About CCL
The Canadian Council on Learning (CCL) is an independent, not-for-profit corporation funded through an agreement with Human Resources and Social Development Canada. Its mandate is to promote and support evidence-based decisions about learning throughout all stages of life, from early childhood through to the senior years.

The Aboriginal Learning Knowledge Centre is one of five national centres of expertise established by CCL. The other centres are: Adult Learning, Early Childhood Learning, Health and Learning and Work and Learning.

Our Mission
The Aboriginal Learning Knowledge Centre is an unprecedented working group—with a growing membership of more than 50 organizations from across Canada—that directly involves Aboriginal peoples in identifying ways to strengthen learning outcomes among Aboriginal peoples.

Our Goal
Led by two key institutions—the First Nations Adult and Higher Education Consortium and the Aboriginal Education Research Centre, University of Saskatchewan—our goal is to share knowledge about Aboriginal learning initiatives and effective practices to enhance lifelong learning among Aboriginal people.

Our Philosophy

- **Research Priorities**—relevant, evidence-based information, interdisciplinary
- **Striving for Excellence**—innovative, exploratory, accessible data that meet Canadian Tri Council ethical guidelines and those developed by local Aboriginal entities
- **Respectful of Diversity**—dignity of individuals and communities, inclusive and participatory, in partnerships with communities which respect cultural protocols, ethics and ways of knowing and relevant to place
- **Strategic Partnerships and Capacity Building**—collaborative, bridge gaps between research and practice, use existing resources, focus on strengthening Aboriginal learning
- **Responsive**—provide consultative leadership and research direction

Our Principles, Beliefs, Values and Commitments
*The Aboriginal Knowledge Centre is guided in its work by the following set of beliefs, values and commitments:*

**Holistic Approach**
- Aboriginal peoples view lifelong learning as holistic—based on spiritual, intellectual, emotional and physical being—and vital to meeting their social, cultural, economic and political aspirations.
- Learning is a lifelong process that requires both formal and informal approaches.
Inclusive Approach

- Land, the knowledge and skills in and from place, language and culture are all integral parts of the learning and education process among Aboriginal peoples.
- The work of the Knowledge Centre includes the perspectives of the First Nations, Inuit and Métis people regardless of where we live, work and raise our children.
- Active involvement of Elders, parents and community is essential to building a successful learning continuum and healthy, resilient communities.
- Aboriginal people must actively participate in all aspects of education and curriculum development, including in what languages it is to be delivered.

Respectful Approach

- The role of Aboriginal peoples across Canada in developing and controlling their own learning activities is recognized.
- The Knowledge Centre strives to identify evidence, knowledge gaps and inequalities for Aboriginal peoples in order to develop learning and research activities within ethical principles.
- The work of the Knowledge Centre is carried out with an emphasis on discourses of gifts, contributions, relationships, sustainability, drawing strength from, honoring, holism, balance and responsibility etc. versus discourses of difference which perpetuates pathologies, problematicing and culturalism.
- Demonstrate respect for local community and cultural protocols on Inuit, First Nations and Métis lands and the intellectual property rights of the First Nations, Inuit and Métis people; respecting their diverse histories and contexts.
- Acknowledging that Aboriginal people have their own definition and perspectives of what constitutes success.

Animation Theme Bundles

The Aboriginal Learning Knowledge Centre has identified the following six Animation Theme Bundles as the main areas of focus.

1- Learning from Place—Explores issues around traditional knowledge, processes and practices drawn from diverse Aboriginal jurisdictions within Canada.

2- Comprehending and Nourishing the Learning Spirit— Explores the potential we have as human beings for learning and the impact culture and ‘location’ in life have on the capacity to learn as individuals and as groups.

3- Aboriginal Language Learning— Explores the role of Aboriginal languages in learning and the impact of language on communities and cultures.

4- Diverse Educational Systems and Learning— Explores how systems of learning can be adapted to diverse communities such as those in the far north, in rural areas, or urban settings, and the role of gender and generational learning.

5- Pedagogy of Professionals and Practitioners in Learning— Explores pedagogical beliefs and practices of professionals and practitioners working with Aboriginal learners. How is Indigenous knowledge understood and delivered in curriculum and pedagogy? What constitutes successful pedagogy and practice to improve education for Aboriginal people?

6- Technology and Learning— Explores how and when information technology and e-learning can be used to integrate cultural and language learning to ensure renewal of Indigenous cultures and language. How can e-learning embrace local community values? What are the limitations or barriers for e-learning among Aboriginal peoples?
CCL-Aboriginal Learning Knowledge Centre’s Foundational Functions and Strategic Directions and Goals

Knowledge Exchange and Information Sharing
- Work in partnership with existing organizations with expertise in lifelong learning to build on their work and support effective practices in all areas of lifelong learning
- Animate through various forums research and evidence-based ideas for action

Research and Knowledge Mobilization
- Identify relevant research priorities
- Promote and identify research that will nourish respectful and transformative learning environments for Aboriginal people
- Link current and future scholarship with the changing needs of Aboriginal learning

Monitoring and Reporting
- Support national efforts to monitor forms and impact of learning, including contributing to the Composite Learning Index
- Identify new approaches and indicators to measure success across all Aboriginal learning domains

Cross-Cutting Themes
The cross-cutting themes identified by CCL recognize issues that are relevant to all aspects of learning. The Aboriginal Learning Knowledge Centre has added its own dimensions to acknowledge Indigenous traditions of knowing.
- Gender—male and female, generational, how learning varies accordingly
- Culturality—acknowledging the context that culture provides for learning
- Literacy—acknowledging the capacity that literacy (Aboriginal languages and English and French) provides for learning
- E-learning—acknowledging the application and the appropriateness of e-learning for future capacity-building among Indigenous people and communities
- French minorities—learning challenges in French minority settings

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