

Yukon First Nation Education Directorate Cradle to Community Member



OUR CHILDREN. OUR EDUCATION. OUR WAY



Yukon First Nation Education Directorate

Purpose:

The work of YFNED is dedicated to capacity building, systems and resource development, second level educational programs and services enhancement, and learner supports. The YFNED will also advance First Nations decision making and aspirations for control over education, providing technical support, research and advice for Draft Framework Agreement processes, and advocate for First Nation student success across the system.

The YFNED:

- Reports directly to it's Board of Directors – Yukon CCOE
- Undertakes the daily work of the CCOE in five key areas: **Accountability, Support and Capacity, Research, Programs and Initiatives and Framework Negotiations Support**

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First Nation Education Journey in Yukon

THE FIRST NATIONS EDUCATION JOURNEY IN YUKON

1960 – 2021

Yukon First Nations have long been passionate about the value of education for their children and for the future of society in Yukon. In the seminal 1973 document, *Together Today for our Children Tomorrow*, their aspiration is succinctly stated:

“We believe that all education must have its two main goals, the stimulation of pride in one's culture and background and the development of those skills and that knowledge which is necessary to compete in today's world.”

1960

Yukon Committee on Education

OBSERVATIONS: Management issues, ranging from inability to “integrate” First Nations students effectively, led the federal government to decentralize the responsibility for “Indian” education to the provincial/territories, resourcing First Nations students to be better incorporated into the local education system.

IMPACTS: No change to curriculum, provision of additional resources, or inclusion of culture and language were considered. The 2019 Auditor General's Report.

1964

Master Tuition Agreement

OBSERVATIONS: The Yukon government was to further integrate First Nations students into local schools and “provide Indian children with the same educational opportunities and incentives as is provided non-Indian children attending territorial schools.”

IMPACTS: The Yukon government transferred funds and responsibility to Yukon for the education of “Indian students” without the participation of First Nations governments. Further research determined the Yukon government had failed to meet its obligations. (1987 Yukon Report, 2012 Tsamson AGO, 2019 Auditor General's Report).

1973

Together Today for our Children Tomorrow

OBSERVATIONS: Mainstream education, mainstreamed, adapted and improved upon its methodologies, but these improvements were not passed on to First Nations students. The *Together Today for our Children Tomorrow* report highlighted the need to improve outcomes and bring both the modern and the traditional worlds closer together.

IMPACTS: Despite common findings shared by their reports, the federal and territorial governments failed to address or make the necessary improvements, leaving First Nations students further isolated.

1972

Yukon Native Brotherhood Conference

OBSERVATIONS: High dropout rates, significant attendance, few numbers of First Nations teachers, and limited cultural inclusion spoke to the need for systemic improvements. Participants called for the government to improve the communication with stakeholders, review and re-establish language and cultural teachings, and improve both quality and relevance of instruction.

IMPACTS: The government's response was limited and there were few documented improvements for First Nations students.

1982

Canadian Charter of Rights and Freedoms

OBSERVATIONS: Canadian rights and privileges are formally enshrined within the Canadian Constitution, the need for systemic improvements. Participants called for the government to improve the communication with stakeholders, review and re-establish language and cultural teachings, and improve both quality and relevance of instruction.

IMPACTS: The government's response was limited and there were few documented improvements for First Nations students.

1988

Assembly of First Nations Declaration of First Nations Jurisdiction over Education

OBSERVATIONS: Based on research regarding the federal government's attempts to promote Aboriginal Rights. Explicitly stated that delegating authority for education to provinces or territories is not “acceptable as a substitute for aboriginal First Nations jurisdiction.”

IMPACTS: The AFN report reiterated many of the Yukon First Nations' longstanding concerns, highlighting the underlying issue of paternalism and loss of sovereignty.

1991

MacPherson Report

OBSERVATIONS: As community concerns over achievement levels and demand for much needed reform grew, the MacPherson Report recommended that various and substantive talks needed to take place to discuss how First Nations' jurisdiction of education would be recognized.

IMPACTS: While the report focused on constitutional amendments, concerns were raised about the ability to find a solution within the Indian Act, given its paternalistic and control-based approach.

2000

Auditor General's Report on the State of Yukon First Nations Education

OBSERVATIONS: While the performance gap continued to widen and more needed to be done, considerable confidence remained in the responsibility of the federal government, impeding the entire process.

