

Strengthening Aboriginal Success: Aboriginal Education and the Council of Ministers of Education, Canada

Presentation by
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“Moving Forward Together”
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Council of
Ministers
of Education,
Canada

Conseil des
ministres
de l'Éducation
(Canada)

- Introduction
 - What is CMEC?
 - What does CMEC do?
 - Web site: www.cmecc.ca
 - Key activity areas: <http://www.cmecc.ca/8/Programs-and-Initiatives/index.html>

Strengthening Aboriginal Success



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- Consideration of past and present situations within Aboriginal Education in Canada
 - Historical overview
 - Reports
 - Demographics
 - Issues

Strengthening Aboriginal Success



CMEC responds to the need for change

- CMEC declares Aboriginal education a priority (2004)
- *Learn Canada 2020* declaration (2008)
 - Eliminate the gap in academic achievement and graduation rates between Aboriginal and non-Aboriginal students
- *CMEC Aboriginal Education Action Plan* (2005)
 - CMEC Strategy on Aboriginal Education (2011)
- Ongoing research and work on data

Moving forward with a focus on relationships

- CMEC's Technical Workshop on Pan-Canadian Aboriginal Data
 - <http://www.cmec.ca/Publications/Lists/Publications/Attachments/276/cmec-technical-workshop-aboriginalData-summaryReport.pdf>
- *Key Policy Issues Research in Aboriginal Education: An Evidence-Based Approach*
 - http://www.cmec.ca/Publications/Lists/Publications/Attachments/295/Key-Policy-Issues-in-Aboriginal-Education_EN.pdf
- CMEC Educators' Forum on Aboriginal Education
 - <http://www.cmec.ca/314/Programs-and-Initiatives/Aboriginal-Education/CMEC-Educators-Forum-on-Aboriginal-Education/Overview/index.html>
- Working closely with partners
 - ITK - *National Strategy on Inuit Education*: <https://www.itk.ca/publication/national-strategy-inuit-education>
 - AFN - *Call to Action on Education*: <http://www.afn.ca/index.php/en/news-media/current-issues/call-to-action-on-education>

Publications: <http://www.cmecc.ca/8/Programs-and-Initiatives/index.html>

- *Literature Review on Factors Affecting the Transition of Aboriginal Youth from School to Work (2013)*
- *Key Policy Issues in Aboriginal Education: An Evidence-Based Approach (2012)*
- *CMEC Technical Workshop on Pan-Canadian Aboriginal Data – Summary Report (2011)*
- *A Literature Review of Factors that Support Successful Transitions by Aboriginal People from K-12 to Postsecondary Education (2011)*

Publications continued: <http://www.cmec.ca/8/Programs-and-Initiatives/index.html>

- *Strengthening Aboriginal Success - Summary Report (2010)*
- *Factors Affecting the Use of Student Financial Assistance Programs by Aboriginal Youth (2009)*
- *Review of Current Approaches to Aboriginal Self-Identification (2008)*
- *Best Practices in Increasing Aboriginal Postsecondary Enrolment Rates (2002)*

Moving forward with a focus on relationships

- **CMEC Summit on Aboriginal Education (2009)**
 - Themes emergent from the summit:
 - Strengthening Aboriginal language and culture
 - Enhancing equity in funding
 - Increasing access, retention, and graduation (postsecondary education and adult learning)
 - Sharing responsibility and accountability
 - Planning for transitions: seamless systems for learners
 - Reporting and benchmarking success: data
 - Providing programs and services
 - Engaging all partners in First Nation, Métis, and Inuit education

PIAAC - Aboriginal Education



- Programme for the International Assessment of Adult Competencies (PIAAC)
 - <http://www.piaac.ca/>

General Questions



- What is PIAAC?
 - Three parts to the survey
- How was this information collected?
- Other countries who participated in PIAAC
- What is literacy?

General Questions



- What is numeracy?
- What are problem-solving in technology-rich environments?
- Why is the focus on literacy, numeracy, and PS-TRE?
- How is PIAAC different than other surveys?

