



CMEC Technical Workshop on Pan-Canadian Aboriginal Data
March 29-30, 2011

Improved data, better outcomes: strengthening Pan-Canadian Aboriginal data

Summary Report



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Council of
Ministers
of Education,
Canada

Conseil des
ministres
de l'Éducation
(Canada)



**CMEC Technical Workshop on
Pan-Canadian Aboriginal Data**

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Note: This report aims to reflect the different perspectives of the speakers and participants who attended the workshop and does not necessarily represent the views of CMEC or its members.

Table of Contents

Elders' Prayers	2
Reflections from the Director General of CMEC	3
CMEC's Vision: Strengthening Data on Aboriginal Learners	4
CMEC Technical Workshop on Pan-Canadian Aboriginal Data	6
What We Heard	8
Summary of sessions at the Technical Workshop on Pan-Canadian Aboriginal Data	12
Next Steps: Our Commitment Continues	20
Appendix I	21

Elders' Prayers

The following are excerpts from words of prayer shared by First Nations Elder Gordon Williams, Métis Elder and Senator Lois McCallum, and Inuit Elder Ovilu Goo Doyle at the Technical Workshop on Pan-Canadian Aboriginal Data.

Great Spirit, as we come together, we give you thanks that we have arrived here safely, that we have the opportunity to come together and express our various concerns and views, and that we are able to carefully listen to what is being said.

Grant us that ability to not only hear ourselves but hear all who participate in this meeting. Grant us an understanding of the direction in which we want to go, and help us to understand that it is not only one voice that resonates in this room, but the voices of many.

- Elder Gordon Williams

*Taanshi, Bonjour, Good day. Great Spirit, we thank you for the new day that presents us with the opportunity to use all the gifts you have given to all of us. **We see our youth as our hope for the future. They will be our eyes, ears, and voices for the years to come.***

We are thankful for those who meet the challenges that are always in our paths. We thank you for the Elders who are keepers of the wisdom over the years. Be with us this day, Great Spirit, and help us to use wisely the gift you have given all our relations.

- Elder and Senator Lois McCallum

*Thank you so much. **This has been another learning experience. Even when you get old, you are still learning every day.** I want to thank the people who worked so hard to get this meeting going. Have a good journey back safely.*

- Elder Ovilu Goo Doyle

Reflections from the Director General of CMEC

CMEC has an overall interest in developing the data and information that education ministers need in order to provide high-quality education systems and opportunities in education to Canadians in every jurisdiction and from every background. This includes data related to Aboriginal learners. We need to build better data related to Aboriginal learners as an essential component of the larger effort to eliminate the gap in academic achievement and graduation rates between Aboriginal and non-Aboriginal students.

CMEC is working closely with Statistics Canada to strengthen data on Aboriginal learners. This work involves examining approaches to encourage Aboriginal students to self-identify.

Data is not just information; it is a way of understanding and explaining lived realities and must be respectful of those realities. The collection and use of data must consider the interests of the people about whom that information speaks. Ministers of education acknowledge that thoughtful collaboration is an important part of the conversation between all parties.

CMEC's Technical Workshop on Pan-Canadian Aboriginal Data was a great opportunity to bring a range of experts together who are each working on data issues, but who do not often get the opportunity to work through these issues together. The workshop is not the end of the conversation; it is only one part of an ongoing effort to collaborate with our partners in order to make progress in the area of Aboriginal data.

I want to thank everyone who participated for working in a spirit of openness and understanding. Thank you also to all three of the Elders for the wisdom they brought to our event.



Dr. Andrew Parkin
Director General
Council of Ministers of Education, Canada

CMEC's Vision: Strengthening Data on Aboriginal Learners

The first objective of CMEC's Strategic Plan on Aboriginal Education is "to collaboratively define, collect, and share data to strengthen the capacity of all parties¹ for evidence-based decision making." Education ministers recognize the need for an accurate baseline of data and ongoing input of new data that inform policy and program planning in Aboriginal² education. One of the ways this goal may be achieved is through the development of indicators and of a methodology for self-identification, data collection, analysis, and dissemination mechanisms in keeping with the specific context of each province and territory. Productive engagement and collaboration with National Aboriginal Organizations (NAOs), Regional Aboriginal Organizations (RAOs), and ministers of Aboriginal affairs on issues of mutual interest and concern are also essential.

