

ABORIGINAL EDUCATION AND TRAINING FRAMEWORK

Overview

The Aboriginal Education and Training Framework has **three goals**:

- Improved student success and completion rates
- Increased skills training and rates of employment
- Strengthened and effective partnerships

Departmental activities include **both** the integration of Aboriginal education and training within current departmental activities and Aboriginal focused initiatives.

Guiding Principles

- Programs & services will be well coordinated, flexible, innovative, avoid duplication and facilitate empowerment,
- Aboriginal education and training initiatives will be community based, delivered in partnership, contribute to a strong Manitoba economy, and consistent with government policies, and
- The approach to Aboriginal education and training will continue to foster inclusion rather than assimilation.

Action Areas

1. Operational Structures

This area ensures that the necessary structures, processes and data are in place or being developed, to support the Framework through partnerships between departments and with Aboriginal people in developing and carrying out education initiatives.

2. Human Resource Development

This area is concerned with the recruitment/retention of Aboriginal staff, training to increase sensitivity and operational ability of all staff to understand and meet the program needs of Aboriginal Manitobans, as well as communication about the Aboriginal Education and Training Framework itself.

3. Preparation of Pre-School Children for Success

Both Departments have representation at Healthy Child Manitoba and have increased their collaboration with other departments such as Health and Family Services. Our focus is on supporting early childhood transition to school and strengthening the meaningful involvement of parents, families and communities in education.

4. Curriculum, Learning Resources and School Environment

Effective, relevant and high quality curriculum, learning resources and inclusive learning environments for all students will increase the success of Aboriginal students. This area is targeted to ensuring these are integrated within our current education systems.

5. Transitions between School and Post-Secondary Education and/or Training Programs and the Workplace

The focus of this area is to ensure that the needs of Aboriginal people are included in any transition to work activities. This includes all activities related to universities, colleges, and Apprenticeship in support of the goals of the Framework. As well, we develop initiatives and provide financial and support services to increase the success of Aboriginal students in post-secondary institutions and training programs.

6. Partnerships on Economic, Social and Health Issues

Recognizing the interdependence of education and employment issues with other economic, social and health issues, the Framework ensures linkages across departments, across sectors and across jurisdictions.

ACTION PLAN:

To address the goals of the Aboriginal Education and Training Framework, the Department comprises of the following actions, with specific priority areas identified, to be coordinated through the Department's Native Education Directorate. The proposed action plan for 2000-2001 includes the following:

Critical Action Areas	Action Plan – 2000/2001
I. Operational Development	<p>This consists of the necessary structures, processes and data to support the framework.</p> <ol style="list-style-type: none"> 1. Establish a regularized consultation process with Aboriginal and other stakeholders. 2. Reconstitute the internal Aboriginal Education & Training Framework (AETF) Working Group to oversee the implementation and evaluation of the AETF and to ensure appropriate linkages are made to other strategies. 3. Integrate the Aboriginal Education and Training Framework in strategic and operational planning. Further support for staff on how Aboriginal Education Framework integrates into planning will occur at unit level. 4. Review current baseline data practices and the system of indicators to track progress of the initiatives in meeting the AETF goals. Review the student transition study (S4 survey) and the Post-secondary Graduate Follow-up Study (COPSE), as they relate to the goals of the AETF. 5. Develop a communication strategy to ensure awareness of the ATEF both internally and externally. 6. Develop better labour and planning information at sectoral, regional and provincial levels. 7. Provide representation on the policy analysis team.
II. Human Resource Development	<p>This area is concerned with the recruitment/retention of Aboriginal staff, training to increase sensitivity and operational ability of all staff to understand and meet the program needs of Aboriginal Manitobans, as well as communication about the Framework itself.</p> <ol style="list-style-type: none"> 1. Establish a Department human resource plan which includes: <ul style="list-style-type: none"> - The development of internships through the STEP program and an active recruitment plan. - Continue and expand professional development opportunities/training. 2. Broaden activities to collaboratively plan with school divisions, colleges and universities for human resource development. 3. Integrate competencies in Aboriginal education in teacher training. 4. Collaboratively develop strategies to increase numbers of Aboriginal teachers. 5. Enhance integration of Aboriginal Manitobans into the department workforce. 6. Participate and promote department wide recruitment/hiring/retention processes.