IMPACTS: Recommended changes to jurisdictional controls were poorly implemented and a 2006 follow-up found that the federal government had made little progress in the intervening years.

2003

Na-Cho Nyak Dun Report: Two Trails One Vision

OBSERVATIONS: An assessment of a local community school determined that a range of issues contributed to poor student performance, including racism, alienation, bias, etc., contributed to poor student performance.

IMPACTS: Despite requests to improve community involvement, update and support new teaching approaches, and incorporate more cultural knowledge, the report was repeated and there were few changes or improvements.

2006

Setting our Course: Yukon First Nations (video)

OBSERVATIONS: Yukon First Nations produced a 130-minute video about their motivation to improve their self-governing agreements.

IMPACTS: Participants made it clear that sovereignty, self-control, and effective cultural integration were the keys to improving student outcomes.

2008

Education Reform Final Report

OBSERVATIONS: A community-based evaluation took three years to release the Education Act. Of concern was the performance gap in First Nations education. Participants made recommendations for adaptation to both the school system and the Education Act.

IMPACTS: The inability to narrow the achievement gap between First Nations and non-First Nations students indicated the approach was not effective.

2008–2009

Government of Yukon's New Horizons

OBSERVATIONS: Government of Yukon began a consultation process, intending to find strategies to support First Nations learners and develop appropriate curriculum.

IMPACTS: Yukon First Nations found the process, while with bureaucracy and committee meetings, was the best to improving student outcomes.

2011

Assembly of First Nations First Nation – Elementary and Secondary Education: A Discussion Guide

OBSERVATIONS: The AFN, from a national perspective, identified several key components that effective Indigenous education practices should include.

IMPACTS: Yukon First Nations were increasingly frustrated as they were unable to implement or mirror the educational practices of other Canadian First Nations.

2013

Assembly of First Nations Jurisdiction Principles in First Nations Education

OBSERVATIONS: AFN noted that trust and collaboration would be key factors in any effective partnership.

IMPACTS: Yukon First Nations felt that the central value of “trust” upon which the program would be based, was not upheld.

2014

Joint Education Action Plan (JEAP) Tripartite Education Partnership agreement between Government of Yukon, Government of Canada, Council of Yukon First Nations, and all 14 Yukon First Nations.

OBSERVATIONS: With a common thread of community, family, and student engagement, the priorities in the plan were to support First Nations in their work on more authority, control and responsibility for education. This included a focus on improving culture and language, sustainability, and support and success, as well as closing the achievement gap.

IMPACTS: A 2015 review noted several significant concerns, most specifically:

- Limited funding
- Inconsistent data collection
- Top-down implementation by Yukon government with limited consultation
- Few real changes in the responsibility and accountability sought by Yukon First Nations
- Two-year meeting hiatus (2014–2016)

2015

Truth and Reconciliation Final Report

OBSERVATIONS: It noted that wide-ranging partnerships, a indication of healing, and a fundamental shift in mindset are needed to begin repairing the damage of colonization and the residential school system.

IMPACTS: The report highlighted historical and longstanding concerns. It is unclear what actions Yukon government had taken or will take, as noted in references to address the report findings.

2019

Auditor General's Report on Education in Yukon

OBSERVATIONS: In a follow-up to the 2008 Auditor General's report, the Yukon Department of Education is found to have made few improvements or structural changes to the outcomes of First Nations students.

IMPACTS: Despite concerns with systemic inequality being first identified 11 years ago, a failure to act continued to devastate generations of First Nations youth.