Initial observations

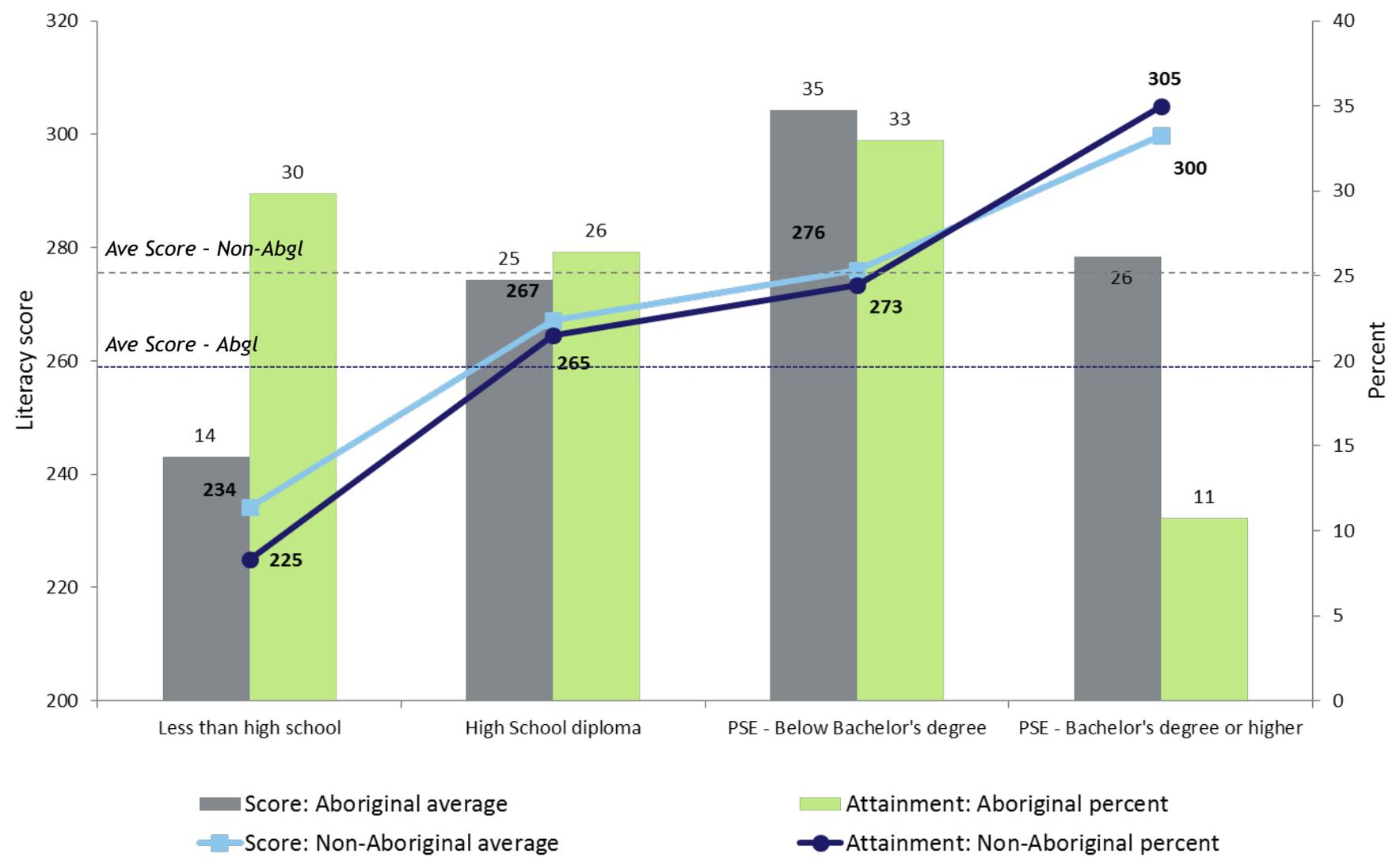
- In general, Aboriginal people have lower information-processing skills, when assessed in English and French, than the non-Aboriginal population; however, the gap varies considerably across provinces and territories.
- While Aboriginal Canadians score lower on average than non-Aboriginal Canadians, they do just as well as non-Aboriginal Canadians when they have similar levels of higher education.
**Educational attainment is a significant driver of results.
- The context of all results must be taken into consideration.
- Provinces and territories will continue to work to eliminate the achievement gap between Aboriginal and non-Aboriginal learners through a variety of programs and initiatives.

Initial observations

- Aboriginal and non-Aboriginal people with similar levels of education have similar skills proficiency; education is the key to eliminating the skills gap.
- The skills gap between Aboriginal and non-Aboriginal people is wider among young adults than among older cohorts of the population.
- The skills gap between Aboriginal and non-Aboriginal people varies considerably by region and by type of skills assessed.