Deputy ministers responsible for education have asked the Canadian Education Statistics Council (CESC), a partnership between CMEC and Statistics Canada³, to incorporate Aboriginal indicators and planning on pan-Canadian Aboriginal data collection into the CESC data strategy and into the Pan-Canadian Education Indicators Program (PCEIP)⁴. Work on extending existing indicator coverage to Aboriginal learners and on developing new indicators specific to the needs and circumstances of Aboriginal learners will take place as part of CESC's overall work on indicators. Attention will be given to examining how priority indicators for

1 "All parties" is defined as all orders of government and all stakeholders in Aboriginal education.

2 Aboriginal: This broad term is used to refer to the three groups of indigenous peoples referenced in the Constitution of Canada — First Nations, Inuit, and Métis peoples of Canada. The term "aboriginal" is not intended to exclude non-status Indians.

3 The Canadian Education Statistics Council (CESC) is a partnership between the CMEC and Statistics Canada and provides valuable information and insight into education in Canada — both to the Canadian public and to provincial and territorial governments.

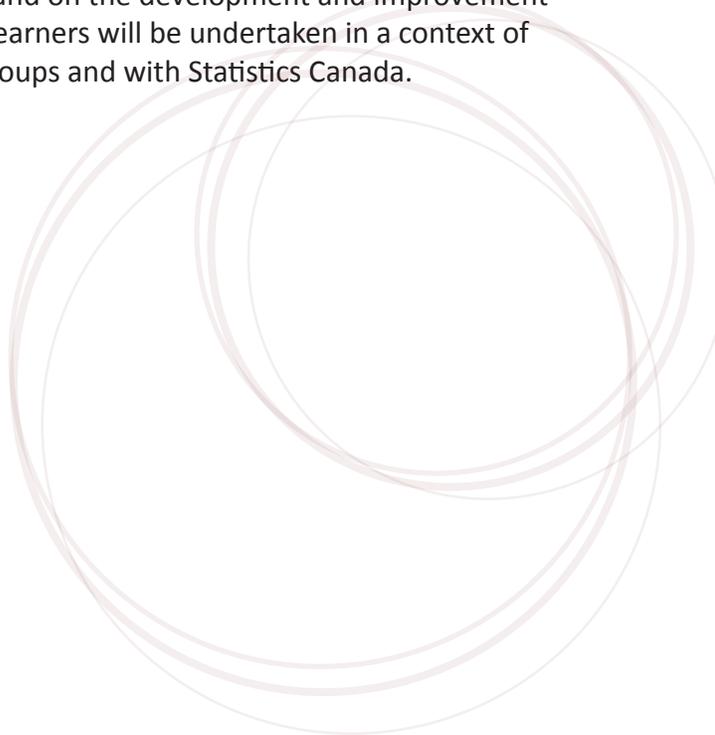
4 The Pan-Canadian Education Indicators Program (PCEIP) is a joint venture of CMEC and Statistics Canada, working as CESC in collaboration with the provincial and territorial departments and ministries with responsibility for education and training. The goal of the program is to provide consistent and high-quality information on education for all of Canada in order to support informed decision making, policy formulation, and program development.



the population as a whole, such as indicators on high-school graduation and postsecondary participation and graduation, can include information about Aboriginal students.

Given the limitations of the current data sources, one component in the collection of pan-Canadian data on Aboriginal learners is the development of a process whereby provinces and territories, in consultation with Aboriginal organizations, might consider the adoption of consistent definitions of categories and data-collection processes to identify Aboriginal learners. These processes, based on Aboriginal self-identification, would yield comparable data across the country. At the moment, the data on Aboriginal students are based on various definitions and methodologies, and some jurisdictions do not ask self-identification questions of their students. Indicators such as those on enrolment and graduation cannot be produced until a common approach to self-identification is adopted and implemented.

Work on Aboriginal indicators and on the development and improvement of data sources on Aboriginal learners will be undertaken in a context of consultation with Aboriginal groups and with Statistics Canada.



CMEC Technical Workshop on Pan-Canadian Aboriginal Data

On March 29 and 30, 2011, the workshop was held in Ottawa to examine the current state of data on Aboriginal education and to advise on the next steps to improve the availability of such data on Aboriginal learners across the country.

