

Report
on
Successful Community Based Efforts to
Recruit and Retain Late-Entry Learners
into
Colleges and Universities

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INTRODUCTION

Mawi tan etj, coming together for a particular purpose, is an expression from Mi'kmaq culture that describes the evolution of the Mawi tan etj ad hoc group. Members include representatives from each of the First Nation communities in the Miramichi region, the New Brunswick Community College, Miramichi Campus, University of New Brunswick/Mi'kmaq-Maliseet Institute, and School District #16. The team agreed on the need for a long term sustainable educational plan guided by First Nation peoples.

The action oriented group comprised of seasoned education and community leaders agreed to learn from the experiences of other Canadian communities in developing a Miramichi project. The Mawi tan etj committee agreed to work toward recruiting a First Nations liaison to be housed at the Miramichi college campus and to work with the communities to recruit and retain First Nation students.

The research project is intended to identify and catalogue First Nations community based initiatives across Canada that target late-entry learners. The focus is on recruitment strategies that target First Nation persons and identifies post-secondary institutions that have been successful in assisting students make the transition to student life and culturally appropriate pedagogy. It will also determine the most effective retention strategies for First Nation clients. The information collected from the research will be used by Mawi tan etj in its efforts to design a sustainable education plan for the First Nations communities within the Miramichi region of New Brunswick. The data will also be shared with the Adult Learning Knowledge Centre, the Canadian Council of Learning, as well as those institutions and agencies consulted.

The Mawi tan etj research project will contribute to the strengthening of a pan Canadian First Nations network with the contacts made. The results will be used to make decisions for a long term education strategy.

An Overview of Historical Barriers to Aboriginal Post-secondary Success

The examination of successful community based efforts to recruit and retain late-entry learners into colleges and universities requires a comprehensive understanding of Aboriginal education barriers. It is important to note that no initiative will be effective without consideration being given to all of the interrelated barriers.

Numerous studies and reports on the effectiveness of post-secondary initiatives and programs to recruit and retain Aboriginal adult learners cite similar barriers. In their report entitled *Best Practices in Increasing Aboriginal Post Secondary Enrolment Rates* R.A. Malatest and Associates Ltd. (**Appendix A**) manage to encapsulate a consistent list of barriers found in similar reports.

According to the Malatest report, prior to the 1960's, the barriers to Aboriginal participation in post-secondary education were largely insurmountable. Primarily because of government policies, the schooling of Aboriginals was oriented toward assimilation into mainstream European-Canadian society. The report considers the historical nature of Aboriginals' distrust of Canada's educational institutions.

The Residential School System

According to the report, the most prominent example of these government policies in Canada and the one that has a most debilitating and destructive effect on aboriginal individuals and communities was the residential school system and its legacy. Shortly after 1911, the Department of Indian Affairs, which had previously not made school attendance compulsory for Aboriginal children, concluded that the system of voluntary recruitment that was in place at that time was not effective. The Indian Act, which governs federal policies and rules for Aboriginals in Canada, was amended to make attendance compulsory for every child between the ages of seven and fifteen. Residential schools were set up in all areas of Canada. The number of residential schools reached its peak in 1931 at 89 operating schools. The last residential school closed in 1986.

The residential school system, while designed to provide a universal education to Aboriginal students, has been seen as a major barrier to participation in post-secondary education owing to the negative experiences of Aboriginal students in such schools. From the religious and vocational training to the rules forbidding use of their language and cultural practices, residential schools did little to promote self-awareness of Aboriginal culture or history. These often negative experiences in residential schools resulted in many Aboriginal people having deeply rooted distrust of educational institutions in general.

Historically, post-secondary education for Aboriginal people has come with a heavy price. An 1876 amendment to the Indian Act forced Aboriginal people who attended higher education to relinquish their Indian status, a process called enfranchisement. Even since World War II, when enfranchisement was no longer a consequence of attending university, the intensity of the

assimilative forces of public and higher education tended to alienate educated Aboriginals from their families, communities, and origins.

Other barriers described in the Malatest report include:

- A legacy of distrust in the aboriginal community of the education system due to residential schools and other historic practices seen as having a negative and assimilative effect on Aboriginal communities.
- Lack of preparation for university or college at the secondary education level;
- Feelings of social discrimination, isolation, and loneliness at post-secondary institutions;
- Unemployment and poverty in Aboriginal communities, which can make the financial obligations of post-secondary education difficult to meet;
- Lack of respect for Aboriginal cultural and cultural differences at the post-secondary level;
- Significant family demands that act as financial and time restraints to post-secondary education.

