

FINAL REPORT
OF THE
COMMUNITY EDUCATION PROJECT

A SUMMARY OF ACTIVITIES

AUGUST 1994

ACKNOWLEDGEMENTS

The Community Education Project wishes to acknowledge all of the community input and participation that has gone into preparing a comprehensive education plan for Six Nations. The process has been a challenging but learning experience for all involved.

The support and guidance provided through the Six Nations Council and Confederacy Council has been most helpful through the years.

Funding for the development of the education was made possible through negotiations between the Six Nations Council and the Department of Indian Affairs and through training programs of Employment Canada (now Human Resources).

A special acknowledgement goes to the volunteers of the Project Steering Committee who gave of their time so generously over the years and to the education staff at Six Nations who contributed in their own creative ways.

Finally, the concern of Six Nations people for the children and the future generations of this community is acknowledged - without which none of the work would have been possible.

R.F. Jamieson
August 10, 1994

TABLE OF CONTENTS

	<u>Page #</u>
EXECUTIVE SUMMARY	2
BACKGROUND	3
SUMMARY OF ACTIVITIES:	
Introduction	4
Year 1 - September 1988 - August 1989	5 - 7
Year 2 - September 1989 - August 1990	8 - 10
Year 3 - September 1990 - August 1991	11 - 14
Year 4 - September 1991 - August 1992	15 - 22
Year 5 - September 1992 - August 1993	23 - 30
Year 6 - September 1993 - August 1994	31 - 39
APPENDICES:	
I History of Community Education Project	
II List of Reports of the Community Education Project	
III Summary of Revenue & Expenditures	

EXECUTIVE SUMMARY

This report outlines the summary of activities and work completed through the Community Education Project as part of the development of the comprehensive education plan for Six Nations.

Given the changing education needs of the community, external pressure brought to bear on the education system, and by taking a long term view toward education - the education plan was not developed as an academic exercise - separate from on going education services and programs.

In addition to developing the education plan, the project became involved in new developments in education such as initiatives to have more of our own people trained as teachers, the revision of tuition agreements for secondary education, improved support services in secondary education, the initiation of language courses in secondary schools attended by Six Nations students, the local administration of post secondary funding and counselling services, and improved post secondary programs and services designed to better meet the needs of aboriginal students in universities and colleges in Ontario.

Once the initial question of whether Six Nations would control education was answered - all activities undertaken through the project were activities designed to prepare for and implement a quality education system for Six Nations students.

The project, over the years, has consistently issued summary reports of activities. This final report summarizes the fifty-nine summary reports prepared throughout the term of the education project.

It is not possible to put the complete comprehensive plan into one volume as it is the subject of several reports prepared by the project. As it stands the education plan is just that - a plan to work from. As circumstances change - and community education needs change - so must the education plan.

Making educational change at Six Nations must be a decision of the community. For this to happen - people must work together. That is the final challenge facing Six Nations.

BACKGROUND

The Community Education Project was officially established in September 1988 to develop a comprehensive education plan for Six Nations, based on community input and research. The need for the plan was sparked by the Department of Indian Affairs policy to implement local administration of education (otherwise known as transfer or devolution of education).

Over the years, the Department of Indian Affairs has issued several "deadlines" for complete local administration of education to occur.

The work being done by the education project helped to set these deadlines back and has given Six Nations an opportunity to learn about the potential benefits and risks associated with local control of education.

By June of 1990, eight components of the education plan were identified. These are: Programs and Services; Community Control System; Facilities and Equipment; Staffing and Operation; Management, Communication, Information; Funding and Finance; Legal Arrangements, and Implementation.

The work that followed used these eight components as a blueprint. A number of reports have been prepared. These are listed in the appendices section of this report.

In its final year of operation, the education project focused on preparing operating policies for a community controlled education system. The operating policies - for Human Resources, Financial Management, and School Operations - are still in draft form pending a final decision to re-establish control of education at Six Nations - a decision that will ultimately require community ratification of any education agreement.

For a more complete history of the Community Education Project see the appendices section of this report.

SUMMARY OF ACTIVITIES

INTRODUCTION

The yearly summary of activities presented in this section of the report clearly show the increase in the depth and breadth of research and development required to develop a community education plan to the point of implementation.

Each yearly summary report covers the period from September to August. The information on revenue and expenses at the end of each yearly summary are for fiscal years April 1st to March 31st.

SUMMARY OF ACTIVITIES
Year 1 - September 1988 - August 1989

1.0 Project Organization & Management

- volunteer steering committee established based on mandate and terms of reference
- in-service, awareness training of volunteers (using speakers, executive summaries eg. self-government, Declaration of Political Intent and the tripartite process, other First nation community self-government initiatives, Assembly of First Nations National Review of Education).
- budget development and negotiations for Community Education Project operations.

2.0 Community Awareness

- presentations to Home & Schools, Education Advisory Committee; Six Nations Teachers Association, Confederacy Council, Six Nations Council, School Committee
- newspaper articles
- education conference held: "Education 1991 - Our Decision or Theirs" at which The First Report of the Community Education Project was released - (video available).

3.0 Community Decision-Making

- surveys: Tekawennake (3 options); parents: community survey design, training and administration (710 participants)
- draft statement of intent and internal decision making process
- liaison with Confederacy Council & Six Nations Council
- draft model for education control structure developed and distributed at Bread & Cheese blitz

4.0 Comprehensive Education Plan

- a) research begins into existing education system, First Nation administered systems and boards of education
- b) eight components of a comprehensive education plan identified - community survey designed to address these components

- ie.
 - * community control system (draft of internal infrastructure)
 - * programs and services (research into evaluation of programs & services begins)
 - * facilities and equipment
 - * staffing & personnel
 - * organization, management & communication systems
 - * funding & finance (research into existing funding and financial administration)
 - * legal arrangements (draft of legal agreement developed)
 - * implementation
- c) Post Secondary
 - information dissemination regarding funding cap
 - assist community committee to redraft a post-secondary policy
 - initial planning and coordination of lobby effort ie. position papers, press packages, presentations.

5.0 Linkages

- in addition to community contacts established and maintained linkages to various groups for purpose of research ie. INAC Brantford/Region: New Credit Council; Brock University; other Iroquois communities such as Akwesasne, Kahnawake, Tyendenaga, as well as other First Nation communities and organizations.

6.0 Other

6.1 Conferences/Meetings (external)

- Sudbury Principals and Administrators Conference
- Sweetgrass Language Conference
- Social Action Forum
- Chiefs of Ontario & Assembly of First Nations meetings

6.2 Ontario Strategy & Networking

- informal only at this stage

6.3 Advisory role to Six Nations Council

i) Declaration of Political Intent - attend education meetings at Indian Commission of Ontario as resource/advisor to Six Nations Council representatives consistent with August 1987 Statement on Education.

7.0 Community Education Project Operations 1988 - 1989 - Fiscal Year ends March 31

Revenue 1988 - 1989:

Six Nations Council Contribution	\$34,274.21
----------------------------------	-------------

Operating Expenses	\$34,274.21
--------------------	-------------

SUMMARY OF ACTIVITIES
Year 2 - September 1989 - August 1990
* (School Boycott - Fall of 1989)

1.0 Project Organization & Management

- phased approach beginning with elementary
- \$40,000 obtained to fund consultation and research
- on-going development of volunteer steering committee
- fundraising
- budget projections for Community Education Project operations

2.0 Community Awareness

- continued presentations in meetings with various community groups including the teaching staff, School Committee, and both Councils
- newspaper articles continued
- newsletter
- information session held; "Self-Government and LRT Review - The Great Debate".

3.0 Community Decision-Making

- analysis of major community survey, results published in A Summary Report - Community Education Survey (1989)
- analysis of all previous surveys conducted by Community Education Project and merging of all previous community input regarding education needs, published in A Summary of Prioritized Community Recommendations for Education
- education staff survey designed, administered, analyzed with results published in A Summary Report - Education Staff Survey.

4.0 Comprehensive Education Plan

- a) specific research undertaken regarding needs identified by the community and education staff for all eight components of the education plan. A report

comparing the existing elementary system at Six Nations with First Nations operated education systems was completed along with a summary of the Haldimand Board of Education.

- b) research merged with education needs identified by Community Education Project community consultations published in Findings and Recommendations for Elementary Education which addresses all eight components of the education plan.
- c) in follow-up to the Findings research continued into conducting an evaluation of the existing elementary education system at Six Nations. The result - an evaluation was designed to focus on programs and services, a sub-committee established, terms of reference developed and a consulting firm contracted to do the evaluation beginning in September 1990.
- d) Informal consultations were held with both Councils regarding the legal framework for a community controlled education system.
- e) Post Secondary

Maintained information files on the impact of funding cap.

5.0 Linkages

- community contacts maintained. External linkages established in 1988-89 maintained with the addition of the Ministry of Education. Internally began to link more formally with the Community Services Committee ie. Seminar - Healing the Community, also with Six Nations Council, School Committee and Indian and Northern Affairs Canada regarding roles and responsibilities with respect to school Operations & Maintenance.

6.0 Other

6.1 Conferences/Meetings (external)

- Post Secondary Workshop - Winnipeg (National Indian Education Forum)
- Ministry of Education - Action Plan Announcement and Information Sessions
- Assembly of First Nations and National Indian Education Council meetings
- National Education Conference planning (note: conference did not take place)

- Chiefs of Ontario - Self Determination Workshop

6.2 Ontario Strategy & Networking

- meeting with native education administrators at Chiefs of Ontario. Need for an Ontario strategy to move First Nations jurisdiction over education was identified.

6.3 Advisory role to Six Nations Council

- i) Declaration of Political Intent - continue to attend education meetings at the Indian Commission of Ontario as resource/advisor to Six Nations Council representatives consistent with August 1987 Statement on Education
- ii) Re: Indian and Northern Affairs of Canada devolution/transfer implications.