Pan-Canadian data should provide information at the provincial and territorial level in such a way that it is comparable across all provinces and territories. At present, the only official data available are from the Statistics Canada surveys that cover Aboriginal populations, such as the Census and the Aboriginal Peoples Survey.⁵ Although the provinces and territories individually collect data at the level of local school boards, the differences in definitions and methodologies make it difficult to compare data from one jurisdiction to another.

The workshop brought together technical experts working with Aboriginal data from the provincial and territorial ministries and departments, Statistics Canada, Aboriginal Affairs and Northern Development Canada (AANDC)⁶, NAOs, RAOs, and a number of other stakeholders. Participants at the workshop were people who work directly with data and are familiar with the technical issues involved in harmonizing data across jurisdictions.

The objectives of the workshop were:

- To share ideas about how to improve the availability and comparability of information on Aboriginal learners
- To build collaboration among various stakeholders who share objectives relating to Aboriginal data

⁵ Participants noted several issues with data obtained from voluntary surveys, especially that of under-reporting.

⁶ Known as “Indian and Northern Affairs Canada (INAC)” until June 13, 2011.

Key questions explored during the Workshop:

- What core information is needed on Aboriginal learners that would benefit from cross-jurisdictional comparisons?
- What are the main gaps in current data?
- What can be done to address the issue of Aboriginal self-identification?
- How can the concerns raised by Aboriginal organizations about ownership and control of the data collected be addressed?

What We Heard

By drawing on transcripts of presentations, comments, and questions shared at the workshop, we identified the following four themes that emerged from the event:

1. Building trust and strengthening partnerships
2. Enhancing data quality, comparability, and access
3. Broadening the scope of what is measured
4. Strengthening communication among all partners

1. Building Trust and Strengthening Partnerships

A recurring theme throughout the workshop was the importance of engaging Aboriginal partners in meaningful and respectful partnerships. It is essential that those most affected by the data collection and dissemination processes be included in this work, and that they participate in addressing the issues faced by their communities.

In order to develop these opportunities for collaboration, we need more focus on building trust, both in general terms and in relation to such specific initiatives as the development of self-identification questions and the collection of data. One of the key ingredients in collecting meaningful data is the trust that has to be established between those who are collecting the data and those who can provide the data.

- The **Inuit Tapiriit Kanatami (ITK)** noted that “very few Inuit people themselves have been involved in educational research, and it is unclear how the community would benefit from that.”
- The **Assembly of First Nations (AFN)** added: “It is no longer acceptable to simply be research subjects and have others interpret our realities. We must be the key actors, not simply the acted upon.”

2. Enhancing Data Quality, Comparability, and Access

The workshop provided an opportunity for participants to focus on data issues and possible solutions for addressing them. Representatives from across governments, organizations, and institutions stressed the importance of having high-quality, comparable, and accessible data on Aboriginal learners in order to effect substantive changes to education systems and policies.

They also stressed the importance of having accurate and consistent data, particularly relating to telling the stories that reflect the lived realities of Aboriginal communities, and to support the commitment of education ministers to eliminating the gap between Aboriginal and non-Aboriginal students in both academic achievement and graduation rates.

- The **Métis National Council (MNC)** stressed the importance of having reliable and disaggregated data. The “data on Aboriginal people need to be comparable to data for other populations in order to facilitate the identification of gaps.” Attention must be paid to the quality of the data in order to support “decent analysis.” On the level of human resources, the project calls for “dedicated people with analytical skills to do the work with the data available.”
- In addition, the **Native Women’s Association of Canada (NWAC)** expressed their interest in data collection. “We believe that the collection of gender-specific data is necessary to measure the progress of our collective goals and, specifically, to support women and girls in our First Nations and Aboriginal societies.”
- The **Congress of Aboriginal Peoples (CAP)** highlighted the need for “disaggregated data so that we can determine a distinction between on-reserve, off-reserve, status, non-status, First Nations, Inuit, and Métis” learners.

3. Broadening the Scope of What Is Measured

A number of workshop participants suggested that a more holistic approach to education and the collection of data would better suit the needs of Aboriginal learners and communities. They urged governments to broaden the approach to indicator development and to incorporate more holistic understandings of learning and performance.