Similarly, the province of British Columbia's *Aboriginal Post-Secondary Education Strategy and Action Plan* excerpt (**Appendix B**) cites that through its consultation with Aboriginal learners, it learned that Aboriginal learners face major challenges that influence their decision to participate, persist and complete post-secondary education. The report lists a number of additional barriers which include:

- Low Student Transitions
- Appropriate Aboriginal Programming
- Student Service Gaps
- Aboriginal Involvement in Decision Making
- Appropriate Role Models
- Discrimination
- Geographical barriers
- Need for Increased Partnership/Coordination Between Public Post-Secondary Institutions, Private Aboriginal Institutions, Aboriginal Communities, Industry and Other Organizations
- Need for Enhanced Data Collection and Tracking
- Limited Student Financial Assistance

Although this report will not describe in detail all of the aforementioned barriers, it is important to consider these as an overarching backdrop when discussing attempts to understand and address the distrust and disconnection Aboriginal people have towards mainstream educational institutions.

General Information on Aboriginal Adult Learners

Sections of the *BC First Nations Coordinators Handbook (Appendix C)* clearly describe the challenges faced by Aboriginal learners. It states that the majority of Aboriginal adult learners have complex lives that include children, community, and extended family and community responsibilities. Some may also carry significant cultural responsibilities and often have their education complicated by the need to find ways of walking between two or more very different worlds with very different value systems.

Aboriginal adult learners often have to sort out complicated financial funding processes. They are unlikely to have strong financial supports but are very likely to carry financial responsibility for people other than themselves. They are quite likely to fear or distrust educational institutions and processes. They may have to work through personal histories that told them they were incapable. They may be seeking cultural learning at the same time they are seeking academic credentials.

Aboriginal Population of Canada

A recent October, 2008 report entitled, *Approaches to Canadian Aboriginal Self-Identification*, conducted by the Education Policy Institute for the Canadian Statistics Education Council indicates that the release of Statistics Canada 2006 census data on Aboriginal people brings increased attention to the issue of Aboriginal self identification. These census data showed that Canada's Aboriginal population grew 45% in the past decade and now exceeds one million people, comprising 3.8 percent of the nation's population. This population surge can be accounted for in two ways: the high birth rates of Aboriginal people and a population that is increasingly choosing to self-identify as Aboriginal. Analyzing these numbers, the *Globe and Mail* describes the situation as a "policy time bomb", and called for Canada to provide a commitment to making the necessary social and educational improvements that governments have flirted with so far.

The information on Aboriginal Peoples in Atlantic Canada is contained in the REPORT ON ABORIGINAL COMMUNITY OUTREACH SESSIONS prepared by Han Martin Associates for the Adult Learning Knowledge Centre July, 2008

Aboriginal Peoples in Atlantic Canada

For the purposes of clarification, Aboriginal people as defined by the Canadian Constitution of 1982 include Métis, Inuit and North American Indians. These are distinct groups with distinct issues and diverse cultures. Within Atlantic Canada there are six main groups: Mi'kmaq, Wolastoqiyik (Maliseet), Passamaquoddy, Innu, Inuit and Métis. According to the 2006 Census¹, the Aboriginal identity population accounted for 3.7% (1.7 million people) of the Canadian

¹ Unless otherwise noted the statistics referenced can be found in Statistics Canada: Aboriginal Peoples in Canada in 2006: Inuit, Métis and First Nations, 2006 Census. Aboriginal Peoples, 2006 Census. Catalogue no. 97-558-XIE. Ottawa. January 2008.

population. The Aboriginal population in Atlantic Canada (67,010 people) consists of 3.0% of the population in this region and comprises 5.71% of the total Canadian Aboriginal identity population.

Table 1: Size and growth of the population reporting Aboriginal ancestry and Aboriginal identity, Canada, 1996-2006

	2006	2001	1996	Percentage growth 1996–2001	Percentage growth 1996–2006
Total: Aboriginal ancestry¹	1.7 million	1,319,890	1,101,960	19.8	54
Total: Aboriginal identity	1,172,79	976,305	799,010	22.2	45
North American Indian²	698,125	608,850	529,040	15.1	29
Métis²	389,785	292,310	204,115	43.22	91
Inuit²	50,485	45,070	40,220	12.1	26
Multiple and other Aboriginal responses³	34,500	30,080	25,640	17.3	34

(1) Also known as Aboriginal origin.

(2) Includes persons who reported a North American Indian, Métis or Inuit identity only.

(3) Includes persons who reported more than one Aboriginal identity group (North American Indian, Métis or Inuit) and those who reported being a Registered Indian and/or Band member without reporting an Aboriginal identity.

The Aboriginal population in Canada has grown faster than the non-Aboriginal population and has increased 45% between 1996 and 2006. This is almost six times faster than the growth rate of 8% for the non-Aboriginal population in Canada. The greatest increases have been seen in Ontario, Quebec and the Atlantic region (Nova Scotia–95% increase; New Brunswick–67% increase; Newfoundland and Labrador–65% increase).

The Aboriginal population is much younger than the general Canadian population with 48% of Aboriginal people being 24 years or younger. This compares to 31% for the non-Aboriginal population. At 27 years, the median age of the Aboriginal population in Canada is 13 years younger than for the non-Aboriginal population (40 years). Only 5% of the Aboriginal population are seniors compared to 13% of the general Canadian population. Aboriginal people and communities are greatly concerned that there will be a grave loss of language, culture and traditional knowledge when these seniors pass on.

