

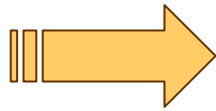
# Improving the Educational Outcomes of Aboriginal People:

## Key Policy Questions

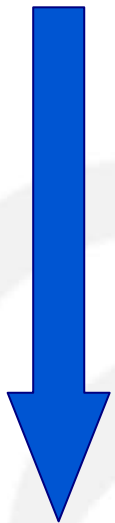
Jarrett Laughlin, CCL  
Saskatoon, SK  
March, 2010

## Aboriginal Learning: *What do we know?*

High aspirations for learning



80% of Aboriginal youth aspire for post-secondary



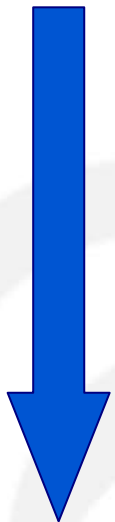
Poor learning outcomes



40% of Aboriginal youth complete post-secondary  
60% of Aboriginal youth complete high-school

## Aboriginal Learning: *Why is this?*

High aspirations for learning



Poor learning outcomes



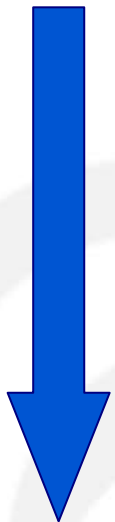
Factors contributing to success



- Effective teachers
- Engaged parents
- Relevant curriculum
- Language and culture
- Role models
- Socio-economic factors
- Mobility
- ...

# Aboriginal Learning: *Why so little improvement?*

High aspirations for learning



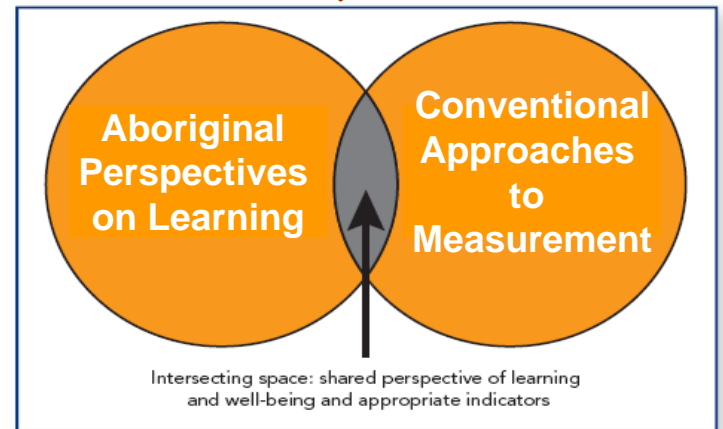
Poor learning outcomes



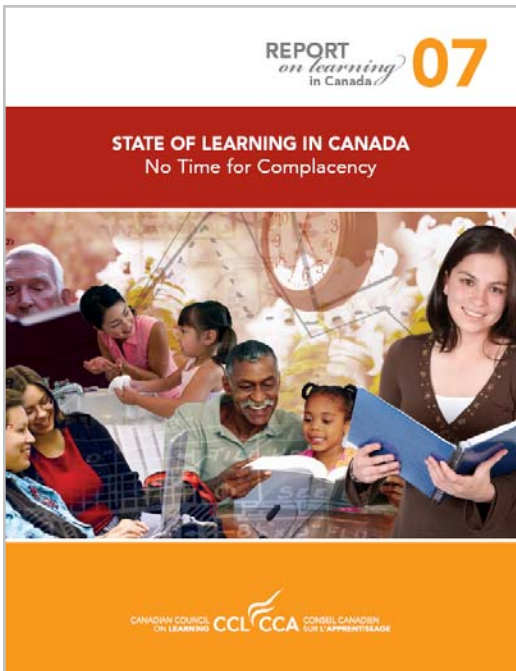
Factors contributing to success



Solutions



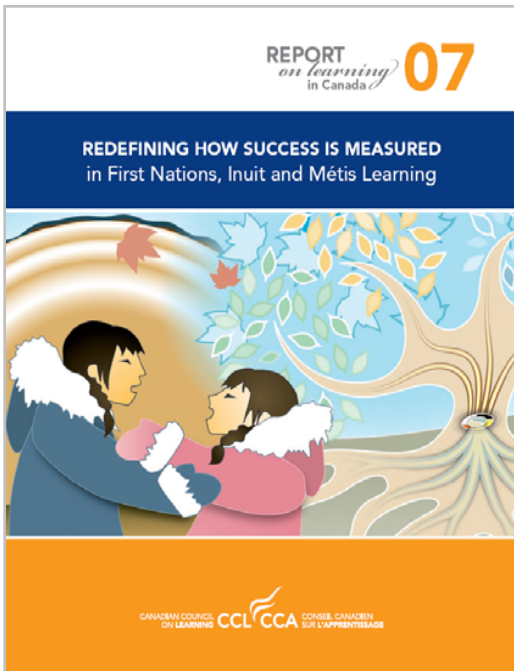
# 1. Redefining Success in Aboriginal Learning



*“Current approaches to measuring First Nations, Inuit and Métis learning need to be broadened to reflect Aboriginal people’s articulation of holistic, lifelong learning.”*

**January 2007**

# 1. Redefining Success in Aboriginal Learning

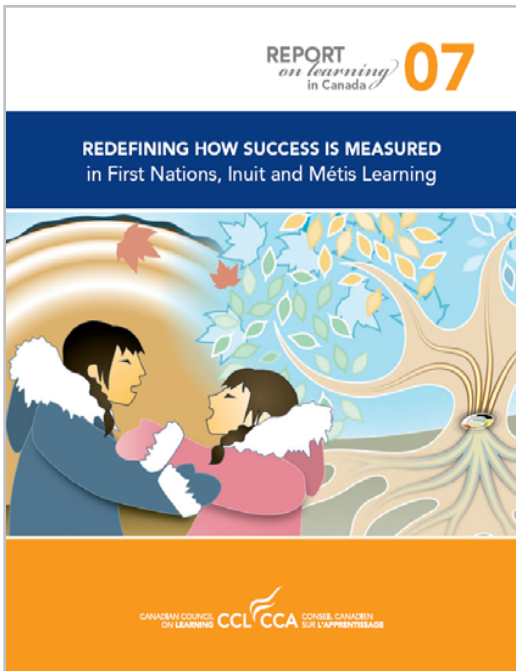


February 2007

## What is Aboriginal Learning?

- Holistic;
- Lifelong;
- Spiritually oriented;
- Community activity;
- Rooted in Aboriginal languages and cultures;
- Integrates Aboriginal and Western knowledge;