7.0 Community Education Operations 1989 - 1990

Revenue 1989 - 1990:

Indian and Northern Affairs Contribution	\$ 40,000.00
Six Nations Council Contribution	1,621.58
	<hr/>
	\$ 41,621.58
Operating Expenses	\$ 41,621.58

SUMMARY OF ACTIVITIES
Year 3 - September 1990 - August 1991
* (Statement of Political Relationship signed
between Ontario and First Nations)

1.0 Project Organization & Management

- continuance of volunteer steering committee, supplemented by sub-committees of additional volunteers
- terms of reference for four sub-committees in place (evaluation, legal, funding, working group on staffing issues)
- continued analysis of budget requirements for Community Education Project operation and negotiations for funding
- funding proposals to Indian and Northern Affairs of Canada and Canada Employment and Immigration Center

2.0 Community Awareness

- formalized community awareness campaign undertaken to raise awareness of education control issues, recommendations in Findings document and obtain ongoing community input. Methods used included presentations (individual and group), flyers, radio shows, newspaper articles, etc. Ongoing liaison with Six Nations Council, Confederacy Council, School Committee, Home & School Associations, clanmothers, Language Steering Committee, Woodland Indian Cultural Educational Centre. First Language Academy, education staff, Fort Erie Friendship Centre.
- facilitated community meetings specific to the elementary evaluation
- summer review process as part of community ratification of recommendations for Legal & Funding Arrangements; Negotiations; and Community Ratification.

3.0 Community Decision-Making

- interim community ratification process drafted and scheduled for use in summer of 1991. Process designed, planned, proposals to obtain funding from Indian and Northern Affairs of Canada and Canada Employment and Immigration Center to conduct, staff selection, training, and conducting of the process
- community informed of process via flyers (Bread & Cheese and mail out),

Tekawennake ads and articles, presentations to Six Nations Council, Confederacy Council, School Committee, Home & School executives as well as a community meeting (531 households participated)

4.0 Comprehensive Education Plan

4.1 Program & Services, Funding Needs:

a) Post Secondary

- maintain awareness of policy/funding issues
- attend meeting hosted by Six Nations Council
- summary report of National Indian Education Forum Findings

b) elementary evaluation completed with direction of volunteer subcommittee and Community Education Project facilitation through community awareness initiatives ie. flyers, notices, introduction sessions, and scheduling of consultations. Elementary Evaluation Report published and distributed to education staff, both Councils, School Committee, Home & School executives.

4.2 Legal and Funding Arrangements

- terms of reference for legal and funding framework sub-group, sub-group established, ongoing research and consultation conducted, think tank regarding funding arrangements, liaison with both Councils, legal opinions obtained. Recommendations of this sub-group published in Re-establishing Control of Elementary Education Recommendations for Legal & Funding Arrangements; Negotiations; and Community Ratification. Distributed via linkages and summer review process.

4.3 Finance

- terms of reference for finance subgroup, subgroup established, consultant contracted, Phase 1 report completed for a Comprehensive Analysis of Funding Requirements - Elementary Education

4.4 Staffing and Personnel

- terms of reference for working group on staffing issues, research initiated regarding pension, benefits, employment standards issues. First Report of the Working Group on Staffing Issues released to education staff as this document is designed as a consultation document.

5.0 Linkages

Internal linkages maintained with education staff, both Councils, School Committee, Home & School Executives. Less formal and consistent linkages with Woodland Indian Cultural Educational Centre, Language Steering Committee, clanmothers, Community Services Committee due to limited staff & resources.

External linkages with First Nations communities and organizations maintained as well as federal/provincial education bodies.

6.0 Other

6.1 Conferences/Meetings (external)

- Assembly of First Nations Self/Determination Symposium
- United Indian Councils - Indian Government Conference
- Iroquois Nations meeting at Woodland Indian Cultural Educational Centre
- Sudbury Education Workshop for Trustees & Administrators
- Assembly of First Nations Conference: Crown - First Nation Relationships

6.2 Ontario Strategy & Networking

- informal networking maintained with First Nations communities in Ontario

6.3 Advisory role to Six Nations Council

- i) Declaration of Political Intent - attend education meetings at the Indian Commission of Ontario as resource/advisor to Six Nations Council representative consistent with August 1987 Statement on Education.

6.4 Miscellaneous

- assisted with British Columbia student exchange
- facilitator for J.C. Hill Home & School meeting regarding special education concerns
- presentations (a) University of Waterloo regarding role of education in the continuance and renewal of Iroquois society (b) Brant Separate Board - Iroquois values (c) Hamilton Women's Council - Aboriginal education issues

(d) TVO participation - Indian Control of Indian Education.

7.0 Community Education Project Operations 1990 - 1991

Revenue 1990 - 1991:

Indian and Northern Affairs Contribution	\$ 94,000.00
Six Nations Council Contribution	14,042.20
Reimbursements	600.00
	<hr/>
	\$108,642.20
Operating Expenses	\$ 35,403.15
Surplus 1990 - 1991	\$ 73,239.05

SUMMARY OF ACTIVITIES

Year 4 - September 1991 - August 1992

* (Cash flow Restriction by Six Nations Council)

* (Post Secondary Administration)

* (Community Education Project funding contingent on decision to control education)

1.0 Project Organization & Management

- Indian and Northern Affairs of Canada funds follow up to summer review process. Continued funding dependant on outcome of community ratification process
- continuance of volunteer steering committee
- budget for 92/93 drafted, accepted by Six Nations Council, forwarded to Indian and Northern Affairs of Canada, Six Nations Council notified by Indian and Northern Affairs of Canada no further funding for Project as of September 1992.

2.0 Community Awareness

- distribution of report from the summer review process, "Will We Re-establish Control of Elementary Education? The Community's Response ..." to standard community linkages plus group and community presentations
- Tekawennake articles
- community meetings regarding post secondary programs and services, transitional school board, post secondary alternative delivery model, university consortium, teacher training
- continued linkages to Principal's Advisory Committee, Six Nations Trustees, Six Nations Teachers Association, Six Nations Council (orientation to new council), Confederacy Council, School Committee
- on-going liaison with Councils regarding negotiations and post secondary
- process for community awareness regarding post secondary transfer issue identified (ie. press release and flyer regarding options - post secondary, community meetings, radio)
- Education Needs Workshop at Woodland Indian Cultural Educational Center, Development of Six Nations Education Association for purpose of coordination, Six Nations Education Association meetings being in June

3.0 Community Decision-Making

- Will We Re-establish Control of Elementary Education? The Community's Response..., Community Education Project, 1991.
- community meetings as part of community ratification process following the summer review (attendance poor)
- final recommendations to both Councils at Grand River following report from summer process
- steering committee strategies to move decision making along
- support in principle from both Councils regarding university consortium advisory committee, teacher training sub-committee
- Post Secondary Committee identified regarding post secondary transfer issue
- decision to negotiate for local administration of post secondary and for Community Education Project funding made by Councils
- draft framework agreement for education to Councils

4.0 Comprehensive Education Plan

4.1 Program Services

- meeting with Indian and Northern Affairs of Canada regarding follow up to evaluation report
 - a) post secondary
 - volunteer planning committee for transitional school board, shift in focus to post secondary transfer issue, process for, research on statistics and costs, Post Secondary Committee identified, planning meetings held, research on needs, decision to negotiate post secondary made
 - Post Secondary Interim Board identified, draft constitution developed
 - Post Secondary negotiations by Post Secondary negotiation team, follow up; draft Memorandum Of Understanding's, reassignments, news release, Tekawennake articles, briefing packages to Councils

- participation in Ministry of Colleges & Universities-Aboriginal Education & Training Strategy at local level (ie McMaster President's Committee on Indigenous Studies), screening and selection of coordinator, counsellor, course offerings
- initiate participation in Ministry of Colleges & Universities-Aboriginal Education & Training Strategy at provincial level
- university consortium planning, meetings (expanded to 6 universities), proposal for Inter University Institute developed (now Grand River Polytechnical Institute), initial proposal for funding language degree

b) secondary

- maintain awareness of funding/policy issues
- Six Nations tuition agreements review and recommendations
- Ad Hoc Committee review Six Nations tuition agreements, prepare recommendations, support for revised tuition agreements from Six Nations, present to School Committee, approval in principle from Six Nations Council, forward to Indian and Northern Affairs of Canada, maintain liaison with Six Nations trustees to school boards, trustees to observe tuition agreement renegotiation, agreements negotiated
- follow-up with Haldimand and Brant County Boards of Education regarding Native As a Second Language and related staffing issues

c) elementary

- liaison with Special Education Coordinator regarding program and service concerns
- liaison with language providers and concerned parents

4.2 Staffing & Personnel

a) teacher training

- Teacher Training sub-committee meetings, survey of immersion teachers and Teacher Assistant's regarding needs, meetings with Ministry of Colleges & Universities, Ministry of Education, other Iroquoian communities regarding training needs, initiate proposal to Brock regarding teacher training program at Six Nations and follow up as initiative

develops (ie. identify candidates and staff, call for proposals from Faculties of Education to operate an Iroquois Teacher Education program, participation in Ministry of Education's Aboriginal Teacher Education Working Group, prepare regulation amendment for an alternative route to teacher certification, Ontario wide supply demand survey developed)

b) administration

- proposal to Pathways for education administration support interns training (school and education administration secretaries), Education Project implemented and administered this training project on behalf of School Committee
- participation of Project Staff and Steering Committee in Aboriginal Educators Administrators Institute.

c) 1-day consultation session with education staff in response to the First Report of the Working Group on Staffing Issues. Development of related materials for consultation session (ie. summaries of relevant legislation, existing pension, benefit and employment standards).

4.3 Legal and Funding Arrangements

- a) - summary and analysis of community response from summer process to legal subgroup's recommendations on legal and funding arrangements, negotiations and community ratification. Will We Reestablish Control of Elementary Education? The Community's Response ... published and distributed through standard linkages and community meetings
- legal opinions commissioned
 - Final Recommendations for Re-establishing Control of Education to Confederacy Council and Six Nations Council at Grand River developed and forwarded
 - recommendation regarding negotiations developed, meetings with Councils regarding decision for negotiations
- b) - proposal developed to obtain funding for development of community based education law. Proposal tabled at Indian Commission of Ontario by Six Nations Council. Verbal commitments from federal/provincial governments to fund Phase 1.