YUKON
FIRST NATION
EDUCATION
DIRECTORATE

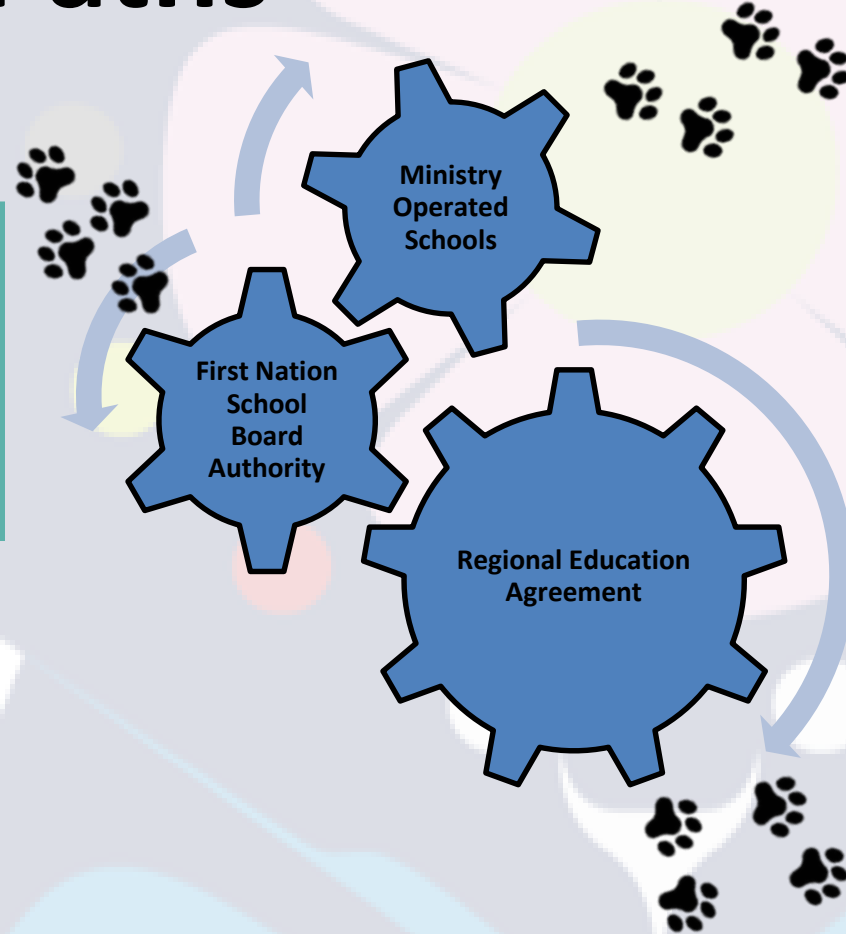
yfned

3 Paths

2.

First Nation School Board Authority

Would allow full control of school programming, collaborative control of budgeting, increased control of school staffing and specific adaptations for each Yukon First Nation. As part of the Framework Agreement negotiations process, the FNSB could be an interim step or not.



1.

Status Quo

Maintain the current relationship with Yukon government with only elected school councils, guaranteeing Yukon First Nations reps and no real decision-making power. Joint Education Action Plan (JEAP) and FNEC.

3.