# 1. Redefining Success in Aboriginal Learning



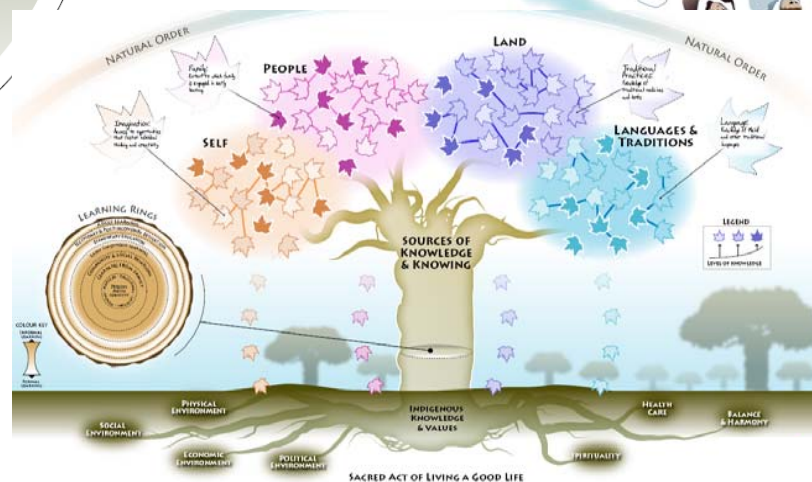
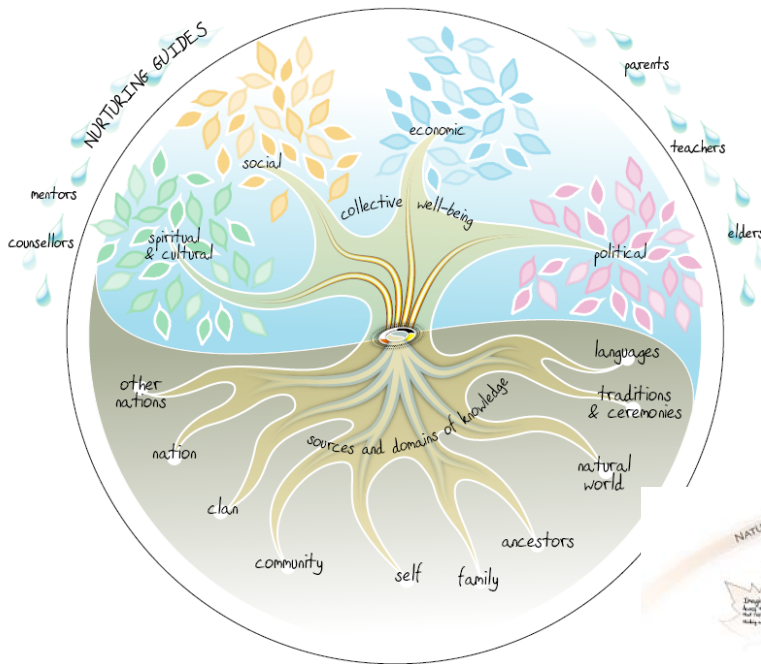
## Community Workshops

- Brought together Aboriginal learning professionals, researchers and governments from more than 50 organizations across Canada.

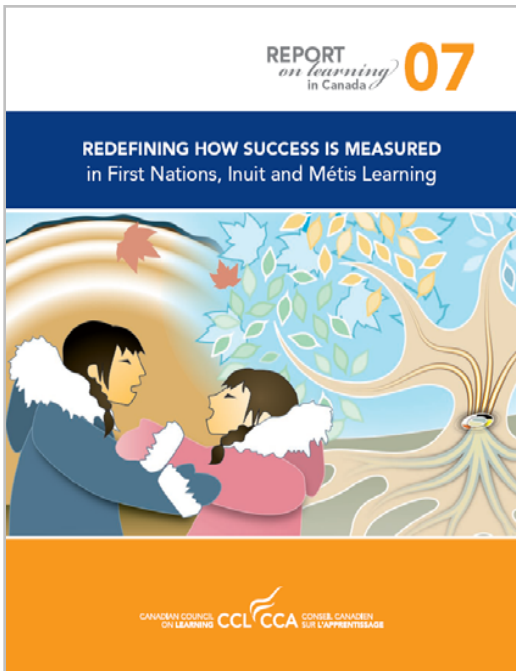


May/June 2007

# 1. Redefining Success in Aboriginal Learning



## 2. New Measurement Approaches Needed

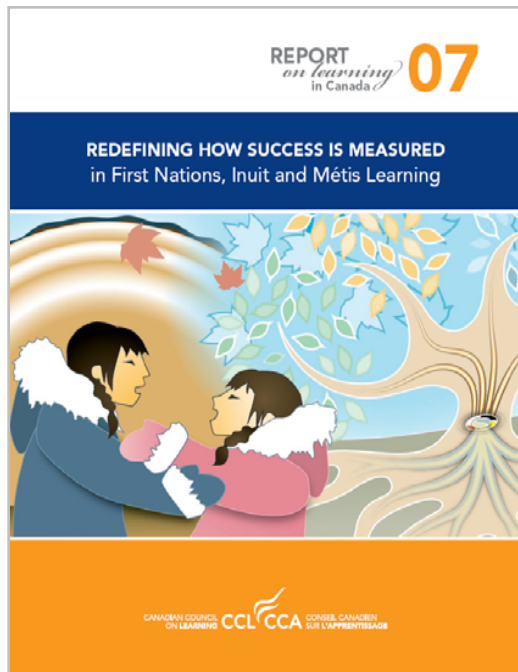


November 2007

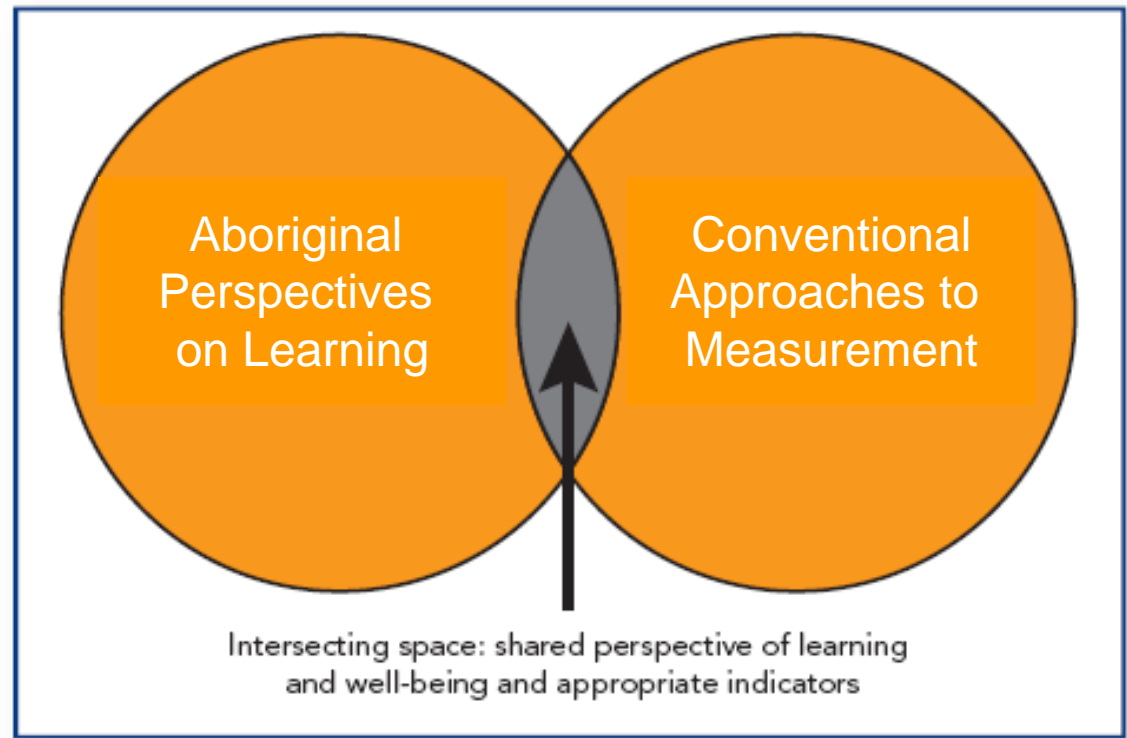
### Limitations of current approaches

- Do not monitor the full spectrum of lifelong learning;
- Do not reflect holistic nature of Aboriginal learning;
- Do not reflect importance of experiential learning.
- Do not account for social, economic and political realities;
- Orientated toward measuring learning deficits;

## 2. New Measurement Approaches Needed



### Limitations of current approaches

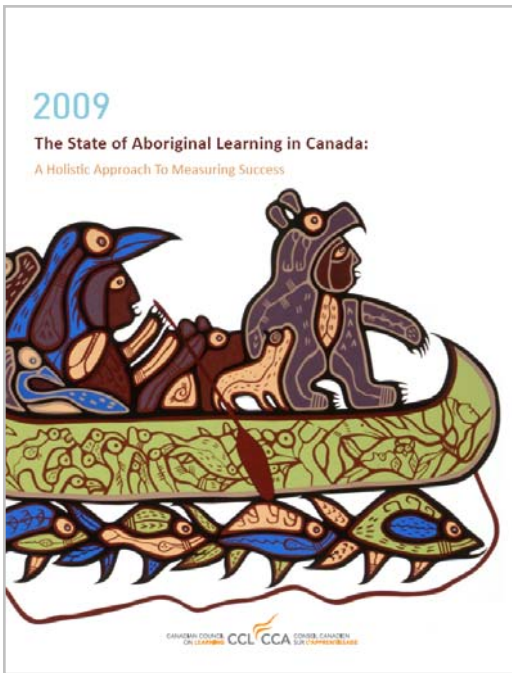


November 2007

***“Indicators run the risk of becoming either irrelevant for communities or unable to inform effective government policy.”***