- began discussions on education law with a wider application through the Declaration of Political Intent
 - Indian and Northern Affairs of Canada funding for law development dependent on decision to assume control of education. Ministry of Education contribution approved, meetings with research consultants
- c) - Research into an Alternative Delivery System for post secondary education initiated. Draft proposal developed.

4.4 Finance

- distribution of Phase I report of the Comprehensive Analysis of Funding Requirements to Community Education Project Steering Committee
- liaison with consultant in development of an elementary education budget
- draft final report received Comprehensive Analysis of Funding Requirements - Elementary Education - Six Nations
- Phase II - Comprehensive Funding Analysis final report completed. Distributed to sub-committee and steering committee. Initiate confirmation of cost, investigate cost to purchase through another Board.

4.5 Facilities

- Architect/builder proposals for education administration centre identified. Concept developed with initial cost estimate.

5.0 Linkages

Internal linkages maintained for distribution of reports. Limited staff and resources restrict presentations. External linkages primarily through Chiefs of Ontario and Aboriginal First Nations to maintain awareness of education strategies and initiatives by First Nations.

6.0 Other

6.1 Conferences/Meetings (external)

- Education Meeting with Indian and Northern Affairs of Canada and Native Educators Saskatoon
- Assembly of First Nations Constitutional Circle

- University Consortium
- Ministry of Colleges & Universities/Pathways (informal meeting regarding implications)
- Assembly of First Nations Constitution & Education Conference

6.2 Ontario Strategy & Networking

- initial planning of Ontario Native Education Network completed, concept paper developed, presentation to the Planning and Priorities Committee (Chiefs of Ontario), conference planning
- maintain contact with Core Committee - Ontario Education Network, meetings, consultation paper developed, presentation to Principal's conference, joint analysis regarding jurisdiction, analysis of consultation paper, briefing book for All Ontario Chiefs Conference jointly prepared, overview of training institutions development jointly prepared, lack of coordination identified, planning for training institute meeting, terms of reference Aboriginal Education Network developed
- Project participation in Ministry of Education joint committee to identify a plan for Native education priorities
- Project coordinator appointed to Board of Governors, Ontario Institute for Studies in Education
- establish and maintain linkages to Ministry of Education regarding teacher training
- send delegate to Ontario Public School Board Association conference, also participated in Conference workshop as presenter

6.3 Advisory role to Six Nations Council

- a) Declaration of Political Intent
 - i) Pilot project proposal tabled to obtain funding for community based education law. Verbal commitments to fund Phase I from federal and provincial governments. Federal commitment contingent on decision to assume control of education.
 - ii) Trustee representation sub-group identifying potential legislative

amendments to address Native trustee representation issues. Survey conducted - all First Nations regarding preferred amendment.

- iii) Tuition agreement sub-group planning the development of information guide for school boards and a negotiation guide for First Nations communities. Writer contracted, sub-group drafting of portions of handbook, guide for school boards done through Ontario Public School Board Association.
- iv) Education law introduced as one focus of Declaration of Political Intent process sub-group established. Initial conceptual framework identified.
- v) Follow-up on all Declaration of Political Intent correspondence, briefing package to Six Nations Council
- vi) Participation in Nishnawbe-Ashi Native caucus regarding expanding Declaration of Political Intent Terms of Reference

b) Participation in Inventory of Needs workshop, Six Nations Council

6.4 Resource Service

Six Nations Post Secondary students access information on community control of education for their studies.

7.0 Persistent concerns

a) Community Education Project operation

- limited financial resources
- cash flow delays

b) community

- distrust of Indian and Northern Affairs of Canada
- maintaining the federal obligation to fund education
- fear of taking responsibilities for decision making
- language and culture revitalization along with quality education

- Indian and Northern Affairs of Canada transfer agenda proceeds (post secondary)
- linkages and strategic planning between the two Councils are lacking

8.0 Community Education Project Operations 1991 - 1992

Revenue 1991 - 1992:

Indian and Northern Affairs Contributions	\$ 63,950.00
Reimbursement/miscellaneous	2,137.02
	<hr/>
	\$ 66,087.02
 Surplus 1990 - 1991	 \$ 73,239.05
 Operating Expenses	 \$110,323.00
 Surplus 1991 - 1992	 \$ 29,003.07

SUMMARY OF ACTIVITIES
Year 5 - September 1992 - August 1993

1.0 Project Organization & Management

- continuance of Project Steering Committee
- Six Nations Council resolution to transfer Community Education Project and Declaration of Political Intent funding to the Community Education Project, appropriate follow-up completed, audited through Six Nations Council
- negotiation of new location and relocation of Community Education Project to Community Education Services building, renovations to building, Open House - February
- preparation of all progress reports and financial statements for Declaration of Political Intent activities 1992-93.

2.0 Community Awareness

- Six Nations Education Association continues, Community Education Project assigned secretariat duties for Six Nations Education Association, Education & Training Workshop April 1993
- continued liaison to Principals' Advisory Committee, Six Nations Trustees, Six Nations Teachers Association, Six Nations Council, Confederacy Council, School Committee, New Horizons, School "A" parents, School "B" Immersion parents
- radio shows - updates: education board implementation
- information booth (Community Awareness Day) regarding Six Nations Education Board and Grand River Polytechnical Institute
- ongoing liaison with potential Six Nations Education Board members, Chiefs and councillors
- respond to agency requests regarding education transition and education services (ie. Youth Lodge, Principals' Advisory Committee, parents, etc.)

3.0 Community Decision-Making

- Six Nations Council resolutions, recognizing Post Secondary Interim Board, to execute Memorandum of Understandings for Post Secondary and Community

Education Project funding

4.0 Comprehensive Education Plan

4.1 Community Control System

- Post Secondary Interim Board established and on-going for local administration of post secondary student support services
- Development of education board model and implementation strategy through Six Nations Education Association, Education & Training Workshop, presentations to Home & Schools, School Committee, Councils; radio show, informal presentations to individuals and small groups
- preparation of draft constitution and policies for Six Nations Education Board
- Community liaison consultant contracted to inform community regarding proposed implementation of the board
- Advertisement for Board members (June) - and selection of community at large members
- initial in-service for Six Nations Education Board and committees identified.

4.2 Legal and Funding Arrangements

a) Law Development

- support in principle for Phase I education law project both councils, pilot project begins with Ministry of Education funds only, sub committee established to oversee, Indian and Northern Affairs of Canada eventually funds a share of Phase I as per proposal. Initial working draft developed.
- Phase II of education law pilot project developed for submission to Declaration of Political Intent. Resolution of support from Six Nations Council

b) Negotiations

- Education Law sub committee attendance at Sovereignty Symposium, Tulsa, Oklahoma
- training with contracted facilitators regarding negotiation skills and strategies

- participate in identifying negotiators for Negotiation Team as per Confederacy direction
- meeting with Councils regarding negotiations, Confederacy Council to proceed (later questioned). Draft press release as per request by Councils.

4.3 Programs and Services

a) post secondary

i) post secondary student support services

- request for Post Secondary Interim Board members from both councils, Post Secondary Interim Board operates (Project provides advice and counsel), Grand River Post Secondary Education Office opens, initial problems with cash flow from Indian and Northern Affairs of Canada, Post Secondary negotiations team active - training by contracted facilitators, continued constitution development, recruit volunteers for student appeal process.

ii) Ministry of Education and Training - Aboriginal Education Training Strategy

- participation in Ministry of Colleges & Universities - Aboriginal Education Training Strategy expands to involvement in York University Aboriginal Education Council, Brock University, Mohawk College, Niagara, Fanshawe, Aboriginal Education Council-Ministry of Education and Training, continued participation with McMaster's Presidents Committee on Indigenous Issues, Nationhood Conference at Woodland Indian Cultural Educational Centre, funding for participation in Aboriginal Education Training Strategy received, policy analyst hired. Coordination and information meetings for Six Nations representatives to institution committees (Brock, York, McMaster, Mohawk, Nipissing)

iii) Grand River Polytechnical Institute - start-up of Six Nations post secondary and training institute

- university consortium continues, university courses identified for University Access Program based on Six Nations partnership proposal, research and develop articulation agreement with universities, proposal for funding University Access Program developed and submitted to Ministry of Colleges & Universities's

-Aboriginal Education Training Strategy and Indian and Northern Affairs of Canada's - Indian Studies Support Program. Funding obtained through Ministry of Colleges & Universities. Grand River Polytechnical Institute implements Native University Access Program for September 1993. Proposal to Indian Studies Support Program - Indian and Northern Affairs of Canada initiated for 94/95 operation.

- Identify and acquire site for Grand River Polytechnical Institute, draft constitution for Grand River Polytechnical Institute developed, advice/support to Grand River Polytechnical Institute start up by January 1993
- Initial board for Grand River Polytechnical Institute identified
- Director of Grand River Polytechnical Institute hired.
- Concurrent investigation of training component of Six Nations Institute. Proposal for delivery of pre-employment training programs successful. Training begins Spring of 1993. Screen and select Grand River Polytechnical Institute staff for training programs.

b) secondary

- liaison with trustees, Boards regarding implementation of tuition agreements. Haldimand Board of Education implements Native Advisory Committee, Six Nations representatives to committee identified by Six Nations Education Association, initial meeting of Haldimand Board of Education-Native Advisory Committee November 1992 - Community Education Project as resource, Tracking of issues and reporting process identified and implemented
- development of Demonstration Pilot Project with Haldimand Board of Education for submission to Ministry of Education regarding liaison worker, funded, steering committee established to oversee
- community representatives and staff participation in Native Awareness Day, Cayuga and McKinnon Secondary Schools
- first parent teacher interviews held at Six Nations by Haldimand Board of Education
- participation in Mohawk Languages Committee - Brant County Board of Education

c) elementary

- Policy Analyst contracted to draft school handbook policies as well as other policies (ie. personnel and finance). Process for development identified (ie. working groups for consultation and input plus research; liaison with established groups (ie. Principals' Advisory Committee, Joint Occupational Safety and Health Committee, Six Nations Teachers Association, Public Service Alliance of Canada Local 00128, workshop with Six Nations Teachers regarding personnel policy development - February,
- participation in Transition Years workshop at J.C. Hill Senior Elementary in connection to Ministry of Education reorganization of education system in Ontario

4.4 Staffing & Personnel

a) teacher training

- participation in Ministry of Education's Aboriginal Teacher Education Working Group continues, initiatives regarding teacher candidate pool, access/admissions, regulation amendment,
- support to aboriginal teachers in training with Brock University Bachelor of Education program, operation of micro teaching at Six Nations with Six Nations staff,
- participation with Ministry of Colleges & Universities, Ministry of Education, Indian and Northern Affairs of Canada regarding Iroquois Teacher Training Proposals, planning for program start up Summer 1993, Brock University selected to deliver,
- Grand River Polytechnical Institute develops screening procedures jointly with Brock University for summer teacher education program and does local coordination of the program,
- Iroquois Teacher Education Program operates first summer session at J.C. Hill (most staff is Six Nations).

b) administration

- education administration intern training project implemented, special projects coordinator hired, supervision and management of training project through Community Education Project. Interns identify system needs,

ideas for inventory data base,

- Policy Analyst contracted to coordinate development of draft financial administration policy,
- negotiation of training funds for Supervisor, Elementary and Secondary Education. Process for advertisement and selection of trainee developed.

c) professional development & training

- planning, coordination and funding for two Six Nations teachers to attend Federation of Saskatchewan Indian Nations Curriculum and Resource Exposition
- in-service training for office manager (financial procedures)
- staff in-service (project management)
- participation in faculty of education in-service, Brock University.

d) policy development

- policy analyst contacted to develop Human Resources Policy draft.