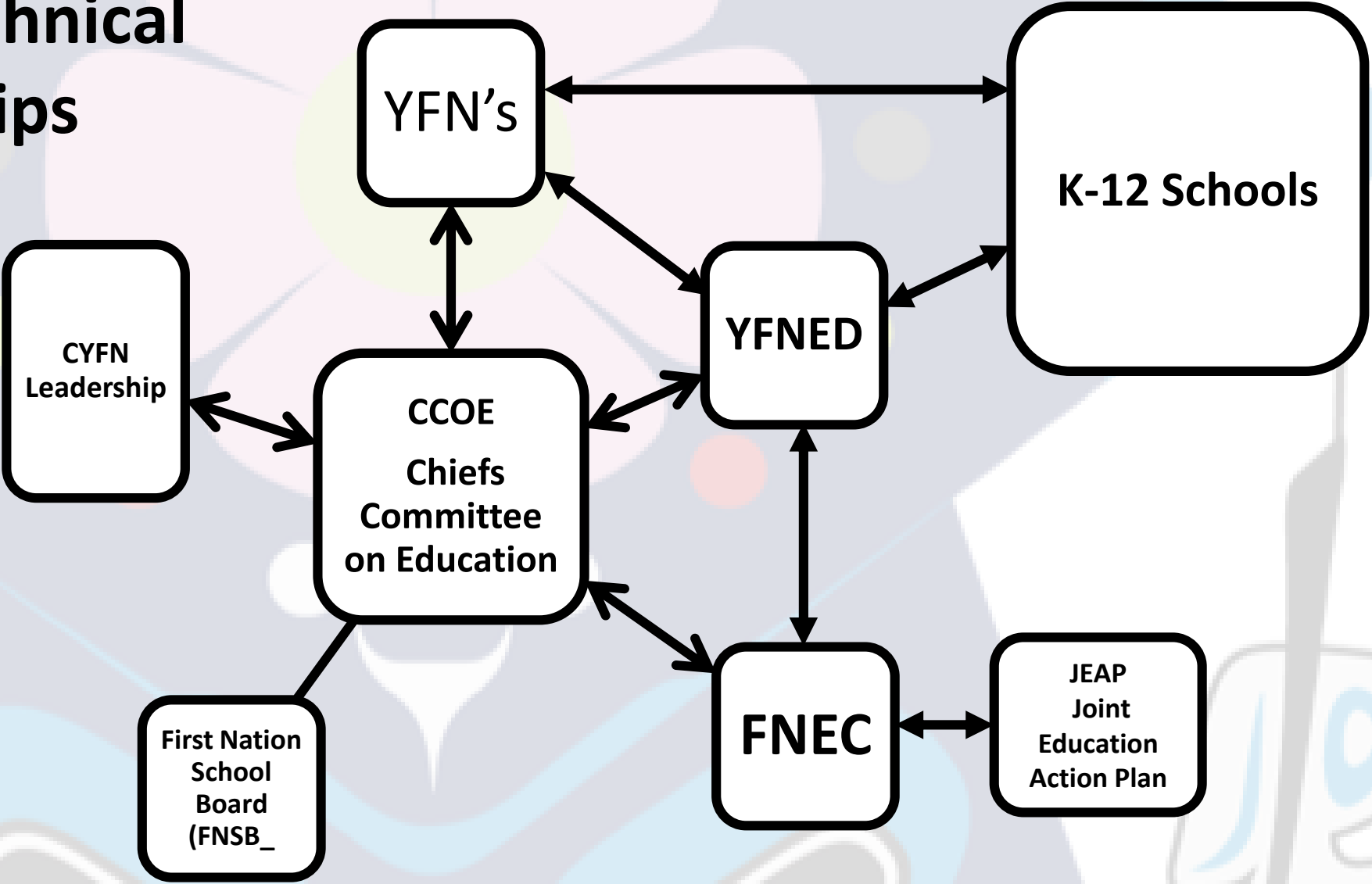
Regional Education Agreement

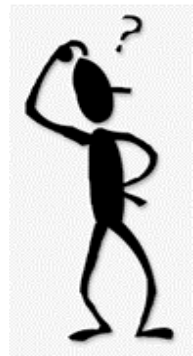
Full control where all decisions are made by Yukon First Nations, including staffing and budget. This is the final stage in the Framework Agreement process, meaning it could be a trilateral or bilateral agreement.

