relationships: Post-Secondary Institutions

Post-secondary institutions in Ontario must take responsibility for their role in reconciliation with First Nations and commit to shifting power and benefits to First Nations including but not limited to:

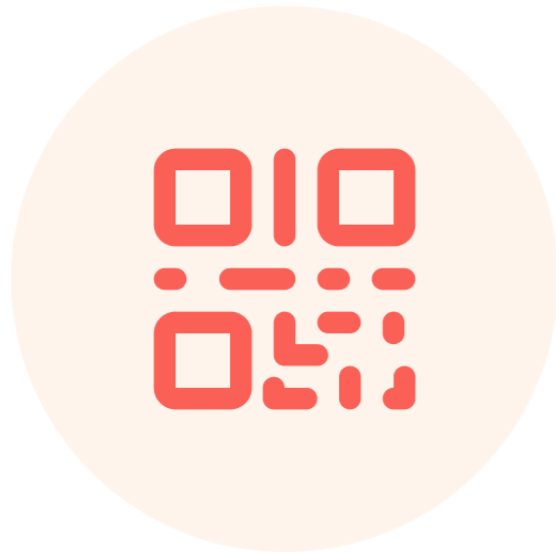
- **Investment in First Nations students and institutions through free-tuition as an acknowledgement of the significant benefits institutions have and continue to receive, to build institutional capacity through diversity and efforts of reconciliation.**
- Requiring all professors, students, and staff to complete mandatory learning components on First Nations and reconciliation, including the Residential School System.
- Increasing remote learning options that would allow students to remain in their home community.



At this point, we would like to hear your feedback regarding the recommendations. Please visit [slido.com](https://www.slido.com) and join with code #1110439.



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**Join at slido.com
#1110439**

ⓘ Start presenting to display the joining instructions on this slide.

slido



Please rank what you consider to be the 3 most important recommendations from the presentation to implement

① Start presenting to display the poll results on this slide.

Next Steps



Thank You!



Any additional comments or questions, please email:

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- Angel.Maracle@coo.org
- Julia.candlish@coo.org