4.5 Finance

- accountant contracted to develop accounting system for Community Education Project and Board operation,
- development of interim financial policies and procedures appropriate for Community Education Project and Grand River Post Secondary Education Office operations.

4.6 Facilities

- request for land site for education administration centre to Six Nations Council

5.0 Linkages

- Internal linkages maintained for updates to Councils. Shift in internal linkages through established structures such as Councils, School Committee, Post Secondary Interim Board,

- External linkages to Aboriginal Education Network, specific Ministry of Education initiatives, Submission to Royal Commission on Aboriginal Peoples. Participation in Race Relations Conference, Hamilton, Assembly of First Nations Round Table on Post Secondary Issues,
- Information to Six Nations agencies regarding community consultation methodology of Community Education Project.

6.0 Other

6.1 Conferences/Meetings (external)

- meeting with Ministry of Education regarding Royal Commission on Learning
- Ontario Institute of Studies in Education Board of Governors meetings

6.2 Ontario Strategy & Networking

- Aboriginal Education Network informal meetings, liaison to share information, identify joint concerns continues, proposal for feasibility study developed, issued to organizations, Six Nations Council supports.

6.3 Advisory Role to Six Nations Council

6.3.1 Declaration of Political Intent

- a) Education law subgroup continues regarding conceptual framework for province wide law.
- b) Amendment to Education Act regarding trustee representation in the hands of Ministry of Education for drafting - Six Nations resolution regarding amendments tabled.
- c) Tuition Agreement sub-group left with task to complete information handbook due to loss of writer - revisions begin.
- d) Expansion of Terms of Reference for Declaration of Political Intent process initiated by Nishnawbe-Asbi Nation.
- e) Relationship of senior steering committee and Declaration of Political Intent process flagged as concern. Participation in Indian Commission of Ontario workplan development.
- f) Participation of Declaration of Political Intent signatures flagged as

concern.

7.0 Persistent concerns

- lack of coordination and direction in elementary education system given Indian and Northern Affairs of Canada's reorganization and priorities.
- maintaining the federal obligation to fund education.
- language and culture revitalization along with quality education.

8.0 Community Education Project Operations 1992 - 1993

Revenue 1992 - 1993:

Indian and Northern Affairs Contribution:

Community Education Project Operation	\$192,000.00
Tripartite (Declaration of Political Intent) Participation	28,400.00
Education Law Project	14,200.00
Ministry of Education - Education Law Project	14,655.00
Ontario Native Affairs Secretariat-Tripartite Participation	16,204.00
Aboriginal Education & Training Strategy	40,000.00
Six Nations Council Contribution	11,017.06
Reimbursements and Interest	20,113.81

\$336,589.87

Surplus 1991 - 1992	29,003.07
Operating Expenses	\$213,798.08
Surplus 1992 - 1993	\$151,794.86

SUMMARY OF ACTIVITIES
Year 6 - September 1993 - August 1994

1.0 Project Organization & Management

- continuance of Project Steering Committee,
- focus of activities shift to implementation of education plan through establishment of Six Nations Education Board, negotiations, preparation of operating policies for education system,
- submission of all progress reports and financial statements as required by funders. Audit through Six Nations Council.

2.0 Community Awareness

- Six Nations Education Association inactive with development and implementation of Six Nations Education Board. Need for formalized and consistent inter-agency linkages identified (ie. social services, health, family violence, police, drug and alcohol, training),
- continued liaison to Principals Advisory Committee, Six Nations Trustees, Six Nations Teachers Association, Six Nations Education Staff, Six Nations Council, Confederacy Council, School Committee, Elementary Home & School organizations,
- radio shows, flyers for updates regarding Education board implementation, press releases regarding negotiations,
- respond to agency and individual requests regarding transition and education services, Community Education Project activities.

3.0 Community Decision-Making

- Six Nations Education Board established through selection of committees by community education groups and open call for community at large representatives,
- Memorandum of Understanding between Six Nations Education Board and Six Nations Council regarding board mandate and relationship.

4.0 Comprehensive Education Plan

4.1 Community Control System

- Post Secondary Interim Board on-going for local administration of post secondary student support services,
- Six Nations Education Board and committees established, orientation and training regarding board style and role, Indian and Northern Affairs systems for data base and budgeting, implementation plan and critical path. Ongoing revisions of board constitution and policies. Board training partially funded by Community Education Project and Grand River Employment and Training. Community Education Project staff functions as resource and secretariat staff to Board and committees for all meetings and follow-up,
- Establish transition decision making process between Indian and Northern Affairs and Six Nations Education Board on all matters (ie. budget, transportation, contracts),
- Initiate plans with Six Nations Council and School Committee regarding transfer of education administration responsibilities to Six Nations Education Board.

4.2 Legal and Funding Arrangements

a) Law Development

- Phase II proposal for law development tabled to Declaration of Political Intent. Funding obtained. Phase II development in progress.
- In the absence of Six Nations Education law, legal advice obtained regarding operating policies.

b) Negotiations

- continued liaison with Councils by Education Project and Six Nations Education Board resulting in decision that the Six Nations Education Board will handle negotiations at this time Negotiation Team identified by Six Nations Education Board. Negotiator contracted with Community Education Project funds. Negotiations in progress.

c) Legal Counsel

- legal counsel retained by Six Nations Education Board regarding litigation and policy development.

4.3 Programs and Services

a) post secondary

i) post secondary student support services

- Post Secondary Interim Board continues operation. Project provides advice and counsel regarding policy revision, negotiations, transition to full Six Nations Education Board operations.

ii) Ministry of Education and Training - Aboriginal Education Training Strategy

- participation at provincial level through Aboriginal Education Council to the Minister of Education and Training regarding implementation of the strategy ie. review and recommendation of funding proposals, recommendation of policy changes in the strategy, review of institutions involved in the strategy, prior learning assessment system, submission of all progress reports and proposal for continued participation submitted and approved,
- participation in aboriginal education committees at post secondary institutions as warranted by Six Nations involvement and by request of institutions (ie. Brock University, McMaster University, Mohawk College, York University, Fanshawe College, Niagara College, Conestoga College). Internal planning meetings of Six Nations representatives to aboriginal education committees at post secondary institutions.

iii) Grand River Polytechnical Institute

- Grand River Polytechnical Institute now operational as community based and controlled post secondary and training institute with a separate Board of Governors. Grand River Polytechnical Institute assuming responsibility for university consortium. Community Education Project provides advise and counsel to Grand River Polytechnical Institute operations, feasibility study, constitution, and policy development. Community Education Project provides financial administration service for Grand River Polytechnical Institute and assistance regarding funding proposal development.

iv) Federal Indian Education Group

- participation in review of funding proposals to Indian and Northern Affairs's Indian Studies Support Program, also terms of reference

for the programs.

b) secondary

- liaison with trustee, Indian and Northern Affairs, and Boards of Education regarding tuition agreement services. Supervisor of Elementary and Secondary Education for Six Nations provides advice, counsel, and coordination services to Haldimand Board of Education - Native Advisory Committee,
- participation in selection of guidance counsellor (Haldimand Board of Education) and secondary vice-principal,
- Year 2 Proposal for Demonstration Pilot Project with Haldimand Board of Education for liaison worker submitted for funding. Proposal successful, liaison workers continues with steering committee supervision,
- new proposal for Demonstration Pilot Project with Haldimand Board of Education regarding native language developed. Limited funding obtained,
- liaison with Haldimand Board of Education attendance counsellor,
- parent-teacher interviews continue to be held at Six Nations by Haldimand Board of Education,
- review of Haldimand and Brant Tuition agreements in preparation for renegotiation by Six Nations Education Board. Notification of intent to renegotiate sent,
- review of bussing requirements,
- presentation and liaison with Haldimand Board of Education staff regarding cross-cultural understanding and racism,
- negotiation with Indian and Northern Affairs for partial funding of Native Advisor position with Haldimand Board of Education.

c) elementary

- through participation in Principal's Advisory Committee, input from Six Nations Education Board and committees and ongoing linkages, revisions to draft School Operations Policy identified. Consultant contracted to prepare revision,

- participation with Haldimand and Norfolk Boards of Education regarding orientation to the Common Curriculum. Involvement of Six Nations elementary education staff,
- liaison with Indian and Northern Affairs and potential service providers: special education transportation, speech and language services. Decision regarding transportation services September 1994 made by Six Nations Education Board (based on projected Six Nations Education Board operations),
- investigate linkages with Haldimand Board of Education regarding cost sharing of some specialized support services,
- investigation and in-service regarding outcome based education,
- participate in and coordinate as necessary planning with Six Nations education staff regarding learning materials inventory, program configuration and location 1994/1995, staffing requirements, transportation requirements, curriculum review process, special education model, summer school, junior kindergarten, ordering of materials and supplies, immersion programs,
- specific school planning for 1994/1995 with Board principals.

