

Recommendation 3 found in the PACP Committee Report:

Report 5, Socio-Economic Gaps on First Nation Reserves – Indigenous Services Canada, of the 2018 Spring Reports of the Auditor General of Canada

Background information – Recommendation #3 – Section from the PACP Report - p.19 in the pdf version:

<https://www.ourcommons.ca/Content/Committee/421/PACP/Reports/RP10203763/pacprp54/pacprp54-e.pdf>

C. Reporting on First Nations' Education Results

1. Incomplete Reporting

According to the OAG, in “2010 and 2014, Indigenous Services Canada developed Education Performance Measurement Strategies that committed to specific performance measures.”^[54] The OAG found that “the Department did not report results for most of the measures. In particular, its 2014 strategy contained 23 specific measures, but [the OAG] found that the Department never reported on 17 of them. For example, it did not report on student attendance and First Nations’ language instruction.”^[55]

On this matter, Jean-François Tremblay reiterated that the data were not reported because they “are not good quality and [ISC does not] have all of them.”^[56] This is the key problem: there is a lack of reliable data for developing programs and evaluating their results. As the AG stated, “to close socio-economic gaps and improve lives on reserves, federal decision-makers and First Nations need information about the socio-economic conditions of First Nations people and program data that are reliable, relevant and up-to-date.”^[57]

Additionally, the OAG found that “the Department’s reported graduation rate for on-reserve First Nations students was inaccurate. It reported a graduation rate that included only students enrolled in their final year of high school. This meant that the reported graduation rate was overstated, because students who dropped out in grades 9, 10, and 11 were excluded from the Department’s calculation.”^[58] The rate was 10 to 29 percentage points lower, depending on the year.^[59] Notwithstanding the challenges of tracking students within or between jurisdictions, the Committee was concerned with the inaccurate reporting to Parliament.

Therefore, the OAG made the following recommendation:

Indigenous Services Canada’s reporting on First Nations’ education results should be complete and accurate.^[60]

According to its Action Plan, ISC will approve the “updated results framework by June 2021”^[61] (see its response to the OAG’s Recommendation 5.83). Consequential “adjustments to [the] Education Information System (or successor) [are] to be completed by June 2022.”^[62]

The adjustments to the Education Information System depend on the updated results framework being approved by June 2021, and this framework must be submitted to the Committee by no later than 30 June 2021, according to Recommendation 2 of this report. Therefore, the Committee recommends:

Recommendation 3 – Regarding Reporting on First Nations’ Education Results

That Indigenous Services Canada provide a final report on adjustments to its Education Information System to the House of Commons Standing Committee on Public Accounts by 30 June 2022.

Refer to detailed action plan linked in the report. See page

2. [DepartmentOfIndianAffairsAndNorthernDevelopment-e.pdf \(noscommunes.ca\)](#)

Update – as of November, 2022

This is in response to Recommendation 3 of the PACP Committee Report:

Due to the pandemic, co-development of the results framework has been postponed to March 2023 and subsequent updates to Education Information System (EIS) will follow. Once required updates to EIS are identified, a report will be provided to the Public Accounts House Committee by December 2024.

Graduation rate methodology update:

Working in consultation with Statistics Canada, Indigenous Services Canada (ISC) has developed a national secondary graduation rate based on a true-cohort methodology. The new methodology was approved by the Assistant Deputy Minister of Education and Social Development Programs and Partnerships Sector (ESDPP) in August 2020.

It will produce an on-time secondary school graduation rate that includes students who start Grade 10 and graduate from Grade 12 three years later. Cumulative extended graduation rates for students graduating four and five years after entering Grade 10 will also be produced. In addition to the national rate, the Department is currently developing methods of disaggregating data to allow funding recipients to select different reporting parameters in order to construct reports that respond to their needs (e.g. comparability of graduation rates at the regional and recipient levels).

While the main structure of the methodology has been established, additional improvements continue within the EIS and the Education Reporting and Analysis Solutions. The new methodology will go into production once system enhancements have been fully implemented, which is expected to happen in the first quarter of 2023-2024.

Feedback from First Nations on the Education Information System and the previous graduation rate methodology has been shared through various venues, including co-development of education transformation in 2019 and since through regional technical meetings and tables supporting coordination of education via the Assembly of First Nations, the National Indian Education Committee and Chiefs Committee on Education. The new methodology is expected to reflect the broader education path that First Nation students take by reflecting their movement across grades in a cohort rather than focusing on grade 12 only. Further engagement and discussion will take place with recipients in the near future as a part of the annual cycle of establishing funding agreements, reporting, and submission of program data by recipients/First Nations. Key to note is that graduation has been a long-standing programming metric, and this change is intended to improve its relevance and usefulness as a part of the funding relationship with recipients, and that venues exist to discuss partner reactions and support as implementation proceeds. Data and reporting are also foundational components of discussions on

Regional Education Agreements and how best to support First Nation visions and results frameworks based on community needs and plans. Information gathered in all of these context is expected to inform future reporting by ISC.