Participants noted the limitations of current approaches that do not take into account the full spectrum of lifelong learning and, in particular, the holistic nature of Aboriginal learning. It was suggested that solutions be sought at the level of individual communities. A holistic approach, offers more opportunities for finding strengths that can guide the improvement of policies and programs.

- **NWAC** noted that “learning is not only about formal education, but a lifelong process of communicating, teaching and learning, and sharing knowledge among all members of family and community.”
- The **British Columbia First Nations Education Steering Committee (BCFNESC)** voiced concerns about the frequent emphasis on a deficits model. “There needs to be some indicators that focus on how the system is changing to meet the needs of Aboriginal learners. The system as it stands does not recognize or measure the success of our kids in ways that may be important to our communities.”
- **Provincial representatives** noted the need to “look for ways in which Aboriginal organizations could help and support provincial and territorial governments in doing what needs to be done. We need to shine the light on the problems in the education systems, and we need to look at the data as the tool that will allow us to move those systems in the right direction so that Aboriginal students do as well as they possibly can.”



4. Strengthening Communication Among All Partners

Communication is the primary means of building collaboration and enhancing trust. Participants from across governments and organizations discussed the need for clearly defined goals and for transparency in progress toward them. Ensuring that the purposes of various activities, including data collection, are communicated in ways that are understood by all those affected as well as by those involved is the best way to build trust.

Meaningful engagement of Aboriginal communities will follow from their having both a role in the development of the work and an understanding of the varied perspectives of all those involved. The workshop provided an opportunity for participants to listen to each other's concerns and successes, but the conversation does not end there.

- The **Council of Ministers of Education** has focused its efforts on strengthening an ongoing engagement strategy for information-sharing and improving communication. Knowing what is being done by other stakeholders is critical because that knowledge avoids duplication of effort and increases benefits across jurisdictions.
- As **Director General Andrew Parkin** noted, “We know that there is a lot of positive work going on. We know that there is a lot of success, but this is a very big and diverse country. The opportunities to share with and to learn from each other, to build the networks and to strengthen each other are sometimes few and far between. CMEC is committed to ensuring that the dialogue continues.”

Summary of sessions at the Technical Workshop on Pan-Canadian Aboriginal Data

The workshop was structured around four core themes explored through presentations and plenary sessions.

Session 1: Priorities for Pan-Canadian Aboriginal Data

Session 2: Current Status and Data Gaps

Session 3: Aboriginal Self-Identification

Session 4: Exemplars of Work on Aboriginal Data

Session 1: Priorities for Pan-Canadian Aboriginal data

The session focused on the information needs of Aboriginal leaders, students, parents, communities, and policy-makers. Each of the National Aboriginal Organizations and CMEC presented their priorities for pan-Canadian Aboriginal data.

Inuit Tapiriit Kanatami (ITK)

ITK's priorities include the need for Inuit-designed, Inuit-driven, evidence-based research in education to influence policies that are Inuit-specific.

Assembly of First Nations (AFN)

AFN's priorities include the need at all levels (local, regional, and national) to develop information systems, share data findings, and use data to make positive changes while respecting "ownership, control, access and possession" (OCAP) principles.

Métis National Council (MNC)

MNC's priorities include the need for comparable and quality data, the establishment of a database and other mechanisms for recording and tracking Métis students, and analytical capacity to put the data to practical use.

Native Women's Association of Canada (NWAC)

NWAC's priorities include: the need for gender distinctions; an emphasis on holistic approaches to education and lifelong learning models; the development of consistency in the collection of data across jurisdictions; and improved and increased information-sharing.

Congress of Aboriginal Peoples (CAP)

CAP's priorities for education data include the need for disaggregated data, an improved process of consultation, and the development of capacity at the NAO- and RAO-level.

Council of Ministers of Education, Canada

CMEC has developed, through CESC, a data strategy that focuses on strengthening the indicators on education outcomes across the country. An important component of that strategy is the effort to elicit more useful information about Aboriginal learners. Accomplishing that objective requires the development of approaches that encourage Aboriginal self-identification for the sake of accurate, consistent, and comparable data across jurisdictions.

Key Issues Identified through Session 1

- Trust and partnerships
- Meaningful action driven by the data
- Holistic learning and lifelong learning models

Session 2: Current Status and Data Gaps

The session focused on data sources, assessments, and indicators. The four presentations were followed by a discussion.