OUR CHILDREN. OUR EDUCATION. OUR WAY

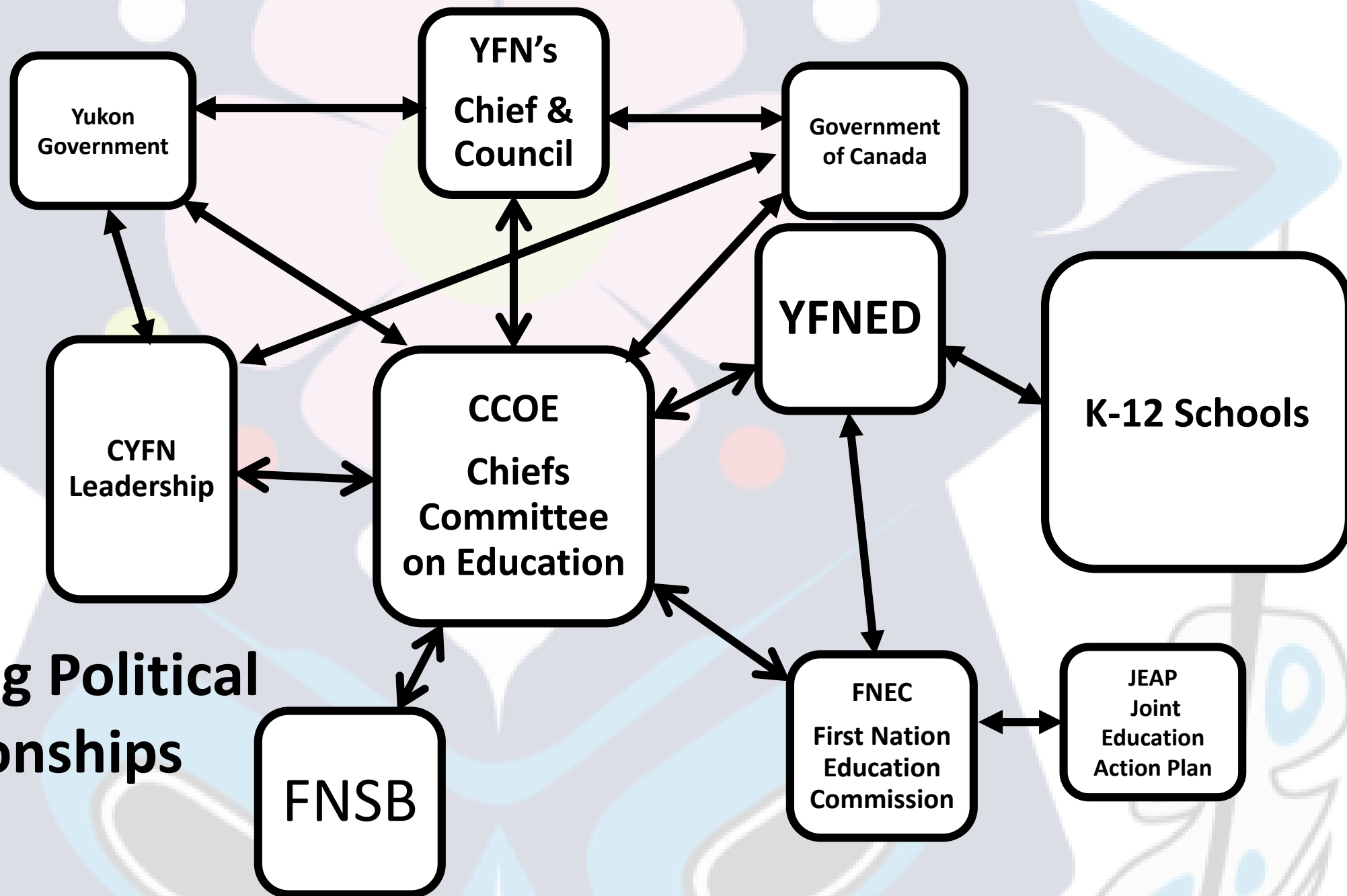