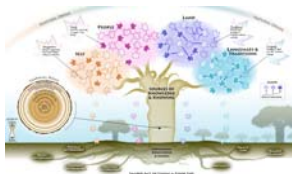
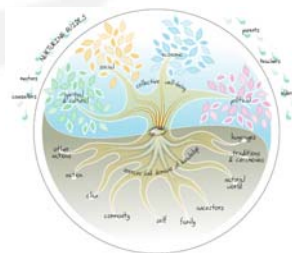
***- CCL, Redefining How Success is Measured 2007***

# Holistic Learning Measurement Framework



## New Framework

- *Holistic Lifelong Learning Measurement Framework* incorporates common elements, while integrating unique learning perspectives of each model.



	Domain	Indicator*	Measure*
Infants and Children (0-5)	Domain	Indicator*	Measure*
	Early childhood education (ECE)	Enrollment in ECE opportunities	Type of child-care arrangement used
	Early learning in the home	Availability of Aboriginal-specific ECE programs	Does child-care arrangement promote Aboriginal values?
	Early developmental milestones	Reading to children	Proportion of children who read or were read to daily
Youth (6-18)	Learning in school	Level of school readiness	Proportion of children who hear stories daily
	Learning at home and in the community	Dropout rate	Proportion of children who are 'not ready' for school
	School attendance	Participation in extra-curricular activities	Proportion of incomplete high-school learning
		Community involvement	Reasons for not finishing high school
Young Adults (19-34)	Post-secondary education	Completion rates	Proportion who completed a university program
	Learning at home and in the community	Participation in extra-curricular activities	Proportion who completed a college program
		Community involvement	Proportion who completed a trade or apprenticeship program
	Distance education	Proportion enrolled in distance education courses	
Adults (35-64) and Elders (65+)	Learning at home and in the community	Broadband access	Proportion of First Nations communities with access to broadband services
	Workplace learning	Community involvement	Adult volunteerism rates
	Literacy levels	Internet usage	Use of internet
		Job-related training	Participation in job-related training
	Adult literacy levels	Level of prose literacy proficiency	

December 2009

# Holistic Learning Measurement Framework

Sources and Domains of Knowledge	Domain	
	World of People	Self
		Family
		Elders
		Community
	Land	Natural history
		Traditional skills
		Land use
	Languages, Traditions and Cultures	Languages
		Traditions and ceremonies
		Culture
	Spirituality	Spiritual development

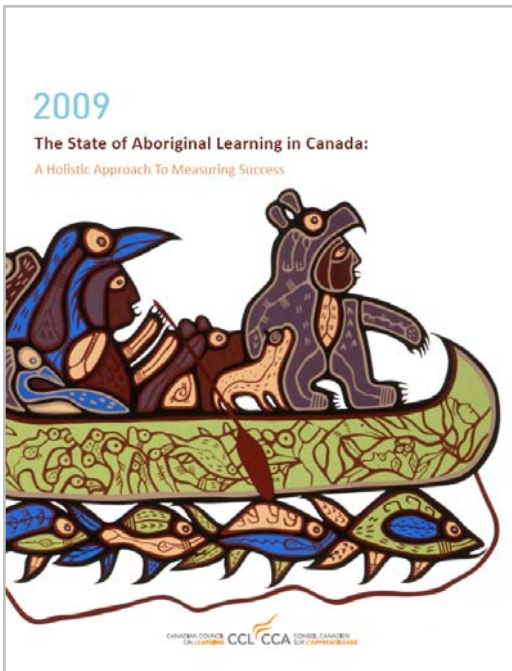
The Lifelong Learning Journey	Domain	
	Infants and Children (0–5)	Early childhood education (ECE)
		Early learning in the home
		Early developmental milestones
	Youth (6–18)	Learning in school
		Learning at home and in the community
	Young Adults (19–34)	Post-secondary education
		Learning at home and in the community
	Adults (35–64) and Elders (65+)	Learning at home and in the community
		Workplace learning
		Literacy levels

Community Well-Being	Domain

# Holistic Learning Measurement Framework

		Domain	Indicator*	Measure*	
Sources and Domains of Knowledge	The Lifelong Learning Journey	<b>Infants and Children (0–5)</b>	Early childhood education (ECE)	Enrolment in ECE opportunities	Type of child-care arrangement used
				Availability of Aboriginal-specific ECE programs	Does child-care arrangement promote Aboriginal values?
			Early learning in the home	Reading to children	Proportion of children who read or were read to daily
			Early developmental milestones	Level of school readiness	Proportion of children who hear stories daily
		<b>Youth (6–18)</b>	Learning in school	Dropout rate	Proportion of incomplete high-school learning
				School attendance	Reasons for not finishing high school
			Learning at home and in the community	Participation in extra-curricular activities	Degree of absenteeism from school
				Community involvement	Participation in clubs or groups
					Participation in sports
					Participation in arts or music
		<b>Young Adults (19–34)</b>	Post-secondary education	Completion rates	Proportion who completed a university program
					Proportion who completed a college program
					Proportion who completed a trade or apprenticeship program
			Learning at home and in the community	Distance education	Proportion enrolled in distance education courses
				Broadband access	Proportion of First Nations communities with access to broadband services
		Community involvement	Adult volunteerism rates		
<b>Adults (35–64) and Elders (65+)</b>	Learning at home and in the community	Internet usage	Use of internet		
	Workplace learning	Job-related training	Participation in job-related training		
	Literacy levels	Adult literacy levels	Level of prose literacy proficiency		

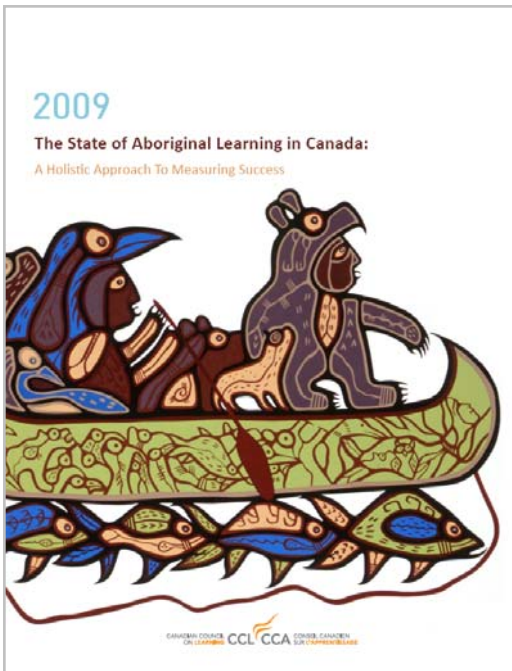
# Holistic Learning Measurement Framework



- The new framework highlights **new information** about Aboriginal learning.
- The information needed to develop **new solutions**.
- Provides a **more complete picture** of the state of Aboriginal learning in Canada.

