

## **Table 2 Royal Commission on Aboriginal Peoples recommended structure with respect to K-12**

Source: Mendelson, p. 13

### Local Community

- ◆ Participates in policy making through representation in Aboriginal nation governing bodies and nation education authority
- φ Makes decisions on instruction of local students
- φ Implements nation policy in local Aboriginal institutions
- φ Negotiates tuition agreements in accord with nation policy
- φ Participates in decision making in post-local institutions under provincial/programs territorial jurisdiction institutions [sic]

### Aboriginal Nation

- φ Enacts or adopts laws on Aboriginal education
- φ Establishes an education authority to make policy on education goals and means of achieving them in the nation administration of schools and colleges within the nation tuition agreements purchase of provincial/ territorial services
- φ Receives revenues and distributes funds for government services including education
- φ Participates in establishing policy framework province-wide through representation in multi-nation organizations

### Multi-Nation Organization

- φ Negotiates policy framework with the province or territory for tuition agreements access to provincial or territorial services transfer between Aboriginal and provincial or territorial academic programs
- φ Develops curriculum
- φ Monitors academic standards in Aboriginal system
- φ Advises provincial ministers of education, colleges and universities and training
- φ Provides an umbrella for representation of community of interest governments administering education

### Canada-Wide Networks

- φ Federated organizations reflecting nation interests

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## **RECOMMENDATIONS OF THE ROYAL COMMISSION**

**With regards to education and training**, the Commission notes that "... critical changes in education processes and systems ..." are required before education can serve as a vehicle for cultural and economic renewal. (Vol. 3 P. 434)

### **EDUCATION AND TRAINING**

The Commission recommends the following directions to guide education reform:

- a) **education reform would be based on three broad principles:**
  - the assumption of jurisdiction by Aboriginal governments through three stages - self-starting initiatives under existing legislation; a transition phase where Aboriginal nations begin to exercise law-making powers in core areas with

- financing from the federal government; and, as a third order of government following the conclusion of treaties;
  - lifelong learning through the four stages of the life cycle: child, youth, adult and elder; and
  - holistic education aimed at all dimensions - intellectual, spiritual, emotional and physical.
- b) **specific reforms regarding youth would include the following elements:**
- the development of youth empowerment strategies by schools, both Aboriginally and non-Aboriginally controlled;
  - the extension of high school programs to communities e.g. distance education, regional high schools in Aboriginal communities etc.;
  - the funding of new programs to facilitate secondary school re-entry; and
  - financial inducements to secondary schools to develop co-op education programs for Aboriginal young people.
- c) **the Commission proposes measures aimed at teacher education including:**
- expanded financial support to post secondary institutions for existing and new Aboriginal teacher education programs;
  - adoption of strategies (career promotion, financial incentives etc.) to increase the number of Aboriginal secondary school teachers; and
  - changes to teacher education programs for non-Aboriginal teachers to include an Aboriginal component.
- d) **recommendations aimed at adults include the following features:**
- integrated delivery of adult literacy, basic education, academic upgrading and job training under the control of Aboriginal people - to occur in the short term through delegated responsibility under current jurisdictions;
  - increased federal support for post-secondary education for First Nations;
  - the development of a scholarship fund for Metis and other Aboriginal students with no access to financial support under existing policies; and
  - new initiatives by post-secondary institutions to increase participation, retention and graduation of Aboriginal students (e.g. Aboriginal content in courses, Aboriginal appointments to boards of governors, advisory councils to the president).

**finally, an important element of the Commission's approach is a series of recommendations aimed at the establishment of several Canada-wide institutions to be funded by the federal government:**

- an Aboriginal Peoples' International University, functioning in all provinces and territories, with a mandate to, among other things, promote traditional knowledge and pursue applied research in support of self-government; an electronic clearing house, possibly within the international university, to facilitate information sharing among communities, self-government workers and individuals;
- a documentation centre on residential schools and relocations, also a potential element of the university; and a statistical clearing house to work in collaboration with Aboriginal governments to establish and update statistical data bases and to promote common strategies for collecting and analyzing data.