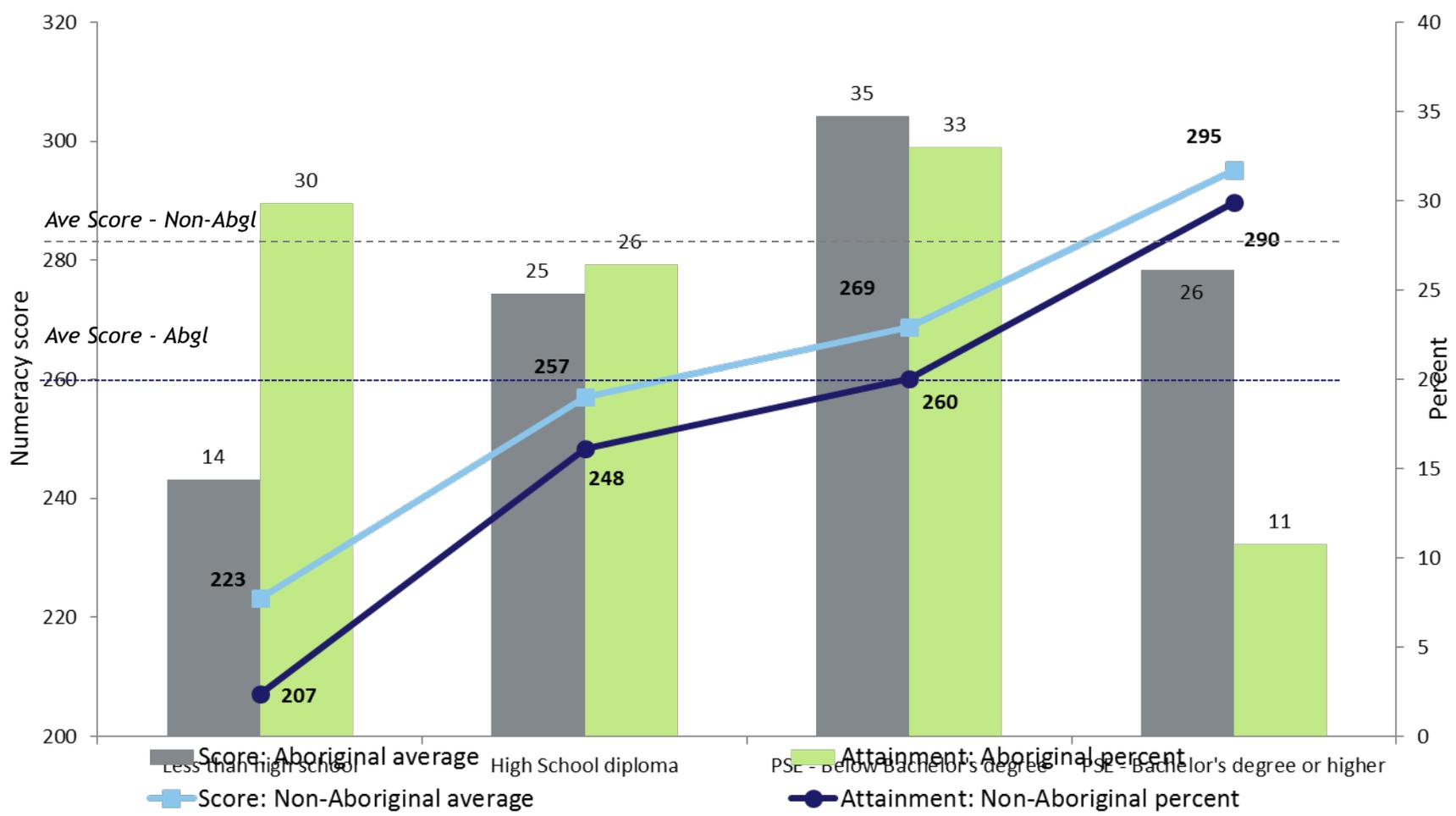
Aboriginal peoples (excerpt from the PIAAC pan-Canadian report)

Literacy – Average scores of population aged 16 to 65 by off-reserve Aboriginal identification and educational attainment, Canada, 2012