**December 2009**

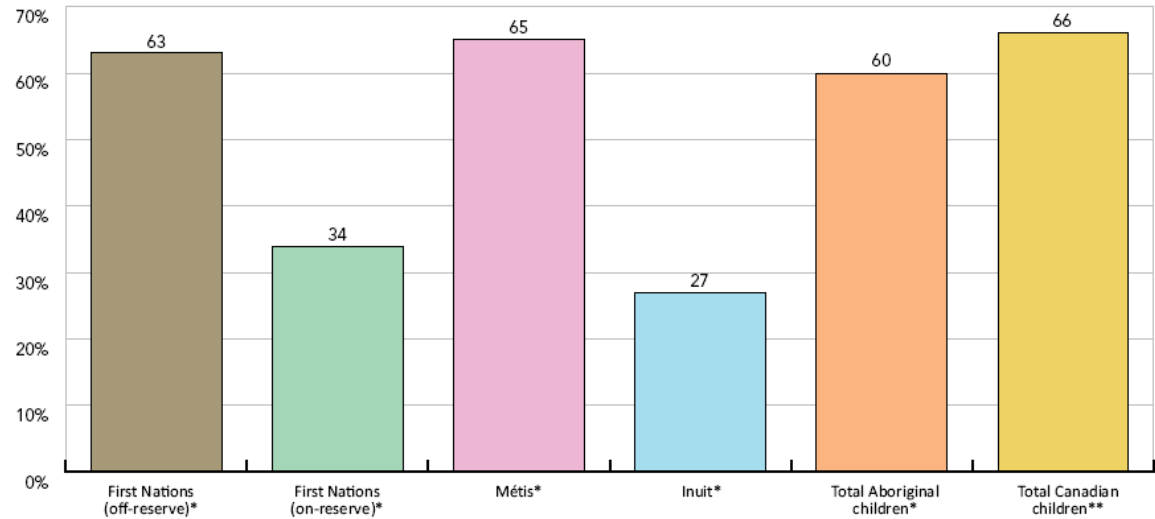
# 2009: State of Aboriginal Learning in Canada



## Key Findings

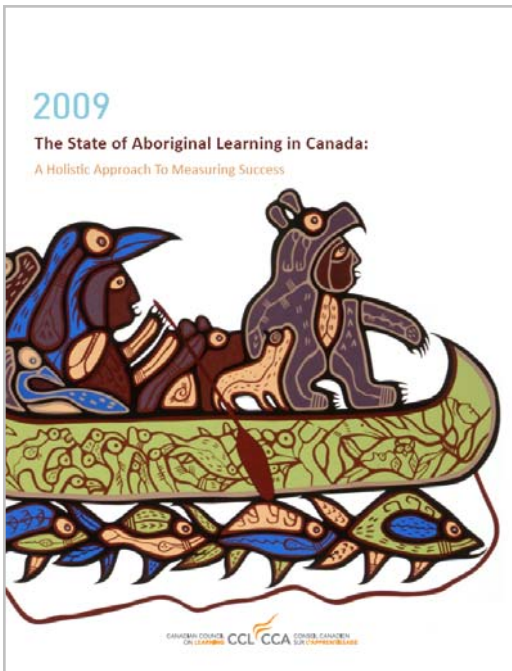
- Reading to children

Figure 3.4: Proportion of children aged five and under who read or were read to daily, 2001



Sources: Statistics Canada, 2000-01 National Longitudinal Survey of Children and youth  
Statistics Canada, 2001 Aboriginal Children's Survey

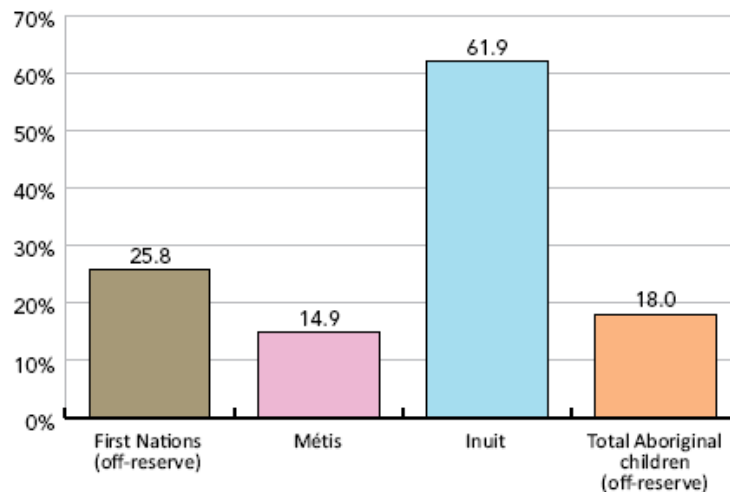
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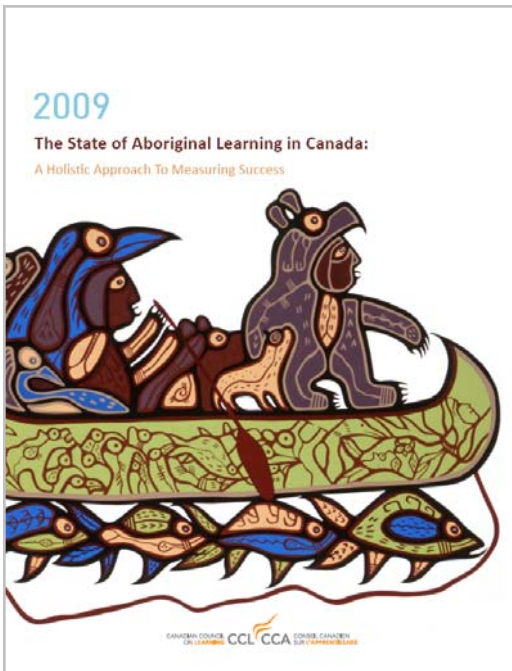
- **Early childhood education**

Figure 3.2: Proportion of Aboriginal children aged five and under who attended an Aboriginal-specific child-care program, 2006



Source: Statistics Canada, 2006 Aboriginal Children's Survey

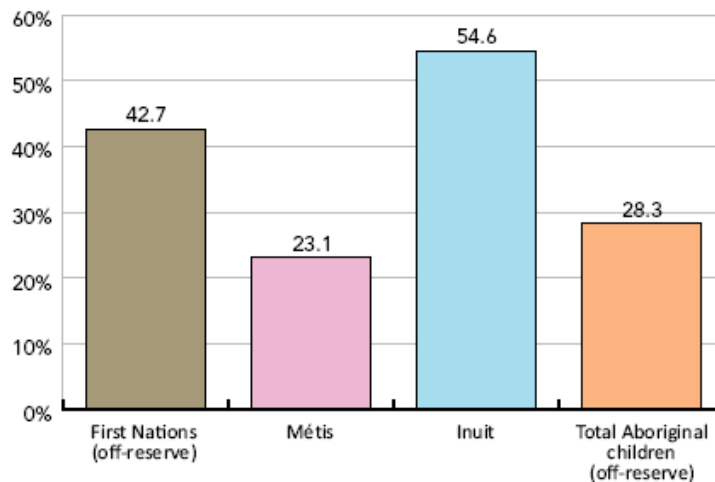
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## Key Findings

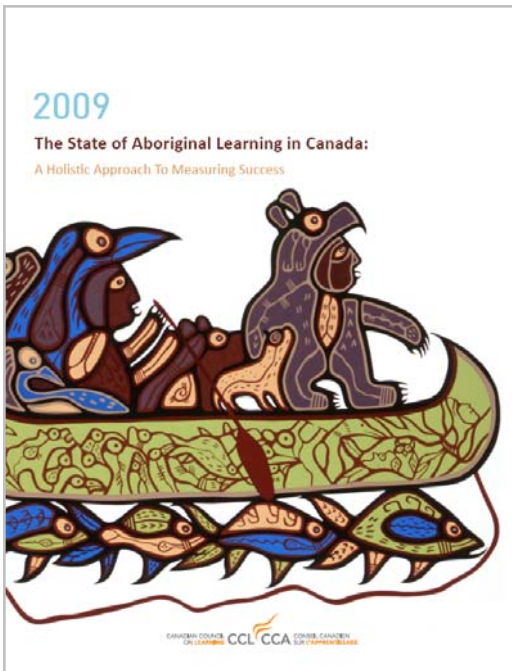
- Traditions and ceremonies

Figure 2.10: Proportion of Aboriginal children aged five and under who participated in or attended traditional Aboriginal cultural activities in the past year,<sup>a</sup> 2006