Language

Retention of language and culture is a major concern for Aboriginal people in Canada overall. In both 2001 and 2006, 29% of the First Nation population who responded to the Census could speak an Aboriginal language well enough to have a conversation. This figure was higher for First Nations people living on reserve (51%) than off reserve (12%). The increased likelihood for First Nation people to lose their Aboriginal language and culture rapidly is one deterrent to them moving off reserve for education or employment opportunities.

In 2006, 8,540 individuals reported being able to converse in Mi'kmaq, the same number as in 2001. However, there was a 4% increase in the number reporting Mi'kmaq as their mother tongue indicating that families are making efforts to speak the language at home and passing it down to their children. In contrast, the number of Maliseet speakers decreased by 30% between 2001 and 2006.

The Inuit language remains strong but its use is also declining. The number of Inuit reporting Inuktitut as their mother tongue has declined between the 2001 and 2006 Censuses from 68% to 64% and the proportion of Inuit who speak Inuktitut at home has also decreased to 50% from 58%.

The First Nation and Inuit populations are both learning their Aboriginal languages as a second language.

Only 4% of Métis spoke an Aboriginal language in 2006, declining from the 5% reported in the 2001 Census. Older Métis people were more likely to speak an Aboriginal language with 12% of Métis aged 75 years or older speaking an Aboriginal language compared to less than 3% aged 44 years.

First Nations Living On/Off Reserve

Aboriginal people in the Atlantic Region live both on and off reserve, with proportions living on and off reserve varying between the Atlantic Provinces.

Compared to the other Atlantic Provinces, a larger number of Aboriginal people live off reserve because the Inuit population in Labrador does not live on reserve land. As well, there are several bands in Newfoundland that do not live on reserve land.

According to Indian and Northern Affairs Canada (INAC), 61% of Status Indians² live on reserve in Atlantic Canada³.

² INAC keeps records for Status Indians in Canada. In contrast, the Census records statistics for Aboriginal people (First Nations or North American Indians—both Status and non-Status Indians; Inuit and Métis).

³ Indian and Northern Affairs Canada. Registered Indian Population by Sex and Residence 2007. Retrieved May 6, 2008 from the World Wide Web: <http://www.ainc-inac.gc.ca/ai/rs/pubs/sts/ni/rip/rip07/rip07-eng.asp>

Table 2: Percentage of First Nations people living on and off reserve, 2006 Census

	Total North American Indians	On Reserve	Off Reserve
Canada	698,025 (100.0%)	300,755 (43.1%)	397,265 (57%)
Newfoundland and Labrador	3,610 (100.0%)	750 (20.8%)	2,855 (79.1%)
Prince Edward Island	845 (100.0%)	370 (43.8%)	475 (56.2%)
Nova Scotia	10,875 (100.0%)	7,275 (66.9%)	3,600 (33.1%)
New Brunswick	12,385 (100.0%)	6,910 (55.8%)	5,470 (44.2%)

Family

Aboriginal children are twice as likely to live in a lone-parent family with 29% of Aboriginal children under the age of 14 years living with a single mother and 6% of this age group living with a single father. This compares to 14% and 3% of non-Aboriginal children respectively. First Nation children living off-reserve are more likely to live with a lone parent than on reserve (35% off reserve compared to 26% on reserve).

Education

Levels of education attainment for the Aboriginal population are lower than for the general Canadian population. However, Aboriginal people in Atlantic Canada are better educated than their counterparts in the rest of the country.

The young and rapidly growing Aboriginal population is entering into all fields of post-secondary education. Aboriginal mature students are returning to adult learning opportunities to further their education and improve their employment prospects after dropping out of high school at an early age.

These demographic trends have implications for the types of supports and programs being offered in the field of adult learning to Aboriginal people.

Table 3: Highest Level of Education (%)–Aboriginal Identity Population in Canada and the Atlantic Province 2006 Census⁴

	Canadian Population	Aboriginal Canada Population	PEI	NB	NS	NFL
University	22.6	8.6	12.8	9.1	12.7	8.7
College	17.3	14.5	19.9	16.1	16.1	17.6
Trades	10.9	11.4	11.1	14.6	13.5	12.7
High School	25.5	21.8	24.3	22	21.3	18.9
Less than High School	23.8	43.7	31.9	39.2	36.4	42

Other factors that are relevant to Aboriginal adult learning in today's context include

- The ongoing negative impacts of colonization and the residential schools on Aboriginal communities and people, including intergenerational and social challenges that Aboriginal peoples are still trying to overcome, e.g., poor self-esteem which affects people's ability to succeed in their efforts; high dropout rates; a lack of appreciation of formal education as a result of negative experiences with education because of the residential schools; secondary impacts and social challenges such as poverty, addictions, and other related issues.
- The challenge facing Aboriginal communities and organizations in providing services and programs that are offered through a myriad of programs, contracts and agreements with the federal and provincial governments. Each of these programs has its own set of criteria, regulations and accountabilities that are sometimes restrictive are not integrated or coordinated between programs or government departments and sometimes have requirements that are in conflict with each other.
- Progress towards self government by Aboriginal peoples which involves technical capacity and knowledge building in all sectors of the community, e.g. economic development; natural resource and land management; health; social programs; community planning; research; governance, etc.

