



Indian and Northern  
Affairs Canada

Affaires indiennes  
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# The Education Information System (EIS) Project

*An Introduction*



Canada 



# Introduction

- The 2008 Reforming First Nations Education Initiative included three parts:
  1. the First Nations Student Success Program,
  2. the Education Partnerships Program, and
  3. **this initiative**, the development of an Education Information System (EIS) to improve performance measurement.
- The Auditor General, both in 2000 and 2004, found that INAC had not implemented appropriate performance and results indicators, and that *“in the absence of meaningful indicators and data, the Department was not in a position to assess and report on the performance and results of the education funds voted by Parliament. This situation also made it difficult for INAC and First Nations to make informed decisions about future priorities and directions.”*
- The Education Information System will respond to this finding, and will meet the Treasury Board requirement that all departments have a performance measurement strategy to assess the outcomes of their programs.
- INAC will continue to engage First Nations throughout all of the stages of the development of the EIS.



## What will the EIS do?

- The EIS will put all of the education-related reporting done by First Nations into a single system, making it possible to use the information to help both First Nations and INAC have a better understanding of the performance of students and of schools, link these performance results to inputs, and compare to provincial systems within a similar socio-economic and geographic context.
- The EIS will offer First Nations options for increased automation as well as accommodating current recipient reporting practices.
- The EIS will provide First Nations with access to their data.
- The EIS will support the provision of useful reports for both First Nations and INAC.

