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Colonialism, First Peoples and Adult Basic Education in Canada

Focused research in adult basic education for First Peoples and other marginalized groups in Canada is a recent sociological undertaking and remains largely neglected as a serious area of inquiry in the social sciences. This research examines the impact of colonialism on knowledge acquisition for First Peoples in Canada, and the pedagogical relationship between First Peoples, academic institutions and the Canadian state. Other areas of inquiry include traditional forms of indigenous knowledge acquisition and a brief history of race and ethnicity in adult basic education. The research is significant in that it addresses the inherent difficulties of trying to incorporate and implement reciprocal styles of learning as an alternative to the conventional unidirectional and culturally predominant pedagogy in the educative process for First Peoples in Canada.