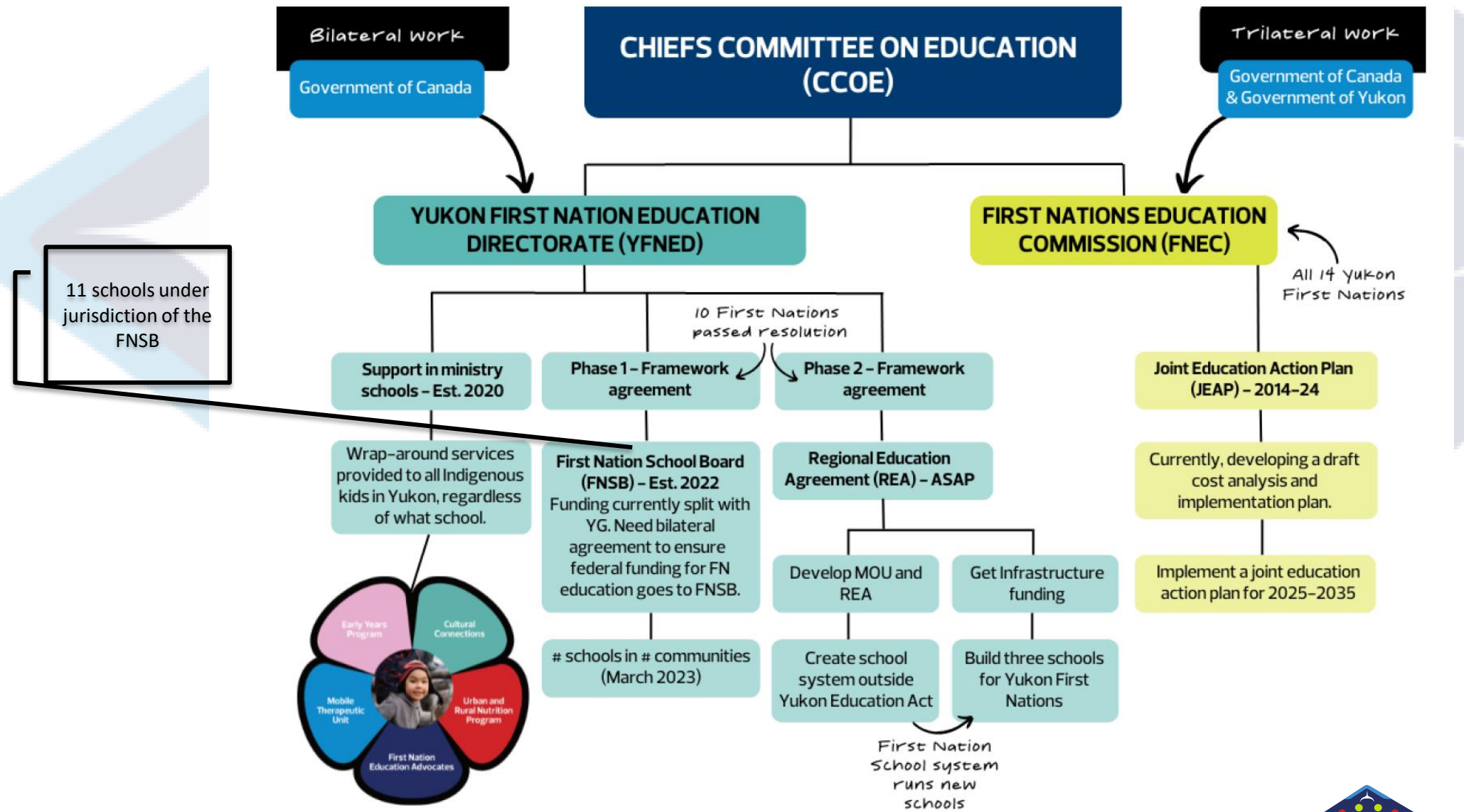
Navigating Technical Relationships





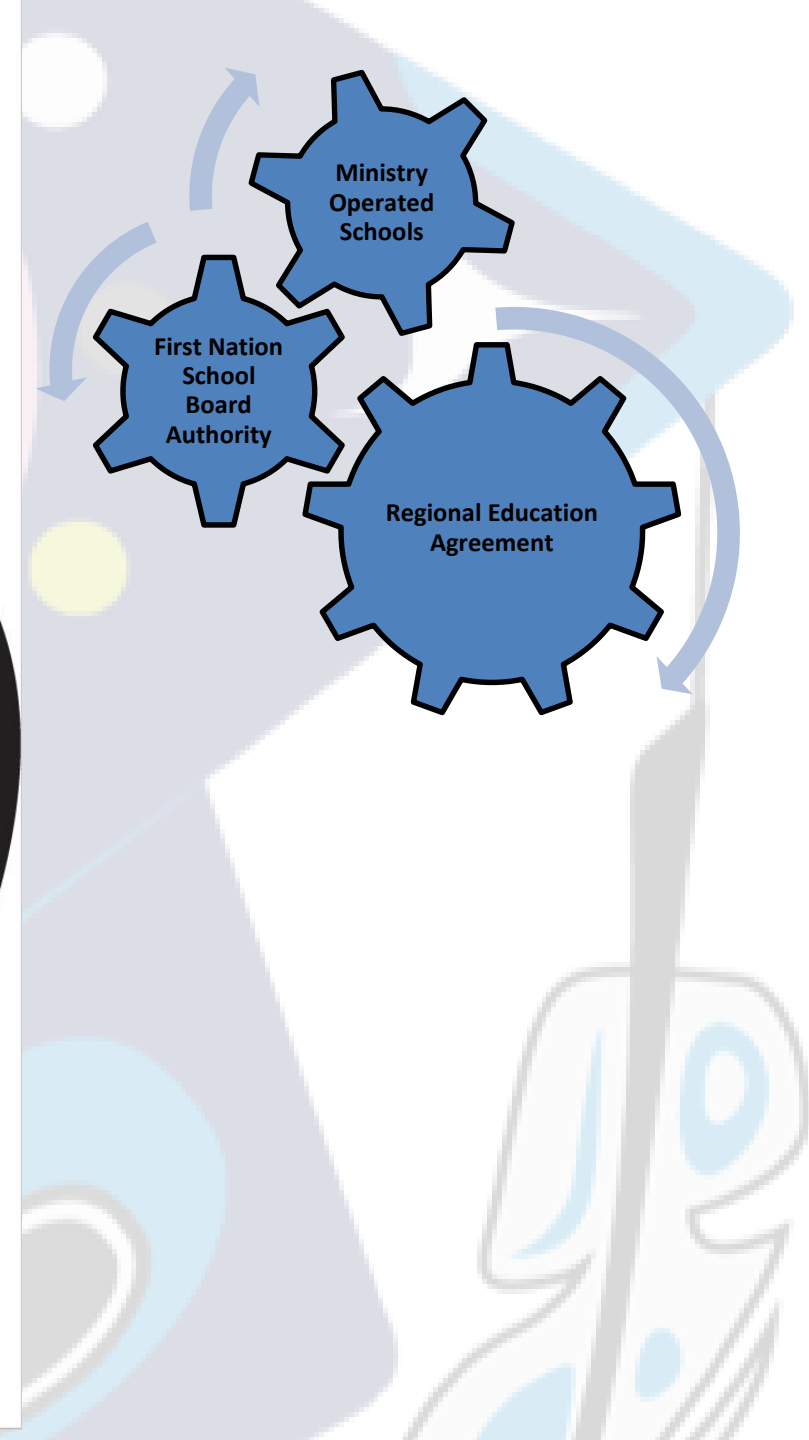
