

# Chapter 1: A Holistic Approach to Measuring Learning

**Figure 1.4: Holistic Lifelong Learning Measurement Framework**

		Domain	Indicator*	Measure*
Sources and Domains of Knowledge	World of People	Self	<i>(Insufficient data available)</i>	<i>(Insufficient data available)</i>
		Family	Family support	Strength of ties with family members
			Family involvement	Importance of parental engagement in school
		Elders	Exposure to Elders	Amount of time spent with Elders
	Community	Community support	Degree of support from others in the community	
	Land	Natural history	<i>(Insufficient data available)</i>	<i>(Insufficient data available)</i>
		Traditional skills	Use of traditional skills	Participation in traditional hunting, fishing or trapping
		Land use	<i>(Insufficient data available)</i>	<i>(Insufficient data available)</i>
	Languages, Traditions and Cultures	Languages	Language vitality	Sources of support for children learning their Aboriginal language
			Use of Aboriginal language	Degree of Aboriginal language use at home
		Traditions and ceremonies	Participation in cultural ceremonies	Participation of children in traditional cultural activities
		Culture	Cultural vitality	Availability of support for children to learn their culture and history
	Spirituality	Spiritual development	Practice of spiritual teachings	How Métis maintain their spiritual well-being

Note:

\* The indicators and measures identified in the Holistic Lifelong Learning Measurement Framework represent the most current information available to measure Aboriginal learning in Canada.

Figure 1.4: Holistic Lifelong Learning Measurement Framework

The Lifelong Learning Journey					
	Domain	Indicator*	Measure*		
The Lifelong Learning Journey	<b>Infants and Children (0–5)</b>	Early childhood education (ECE)	Enrolment in ECE opportunities	Type of child-care arrangement used	
			Availability of Aboriginal-specific ECE programs	Does child-care arrangement promote Aboriginal values?	
		Early learning in the home	Reading to children	Proportion of children who read or were read to daily	Proportion of children who hear stories daily
				Level of school readiness	Proportion of children who are 'not ready' for school
	<b>Youth (6–18)</b>	Learning in school	Dropout rate	Proportion of incomplete high-school learning	Reasons for not finishing high school
				School attendance	Degree of absenteeism from school
		Learning at home and in the community	Participation in extra-curricular activities	Participation in clubs or groups	Participation in sports
				Participation in arts or music	Youth volunteerism rates
				Community involvement	
		<b>Young Adults (19–34)</b>	Post-secondary education	Completion rates	Proportion who completed a university program
	Proportion who completed a trade or apprenticeship program				
	Distance education				Proportion enrolled in distance education courses
Learning at home and in the community	Broadband access		Proportion of First Nations communities with access to broadband services	Adult volunteerism rates	
			Community involvement		
<b>Adults (35–64) and Elders (65+)</b>	Learning at home and in the community	Internet usage	Use of internet		
	Workplace learning	Job-related training	Participation in job-related training		
	Literacy levels	Adult literacy levels	Level of prose literacy proficiency		

Note:

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