4.4 Staffing & Personnel

a) teacher training

- liaison with aboriginal students involved in teacher education, Brock University regarding locally controlled education systems,
- Iroquois teacher education participants in practicum placements. Six Nations staff seconded by Brock to provide counselling function.

b) program staff

- preparation of program staff position requirements, draft job descriptions, statements of qualifications, staffing schedule, and staffing process for Six Nations Education Board approval. Staffing exercise conducted as per Six Nations Education Board approval. Complete staff complement identified.
- response to individual inquiries regarding Indian and Northern Affairs issuance of surplus notices to federal education staff.

c) administration

- training project - school/administration secretaries completed. School secretaries hired by Indian and Northern Affairs for elementary schools in follow-up to training project,
- screening and selection of Supervisor - Elementary & Secondary Education. Training plan developed and implemented.
- preparation of administration staff position requirements, draft job descriptions and statement of qualifications for Six Nations Education Board approval, selection process complete with exception of two positions.
- investigation of computer systems for school administration.

d) professional development & training

- staff training coordinated by Community Education Project - some training initiatives jointly funded by Community Education Project, Grand River Employment and Training, Indian and Northern Affairs. Staff training provided to federal and board selected principals, Community Education Project staff, school secretaries,
- liaison with Haldimand Board of Education and Brant County Board regarding joint in-service opportunities.

d) policy development

- extensive consultation with education staff, Six Nations Education Board, elementary committee and post secondary interim board regarding draft Human Resources Policy. Revision items identified, legal counsel contracted to review document. Policy to be expanded to include all staff (ie. administrative support and maintenance),
- identification of pension and benefits company, information session with staff.

4.5 Finance

- Financial Management policy for Six Nations Education Board completed. Procedures and forms to be developed for Board operations.
- annual nominal roll exercise (data base for elementary/secondary funding

purposes) completed in conjunction with Indian and Northern Affairs staff.

- ongoing identification of funding requirements in preparation for negotiations,
- investigate and join purchasing consortium as a strategy to implement cost effective operations. Identify suppliers and purchasing procedures,
- implementation and training regarding computerized accounting system.

4.6 Facilities

- participation in Joint Occupational Safety and Health Committee regarding school facilities. The need for process to monitor follow-up of findings identified.
- liaison with Public Works regarding school rental policy, Six Nations Education use of facilities.

4.7 Insurance

- initial investigation regarding insurance brokers for Six Nations Education Board.

5.0 Linkages

- Internal linkages maintained for update to Councils, School Committee, Post Secondary Interim Board, Home and Schools through Six Nations Education Board and committee structure, Joint Occupational Safety and Health Committee, Grand River Employment and Training,
- External linkages to a) Indian and Northern Affairs personnel regarding budget system, transportation planning, training for Supervisor - Elementary and Secondary Education; b) New Credit First Nation regarding non-resident pupils.

6.0 Other

6.1 Conferences/Meetings (external)

- Principal's Conference - presentation regarding First Nations Education Law
- Ontario Institute of Studies in Education - Board of Governors
- Brock University, Board of Trustees

- University of Waterloo, Board of Governors
- Royal Commission on Learning, Aboriginal Working Group, review of issues and concerns identified to date
- Invitational Symposium - The Future of Teacher Education in Ontario, Council of Ontario Universities and Ministry of Education and Training.

6.2 Ontario Strategy & Networking

- Preparation of proposal to Ministry of Education and Training regarding aboriginal education policy. Proposal supported by Six Nations Education Board. Proposal not tabled due to lack of sufficient support from other aboriginal organizations.

6.3 Advisory Role to Six Nations Council

6.3.1 Declaration of Political Intent

- a) Education law subgroup - legal advisor contracted through Indian Commission of Ontario. Discussion paper developed and circulated to Councils and education law committee of Community Education Project and Six Nations Education Board.
- b) Amendment to Education Act regarding trustee representation - no activity.
- c) Tuition Agreement Handbook sub-group working with second contracted writer to prepare final draft.
- d) Expansion of Terms of Reference for Declaration of Political Intent process. Progress slow due to implications for reorganization of Provincial Government representation to the proposed terms of reference. Funding to aboriginal post secondary and training institutes flagged as a concern.

7.0 Persistent concerns

- maintaining the federal obligation to fund education.
- language and culture revitalization along with quality education.
- effective communication and information strategies for transition to local control.

- stress and fear related to change.

8.0 Community Education Project Operations 1992 - 1993

Revenue 1993 - 1994:

Indian and Northern Affairs Contribution:

Community Education Project Operation	\$320,000.00
Tripartite (Declaration of Political Intent) Participation	28,000.00
Education Law Project	78,000.00
Training	80,000.00
Ministry of Education - Education Law Project	78,000.00
Ontario Native Affairs Secretariat-Tripartite Participation	28,482.00
Aboriginal Education & Training Strategy	60,000.00
Reimbursements and Interest	30,428.11

\$702,910.11

Surplus 1992 - 1993 \$151,794.86

Operating Expenses \$415,479.84

Surplus 1993 - 1994 \$439,225.13

APPENDIX I

BRIEF HISTORY OF THE COMMUNITY EDUCATION PROJECT SIX NATIONS - GRAND RIVER TERRITORY

The Community Education Project was established in order to develop a comprehensive education plan for Six Nations, based on community input and research.

BACKGROUND:

INDIAN CONTROL OF INDIAN EDUCATION

Although the Community Education Project was not officially established until September, 1988, it can trace its beginnings back to the year 1972. It was during this time that the National Indian Brotherhood issued the position paper - "**Indian Control of Indian Education**". This paper came as a result of growing dissatisfaction with the failures of education for Indians.

This endeavour seemed to be successful when the Federal government adopted it as its policy for Indian education. Unfortunately, this policy did not have any legal structure that could be used for the implementation of genuine Indian control and First Nations found themselves merely acting as administrators to programs.

In 1984, the Department of Indian Affairs and Northern Development commissioned a study of the Six Nations and New Credit Reserves School Development Program. The Project Team responsible for carrying out the study created a Community Survey Questionnaire and completed a survey and inventory of the schools themselves. The Project Team concluded that while the conditions of some schools were better than others, all of them needed repairs and in some cases major upgrading.

During this year, the Assembly of First Nations began a national study of its own to identify necessary legal, financial, and administrative structures to implement First Nations jurisdiction over education. In Ontario, a complementary but separate development was the December 20, 1985 signing of a Declaration of Political Intent (DPI).

DECLARATION OF POLITICAL INTENT

The Declaration of Political Intent is an agreement signed by the Federal and Provincial governments and First Nations. It is an agreement to resolve issues relating to self government and the exercise of jurisdiction and powers of First Nations' governments.

The creation and signing of this agreement was facilitated through the Indian Commission of Ontario which is a special commission, established in 1978, and mandated by the three parties (federal, provincial, and First Nations) to facilitate the resolution of disputes between Canada, Ontario and First Nations without the trouble of going to court.

At a meeting on December 12, 1986, the DPI signatories identified education as the first area to test this new tripartite mechanism for resolving jurisdictional matters.

On January 14, 1987, Six Nations (by resolution of the Six Nations elected Council) committed itself to negotiating through the Tripartite DPI process by accepting the Draft Terms of Reference for Negotiations on Education.

This document provided the guidelines by which the Anishinabek Nation, Nishnawbe-Aski Nation, the Six Nations of the Grand River, and the Provincial and Federal governments would conduct themselves during the DPI process and contained a workplan describing how the talks should proceed.

This tripartite education process began on August 25, 1987 with the Indian Commission of Ontario arranging an information sharing and issues identification session, as specified by the Terms of Reference for Education Negotiations. In order to prepare for the negotiations a group of Six Nations educators were called upon to act as consultants to the Six Nations elected Council. The educators provided personal input over several months and were referred to as the Education Advisory Committee.

The plan of the Department of Indian Affairs (DIAND) to "get out of the business of Indian Education by 1991", had a significant effect on the talks. After spending more than sixty years of managing Native education, Indian Affairs announced a national policy to allocate the responsibility of administration into Native control. Feeling that the devolution policy, as it was called, would restrict aboriginal government to the role of a municipality in Ontario, the Education Advisory Committee recommended to the Six Nations elected Council that Six Nations move cautiously in this area and begin by putting together its perspective on jurisdiction rather than respond to the devolution policy in isolation.

The "Six Nations Statement on Education" was drafted by the Education Advisory Committee to address Six Nations jurisdiction over education and Crown/Federal obligation for funding. The Advisory Committee attended the ICO Education Seminar I for information purposes and presented the Statement with Chief William Montour's signature.

On September 3, 1987, the Education Advisory Committee recommended to the Six Nations elected Council that until an education plan, based upon community input, could be drafted Six Nations should not appoint education negotiators but remain observers in the tripartite education process. When the Council accepted the recommendations it also agreed to consult the Confederacy Council and access appropriate funding for development of the education plan. The responsibility for drafting the workplan was delegated to the Education Advisory Committee on November 12, 1987.

The workplan entitled, 'Six Nations of the Grand River Education, November, 1987-Background to the Issue of Indian Control of Indian Education-National Perspective, was accepted by Six Nations Council in November 19, 1987. The workplan listed 3 options:

1. Accept devolution.
2. Reject devolution and seek alternatives.
3. Reject devolution and, see what federal government will do.

The second option was recommended. The rationale being that Six Nations could take a more active role in decision making instead of having to endure Federal government interference.

The workplan also stated that participation in the Tripartite process was dependent on the four criteria:

1. There must be time allowed for research and, community planning.
2. 'Good Faith' must be reaffirmed on a regular basis.
3. Necessary funding must be found.
4. Priorities have to be set for negotiations.

THE COMMUNITY EDUCATION PROJECT (CEP)

Upon recommendation of the Education Advisory Committee, the committee was officially recognized as a Community Committee when the Six Nations elected Council passed a resolution on January 21, 1988 which established the committee's mandate as follows:

1. To establish Policy, Procedures and Terms of Reference for the efficient operation of the Committee.
2. To promote and encourage community awareness and involvement in all areas of Education at Six Nations.
3. To explore and co-ordinate a Comprehensive Education Development Plan for Education at Six Nations.
4. To disseminate education information to the community through workshops, public meetings, the media, newspapers, and newsletters.