Presentation 1: Education Data for Aboriginal People. Tim Leonard, Program Manager of the Aboriginal Statistics Program, Statistics Canada.

Mr. Leonard's presentation provided an overview of the surveys at Statistics Canada that provide education data for Aboriginal People in Canada. These include the Census, the Aboriginal Peoples Survey, the Aboriginal Children's Survey, the Labour Force Survey, and the International Adult Literacy and Skills Survey.

These data sources have been used in a number of publications on educational issues affecting Aboriginal peoples that are available freely on Statistics Canada's Web site. Data can be accessed from Statistics Canada through the existing on-line data tools, the Research Data Centres, or by requesting custom data tables.

Presentation 2: *A Holistic Approach to Measuring Success in First Nations, Inuit, and Métis Learning.* Jarrett Laughlin, Senior Research Analyst, Canadian Council on Learning (CCL)

Mr. Laughlin's presentation focused on the work done through CCL to redefine how success is measured in Aboriginal learning and the development of an Aboriginal Learning Information and Data Strategy. Mr. Laughlin noted that new approaches to research and measurement are needed to monitor progress across the full spectrum of lifelong learning for First Nations, Inuit, and Métis people. In response to this need, the CCL and its Aboriginal Learning Knowledge Centre have worked in partnership with Aboriginal learning professionals to define what is meant by learning success, and to identify the indicators needed to capture a holistic view of lifelong learning.

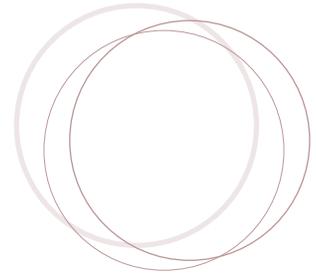
The result has been the development of three *Holistic Lifelong Learning Models and the Holistic Lifelong Learning Measurement Framework* as the tools needed to provide a more complete and relevant measure of success for First Nations, Inuit, and Métis learning. The models, frameworks, and reports can be found at www.ccl-cca.ca.

Presentation 3: *First Nations' Data and AANDC's Education Information System (EIS) and Performance Measurement.* Shirley Fontaine, Assembly of Manitoba Chiefs on behalf of Karihwakeron Tim Thompson from Assembly of First Nations.

Ms. Fontaine's presentation focused on the concerns of the Assembly of First Nations (AFN) regarding the Education Information System (EIS) of the AANDC. These concerns are based on AFN's foundational OCAP principles of First Nations data.

Several recommendations were provided by the AFN concerning the EIS: the establishment of a joint governance and oversight committee; the development of a joint research agenda; and the implementation of a Continuous Improvement Plan for the EIS.

The presenters also noted the following two AFN resolutions germane to the collection of data on Aboriginal students:



- (i) *AFN Resolution 48-2009*, which supports the development of the First Nations Information Governance Centre (FNIGC), and
- (ii) *AFN Resolution 32-2004*, which calls upon governments or non-First Nations agencies to enter into data-sharing protocols with First Nations on matters concerning data collection, data sharing, information management, and research to ensure OCAP principles are respected.

Presentation 4: *RHS is a premier source of First Nations data.* Jane Gray, Regional Health Survey (RHS) National Project Manager, First Nations Information Governance Centre (FNIGC).

Ms. Gray's presentation focused on data products available through the First Nations Information Governance Centre (FNIGC) that have been developed using the principles of OCAP.

The presentation highlighted the First Nations Regional Longitudinal Health Survey (RHS) which offers community-based research that is both scientifically and culturally validated. The survey is unique as the only research project dealing with Aboriginal issues that is completely under First Nations' control and possession. As a holistic survey, the RHS speaks to the many health, social, and economic determinants that affect First Nations, including education.

Key Issues Identified through Session 2

- The variety of data initiatives under way and the value of sharing information about them
- The potential for additional insights from holistic approaches to education and indicator development
- The importance of meaningful consultation processes

Session 3: Aboriginal Self-Identification

Participants were provided with an overview of CMEC's ongoing work related to Aboriginal self-identification as well as a set of questions in order to stimulate discussion at their tables.

