

**Responses to Follow Up Requests from the Standing Committee on
Indigenous and Northern Affairs: Main Estimates and
Report on Plans and Priorities 2016-17 - May 5, 2016**

Question/Request #1

Mrs. McLeod: ...when you commit to the 94 recommendations, I would think there has been some substantial work done already in terms of what the implications and costs are. Is that not accurate?...I would appreciate any of the work that you've done around, as I say, the calls to action and how they're moving forward.

Answer: The costs of implementing the Calls to Action will only be known after national engagement with stakeholders has taken place and subsequent discussions have occurred with those responsible for the implementation of individual Calls to Action. The Federal Government is engaging with key partners on a national reconciliation framework over the coming months. This approach will allow for multiple discussions, including engagement on the Calls to Action, the United Nations Declaration of the Rights of Indigenous Peoples and other priorities.

We will keep Canadians apprised of our progress on this commitment, including any related costs.

Question/Request #2

Mr. McLeod: In the budget, you also mentioned that there are \$25 million for Métis through the Métis National Council...There is a population there that doesn't belong to the Métis National Council and there are some members that do. How can we be reassured that there is going to be money for the Métis in the Northwest Territories?

Answer: Métis individuals and businesses in the Northwest Territories are eligible for a number of programs offered by Canada in the Northwest Territories, including the Entrepreneurship and Business Development stream of CanNor's Northern Aboriginal Economic Opportunities Program (NAEOP). Additionally, Métis organizations that have an economic development mandate are eligible for funding under the Strategic Investments in Northern Economic Development (SINED) program, which has just been renewed for two years through Budget 2016.

Question/Request #3

Mr. Viersen: ...could you address the reduction of the full time employees, from 19 to 17? ...The human resources have been reduced as well on the post-secondary side.

Answer: The reduction of full time Post-Secondary Education (PSE) employees from 19 to 17 from the 2015-2016 Report on Plans and Priorities (RPP) to the 2016-2017 RPP is mainly due to a reduction in PSE FTEs in the Québec region and the Education and Social Development Programs and Partnerships (ESDPP) sector at Headquarters. In Québec, FTEs indicated in the RPP were reduced from 3.33 to 2.19. At ESDPP, FTEs were reduced from 5.7 to 5.0. Please see the table below for the variance in PSE FTEs from 2015-2016 to 2016-2017 across regions and Headquarters.

FTE RPP Variance										
	Sub-Program	ATL	QC	MAN	SASK	AB	BC	YK	ESDPP	Grand Total
RPP 2015-16	PSE	1.35	3.33		0.45	1.91	1.87	1	5.7	18.63
RPP 2016-17	PSE	1.16	2.19		1.01	1.76	1.71	0.85	5.0	16.79
Variance		-0.19	-1.14	0	0.56	-0.15	-0.16	-0.15	-0.7	-1.84

Question/Request #4

Mrs. McLeod: ...I want you to reassure me because it appears that there's a decrease in the funding for the Family Violence Prevention Program. ...There's \$6.7 million per year over the next five years, and \$3.5 million to better support shelters so it's very murky.

Answer: There is no decrease in program funding for the Family Violence Prevention Program.

The investments proposed in Budget 2016 include \$33.6 million over 5 years and up to \$8.3 million in ongoing additional funding for the Family Violence Prevention Program to better support shelters for victims of family violence on-reserve. The new investments will help address funding gaps in the current network of 41 shelters and fund the operations of 5 additional shelters for victims of violence on reserve.

The Program currently invests \$31.76 M to support a network of 41 shelters and family violence prevention activities on- and off-reserve.

By year 2021-2022, these new investments will represent a total annual investment of over \$40 million a year under the Family Violence Prevention Program to support a network of 46 shelters and family violence prevention activities on and off-reserve.

Question/Request #5

Mr. Angus: ...is there a funding gap between what is given to students in the provincial system and the federal system, that was a question that was asked at the Thunder Bay inquiry. ...Is that the position of the department? ...It should be something that if you can look at the funding then you know where the gaps are. ...Would it be possible for you to supply our committee with just an overall view? ...Would it be possible to get that?

Answer: The Department's elementary and secondary education programming is provided through a combination of core and proposal-based programs. Core activities supported through the Elementary and Secondary Education Program include instructional services and student support services. The Department does not separate student support services by school type and cannot provide the average per student funding for band-operated schools. The Elementary and Secondary Education Program is complemented by four proposal-based programs that fund essential elements of running an education system and form a fundamental part of the complete financial picture for First Nations education. Funding provided through proposal-based programs must be considered along with core funding amounts to provide an accurate per student funding level.

Currently, the Department's most up-to-date financial information is for the 2013-2014 fiscal year, although information for 2014-2015 will be finalized and posted on the Department's website very soon. In 2013-2014, INAC invested approximately \$1.58 billion to support First Nation elementary and secondary education, and 69% of this funding was provided through instructional services and student support services. An additional \$102 million was invested in First Nation education infrastructure for capital projects, targeted projects, and salary/administration expenses. These figures do not include investments for communities under self-government agreements (James Bay and Northern Quebec Agreement, the Northeastern Quebec Agreement, and the Mi'kmaw Kina'matnewey Education Agreement).

These investments supported approximately 108,000 First Nation students, ordinarily residing on reserve, in their elementary or secondary education. Considering that a number of these students attended school part-time (such as many kindergarten students), 103,471 full-time equivalent (FTE) students received support in 2013-2014. About 65 percent of these students (67,391 FTEs) attended First Nation-operated schools located on reserve and 33 percent (34,623 FTEs) attended provincially-operated or private schools. The remaining one percent of students (1,457 FTEs) attended federally-operated schools. There are also a number of students from communities under self-government agreements (James Bay and Northern Quebec Agreement, the Northeastern Quebec Agreement, and the Mi'kmaw Kina'matnewey Education Agreement) that are not included in the total count above.

Average per-student funding levels vary across Canada based on a number of factors, such as school size and geographic location. Because of the way INAC delivers its programs and funding, it is not possible to accurately project per-student funding levels

for only those students who attend band-operated schools as some funding components and programs cannot be broken down by school type and include funding for band-operated, federal, private, and provincial schools. Funding is delivered to First Nations and organizations that are responsible for providing services to students attending various school types, and the Department does not require that all expenditures be reported by school type so it is not possible to calculate per-student expenditures for only band-operated schools.

In an appearance before this Committee, the Minister of Indigenous and Northern Affairs stated, “[I]t is also important to close the gap between students in Indigenous communities and other students in the provinces and territories. It is very important, and it is vital for our government and Canada's future.”

To address the critical need to improve education outcomes, Budget 2016 has committed substantial investments in primary and secondary education on reserve, and the Government of Canada is committed to engaging First Nations to discuss and review funding needs for education programs and services that will see the best possible results for students. The lack of data currently available on per-student funding levels highlights the need for more clarity, both for the federal government and Indigenous communities, and the engagement process will also focus on the need to develop a more transparent and predictable funding approach.