In September 1988, the Six Nations elected Council requested the Department of Indian Affairs to place Rebecca Jamieson on special assignment to Six Nations to become the Project Co-ordinator. A Memorandum of Understanding was completed and specified that the Project Co-ordinator would work under the direction of the Community Committee to carry out its mandate. Over time, additional staff was acquired as funding permitted.

The Community Committee is now known as the Community Education Project Steering Committee. This Steering Committee gives direction to the Community Education Project staff, through the Project Coordinator.

The first organizational meeting of the Education Steering Committee for the Community Education Project was called in October 1988. Participation in the committee was open to any interested Six Nations member. The first formal meeting of the committee took place in December 1988. In order to meet its mandate, the CEP has become involved in various projects and additional sub-committees have been added as the need arose.

CEP PARTICIPATION IN TRIPARTITE DPI EDUCATION DISCUSSIONS

The terms of reference on education for the Declaration of Political Intent state that the initial phase of negotiations on Indian Education will concentrate on elementary and secondary education of Indians living on reserve and crown lands. While the work on the education plan at Six Nations progressed through the Community Education Project, the Project Coordinator under the direction of the Project Steering Committee, acted as an education advisor to the Six Nations elected Council representative - the official representative to the DPI discussions on education.

Little progress has actually resulted from the DPI education process. Much time has been spent discussing problems of First Nations communities that have accepted administrative control of education.

The main activities from the DPI education process have been as follows:

1. Several pilot projects have been funded. Many of these dealt with setting up systems for second level services for education at the community level, that is services such as curriculum development, special education, etc. Six Nations pilot project deals with developing education law to apply in Grand River territory.
2. A resource handbook on how to negotiate tuition agreements and what to put into such agreements has been worked on and is expected to be published in 1994. This came about in response to a need for this information identified by so many First Nation communities.
3. The most significant development, and one that is still at the developmental stage, is that of discussions having to do with First Nations Education Law. All parties to the DPI discussions are now looking closely at the type of education law that First Nations may want in their territories and the methods to have this law recognized by the Federal and Provincial governments.

The DPI education process has been useful for obtaining information and as a process whereby long term directions, such as our own education law, can be proposed. Whether Six Nations actually uses this process, in the end, to negotiate any formal agreements for education is another matter.

COMMUNITY AWARENESS

Since the CEP has always been concerned with discovering the educational needs and wants of the Six Nations community at Grand River, a community awareness campaign began in November 1988, i.e. Tekawennake articles, flyers, calling volunteer members for the Education Steering Committee. The community was informed of the Department of Indian Affairs devolution policy, and the three options from the "Six Nation of the Grand River Education, November, 1987-Background to the Issue of Indian Control of Indian Education-National Perspective" workplan were presented for consideration. The first surveys were sent out for response to determine which of the three options the people of Six Nations preferred. Community direction was clear - Six Nations was to reject devolution and come up with its own plan.

The next major component in the Community Education Project's public awareness campaign took the form of an education conference. The "1991: Our Decisions or Theirs" education conference took place March 4-5, 1989. The basic objectives of this conference were to inform the community of developments in Indian education and to serve as a forum for community input. Various speakers gave presentations (eg. from Akwesasne, James Bay Cree) and there were question and answer periods throughout the two-day conference.

Throughout the years, the Community Education Project maintained on-going community awareness through community meetings, Tekawennake articles, flyers, and many informal meetings with parents and community groups.

In April 1992, the Community Education Project hosted an education forum at the Woodland Indian Cultural and Education Centre. Members of forty organizations from Six Nations, involved in some way in education, met in order to exchange information about themselves, identify common needs and concerns, and identify the next steps they should take.

During this time the participants recognized a need for someone to coordinate communication and operations between them. Follow up meetings were held and out of these grew the Six Nations Education Association.

One of the Community Education Project's more recent undertakings was the Education & Training Workshop in April 1 & 2, 1993. The various agencies present were members of the Six Nations Education Association (SNEA) as well as agencies involved in training at Six Nations. Each of them was asked to give updates of their current activities. It was an opportunity for SNEA's member organizations to communicate with each other and for the Community Education Project to present a proposal for an interim education board.

The CEP continued to consult the community for direction in the development of the education plan.

COMMUNITY DIRECTION TO THE COMMUNITY EDUCATION PROJECT

In the summer of 1989, a community education survey was conducted. The survey was extensive but necessary to validate earlier community input and to provide a method whereby more detailed community direction could be obtained.

When community input was gathered and documented, the results showed that the people of Six Nations supported local control of education as long as an assurance of federal obligation to funding was obtained, the roles and the responsibilities of a community control system were clearly identified, and a comprehensive education plan was completed to ensure the quality of Six Nations Education.

Not only was the community consulted but an Education Staff Survey was conducted in order to obtain the perspective of Six Nations' educators to the comprehensive education plan. In this survey the education staff identified certain areas that they felt must be addressed within the comprehensive education plan, i.e. employment policies and agreed in principle to the idea of locally controlled education.

Once general approval for locally controlled education was confirmed Community Education Project undertook detailed research to find out the particulars of how this could be done. The results were published in the document entitled "**Findings and Recommendations for the Comprehensive Education Plan, Elementary Education, June 1990**". This report was taken back out to the community through a series of community meetings for further feedback.

The "Findings & Recommendations" report identified eight components of the education plan, providing a blueprint for the research and development of a locally controlled elementary education system at Six Nations. Each component required additional research and development. The following is a list of the components:

- i) Programs and Services
- ii) Community Control System
- iii) Facilities and Equipment
- iv) Staffing and Operation
- v) Management, Communication, Information
- vi) Funding and Finance
- vii) Legal Agreements
- viii) Implementation

The Findings document prompted the development of another report, "**Community Education Project Follow-up from Findings Document According to Key Activities September 1990 to June 1991**". which listed the activities that had to be carried in follow up to the Findings

Document. The recommended research also spawned several work groups to take care of research resulting from individual components of the Education Plan.

A research consultant was hired to complete a system's description for elementary education and a community control system. The Haldimand Board of Education was chosen as the basis for the model.

The resulting report summarized:

- Elementary Education Services
- Community Control System
- Staffing, Organization, Operations
- Facilities and Equipment
- Management, Information and Communication Systems
- Funding and Finance
- Legal Framework

The researcher compiled the work into a report called "**A Systems' Description for Elementary Education and Community Control System**".

In addition, other research was initiated through working groups and committees. A working group on staffing comprised of education staff and Community Education Project staff was organized to conduct research for the Staffing, Organization and Operations component of the education plan.

The working group set up terms of reference to guide its research. Basically, the Working Group agreed to summarize the status quo of the federal/elected council system, provincially legislated school boards, and First Nation locally administered systems then to analyze the pros and cons of each. It would also identify new options and the best options for locally controlled education system in the context of existing laws and policy; amended or new law and policy; and make appropriate recommendations. The working group on staffing conducted a workshop with educators at Six Nations to get feedback on the various options. This was later taken in to account in the development of personnel policy for the education system under community control.

In 1991, two major reports were also prepared and widely distributed in the community for input and feedback. The first was an evaluation of the elementary education system at Six Nations. The Education Steering Committee thought it would be wise to do an evaluation of the Six Nations School System before they made any detailed plans concerning the comprehensive education plan. The main purpose of this evaluation was to see how the current system worked and how it could be improved. This evaluation took place from September 1990 to May 1991.

E.E. Hobbs & Associates Ltd. was contracted to carry out the evaluation. The specific goals of the evaluation were to identify and prioritize the goals and requirements of the education

system, identify inadequacies or unmet educational needs, identify present required funding and additional funding needed to meet additional needs, identify any parties responsible for inadequacies or unmet needs, and provide access for community input in evaluation so community will gain a better understanding of requirements of education system.

In the course of the evaluation, E.E. Hobbs & Association Ltd. made various progress reports for the Education Steering Committee and Six Nations residents. Upon completion of the elementary education evaluation, the report "**Six Nations of the Grand River Elementary Education Evaluation, June 1991**" included the recommendation that Six Nations consider assuming control of its education system through negotiations with the government. More recommendations were made in reference to more specific educational concerns, i.e. setting goals and objectives, the curriculum, teaching strategies, human resources, resource materials, teaching of native languages, etc...

As a result of this evaluation, additional research on funding requirements was done. The CEP's financial analysis sub-committee directed this research. E.E. Hobbs & Associates was selected to do the research. The report from this research is entitled, "**Comprehensive Analysis of Funding Requirements for Elementary Education.**" The main product of this report was a detailed budget for elementary education that included the costs of improvements to the elementary education system. The report also includes three ten year forecasts for funding requirements. Later (in 1992), this type of detailed funding research was also done for post secondary education.

The second major report in 1991, "**Re-Establishing Control of Elementary Education: Recommendations for Legal and Funding Arrangements, Negotiations, Community Ratification**" identified recommendations concerning four obstacles that could cause future difficulties, i.e. What position should be taken regarding Six Nations' right to education and Crown obligations?; What legal and funding arrangements should be in place for local controlled education?; What process should be established to set legal and funding arrangements in place?; What kind of decision making process would there be since, there are two independently functioning Councils at Six Nations?

A comprehensive community review process of the recommendations in this last report was undertaken by the Community Education Project. Ten researchers were hired and trained to take the report out to the community and to obtain the community's response. This review process consisted of door to door interviews at Six Nations households. The purpose was to explain the contents of the recommendations and to ask if the recommendations were appropriate. The outcome of the review process was that the recommendations had popular support provided there was political cooperation between the Councils at Six Nations. The community's response was published in October 1991 in the document entitled, "**Will We Re-Establish Control of Elementary Education? The Community's Response...**". The report also outlined the need for research and development in relation to education law, legal and funding guarantees, development of operational policies of the Six Nations Education authority, further legal research regarding signatories of the education agreement, improvement of the recommended community

ratification process and the promotion of political co-operation between Confederacy and elected Councils.