⁴ Statistics Canada. 2008. Aboriginal Identity (8), Highest Certificate, Diploma or Degree (14), Major Field of Study–Classification of Instructional Programs, 2000 (14), Area of Residence (6), Age Groups (10A) and Sex (3) for the Population 15 Years and Over of Canada, Provinces and Territories, 2006 Census – 20% Sample Data (table). Topic-based tabulation. 2006 Census of Population. Statistics Canada catalogue no. 97-560-XCB2006028. Ottawa. Released March 4, 2008.

Federal Government Strategies to Improve Aboriginal Post-secondary Retention Rates

In addition to the Post Secondary Student Support Program which provides limited support to eligible status Indians, the government provides alternative support through its Canada Student Loans, Canada Study Grants, and the Scholarships and the Bursaries Awards.

More recently, the First Nation Education Council of Quebec (FNEC) issued a notice to First Nation communities across Canada stating that it is becoming more and more evident that for First Nations people to be financially supported to attend post-secondary programs and institutions via INAC, programs may soon come to an end. The evidence is mounting. There are strong rumours that INAC is getting out of the “Post-Secondary business” and that this support will no longer be managed by communities via INAC programs effective April 2009. What would this mean?”

- Our people may have to apply for funding, much like non-native students apply for post-secondary loans and bursaries.
- Communities may not have the opportunity to get support to develop local programs through the Indian Studies Support Program.
- First Nations Post-Secondary institutions may not receive funding to operate.

Note: In general, current and potential Aboriginal students, particularly, status Mi'kmaq and Maliseet students in the Atlantic are not familiar nor interested in the alternative government supports offered to mainstream students, and prefer to access funding for post-secondary funding from their respective community or tribal councils.

Examples of Provincial University and College Community Delivery Access Programs and Aboriginal Controlled Education Aimed at Successful Recruitment and Retention of Aboriginal Adult Students

Access and Transition Programs

Many post-secondary institutions have implemented programs designed to prepare students for the transition from community living to that of a post-secondary student. Access programs sponsor university and college education to persons who have traditionally not had the opportunity for a university education owing to social, economic, or cultural reasons or to a lack of formal basic education.

Manitoba and Alberta have developed and implemented successful Access programs designed for Aboriginal students who may not qualify for direct entry into a specific faculty. These programs have been successful and have been duplicated by other areas in Canada.

Some factors that have contributed to the success of Access Programs are Aboriginal faculty based in their communities and Aboriginal input into the design and maintenance of the program. Others noted positive support received in the Access program that helped to reduce anxiety throughout the course of studies. Most of the students felt that the tutors and counsellors had a positive effect on their program.

Community Delivery

Traditionally, Aboriginal students who chose to pursue a post-secondary education were required to leave their community for a large urban centre. Community delivery programs provide students with an opportunity to complete some or all of their post-secondary education programs in their home community.

Community delivery has been widely successful in bridging the social, cultural and financial gaps that separate many Aboriginals from post-secondary education in Canada. It has also been significantly instrumental in addressing concerns about the availability of Aboriginal education professionals. By using community delivery as a means to reach out to Aboriginal communities, especially in the North, the teacher education programs have led Aboriginal people to make more significant gains in the area of teacher education than in all other post-secondary areas.

The Aboriginal University Education Roundtable, May 24, 2007 brings forward the notion that “another widespread phenomenon discussed in the report is the tremendous number of programs now being taught through community delivery”. Some of the same universities and colleges mentioned previously and credited for promoting community delivery include: Yukon College, Simon Fraser University, Thompson Rivers University, Brandon University, University College

of the North, and the Universities of Alberta, British Columbia, Regina and Saskatchewan have been particularly active in providing services in more remote communities.

The list of provincial university and college strategies and programs aimed at successful recruitment and retention of Aboriginal adult students is quite extensive and as a result, is included as a separate addendum (**Appendix D**).

Strategies Currently Being Utilized by Aboriginal Communities to Ensure Successful Recruitment and Retention in Late Entry Learners in Colleges and Universities

Semi-independent or Independent Aboriginal Educational Institution

In its Policy Background Paper, dated May 2008, (**Appendix E**) the First Nations Education Steering Committee (FNESC) highlight issues related to the formal recognition of Aboriginal controlled post-secondary institutes. It notes that the Province of BC has made a commitment to improving the access, retention, and completion rates of Aboriginal students in post-secondary education and training, and the Ministry of Advanced Education and Labour Market Development is now considering a new, integrated model for the BC post-secondary education system that will create space for the recognition, inclusion, and support of Aboriginal controlled and governed institutes in BC.