Source: Statistics Canada, 2006 Aboriginal Children's Survey

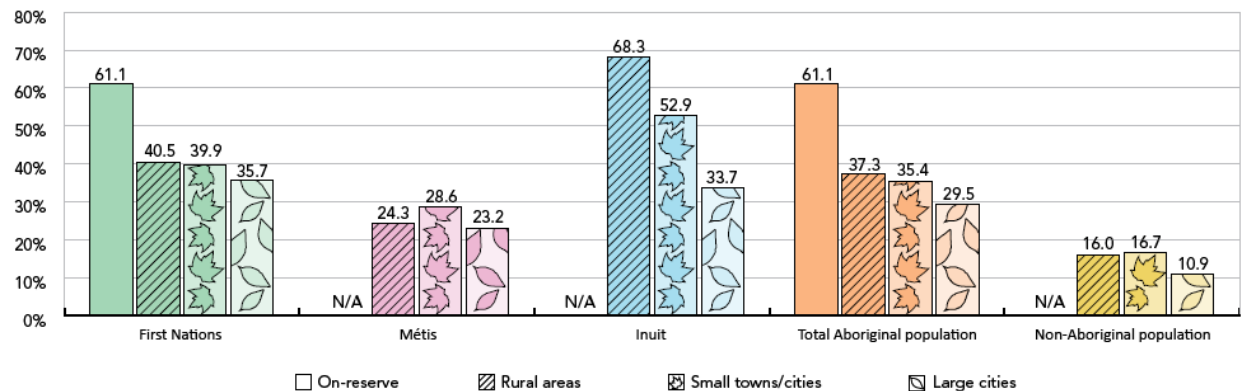
# 2009: State of Aboriginal Learning in Canada



## Key Findings

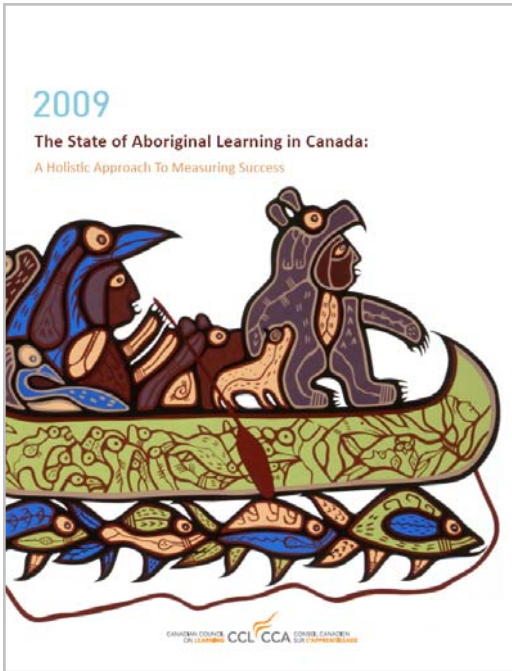
- **Incomplete high-school**

Figure 3.9: Proportion of Aboriginal and non-Aboriginal people aged 20 to 24 with no high-school diploma, by area of residence, 2006



Source: Statistics Canada, 2006 Census

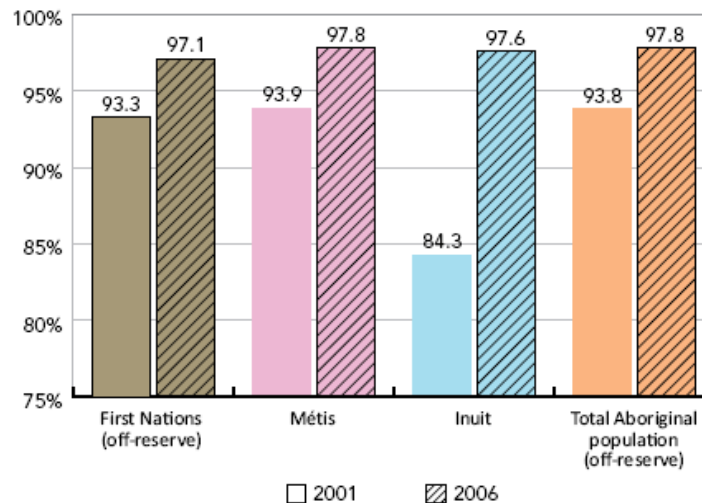
# 2009: State of Aboriginal Learning in Canada



## Key Findings

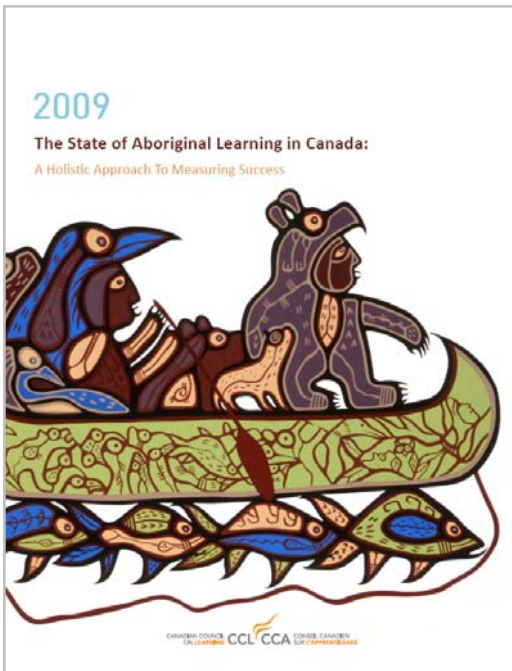
- Learning from the community

Figure 2.5: Proportion of Aboriginal youth and adults aged 15 and over who frequently received any kind of support<sup>a</sup> from people in the community, 2001 and 2006



Source: Statistics Canada, 2001 & 2006 Aboriginal Peoples Survey 20

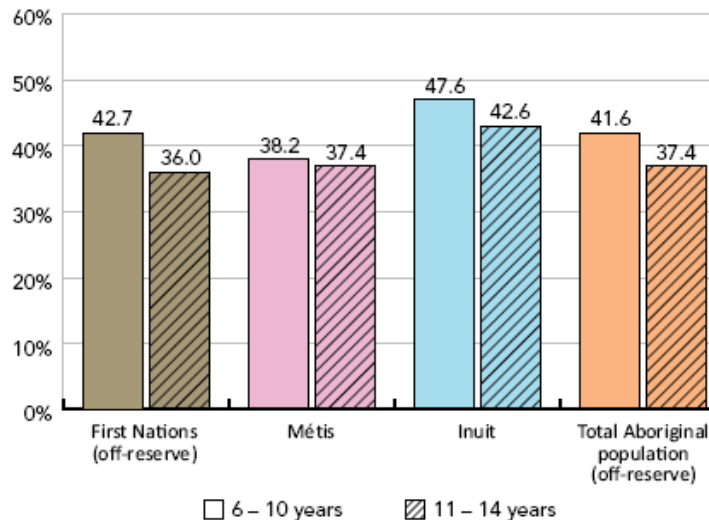
# 2009: State of Aboriginal Learning in Canada



## Key Findings

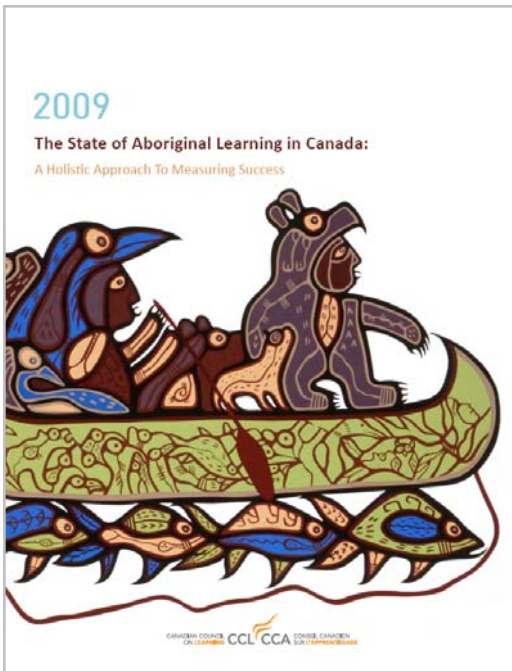
- **Exposure to Elders**

Figure 2.3: Proportion of Aboriginal youth who spent time with Elders after school, at least once a week, by age, 2006