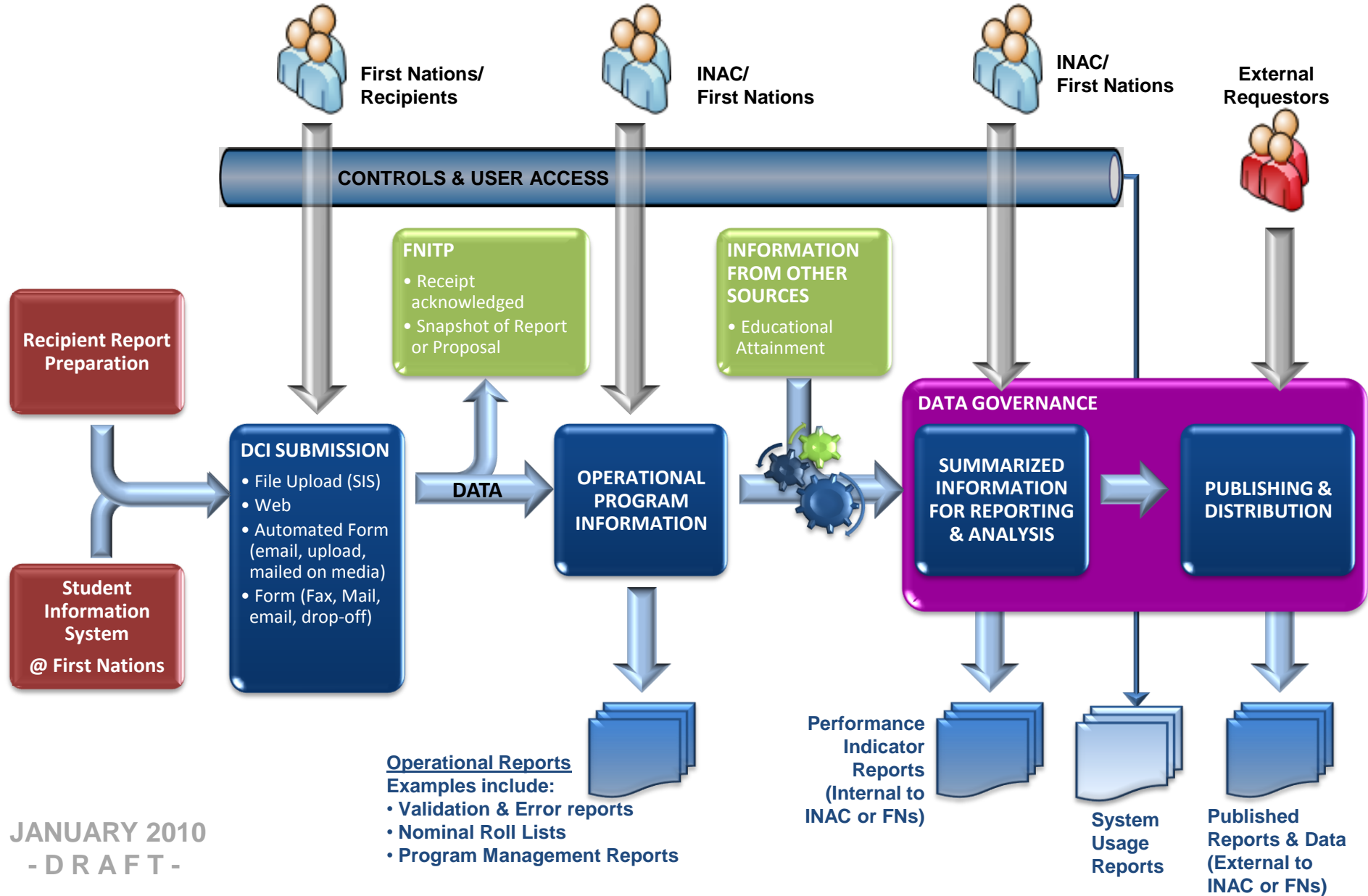


# How will the EIS work?

- The next slide shows how the education information will be managed.
- It is called a *proposed concept* because we need to work out the details on the tools for submitting recipient reports, the rules around user access (control), the actual system that will be developed, and how governance of the information will be managed. **This is a work in progress.**
- The process starts with First Nations (and others) submitting recipient reports to INAC and shows where the information goes from there.
- An brief explanation of the proposed concept is provided on the page following the diagram.

# Education Information Management

## Proposed Concept





## A Brief Explanation of the Diagram

- Recipient reports are received by INAC, whether through traditional means (fax, mail), via data imports from FN Student Information Systems, or via the EIS web interface. Recipient reports will be logged in to FNITP.
- Recipient reporting obligations and statuses will continue to be maintained and reflected in FNITP – the *content (data)* of the recipient reports will be stored in EIS.
- Detailed education data (e.g., student-level and activity-based data) is used to manage programs and is referred to as *operational program information*.
- For program management, there are activities and processes such as data validation, error reporting, nominal roll lists, proposals, and activity reports for the operational information.
- Some of this operational information will be organized and aggregated – the little cogs – to ensure that privacy is respected, and will become available to be used for reporting and analysis (including performance indicators).
- Also feeding into the EIS analysis box through the cogs is any information from other sources that would support the analysis and contextual information about performance indicators (e.g., information from INAC on geographic zone).
- A Data Governance Framework is being discussed with the Experts Groups to take into consideration privacy of data and OCAP principles.
- External requests to use the data, or reports that are intended for public use (e.g., published outside of First Nations or INAC) will be managed via the Data Governance Framework.
- The Education Information System will have a roles-based security model to ensure that users of the system have access to data on a ‘need to know’ basis.
- Additional controls, in the form of system and data usage logs, will be in place to provide additional security for operational and analytical data.



## Budget and Timeline for the EIS

- The EIS has a total budget of \$27 million, which includes all aspects of developing the system up to and including implementation in 2012. This includes:
  - working with First Nations and INAC staff to develop performance measures and the requirements for the new system;
  - developing the system, including user testing,
  - supporting training and implementation for both First Nations and INAC.
- The timeline for the EIS project is:
  - 2009 and 2010 - Planning, documenting needs;
  - 2010 through 2012 - Developing the system;
  - 2011 and 2012 - User testing, training and implementation.