Discussion questions:

- What level of information do we need for pan-Canadian comparisons?
- What are the main barriers (technical, logistical, legal, political, and social) to developing a harmonized approach to self-identification?
- Are there examples of harmonization that have worked (e.g., across surveys or across different ministries or departments)?
- What next steps could move this issue forward? How have jurisdictions and other groups addressed some of the challenges? What lessons can be learned?
- What realistic timelines should be expected?
- What may not be feasible, at least in the short- to medium-term?

Key Issues Identified through Session 3

- Consideration of including broader, more holistic indicators as part of PCEIP
- The need for more qualitative data, and the possibility of incorporating a pan-Canadian approach to achieve this
- The need to develop a strategy to assess the possibility of harmonizing the data and definitions across levels of government, programs, and products to ensure data comparability
- The costs of changing existing data systems to be compatible with one another
- The differing perspectives that NAOs and RAOs have on the value of Aboriginal self-identification for policy work
- The need to review and take into account the impact of Notice of Collection policies and other legal requirements where Aboriginal data are concerned
- The value of harmonizing indicators for Aboriginal learners with other sets of indicators (e.g., PCEIP indicators) to further enhance comparability of Aboriginal data with that of the general population
- The need to ensure recognition of the voluntary and confidential nature of self-identification, and work to overcome the historic

mistrust that Aboriginal communities feel toward self-identification

- The recognition of the technical barriers faced by jurisdictions, such as the lack of access to central data systems
- The need to overcome barriers such as established definitions, terminologies, and policies currently in use
- Assessing the time required to have a harmonized approach across the jurisdictions
- The need for disaggregated data on First Nations, Métis, and Inuit learners that will help further develop appropriate strategies targeted to specific communities and groups

Session 4: Examples of Work on Aboriginal data

Concurrent presentations focused on information-sharing on a number of current initiatives.

Presentation 1: David Boisvert, Advisor, Métis National Council (MNC)

Mr. Boisvert provided an overview of initiatives to establish Métis registries and the impact they could eventually have on data gathering. Mr. Boisvert noted that, although no national data registry for Métis peoples exists in Canada, the MNC's five provincial affiliates (Alberta, Ontario, Manitoba, Saskatchewan, and British Columbia) have put in place their own data registries for their members, and they use a uniform definition of Métis.

However, opportunities for linkages with other databases (such as health and education) and quantitative analyses are still in the development phase, considering that the Métis data registries are a work in progress and currently capture only a fraction of the total Métis constituency.

Presentation 2: Noella Steinhauer, Director of Education, National Aboriginal Achievement Foundation (NAAF) and Brian McDougall, Human Resources & Skills Development Canada (HRSDC)

Ms. Steinhauer and Mr. McDougall provided an overview of current NAAF projects, including a proposed data and research initiative with HRSDC.

The initiative, if approved, would provide \$2.3 million over three years from HRSDC's Skills and Partnerships Fund to convert existing data

on over 11,000 recipients of NAAF awards into researchable data, thereby significantly enhancing the level of usable data on Aboriginal postsecondary education and transitions to employment. This project would also work toward building research capacity at NAAF and the organization of various policy conferences and workshops on Aboriginal education.

Presentation 3: Keith Conn, Chief Operating Officer, First Nations Statistical Institute

Mr. Conn's presentation focused on the structure and policy of FNSI and their environmental scan relating to education. The scan revealed that the lack of consistent or standard definitions in Aboriginal data continues to raise issues of comparability between the data of federal, provincial, territorial, and local orders of government.

The scan also reported on current gaps within Aboriginal education data, including data explaining barriers to participation, linkage to literacy, youth disabilities, children and youth literacy levels compared to those of their parents, community involvement, linkage of education level with desire to access learning opportunities, and high school graduation rates on reserve.

Presentation 4: Maria Wilson, Training and Employment Coordinator Inuit Tapiriit Kanatami (ITK)

Ms. Wilson's presentation focused on ITK's data-related projects and priorities, including those resulting from a recently established Inuit Qaujisarvingat (Inuit Knowledge Centre) at ITK. This centre aims to bridge the gap between Inuit knowledge and Western science, and to build capacity among the Inuit to respond to global interest in Arctic issues.