Source: Statistics Canada, 2006 Aboriginal Peoples Survey

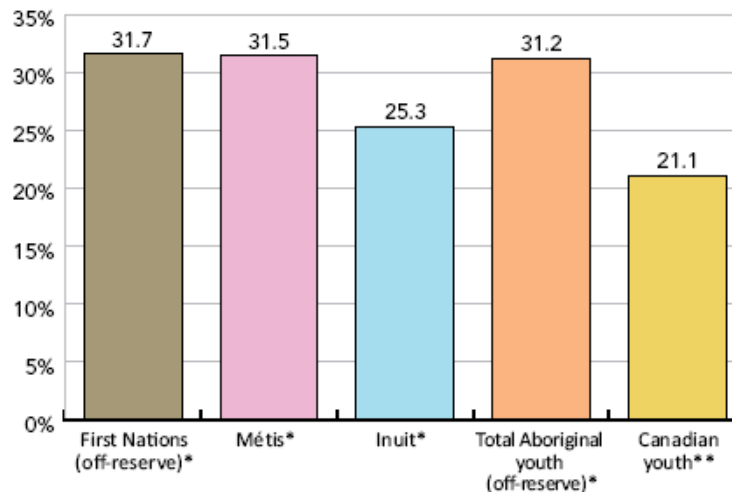
# 2009: State of Aboriginal Learning in Canada



## Key Findings

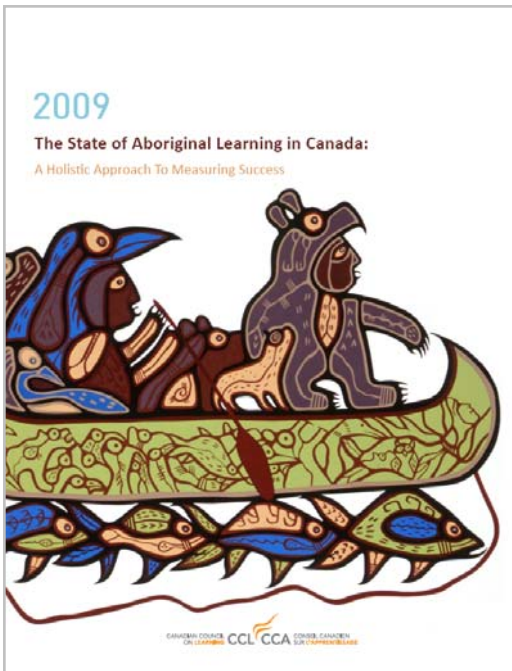
- **Learning in the community**

Figure 3.13: Proportion of Aboriginal and Canadian youth who participated in clubs or groups after school, at least once a week, 2006



Source: Statistics Canada, 2006 Aboriginal Peoples Survey

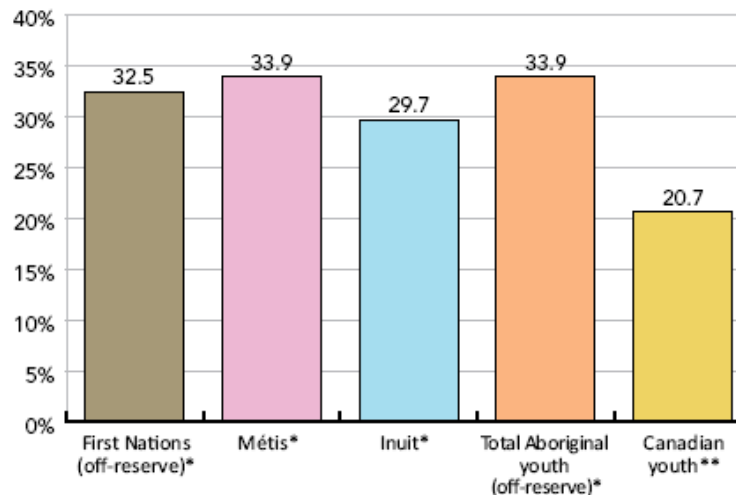
# 2009: State of Aboriginal Learning in Canada



## Key Findings

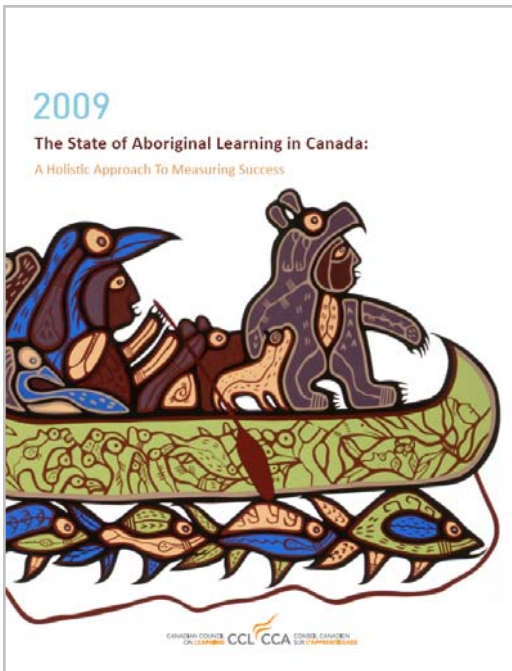
- **Youth volunteerism**

Figure 3.16: Proportion of Aboriginal and Canadian youth who volunteer in their community after school, at least once a week, 2006



Source: Statistics Canada, 2006 Aboriginal Peoples Survey

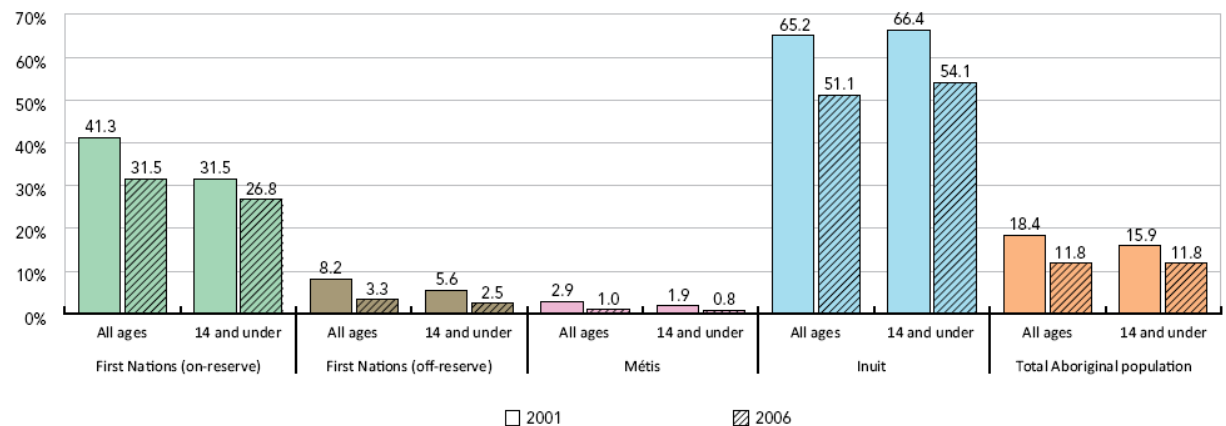
# 2009: State of Aboriginal Learning in Canada