Note: Initiatives such as this between the Province of BC and First Nations in BC require more in-depth analysis and consideration. Mi'kmaq and Maliseet from Eastern Canada have to ask themselves how/why have the two governments (BC Provincial & First Nation's) managed to come so far in discussions of Aboriginal control when here in New Brunswick, there appears to be very little effort to reach a post-secondary partnership agreement, let alone an agreement on Aboriginal controlled institutes.

The First Nations University of Canada

The First Nations University of Canada formerly known as the Saskatchewan Indian Federated College offers bachelor programs that include language studies, education, communication, fine arts, Aboriginal studies, and business. All SIFC courses are provincially accredited through an agreement with the University of Regina. In partnership with the Business College of the University of Saskatchewan, SIFC launched the first Aboriginal MBS program in Canada. It also offers Master of Arts programs in English, Indian languages, literature and linguistics, and Indian studies through the Faculty of Graduate Studies and Research, University of Regina.

Brandon University's Northern Teacher Education Program (BUNTEP)

BUNTEP is a community based program offering training in the field of education. It is an alternative to traditional campus-based teacher training.

Brandon University also offers a Program for the Education of Native Teachers (PENT). It too is a community based teacher education program that combines work in community schools with courses from Brandon University. Students are allowed to complete distance education during the winter months. The program also offers 50 months of internship spread out throughout the duration of the program.

Native Indian Teacher Education Program (NITEP)

The University of BC's NITEP's key to success has been community delivery which allows students to stay in their communities to study at field centres for the first two years of the program. Support centres at UBC and at the field centres have also helped students overcome course-related and personal difficulties.

Northern Teacher Education Program (NORTEP) and the Northern Professional Access College (NORPAC)

Similar to NITEP, the University of Saskatchewan and University of Regina's NORTEP and NORPAC programs offer a bachelor of education program through community delivery. NORTEP is an off-campus bachelor of education program where student alternate two week periods of university classes with one week of classroom experience.

SUNTE

SUNTEP is a program administered through the Gabriel Dumont' Institute offers teacher education training through the University of Saskatchewan and is similar to the NITEP and NORTEP programs. There is considerable mention throughout that community based programs help to alleviate much of the financial and social hardships associated with having to move to an urban setting to attend University on a full time basis. (This will factor will be further discussed in the Recommendation section of the report).

Common Themes to Improve Recruitment and Retention of Adult Learners

Much of the literature reviewed indicates a number of common themes to improve recruitment and retention of Adult learners.

- Community delivery of programs/courses
- support in transferring courses/marks from one institution to another
- alternative admissions for students whose previous academic marks fall below the minimum required grade point average
- the need for student support not only for academic tutoring, but just as importantly, for moral and personal support
- On-going support for control of education at all levels including program, curriculum and institutional levels.

In its Aboriginal Post-Secondary Education Strategy and Action Plan, the Government of British Columbia has committed itself to a new shared path that will provide opportunity for institutions and communities to come together as partners and actively engage in the transformative change of Aboriginal post-secondary education. It calls for a new focus on opportunities for the future and a commitment to collaboration and change. Strategies and Actions outlined in the agreement focus on:

- Increasing access, retention, and success for Aboriginal learners through implementation of Aboriginal Service Plans
- Reducing financial barriers through targeted scholarships for Aboriginal learners
- Increasing participation strategic program areas
- Supporting Aboriginal learner transition
- Enhancing opportunities for Aboriginal culture to be reflected within the infrastructure of institutions
- Increasing the number of culturally relevant programs and services
- Encouraging Aboriginal representation on institutional governing bodies
- Strengthening agreements and partnerships
- Effective planning based on system-wide data tracking and performance measures based on student success

Note: It is interesting that as this is a provincial initiative aimed at increasing access, retention, completion and transitions opportunities for Aboriginal learners, no attention or resources have been identified to support the common themes identified on page 12.

There is however another a paper highlighting issues related to the formal recognition of Aboriginal-controlled post secondary institutes as a critical component of the post-secondary education system of British Columbia. In its paper entitle *Aboriginal Post-Secondary Education in British Columbia A PLACE FOR ABORIGINAL INSTITUTES* Policy Background Paper, May 2008, the First Nations Education Steering Committee states that “the Ministry of Advanced Education and Labour Market Development is now considering a new, integrated model for the

BC post-secondary system that will create space for the recognition, inclusion and supports of Aboriginal controlled and governed institutes in BC”.

Note: It would be wise to monitor this proposed commitment to determine what resources are provided and which government is responsible for funding this innovative initiative.

Strategies Currently Being Utilized by New Brunswick and Nova Scotia First Nation Communities to Ensure Successful Recruitment and Retention in Late Entry Learners in Colleges and Universities

It would appear that most of the attempts to research and document best practices for recruitment and retention of First Nation peoples in post-secondary programs is centered in the Western provinces. With the exception of *Cape Breton University's Mi'kmaq College Institute*, and a more recent report entitled *Aboriginal Community Outreach Sessions (Aboriginal Adult Learning Issues in the Atlantic Region)* produced by *Han Martin Associates*, research seems to be lacking on best practices that may be taking place in New Brunswick.