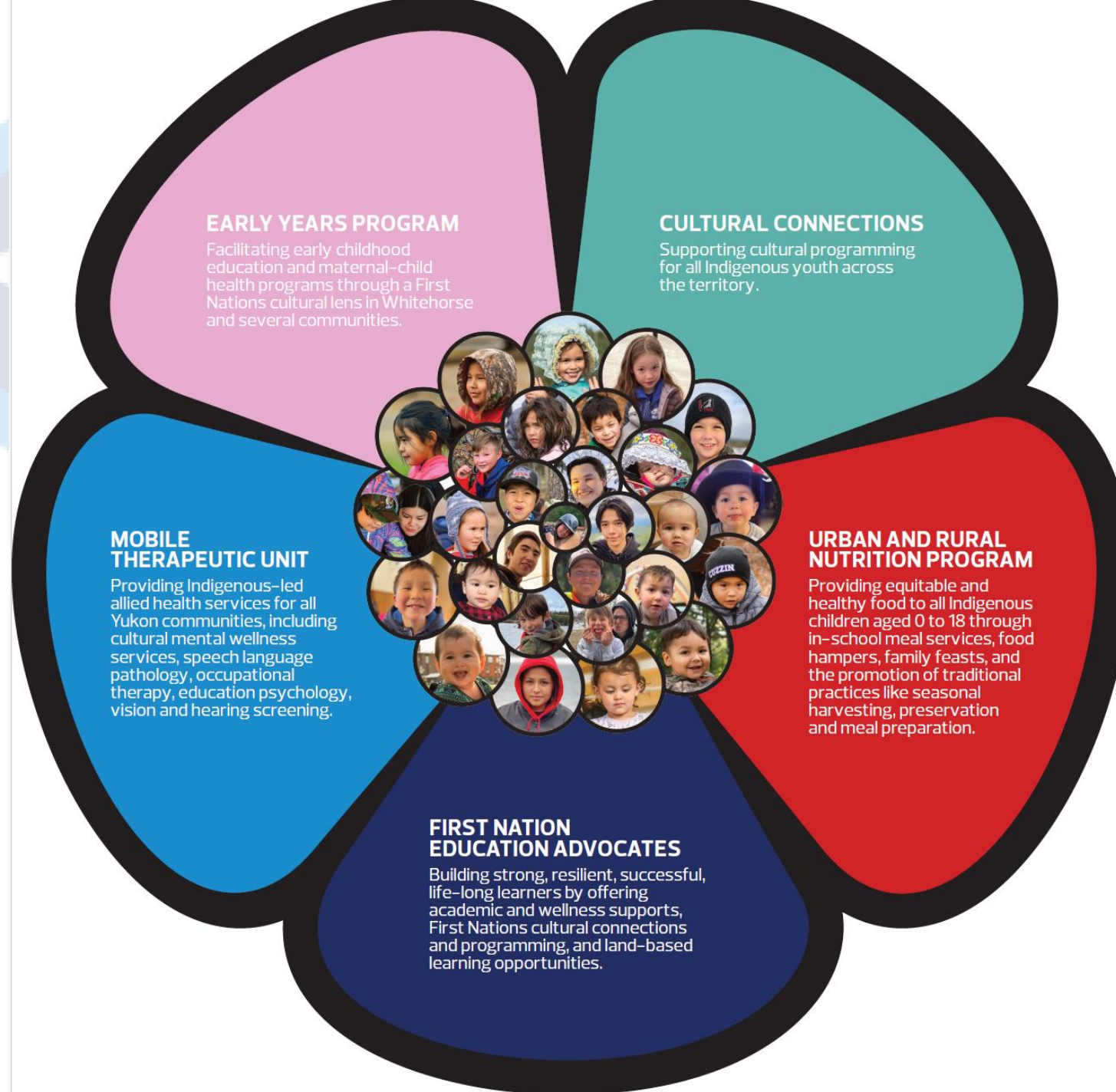
Navigating Political Relationships