Once the basic components of the education plan and options for moving forward with these components were identified, the Community Education Project began preparations for detailing a plan whereby the community could take control of education. Given the amount of planning that had to be done, the Community Education Project recommended that the process to re-establish control of education begin with elementary education.

RELATED DEVELOPMENTS

In 1989, Six Nations suffered through the Elementary School Boycott.

The Elementary School Boycott began when asbestos was discovered in some of the elementary schools on the reserve. Worried parents withdrew their children from classes. The boycott lasted several months and during the interim attention became focused on the general dilapidation of the schools. When the boycott finally ended Indian Affairs had to promise to build three new schools, A, B, C, to replace the old ones.

As of today School C has been completed and is now named Emily C. General. The construction of School A has had some funding difficulties but, is back on its funding schedule. School B, now named the I.L. Thomas Odadrihonyani ta School, has been completed.

The outcome of the elementary school boycott had significant impact on the education plan particularly with respect to planning for program, staffing, and school operations and maintenance.

THE COUNCILS AT SIX NATIONS

Both Councils at Six Nations sent people to assist in the working committee that developed the report entitled "**Re-Establishing Control of Elementary Education: Recommendations for Legal and Funding Arrangements, Negotiations, Community Ratification**". In November 1991, following the report of the community's response, a follow up report was prepared for both Councils at Six Nations.

This report to the Councils was entitled, "**Re-establishing Control of Elementary Education Final Recommendations to the Confederacy and Six Nations Councils at Grand River**". This report outlined some options that the Councils could consider to action the re-establishment of education control and asked for the Councils to consider the options and respond.

After discussion with both Councils at Six Nations it became clear that if a treaty-based education agreement was to be pursued, the Confederacy Council would be the Council to action it. No formal response was received in writing from either Council. As late as the summer of

1993, it appeared that the Confederacy Council would take on this responsibility - however this was not to be.

This led to the eventual role of the Six Nations Education Board as the lead body to handle education matters.

SECONDARY EDUCATION

In 1991, the Community Education Project also became active in secondary education matters, specifically in the area of tuition agreements.

At present, Six Nations secondary students attend school off the reserve through a purchase of service agreement known as a tuition agreement. As a result, the Haldimand Board of Education provides educational services to the largest number of Native students of any provincially funded board in Canada. Brant County provides service to approximately 100 Six Nations students through a similar purchase of service agreement.

The tuition agreements with these boards of education (agreements between the federal department of Indian Affairs and the boards) had not been revised or renegotiated for over fifteen years. As a result of the community identified need to improve secondary education services, the Community Education Project became involved in the review and revision of these agreements and worked with an ad hoc tuition agreement sub-committee to do this work. This sub-committee was comprised of Six Nations trustees to the two boards of education and interested community members. The revised agreements went forward to the Department of Indian Affairs to negotiate.

The resulting tuition agreement between the Haldimand Board of Education and the "Crown" (an agreement between the Department of Indian Affairs and the board) runs from September 1, 1992 to August 31, 1994. The agreement brought into effect additional services to Six Nations students. For example, a Native Advisory Committee was established to see that the agreement would be properly fulfilled, and to advise the board on matters relating to Native pupils.

The Committee meets on a monthly basis at the different high schools in the Haldimand Board. The committee receives reports on services, programs, policies and special services from administrators at each school as well as Six Nations students and parents. The committee has also had presentations such as the Human Rights Commission, Antiracist Education, and implementation of a Race Relations Policy.

To date the committee has made one formal Findings report to the Haldimand Board and have made excellent progress on implementing the agreement overall. In addition, through the initiatives of this committee and the support of Community Education Project staff, a proposal for a provincially funded Community Based Demonstration Pilot Project was developed and

received funding. This proposal developed out of community concern over the lack of a liaison person between Haldimand schools and Six Nations and New Credit communities.

As a result of this pilot project, a Community Liaison person was hired to monitor school attendance, provide counselling services to native students, and increase understanding between the Board and the communities.

Additional services to Six Nations students resulting from the revised tuition agreement include Cayuga language credits courses at two high schools, Mohawk language credit course at another high school; plus the addition of another guidance counsellor for Six Nations students.

The tuition agreement with Brant County was not signed until the fall of 1993 and runs only until June of 1994 - to allow for Six Nations to renegotiate any changes that may be appropriate when Six Nations begins to operate all levels of education programs and services.

In the future there may be less of a need for tuition agreements. The plan to build a secondary school enjoys strong support on the reserve. Six Nations has served notice that funds for a secondary school will be sought in education negotiations. Further research must be done to identify detailed funding requirements and to identify funding sources since there is a twenty year waiting list for the federal government's capital projects on reserves across Canada.

POST SECONDARY

When the department of Indian Affairs made known its intention to, "get out of the business of running Indian Education", one of the first levels it intended to extract itself from was Post Secondary.

In addition to this, in 1989 a financial cap was set on funds for post-secondary by the federal government which set off what has become known as the Post Secondary Funding Crises. There were protests from the Native peoples across Canada in response to this change in policy. The Community Education Project played a central role in informing Six Nations people of the changes to the post secondary funding policy of the Department of Indian Affairs. The Project also played a central role in the lobby effort to protest the changes.

In spite of all lobby efforts, the Department of Indian Affairs implemented the revised policy. Following this, Six Nations began to be pressured by the department to accept the administration of the post secondary student support program.

Throughout the 1991-92 school year, alternatives to accepting this program were developed by the CEP and discussed at several community meetings. The outcome of this process and discussions with the Councils at Six Nations resulted in the decision for the Six Nations elected Council to proceed to negotiate the best arrangements it could for retaining the administration of the program at Six Nations rather than having a third party selected by the Department of Indian Affairs take over the administration.

The resulting Memorandum of Understanding regarding post secondary, between the Department of Indian Affairs and the Six Nations elected Council, provided for Six Nations administration of the program. A Post Secondary Interim Board was established to oversee Six Nations administration of this program with coordination of this board being done through the Community Education Project. This interim board was comprised of community volunteers from the community meetings, Six Nation Education Association members and seats were kept open for two representatives from each Council. The Six Nations elected Council appointed two representatives. The Confederacy Council has an observer attend meetings.

The office, now known as, Grand River Post Secondary Education Office, officially opened its doors in September 1992. This office is located at J.C. Hill Sr. Elementary School in offices formerly occupied by administration staff of the Department of Indian Affairs.

Research and data collection has been on-going to determine the unmet needs of students in relation to the post secondary student support program in anticipation of the overall negotiations for education. When an overall agreement is negotiated for Six Nations education, post secondary funding will become a part of that agreement.

In the area of post secondary education, the Community Education Project was not limited to the matter of developing a local administration mechanism for INAC's post secondary support program.

Post secondary students at McMaster University expressed the need for more community involvement in the actual program development at the post secondary level and requested the assistance of the Community Education Project in addressing this need. Beginning with the formation of the President's Committee on Indigenous Education at McMaster which focussed on support services to Aboriginal students and the development of an Indigenous studies program at the university, the Project's involvement in post secondary program development and student support needs expanded into participation in the province of Ontario's Aboriginal Education and Training Strategy and the creation of Grand River Polytechnical Institute at Six Nations.

The province's Aboriginal Education and Training Strategy provides funding to post secondary institutions for initiatives directed at improving Aboriginal student admissions and graduation. Initiatives are supported by the creation of Aboriginal advisory committees at post secondary institutions across Ontario. Six Nations is active in all aspects of the strategy. Funding for this involvement is provided by the Ministry of Education and Training.

Grand River Polytechnical Institute (GRPI) was created to begin to meet some specific post secondary and training needs at Six Nations. In January 1993, GRPI opened its doors to provide pre-employment training to adults. The funding for such training comes through Grand River Employment and Training - the local agency that has developed to manage and administer provincial and federal training programs. With the support of six universities in the area, GRPI was successful in obtaining funding to begin to offer a university access program at Six Nations in the fall of 1993. GRPI has also been actively involved in many other programs and services

such as: the Native Teacher Certification Program at Six Nations which is being delivered through Brock University; professional development workshops, and in-service training needs of the community.

Currently, a long term feasibility study of the institute is underway. The vision for GRPI is a full fledged Aboriginally controlled post secondary and training institute which a special mission to address Aboriginal learning styles, issues, and needs.

In the development of the education plan, the CEP identified the need for Six Nations teachers given the number of anticipated retirements scheduled to begin in 1994. The CEP therefore developed a strategy to address this need. A proposal for a special program to train Six Nations teachers - focussing on those fluent in a Six Nations language, was made to Brock University. In addition, a proposal was made to the Ministry of Education and Training to amend the regulation on Teacher Certification to provide for the admission of fluent language speakers to teacher training programs. The result of this work is the Native Teacher Education Program being operated by Brock University at Six Nations. Twenty-one Six Nations members are expected to graduate from this program in 1994.

A parallel outcome was the decision of Brock to set aside an identified number of seats in its regular teacher education program for Aboriginal students interested in teaching. Students must have an undergraduate degree to be admitted to this program. Several Six Nations students have completed or are in the process of completing their teacher education as a result of this.

COMPLETION OF THE EDUCATION PLAN

As outlined in the above section on post secondary education, the comprehensive education plan was not a paper planning exercise only. To ensure that Six Nations will be as prepared as possible to operate its education system, the Community Education Project became involved in a number of developmental educational initiatives.

The Department of Indian Affairs began to provide funding to the Community Education Project for research and development of the education plan starting in 1989-90. Prior to this, for the 1988-89 operation of the Project, the Six Nations elected Council made some funds available to the Project out of funds received for participation in the tripartite Declaration of Political Intent. In 1992, the Department refused to fund any further work until an indication of intent to assume control of education was given.

A second Memorandum of Understanding was negotiated between the Department of Indian Affairs and the Six Nations elected Council to obtain the funding necessary to continue the development of the education plan and to prepare for Six Nations control of education. This Memorandum of Understanding stated Six Nations intent to reaffirm control of all levels of education as of September 1, 1994, subject to successful negotiations by Six Nations.

As a result of this memorandum, the Community Education Project was able to hire staff to begin the development of a number of operational policy manuals (Human Resources, School Operations, and Financial Management) for use in a Six Nations controlled education system. These policy manuals are in the final stages of drafting for operations effective 1994. The manuals will have to be revised when the work on Six Nations education law is completed and an agreement is negotiated with the federal and provincial governments of Canada to recognize this law.

