



\$ 0 FOR LIBRARIES

INAC's formula currently gives First Nations schools no funding whatsoever for school libraries.

Band Councils must choose between vital services, which mean making agonizing choices and cutting elsewhere.

For comparison purposes, school libraries are, at the provincial level, considered as one of the twelve indispensable complementary services and accordingly receive financial support.

A RIDICULOUS AMOUNT FOR ENDANGERED LANGUAGES

In 1998, the Chiefs Committee on Languages of the Assembly of First Nations (AFN) declared a state of emergency for Native languages that are either endangered or practically extinct.

But still, INAC's funding formula allocates only \$185 per student to teach First Nations languages. It is impossible to set up immersion schools, pay the salary of one teacher or publish school books with such a derisory amount...

With the impact of the integration of different languages on academic success and the decline of Native languages in mind, how is it possible that the federal government has absolutely no adequate measures in place to support the community schools in their efforts?

CRUCIAL SUPPORT TO POST-SECONDARY STUDENTS IS THREATENED

The Post-Secondary Student Support Program which is administered by First Nations communities has shown successful results. The number of students successively climbed from 3 in 1963, to 3,600 in 1977-78, to 27,500 in 1999-00 and to 22,303 in 2007. In 1996, however, INAC imposed a cap of 2% on the annual increase of the funding of the program thereby putting an end to the progress and causing a decrease in the number of students receiving financial support. Between 2001 and 2006, 10,589 students were kept on a waiting list. Presently, INAC is considering the withdrawal of the program management from the communities and its transfer to a third party.

The FNEC decries this demagogical tactic implying that the decline in the number of students is due to inept management by the communities. Studies on the subject conducted by First Nations, INAC (two internal evaluations) and the Standing Committee on Aboriginal Affairs and Northern Development (February 2007 report) all however, reach the same conclusion: the decline in the number of students receiving financial support is due to the fact that the funding of the program is capped, having not been indexed to take account of the cost of living, tuition fees and the clientele.



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FIRST NATIONS CHILDREN ARE BEING SACRIFICED

The federal government must immediately put an end to the under-funding of First Nations Education, which is seriously compromising the future of our children and our communities.

First Nations are asking nothing more and nothing less than being allowed to benefit from quality education.

It is high time to bridge the 28-year gap in education as observed in 2004 by the Office of the Auditor General.



AN OBSOLETE FUNDING FORMULA

The funding of First Nations schools is under the responsibility of the federal government. This financial support is determined by a completely outdated funding formula for Band-operated schools.

The formula, elaborated in 1988, has never been revised, nor has been indexed since 1996 to take into account the population growth and the cost of living.

The funding formula ignores the following costs:

- \$0 for the integration of Technology in schools.
- \$0 for extracurricular Sports and Recreation activities.
- \$0 for a Post-secondary institution in Quebec.
- \$0 for Vocational Training.
- \$0 for operating School Libraries.

The consequences are:

- Schools are unable to provide competitive salaries and working conditions.
- Band councils must choose between vital services, making agonizing choices and cutting elsewhere.
- The inability to provide young people with the quality education every child in Canada has the right to expect, etc.

\$ 0 FOR TECHNOLOGY

Ever since the creation of First Nations schools, INAC has omitted to include Information and Communications Technologies (ICT) in its band schools funding formula.

In fact, INAC's funding formula grants ZERO DOLLARS to band-operated schools for the purchase of computers, technical support and teacher training.

Schools must use resources meant for other services to meet the pedagogical requirements of Canadian schools.

\$ 0 FOR SPORTS AND RECREATION

Among First Nations, there is a greater tendency to be overweight and the frequency of diabetes is 2.7 times higher than in the rest of the population. To reduce the risk of being overweight and the health problems that go with it, physical activity is a highly effective solution. It can also play a role as regards perseverance at school, self-esteem and emotional health - in a context where suicide rates among First Nations and Inuit children are three times higher than in the rest of the population, this is no small matter.

"The federal government has direct responsibility for factors that affect the health status of First Nations and Inuit children," stated a report published by the Standing Committee on Health in March 2007.

Despite evidence of the benefits of physical activity on academic success and the seriousness of health problems observed, the Band Schools Funding Formula simply disregards the importance of sports and recreation.

\$ 0 FOR VOCATIONNAL TRAINING

The *ministère de l'Éducation, du Loisir et du Sport du Québec* invests over \$2 billion annually in the organization and promotion of services offered in vocational training. The organization of vocational training in the Quebec school system is a model that is unique in Canada. Elsewhere in the country, different trades are learned at the post-secondary level, in colleges, or directly in industry. As this system is specific to a particular province, the federal government's funding programs, which are designed for First Nations throughout Canada, do not recognize services and student assistance in vocational training that are provided at the secondary level.

On a daily basis for the First Nations in question, some 20% of their members do not have access to the necessary assistance to be able to continue their studies in vocational training programs or receive training services in skilled or semi-skilled trades in their communities. For students on reserve, vocational training is NOT an option.

\$ 0 FOR A POST-SECONDARY INSTITUTION IN QUEBEC

The FNEC considers the setting up of a First Nations post-secondary institution in Quebec, as a critical component of improved educational opportunities and improved overall results for First Nations students.

The FNEC is very aware that there is full (and in some cases generous) funding, which is made available to support post-secondary institutions, but no comparable support is made available to First Nations so that they can establish and operate their own post-secondary institutions. This situation continues to feed the cycle of poverty in which many First Nations find themselves.



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