## Key Findings

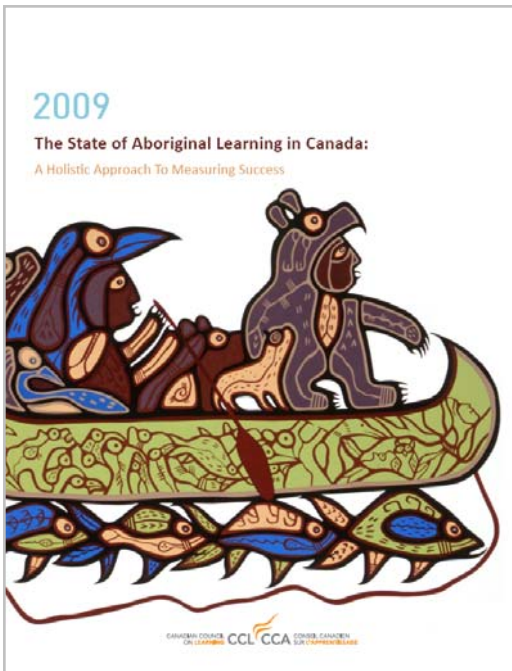
- Use of Aboriginal language in the home

Figure 2.9: Proportion of Aboriginal peoples who speak an Aboriginal language at home,<sup>a</sup> by age, 2001 and 2006



Source: Statistics Canada, 2001 & 2006 Census

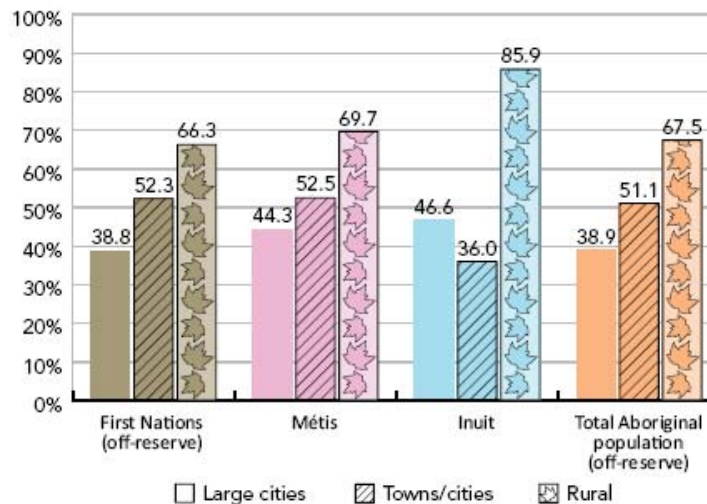
# 2009: State of Aboriginal Learning in Canada



## Key Findings

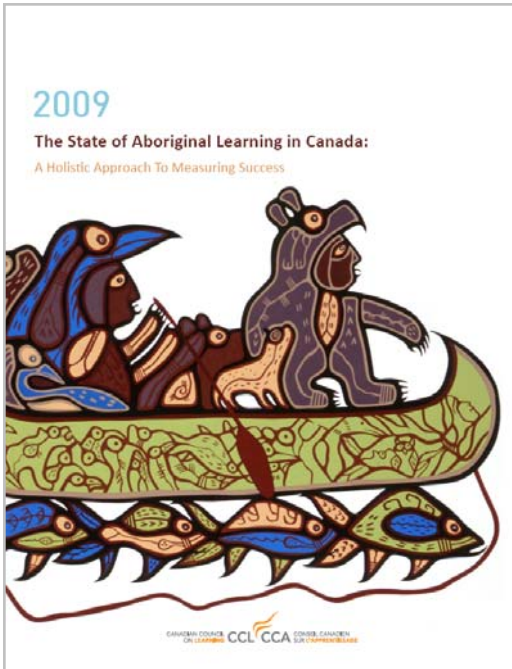
- **Traditional skills**

Figure 2.7: Proportion of Aboriginal youth and adults aged 15 and over who took part in hunting, fishing, trapping or camping, at least once a year, by area of residence, 2006



Source: Statistics Canada, 2006 Aboriginal Peoples Survey

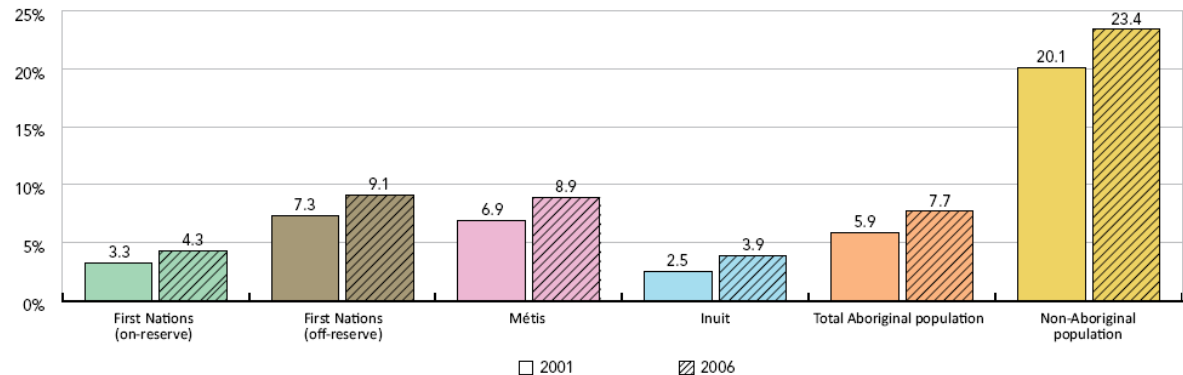
# 2009: State of Aboriginal Learning in Canada



## Key Findings

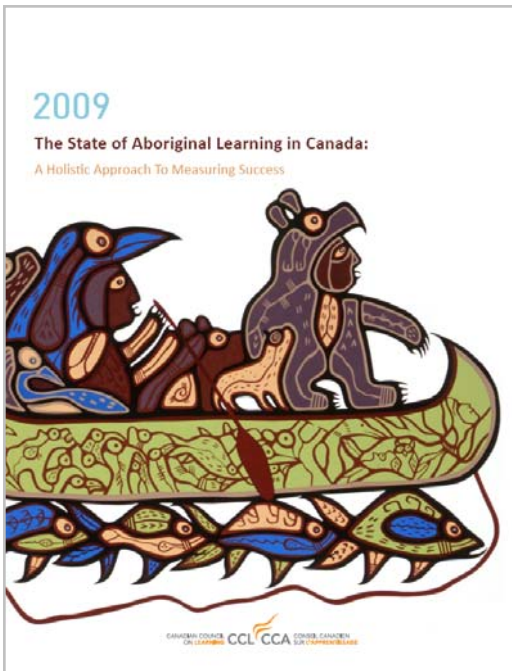
- Equal footing on college and trades attainment.
- Wide gap in university attainment.

Figure 3.18: Proportion of Aboriginal and non-Aboriginal people aged 25 to 64 who have completed a university program, 2001 and 2006



Source: Statistics Canada, 2006 Census

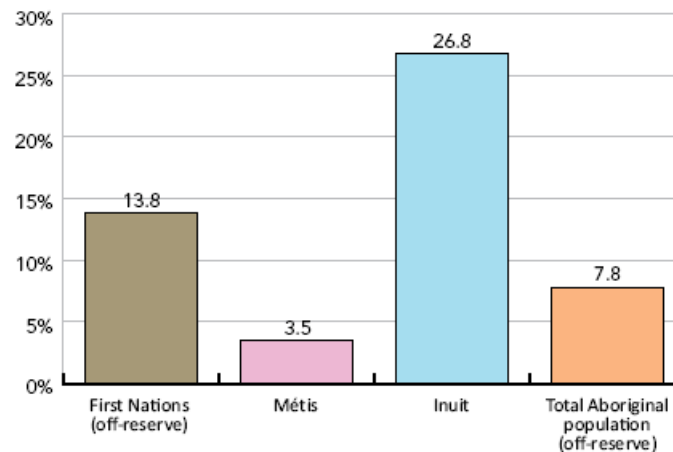
# 2009: State of Aboriginal Learning in Canada



## Non-Learning Factors

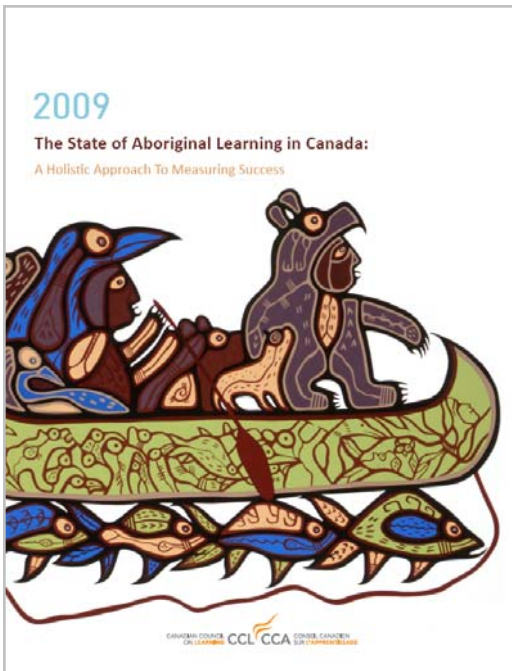
- Many Aboriginal youth have a parent who was in residential school.