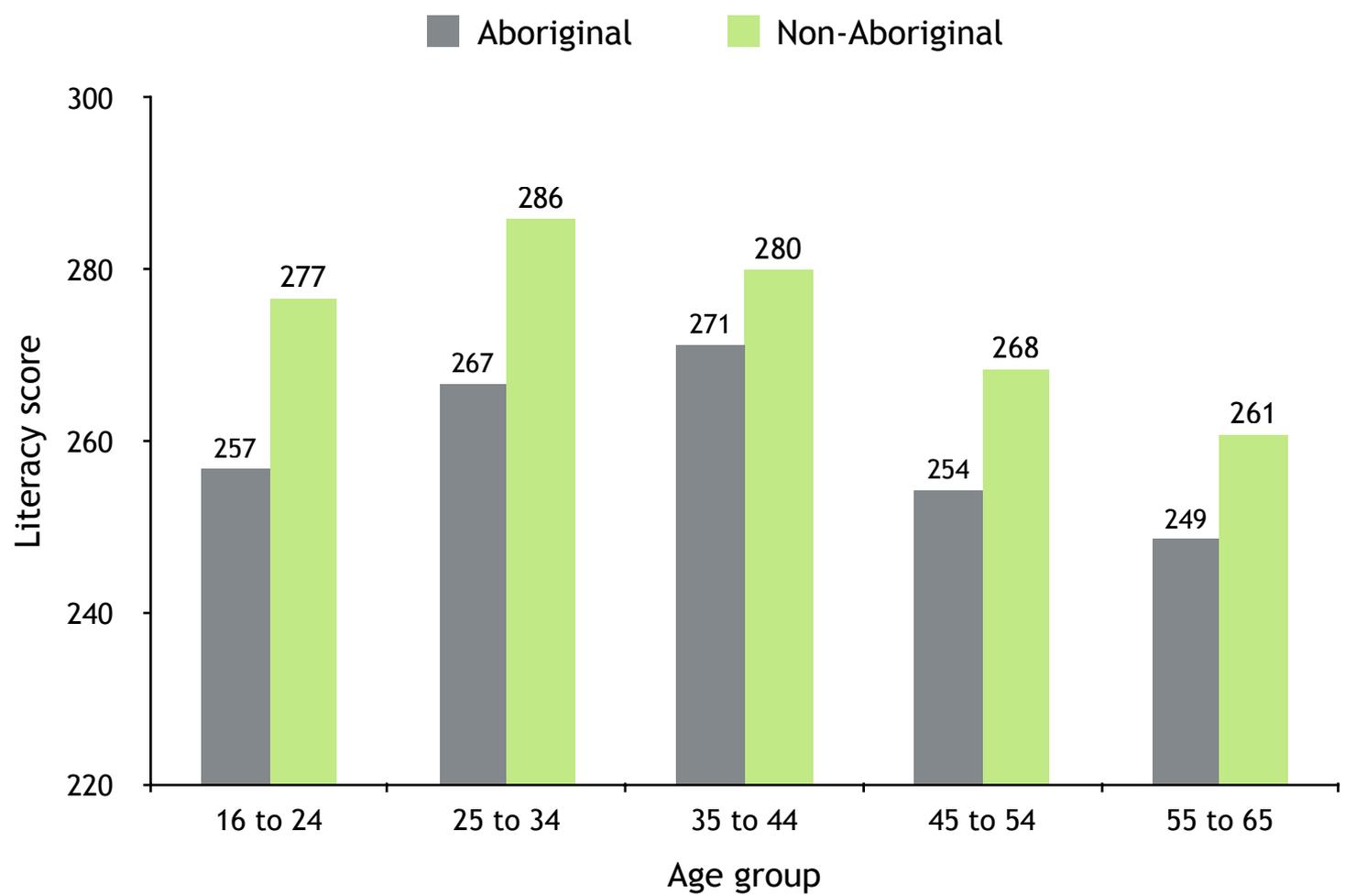
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Aboriginal peoples (excerpt from the PIAAC pan-Canadian report)

Literacy – Average scores of population aged 16 to 65 by age and off-reserve Aboriginal identification, Canada, 2012



Need for further analysis

- Further analysis required how skills vary in relation to socio-demographic characteristics of Aboriginal populations, as well as the geographic, cultural and context in which they live.
- Next step will be the creation of the PIAAC Aboriginal thematic report.

Questions may be directed to:

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