



Aboriginal Education Enhancement Agreements

What is Aboriginal student success?

Success is identified through community engagement, and is reflected in the EA goals. It is holistic, encompassing the academic as well as mental, physical, emotional and spiritual well-being of each student.

Which students are included in the Enhancement Agreement?

All First Nations, Métis and Inuit students in the participating school district are included.

But the agreements reach beyond Aboriginal students to increase knowledge and respect for Aboriginal culture, language and history among all students.

Who has input and how do they participate?

All Aboriginal communities represented in the student population work together with the school district to develop and implement the agreement. The EA is a collaborative process based on open and meaningful dialogue. An Aboriginal Education Committee is set up in each school district, and the committee works to ensure that all Aboriginal communities are involved in the process. The Aboriginal Education Enhancements Branch works closely with the communities to assist in developing their EA.

How are goals set?

Decision making is based on the principle of collaboration and partnership. Goals are developed jointly between the school district and its Aboriginal communities. Decisions are reached locally to provide greater autonomy and goals that meet local needs.

How is consensus reached?

Community engagement respects the voice of all Aboriginal participants. Through continuous dialogue, all Aboriginal communities develop a shared ownership of the agreement.

Who participates in implementing the Enhancement Agreement?

Each school district's Aboriginal Education Committee works to ensure that all local Aboriginal communities are engaged in the process. School districts are responsible for ensuring the continued involvement of the communities in implementing the agreement.

How long do the agreements last?

The agreements are developed for a five-year period. Strategies are assessed frequently during the term of the agreement to determine their effectiveness. As the end of the five year period approaches, districts and communities develop a new EA by re-engaging and undertaking a full review of goals and student needs.

How is success measured?

Assessment is continuous and includes all forms of information and input. District, school and ministry data, as well as information from community surveys and other forms of assessments play an essential role in helping to determine goals and track progress.

What are Enhancement Agreements?

An EA is a commitment made by each school district, involving all local Aboriginal communities and the Ministry of Education, to work together to improve the success of all Aboriginal students. The agreements are based on mutual respect and trust and represent a five-year vision of success for First Nations, Métis and Inuit students in each school district.

How do they help Aboriginal students?

Agreements are developed locally by each school district and its Aboriginal communities. The goals focus on student success, and agreements are designed to highlight the importance of academic performance as well as other areas of success important to Aboriginal communities.

What role do they play in the recognition of Aboriginal culture?

Enhancement agreements establish programs that reflect the culture of local Aboriginal people and increase knowledge and respect for that culture among all students and staff. Agreements emphasize the integral nature of traditional culture, language and history to Aboriginal student development and success.



What are the benchmarks for progress?

Enhancement Agreements provide goals, indicators and targets. Goals are the outcome of community input and dialogue. They provide the direction needed to improve the success of Aboriginal students. They must be measurable and focus on student outcomes. The indicators identify student progress for each goal and provide specific data so that progress can be tracked. Targets are determined from baseline data. They are assessed annually to determine whether they are realistic and attainable.

What are the strategies and can they be changed?

Strategies are actions which focus resources to support the goals of the agreement. They are assessed frequently to determine their effectiveness. They are adjusted as needed.

How often are results reported on?

An Enhancement Agreement report is produced annually. The annual report helps to communicate student progress in each goal area. Performance data over time, goals and indicators, as well as strategies and targets are included in the report.



"British Columbia is committed to working with First Nations to ensure that Aboriginal students have the same opportunities and achievements as non-Aboriginal students."

Premier Gordon Campbell

"We fully expect that agreements like these are going to result in higher levels of achievement and more success for First Nations learners across the province."

**Nathan Matthew,
First Nations Education
Steering Committee**

"The agreement is a guide, designed to help all of our children be the best people they can possibly be, academically, spiritually and physically."

**Lorraine Richard,
Métis, Ojibway, Aboriginal
Parent Focus Group, SD #43**

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Contact the **Aboriginal Education Enhancements Branch** for more details.

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