Figure 2.15: Proportion of Aboriginal youth aged 6 to 14 with parents who attended a residential school, 2006



Source: Statistics Canada, Aboriginal Peoples Survey

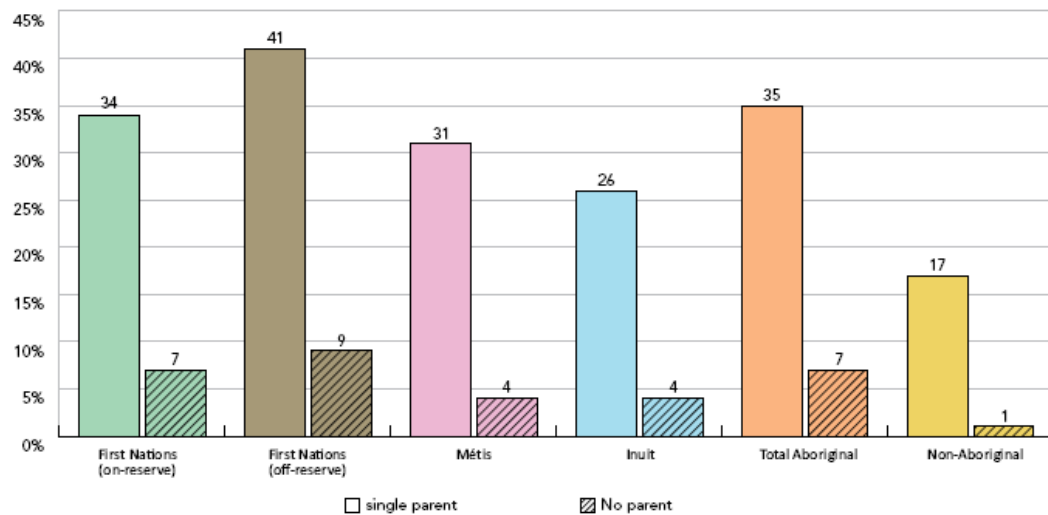
# 2009: State of Aboriginal Learning in Canada



## Non-Learning Factors

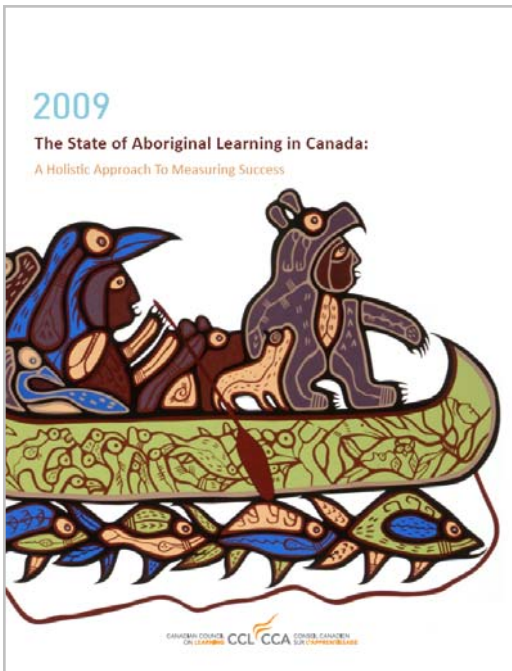
- Aboriginal youth are twice as likely to live with a single parent.

Figure 3.7: Proportion of Aboriginal and non-Aboriginal children and youth aged 14 and under who live in a home with only one parent, 2006



Source: Statistics Canada, 2006 Census

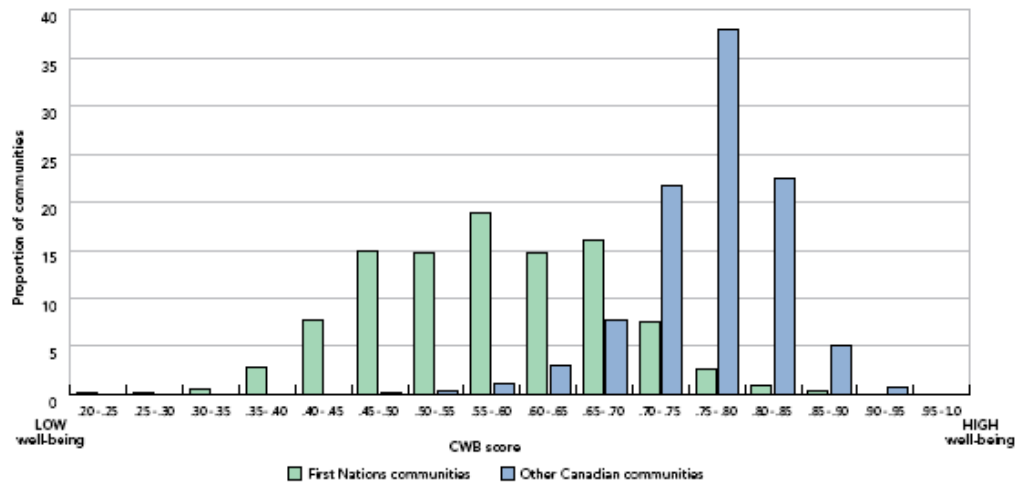
# 2009: State of Aboriginal Learning in Canada



## Non-Learning Factors

- The bottom 100 communities were First Nations communities.

Figure 2.6: Distributions of Community Well-being index scores for First Nations and other communities in Canada, 2006

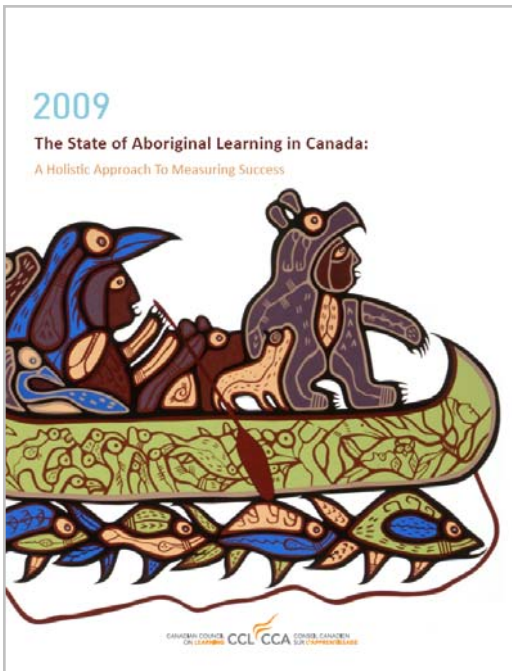


Source: Indian and Northern Affairs Canada (unpublished)

***“We have constantly measured the wrong things against a different paradigm—leading inevitably to an assessment of ‘failure’.”***

***- Participant, CCL workshop, February 2008***

# Concluding Remarks



- A more complete picture leads to more informed solutions.
- Can *move away from* current policy and program development that reacts to learning deficits.
- Can *shift to* solutions that recognize, build upon and celebrate strengths.
- Identify solutions that focus on **non-learning factors** in the community and home, in order to address the challenges in the classroom.

# Contact information

## Canadian Council on Learning

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Facebook site (*Aboriginal Learning in Canada – CCL*). Discussion form to share uses of Holistic Lifelong Learning Models