## Getting it Right

- INAC has to deliver the following by 2012:
  - Define indicators, targets and goals;
  - Identify the data required to support the performance indicators (*any change will take into account INAC's commitment to reducing the reporting burden*);
  - Determine information sharing and ownership, control, access and privacy requirements (OCAP) for EIS and develop rules around access to the EIS;
  - Identify roles and responsibilities for First Nations education organizations;
  - Develop a new performance measurement system including retooling existing departmental systems to facilitate integration; and
  - Train First Nation and INAC personnel to operate and maintain the system.
- INAC will also work with First Nations to develop data sharing protocols with provincial ministries/boards of education.



## First Nation Participation in EIS

- INAC wants to work with First Nations to develop an EIS that will benefit both First Nations and INAC:
  - i.e. , “smarter” reporting, greater capacity to report on outcomes as well as on inputs, better performance indicators, greater First Nations access to data, etc.
- In 2009, once Treasury Board had approved the funding for the project, INAC approached the Assembly of First Nations (AFN) as the national organization to facilitate First Nations’ participation in this process.
- INAC is committed to having discussions with First Nations on all aspects of the project throughout the development of the EIS.



## Discussions with First Nations

- Five joint AFN/INAC Experts Groups, with participation from all regions, have been established. These Groups are assisting in the development of the draft performance measures for the EIS (as well as all other aspects of the EIS such as discussion of OCAP, ease of use, user testing, training and on-going support).
- Each participant in the Experts Groups is bringing personal experience and knowledge to the discussions to help develop draft materials for broader discussion with First Nations. The members of the Expert Groups are not representing the view of, nor speaking for, the First Nations in their region.
- The 5 Experts Groups are:
  - Elementary/Secondary Education,
  - Post-Secondary Education,
  - Special Education,
  - Data Management, and
  - Performance Measurement.
- The Experts Groups have contributed to the development of a first draft of the performance measures which will be presented at broad-based regional meetings for discussion from mid-February through mid-March. A final draft will take into account the regional feedback.



## Identifying what is needed for the EIS

- Between now and the end of March 2010, INAC and First Nations will identify what they would like the EIS to be able to do (identify the “requirements”), *e.g.*,
  - What First Nations and INAC would like to be able to do with the system; and
  - What national performance measures should be.
- These requirements will be provided to the technical experts, who will then figure out what is possible (*and what may not be possible*).
- INAC will continue to work with the joint AFN/INAC Experts Groups to refine the details about the EIS and First Nations will be kept informed.



## Discussion on OCAP Principles

- INAC's Education Branch is committed to discussing with First Nations how the OCAP principles apply to the EIS.
- The context for this discussion is:
  - the EIS is an *operational* database for INAC to support the management of the education programs; and
  - the EIS will be used by both INAC and First Nations for *analysis* of the operational information for performance measurement and improved understanding of outcomes.
- The joint AFN/INAC Experts Groups on Performance Measurement and Data Management will work together on identifying recommendations.



# Timing

The time line for the work on requirements is:

- **October 2009**: AFN seeks advice from the Chief's Committee On Education on membership of the Experts Groups, and the Experts Groups are established
- **November 2009 to January 2010**: Experts Groups review draft performance measures and plans
- **February to mid-March 2010**: Regional First Nation discussions, coordinated by regional organizations, with people directly involved in education, as well as discussions with national organizations such as the First Nations Confederacy of Cultural Education Centres
- **March 2010**: Experts Groups review regional feedback and the prepare the final draft of the performance measures; continue discussions about OCAP
- **April to June 2010**: INAC and AFN review final draft performance measures
- **June 2010**: Performance measures for the 2012 launch of the EIS will be established
- **July-December 2010**: The EIS technical development team will review the performance measures and recommended information fields identified by First Nations and INAC and identify implementation issues, challenges and possible solutions/alternatives; any issues that arise will be discussed with First Nations.
- **July 2010 to implementation of EIS in 2012**: On-going discussions will continue with First Nations on the development and implementation of the EIS.



***THANK YOU!***