NOTE: At this point the report will elaborate on the efforts underway by the Mi'kmaq College Institute at Cape Breton University, the Mi'kmaq Maliseet Institute at the University of New Brunswick and the Mi'kmaq/Maliseet Bachelor of Social Work Programme at St. Thomas and Dalhousie Universities to recruit and retain Mi'kmaq and Maliseet students.

Mi'kmaq College Institute

In keeping with the mission of Cape Breton University, the Mi'kmaq College Institute strives to meet the needs of the Mi'kmaq communities of Mi'kma'ki. Mi'kma'ki, in English, is "the Land of the Mi'kmaq" which includes Atlantic Canada, Québec, and parts of the New England states. The foundation of the Mi'kmaq College Institute has made it possible for Mi'kmaq students, educators, scholars, and researchers of Mi'kmaq cosmology to establish a curriculum and research agenda which contributes to the achievement of the educational and community goals set by Mi'kmaq communities.

Cape Breton University has the largest Mi'kmaq student population in eastern Canada and the highest number of Mi'kmaq graduates each year. Mi'kmaq students have graduated from the Bachelor of Business Administration, Bachelor of Arts, Bachelor of Science, and Bachelor of Arts Community Studies degree programs. These programs are offered under the aegis of the academic schools of Cape Breton University and with the co-operation of the Mi'kmaq College Institute. To compliment the move toward educational achievement in the Mi'kmaq Nation, the Mi'kmaq College Institute will deliver programs in such areas as teacher training, court worker certification, business, Mi'kmaq language, health careers, and natural resources. In addition, the Mi'kmaq College Institute is responsible to administer the Mi'kmaq Resource Centre which is a repository of documents available for use by students, Mi'kmaq social and cultural organizations, and individuals interested in Mi'kmaq issues. The Institute provides a relaxed atmosphere where students can comfortably discuss issues and concerns.

Mi'kmaq Student Services Aboriginal Programming

The Program Director for Aboriginal programs works closely with the communities to see that their educational needs are addressed. Several programs that have emerged through contacts with communities are Elmitek (access for First Nations students), Mi'kmaq Science Advantage, Mi'kmaq Business Development, Court Workers Certificate, Natural Resources Certificate, and modularized BA and BBA programs.

Elmite

Elmitek, also known as the CBU Access Program, is a one-year post-secondary program designed for Mi'kmaq students who wish to further their education by attending university. "Elmitek", a Mi'kmaq expression for showing someone a path to follow, succinctly explains the program to its Aboriginal participants, many of whom use English as a second language. Elmitek points to a path that students may travel toward successful completion of a University education.

The Elmitek Program is designed to make the transition into the University environment less traumatic and more successful for Aboriginal students. Their ranks comprise of newly graduated high school students and mature students who have not been in a formal education system for several years. The Elmitek program utilizes several methods to make post-secondary education more accessible:

1. Several classes are offered in First Nations Communities.
2. During the first year, students are required to attend classes at the CBU campus only one day per week.
3. Workshop sessions are scheduled to prepare students for their classes and assignments.
4. A coordinator is assigned to maintain close contact with and to support students at each site.

Mi'kmaq Science Advantage Program

There is an immediate need to prepare for a shift in employment opportunities by providing a science path for Mi'kmaq students to follow. This science path will start at the secondary level and continue to at least year one of post-secondary studies. A linkage between secondary school science courses and preparation for science degree or diploma options is the central focus of the Mi'kmaq Science Advantage Program (MSAP). The goal of MSAP is to provide Mi'kmaq students with the ability to succeed in a science or technology program. This is accomplished by providing academic support in a culture and science curriculum with small classes and community involvement and delivery. The first year of MSAP provides a solid foundation in science as students take some of the courses that are offered in science and technology programs. After completing MSAP, students continue in either science or technology as appropriate to their interests and goals. MSAP also provides feedback and recommendations to improve Mi'kmaq secondary science and math programs.

Mi'kmaq Business Development Program

The main objectives of this program are:

- to develop appropriate training that will meet the immediate skill requirements of First Nations communities;
- to establish an accreditation system that will provide professional standards and training for the participants, thus providing a path to higher education; and
- To provide hands-on experience and practical learning, with the course content reflecting the needs within a community.

This program was developed to teach business education that can be customized to be effective and applicable to all Mi'kmaq communities. It is delivered in a three-phase process:

1. Mi'kmaq Business Development Certificate,
2. Canadian Institute of Management Certificate, and
3. Bachelor of Business Administration Degree. The courses are delivered on site in the Aboriginal communities.

Court Workers Certificate

The purpose of the Court Workers Certificate is to provide an effective foundation for Mi'kmaq court workers and prospective court workers that will enable them to respond to legal questions and issues relevant to those making court appearances. It will give an opportunity to Mi'kmaq communities to have more qualified people working in the legal system, to get appropriate legal representation, to prepare for court appearances, and to respond to decisions rendered by the courts.