EDUCATION LAW

As a result of community input and research, the Community Education Project identified the need for community based education law that would provide the legal framework within which a Six Nations controlled education system could operate. This law will identify clearly the roles, responsibilities, and relationships of all parties involved in education at Six Nations.

In the fall of 1991, phase one of a pilot project proposal was submitted to the DPI process on education asserting Six Nations' intention to develop a law that would regulate the management, development, and supervision of education at Six Nations.

The proposal was funded by the Federal and Provincial governments through the DPI process. A Six Nations Steering Committee was established for the pilot project through the Community Education Project. The first phase of their task was to determine how to create a law, and to find the direction it would take. In 1993, a phase two proposal was submitted and approved for funding. The second phase involves the drafting of the law and options for ratification. This project has since caught the interest of all participants of the DPI education process resulting in the creation of an education law sub-group that is currently developing a discussion paper on First Nations education law.

TERMINATION OF THE COMMUNITY EDUCATION PROJECT AND DEVELOPMENT OF THE SIX NATIONS EDUCATION BOARD

The Community Education Project is scheduled to end in August of 1994. The Project has set plans in motion for the transition to local control of all education programs and services by the Six Nations Education Board.

The Six Nations Education Board and committee members held their first meeting in September 1993 and have continued to meet extensively to receive training, information, and to develop the final plans for a locally controlled education system for September 1994.

The process to establish the board has been a long one. As this brief history outlines, community consultation on a comprehensive community education plan began in September 1988. In the spring of 1993, the initial structure of the Board was drafted and taken out to the community for input and change. By September 1993, the Board and the committees of the board had their first meeting. In the same month, an Elementary & Secondary Education Supervisor began a one

year training program and will be actively involved in the preparations for local control as of September 1994.

The mandate of the Six Nations Education Board is also the result of the community direction obtained throughout the years that the Community Education Project developed the education plan.

The mandate of the Board, as approved by the Board, based on the years of community consultation is what appears in the December 7, 1994 Memorandum of Understanding between the Board and the Six Nations elected Council. The Board's mandate is as follows:

To negotiate and sign an interim education funding agreement for the provision of elementary and secondary programs and services; and post secondary education support services for Six Nations, and

To manage, administer, deliver and enter into agreements for such programs and services.

The mandate has a time frame of five years to it, given that there is still expectation that a long term treaty based education agreement will be negotiated.

As a result of slow progress in negotiations between the Six Nations Education Board and the Department of Indian Affairs - the Department will operate the elementary schools in September of 1994. Negotiations are expected to continue while the community attempts to address internal concerns regarding local control of education.

R.F. Jamieson
10.08.94

APPENDIX II

COMMUNITY EDUCATION PROJECT
P.O. Box 219, Ohsweken, Ontario, N0A 1M0
(905) 765-7133 fax (905) 765-7211

April 21, 1994

The following is a listing of all studies conducted by the Community Education Project during the last 3 to 5 years:

-	Six Nations of the Grand River Education Project Steering Committee Orientation Package
November, 1988	Survey - 3 options
December, 1988	Parent Survey
1989	Summary Report - Community Education Survey Conducted by the Community Education Project Six Nations of the Grand River
1989	Summary Report - Education Staff Survey Conducted by the Community Education Project Six Nations of the Grand River
March 4, 1989	Decisions for our Future - The First Steps, The First Report of the Six Nations of the Grand River - Community Education Project
January, 1990	Six Nations Council Orientation and Background Materials Package
February, 1990	Six Nations Council Orientation and Background Materials Package
May, 1990	Summary of Priorized Community Recommendations for Education Completed by the Community Education Project, Six Nations of the Grand River

June, 1990	Findings and Recommendations for the Comprehensive Education Plan - Elementary Education, Six Nations of the Grand River Completed by the Community Education Project Section IV Appendices (Part I) Section IV Appendices (Part II)
November, 1990	Six Nations of the Grand River, Elementary Education Evaluation Interim Report
December, 1990	Six Nations of the Grand River Elementary Education Evaluation - Interim Report Community Presentation
1990 - 1991	Six Nations of the Grand River - Education Conference Report, "Our Decision or Theirs"
September, 1990 - June, 1991	Community Education Project - Follow-up from findings Document According to Key Activities
June, 1991	Re-establishing Control of Elementary Education - Recommendations for: * legal and funding arrangements * negotiations * community ratification A Report of the Community Education Project, Six Nations of the Grand River Volume I Volume II - Appendices
June, 1991	First Report of the Working Group on Staffing for the Community Education Project to Education Staff
June, 1991	Six Nations of the Grand River - Elementary Education Evaluation - E.E. Hobbs & Associates Ltd. Volume I Volume II Appendices Volume III Issues for Consideration
August, 1991	Phase I Report - Comprehensive Analysis of Funding Requirements for Elementary Education - Six Nations of the Grand River - E.E. Hobbs & Associates Ltd.
October, 1991	Will We Re-establish Control of Elementary Education - The Community's Response

October, 1991	Proposal for an Alternative Delivery System for Post Secondary and Counselling Services - Community Education Project
November, 1991	Re-establishing Control of Elementary Education - Final Recommendations to the Confederacy and Six Nations Councils at Grand River (Internal document) - Community Education Project
December, 1991	Phase II Report - Comprehensive Analysis of Funding Requirements for Elementary Education
December, 1991	Community Education Project Briefing Package to the Six Nations Council
January, 1992	Tripartite Education Discussions - Indian Commission of Ontario Briefing Package to the Six Nations Council - Community Education Project
June 17, 1992	Draft #1 - Education Center: Physical Plant Requirements for the Six Nations Education System
June 26, 1992	Draft #2 - Education Center: Physical Plant Requirements for the Six Nations Education System
July 20, 1992	Draft #3 - Education Center: Physical Plant Requirements for the Six Nations Education System
August, 1992	Phase I - Funding Requirements for Post Secondary Education
April, 1993	Report from Education and Training Workshop Co-sponsored by the Six Nations Education Association and Six Nations Area Management Board - Woodland Indian Cultural Educational Centre
April, 1993	Draft Constitution - Six Nations Education Board
May, 1993	Draft School Operations Policy - Six Nations Education Board
June, 1993	Draft Working Document - Education Law
September, 1993	Draft Financial Management Policy - Six Nations Education Board
December, 1993	Draft Human Resource Policy - Six Nations Education Board
December, 1993	Brief History of the Community Education Project

APPENDIX III

SUMMARY REVENUE & EXPENDITURES

EDUCATION RESEARCH & DEVELOPMENT
SEPTEMBER 1988 -- MARCH 1994

	1989 - 90	1990 - 91	1991 - 92	1992 - 93	1993 - 94	TOTALS	
REVENUE							
1) INAC Contribution							
CEP Operation	40,000	94,000	63,950	192,000	320,000	709,950	
Tripartite (DPI) Participation				28,400	28,000	56,400	
Ed. Law Project				14,200	78,000	92,200	
Training					80,000	80,000	
2) Min of Education - Education Law Project				14,655	78,000	92,655	
3) Ontario Native Affairs Secretariat				16,204	28,482	44,686	
4) Aboriginal Education and Training Strategy				40,000	60,000	100,000	
5) Reimbursement & Interest		600	2,137.02	20,113.81	30,428.11	53,278.94	
6) Six Nations Council Contribution	34,274.21	1,621.58	14,042.20	11,017.06		60,955.05	
	34,274.21	41,621.58	108,642.20	66,087.02	702,910.11	1,290,124.99	
OPERATING EXPENSES							
	88-89	89-90	90-91	91-92	92-93	93-94	TOTALS
Administration	1000	9,345.04	4,839.72	5,754.02	38,075.61	51,151.08	110,165.47
Telephone			2,232.97	2,268.22	6,186.47	6,756.92	17,444.58
Fax			550.78	384.31	1,781.88	346.00	3,062.97
Photocopy			3,687.67	6,048.69	1,360.69	3,885.84	14,982.89
Postage			255.28	430.55	1,039.11	1,953.16	3,678.10
Advertising			158.5	3,090.08	3,323.75	2,499.45	9,071.78
Salaries		12,911.95	9,366.03	12,304.00	44,085.55	183,420.40	262,087.93
Honourarium			1,620.00	2,270.00	11,630.00	11,860.00	27,380.00
Travel	5,011.15		1,409.28	3,661.01	14,720.57	19,671.43	44,473.44
Consulting	26,039.31	11,718.58	4,483.00	49,100.00	33,665.56	102,387.77	227,394.22
Community Input		2,580.00	95.00	10,044.29	1,491.44	---	14,210.73
U.I.C.		441.73	266.51	461.40	2,651.70	6,565.15	10,386.49
W.C.B.		483.53	83.36	155.04	52.08	173.24	947.25
Vacation Pay		465.75			2,148.78	3,760.30	6,374.83
Pension & Contribution					1,323.47	721.89	2,045.36
Legal	445.75		4,574.40	11,176.39	11,505.95	10,573.50	38,275.99
Facilities/Maintenance		3,300.00			24,720.84	7,119.04	35,139.88
Miscellaneous	1,778.00		107.85		11,608.63	334.67	13,829.15
Audit		375.00	1,672.80	3,175.00	2,426.00	2,300.00	9,948.80
TOTAL OPERATING EXPENSES	34,274.21	41,621.58	35,403.15	110,323.00	213,798.08	415,479.84	850,899.86
SURPLUS (DEFICIT)			73,239.05	29,003.07	151,794.86	439,225.13	

CEP operation funded from Six Nations Council revenues for 1988/89 and part of 1989/90.

TOTAL EXPENSES

1992 - 93

1993 - 94

1) Includes:

Education Law Project
Tripartite Participation MOET (MCU)
Participation and CEP

1) INAC contribution includes:

78,000 Ed Law
320,000 CEP
28,000 DPI
80,000 Sup. Trng

2) Expenditures covers:

Education Law Project
Tripartite Participation
MOET(MCU) Participation
CEP
Negotiations

Audit to 1994 done through Six Nations Council.
Future audits to be independently done.