<p>III. Preparation of Pre-school Children for Success</p>	<p>This area focuses on collaboration and support with others, in the area of preparing preschool students for success. It also addresses supporting early childhood transition to school and strengthening the meaningful involvement of parents, families and communities in education.</p> <p>2. Participate in the development and implementation of initiatives related to early years development including literacy, early intervention, the establishment of Parent/Child Centres, etc.</p>
<p>IV. Curriculum, Learning Resources and School Environments</p>	<p>This area focuses on the development of effective and relevant curriculum, learning resources and inclusive learning environments for all students.</p> <p>Curriculum/Learning Resources</p> <ol style="list-style-type: none"> 1. Co-lead on WCP document for Common Curriculum Framework for Aboriginal Language and Culture Programs. 2. Develop an Aboriginal language program through the heritage language process. 3. Partner on development of the CD ROM Project. 4. Explore expansion opportunities for Mentor Net. 5. Conduct urban and northern summer institutes with curriculum and Aboriginal languages focus. 6. Develop the Aboriginal Perspectives Integration document. 7. Develop strategies to increase the emphasis in schools on career development, entrepreneurship, apprenticeship, etc. for all students. Develop specific initiatives for Aboriginal students. 8. Chair the Post-secondary Partnerships Committee addressing Aboriginal Education as it relates to teacher education. <p>School Environments</p> <ol style="list-style-type: none"> 1. Follow up on the Aboriginal parent workshops held in the fall of 1999. 2. Integrate Aboriginal strategies into school/division planning and school linked services. 3. Support strategies integrated in school/division plans, coordinate these with Department strategies. 4. Restructure the ELENS grant. 5. Establish, with First Nations, a protocol to address partnerships in program delivery.

<p>V. Transition among School to Post-secondary and Training Programs and the Workplace</p>	<p>This area incorporates activities to address and/or support the process of transitioning from one level of education and/or training to another, and to the workplace.</p> <ol style="list-style-type: none"> 1. Develop strategies to increase the emphasis in schools on career development, entrepreneurship, apprenticeship, etc. for all students. Develop specific initiatives for Aboriginal students. (see section IV, #7) 2. Strengthen linkages with the post-secondary institutions around the goal of increasing the representation of Aboriginal Manitobans in post-secondary education and training. 3. Support the further development of the Louis Riel Institute. 4. Access <ul style="list-style-type: none"> - Additional funds have been requested to increase the number of access students who receive non-repayable financial support from the Province. - A request for funds to expand the grants to institutions has been made. If approved, these funds will provide the opportunity to increase services and offer additional programs that will enhance availability, retention and success among under-represented groups at Manitoba post-secondary institutions. 5. Support the College Expansion Initiative as it relates to the expansion of college programming targeted to Aboriginal learners. 6. Implement programming to promote proportional representation of Aboriginal persons in apprenticeship registrations, completions and trade certifications. 7. Enhance articulation and accreditation among post-secondary institutions and between post-secondary and secondary institutions. 8. Increase the numbers of Aboriginal persons accessing employment through Departmental programming (Employment and Training Services, Youth Programs). A specific emphasis is to be placed on youth. 9. Facilitate capacity building within the Aboriginal community to enable them to address the training needs and opportunities of its population. 10. Support the development of culturally appropriate career awareness information and services for Aboriginal youth. 11. Develop and support positive work place experiences and opportunities for Aboriginal youth to develop entrepreneurial skills and experience. 12. Make skills training more timely and relevant to individuals and existing workers. 13. Make adult education more responsive to the education and training and employment needs of Aboriginal learners. 14. Increase successful participation in learning opportunities, particularly for northern and rural Manitobans.
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VI. Partnerships re: Economic, Social and Health Issues

This area focuses on recognizing the interdependence of education and employment issues with other economic, social and health issues and establishing appropriate partnerships for a coordinated approach.

1. Establish, in collaboration with Aboriginal and Northern Affairs, cross-department mechanisms to ensure a coordinated and holistic approach to address Aboriginal issues/programs.
2. Develop, in partnership with Aboriginal communities, other levels of government and other stakeholders, appropriate structures for joint planning and/or delivery.
3. Integrate the AET Framework within other Provincial Strategies.
4. Collaborate with the Federal government in areas that relate to Aboriginal Education and Training.