Certificate in Natural Resources

This Certificate program provides training in the skills needed for water sampling and testing, operating computer-based management systems and geomantic information systems, waste management, forest management, and water resource management needed by members of the Native Guardian Program.

The Native Guardian Program was formed to act as the outreach for the Mi'kma'ki Aboriginal Fisheries Services in communication with Aboriginal people of Nova Scotia. The Guardians patrol the lakes and rivers near their home communities and assist Aboriginals with the safety aspects of the fishery. The Guardians also inform the fishers and Aboriginal children about conservation and enhancement of the fish species.

Mi'kmaq Student Services

Mi'kmaq Student Services is a support system at Cape Breton University for all Mi'kmaq and aboriginal students enrolled in courses at the University. Services range from academic

counseling to assistance for Mi'kmaq students applying for post-graduate studies. The Mi'kmaq Student Advisor acts as a liaison for all Mi'kmaq and Aboriginal students with faculty and staff of the institution, educational counselors from First Nation Communities and Mi'kmaq organizations, as well as the Department of Indian and Northern Affairs. Mi'kmaq Student Services also provides information regarding selection of programs, admission requirements, and career options available to potential and current aboriginal students of CBU. It is located in the Mi'kmaq College Institute.

The Mi'kmaq Student Centre provides a convenient room in which to study or to work on group projects. Computers with Internet access are available for the use of Mi'kmaq students.

Mi'kmaq Resource Centre

The Mi'kmaq Resource Centre is a repository of documents related to Mi'kmaq history, culture, and language. The Centre houses books, doctoral theses, articles, reports, pamphlets, and academic papers, as well as video and audio materials. The MRC's holdings also include the now defunct Mic Mac News, publications of the Royal Commission on Aboriginal Peoples, an extensive array of materials on Donald Marshall Mr.'s experiences in the justice system, and papers related to Aboriginal issues donated by private sources.

The MRC has a small though select collection of items representing Mi'kmaw material culture over the past hundred years: examples of quill and beadwork, crooked knives, the waltzes game, items from the early 20th century tourist trade, and a variety of baskets. Additionally, the Centre has a display of stone artifacts and projectile points on loan from the Nova Scotia Museum. Our oval room may be used by groups to give presentations or show videos related to Mi'kmaw culture.

The Mi'kmaq Resource Centre welcomes students, educators, researchers, and anyone with an interest in Mi'kmaki to use our facilities and extensive collection of materials. Research assistance is available.

MI'KMAQ MALISEET INSTITUTE (UNIVERSITY OF NB)

The Mi'kmaq-Maliseet Institute at the University of New Brunswick in Fredericton celebrated its 25th anniversary in 2005–06. The Institute promotes the professional growth and self-determination of the First Nations through its programs, services and research. Looking back over the last 25 years, it's clear that the Institute's accomplishments are those of its graduates, students, faculty and staff.

Located in Marshall d'Avray Hall, at the top of the UNB campus, the Institute helps First Nations students with admissions and course selection and provides access to the many services available to UNB students. It welcomes Aboriginal students from all parts of the Atlantic region < from New Brunswick, Nova Scotia and Prince Edward Island to Newfoundland and the Gaspé < and beyond. Whether they are studying education or business, psychology or nursing, forestry or sciences, students find a home away from home at the Mi'kmaq-Maliseet Institute.

Bridging Year Program Description

The Bridging Year has been offered at MMI since 1991. It is intended for students who require additional qualifications to enter UNB degree programs. Students follow an individually designed program of studies that helps them enter the undergraduate program they choose in Arts, Business Administration, Computer Science, Engineering, Forestry and Environmental Management, Kinesiology, Nursing, or Science.

The Bridging Year is a one-year program for First Nations students who want to attend university but need certain Grade 12 courses to qualify for admission. They take these along with first-year university credit courses. Students who complete the Bridging Year successfully are automatically admitted to their chosen degree, and their credit courses are advanced to the degree program.

Bachelor of Education Program Description

The Bachelor of Education (Bed) for Aboriginal Students began in 1977. The majority of licensed First Nations teachers in the Maritimes are graduates of this UNB program, which offers a separate admissions procedure and academic advice and support.

Students follow the BEd program in elementary, secondary, or adult education and may also choose a concentration in Aboriginal Education. Many other areas of specialization are available, including the subject areas, special education, school counseling, and technology education.

BEd Courses

ED 3043 Aboriginal Education compares traditional Aboriginal teaching and concepts of education with those of formal schooling. The course examines the roles and responsibilities of communities, teachers and schools in educating Aboriginal students.

ED 4686 Teaching the Aboriginal Learner focuses on teaching and learning strategies and curriculum planning, with an emphasis on successful classroom practices in Aboriginal education.

ED 4688 Teaching Aboriginal Children's Literature examines the teaching of literature by Aboriginal authors in an integrated curriculum.