The presentation noted that evidence-based research into current Inuit education is quite limited, due in part to lack of funding. The particular issues highlighted were the lack of Inuit involvement in the actual research, limited longitudinal research, inadequate policy research examining education reforms, and the impact of changes in governance structures on education policies relating to Inuit peoples.

Presentation 5: Jane Friesen, Director, Centre for Education Research and Policy at Simon Fraser University

Dr. Friesen's presentation focused on the CMEC-funded project Key Policy Issues in First Nations, Métis, and Inuit Education: An Evidence-Based Approach. The goal of this project is to develop several reports that will inform discussions at a policy forum to be held in December 2011. Specifically, three "framing papers" will be prepared by project researchers focusing on the requirements for Aboriginal information by key decision makers, an assessment of the existing Aboriginal data resources available, and steps that may be taken to fill the identified data needs of decision makers.

Key Issues Identified through Session 4

- Review of the breadth of current work related to Aboriginal education in Canada, across all levels of government and between various Aboriginal organizations
- Identification of capacity and research gaps in the field, including opportunities for future collaboration

Next Steps: Our Commitment Continues

The Technical Workshop on Pan-Canadian Aboriginal Data successfully brought together partners from across governments, institutions, and organizations in Canada. By bringing together Canada's data experts in Aboriginal education, it reflected CMEC's commitment to strengthening existing partnerships and working to improve the available data about and for Aboriginal students.

The workshop is not the end of the journey, but rather one step toward educational improvements. Ministers of education recognize the importance of having an accurate baseline and ongoing data that can inform policy and program planning in Aboriginal education, and of collaborating with Aboriginal leaders and their regional representatives.

As part of this work, CESC will continue to develop indicators and explore a methodology for self-identification that supports pan-Canadian data collection, analysis, and dissemination of information on Aboriginal students. The provinces and territories, through their ministries of education and in partnership with their RAOs and local communities are making progress on indicator development at a jurisdictional policy level in order to best serve the needs of their Aboriginal populations.

In its continued effort to share information, CMEC will be hosting an Educators' Forum on Aboriginal Education in December 2011. The forum will bring together a wide range of stakeholders in Aboriginal education — from educators and academics to government officials and representatives of Aboriginal organizations — to talk about what works for Aboriginal learners in early-childhood education (ECE) and K–12 education. Using a case study format, participants will examine programs, policies, and practices that have been shown to be effective in improving one or more aspects of Aboriginal ECE and K–12 education. The forum will provide a unique opportunity for participants from across Canada to engage in face-to-face dialogue, exchange with their colleagues and peers, and build networks in the field of Aboriginal ECE and K–12 education.

Ministers of education are committed to addressing issues related to Aboriginal education — through activities such as the workshop and the forum — to encourage knowledge mobilization and transfer, facilitate dialogue, and create new partnerships.

Appendix I

List of organizations, institutions, and departments that participated in the Technical Workshop

- Aboriginal Affairs Working Group
- Alberta Advanced Education and Technology
- Alberta Education
- Assembly of First Nations
- Assembly of Manitoba Chiefs
- Association of Canadian Community Colleges
- Association of Universities and Colleges Canada
- British Columbia First Nations Education Steering Committee
- British Columbia Ministry of Education
- Canadian Council on Learning
- Congress of Aboriginal Peoples
- Council of Ministers of Education, Canada
- Federation of Saskatchewan Indian Nations
- First Nations Information Governance Centre
- First Nations Statistical Institute
- Higher Education Quality Council of Ontario
- Human Resources and Skills Development Canada
- Indian and Northern Affairs Canada
- Inuit Tapiriit Kanatami
- Manitoba Department of Advanced Education and Literacy
- Manitoba Education
- Manitoba Métis Federation
- Manitoba First Nations Education Resource Centre
- Métis Nation of Ontario
- Métis National Council
- Mi'kmaw Kina'matnewey
- National Aboriginal Achievement Foundation
- Native Women's Association of Canada
- Nova Scotia Department of Education
- Northwest Territories Department of Education, Culture and Employment
- Ontario Ministry of Education
- Ontario Ministry of Training, Colleges and Universities
- Saskatchewan Ministry of Education
- Saskatchewan Advanced Education, Employment and Immigration
- Simon Fraser University
- Statistics Canada
- Treaty 7 Alberta region
- Yukon Department of Education

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