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First Nation Education Advocates

20 FN Ed Advocate – 1
advocate per school,
1560 individual
students

- Improve attendance and academic outcomes
- Help students to feel safe and welcome in schools
- Re-connect young to old
- Help students find their path, a sense of purpose, and empowerment
- Through land-based learning activities
- Advocate for voice of indigenous students and families
- Rebuilding lost connections between youth and the land, the language, our knowledge-keepers



**6 YFNED-SPONSORED LAND-BASED LEARNING CAMPUSES
built with the Juniors and attached to SPECIALIZED
INSTRUCTORS**

BRINGING TOGETHER ACADEMIC & CULTURAL TEACHINGS



6 DEDICATED CULTURAL SPACES IN MINISTRY OPERATED SCHOOLS

ACADEMIC SUPPORTS IN A COMFORTING ENVIRONMENT, WITH
TRADITIONAL FOOD, KNOWLEDGE KEEPERS, AND TUTORS

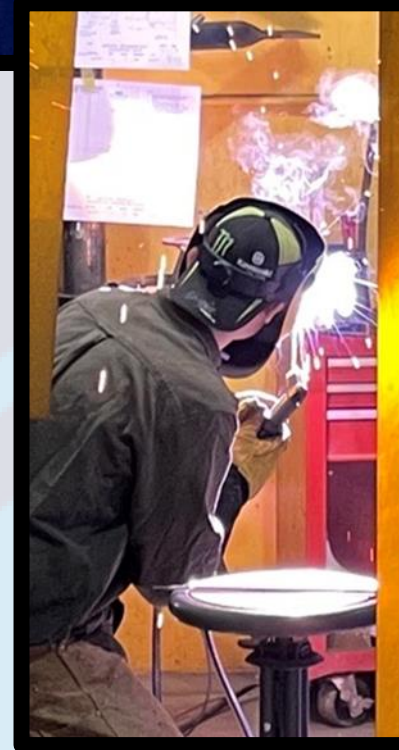


KEEP REBUILDING THOSE PRECIOUS CONNECTIONS,
BETWEEN OUR ELDERS AND YOUTH



TRADES

Mentorship
Relationship
Community



FINDING YOUR PATH

custodian
maintenance worker
delivery driver
sales person
server
ON-THE-JOB TRAINING
nanny
cashier
barber

baker
auto technician
dental assistant
massage therapist
welder
plumber
electrician
cook
pilot
POST SECONDARY CAREERS/TRADES
hair stylist
EMR tech

cinematographer
jewellery/gem design
bookbinder
tattoo artist
teacher
counselor
musician
actor
graphic designer
POST SECONDARY ARTS/HUMANITIES

agriculturist
doctor
biologist
veterinarian
mathematician
nurse
POST SECONDARY SCIENCE/ENGINEERING
geologist

EVERGREEN
GRADE COMPLETION
CERTIFICATE

EVERGREEN
THIRD WATER CERTIFICATE

SECONDARY SCHOOL

FIND YOUR PATH
AND KNOW YOU CAN ALWAYS CHANGE YOUR PATH

DOGWOOD
CERTIFICATE OF
LANGUAGE
ACQUISITION

GRAD
(HIGHER
CREDENTIAL)

GRAD
(HIGHER
CREDENTIAL)

INTERMEDIATE
CREDENTIAL

ARTS
HUMANITIES

STEM
ELECTIVE

GRAD
(HIGHER
CREDENTIAL)

GRAD
(HIGHER
CREDENTIAL)



FNEC





Yukon First Nations
GRAD PLANNER

FOR
ADMINISTRATORS
COUNSELLORS
TEACHERS AND
FIRST NATION
EDUCATORS



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"Holding up our dreams"

FIRST EDITION
2021



Yukon First Nations
GRAD PLANNER FOR
STUDENTS



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GRAD APP



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