First Nations Business Administration Certificate Program Description

The First Nations Business Administration Certificate (FNBAC) was first offered in the fall of 2002. This two-year certificate is equivalent to the first two years of the Bachelor of Business Administration degree offered by UNB's Faculty of Business Administration. The FNBAC offers specialty courses on First Nations business topics, smaller classes, tutoring, individual support, and a work placement (co-op) term. Following the certificate, students may elect to continue at UNB to complete the BBA degree with an additional two years of study.

The Certificate consists of courses totaling 66 credit hours. Special sections or separate group tutorials will be offered as necessary to ensure the small class-size required by the program. The entire set of courses is transferable to the BBA degree upon completion of the certificate, for those students who elect to continue in the four-year degree program.

MI'KMAQ/MALISEET BACHELOR OF SOCIAL WORK PROGRAMME

Another success story is St. Thomas and Dalhousie's University's collaborative initiative to offer an accredited Bachelor of Social Work degree programme to Mi'kmaq and Maliseet students throughout the Atlantic region.

The Mi'kmaq/Maliseet Bachelor of Social Work Programme is an existing programme that allows First Nation individuals to obtain a Bachelor of Social Work degree from either St. Thomas or Dalhousie University within a flexible and culturally relevant framework. The MMBSW is designed for First Nation individuals who are currently working or wish to work in social work or related positions in areas such as child & family services, addictions, health, social development or schools in First Nation communities in the Maritime Provinces.

Mainstream social work education programmes have been unable to attract and retain First Nation students resulting in an insufficient number of professionally trained First Nation social workers. The MMBSW programme has not only managed to retain a high number of students, but has also attracted a data base of students interested in applying for subsequent cohorts. The staff of the program includes the Coordinator and Student Support Worker. Tuition dollars provide the salary for the Student Support Worker. Funding to support Central coordination for the programme is a constant challenge and is dependent on programs such as the NB Indian Studies Support Program and any other programs willing to contribute.

The MMBSW is guided by a Steering Committee composed of members representing the two universities; employing agencies; and First Nation students from New Brunswick and Nova Scotia.

St. Thomas and Dalhousie Universities collaborated to design the MMBSW, an accredited degree programme, to serve students in the Maritime Provinces. Students can enroll in the BSW programme at either St. Thomas or Dalhousie Universities and are able to earn their BSW degree in a flexible format on a part-time basis over a three-year period. The programme design respects that First Nation students are typically employed and have family commitments. Students who wish to study on a full-time basis can access the mainstream programmes at either university.

The MMBSW programme requires students to successfully complete 60 social work credit hours over a 3 year period.

The following highlight some unique features of the MMBSW:

- Students come together at one location for 4 weeks of course work in May and June
- Students come together for offsite delivery in Sackville, NB for one week per month from September to April
- Course schedule accommodates full time employees
- Recognition of First Nations systems of knowledge and ways of learning

- Recognition that First Nations people have historically been disadvantaged in educational and other systems
- Flexibility in admissions and programming
- Culturally relevant curriculum that reflects First Nations experience
- First Nations Coordinator fluent in Mi'kmaq and some First Nations faculty
- Individualized academic support for students
- A Steering Committee comprised of University, First Nation leadership and student representation
- First Nation representatives guide curriculum

Admissions Requirements

Students admitted to the MMBSW are required to meet the admission requirements of St. Thomas or Dalhousie Universities. The programme was launched in September 2005 with a cohort of students who had completed a minimum of 10 full university credits (two academic years) prior to admission. Students are provided any supports needed in order to complete their Arts credits while enrolled in the MMBSW programme. Potential students are encouraged to complete their admission credits in whatever way possible to facilitate their admission to the second cohort.

In addition to the flexible instructional formats designed for students working in the field of Social Work, one of the main features of the programme is the availability of a full time Mi'kmaq Coordinator and Student Support Worker. The role of the Coordinator has evolved over the previous 4 years into that of an advocate for the students with responsibility for establishing systemic change within the institutions and First Nation program development as well as to guide the relationship between the institution, student and community. The Coordinator is also responsible for the recruitment of students and utilizes various means of communicating to First Nation communities and individuals across the Atlantic.

The Student Support Worker or Advisor provides direct support services to students in the areas of registration, tutorials, schedules, and one on one sessions. The Student Support Worker works closely with the Coordinator to ensure that students' academic, personal and cultural needs are met.

ST. THOMAS UNIVERSITY AND UNIVERSITY OF NB

Two very successful adult learner programs not recorded in any of the researched documents include UNB's Native Teacher Bed Program and STU's Native Social Work Certificate and Degree program. Both were initially delivered in the early 1980's and 1990's.

The programs were designed to accommodate individuals working in their communities who were not prepared to attend university full time. The Bed program was delivered through a variety of instructional formats including students coming together at the University for 3 week periods followed by 5 weeks of working and studying in the community (instructors traveled to the communities during the 5 week period). Students also came together for 4 weeks during the spring session. The BSW program focused on students from Eel Ground, Metepenagiag, Elsipogtog, Eel River Bar and Burnt Church taking classes in central locations in the Miramichi with some time spent at STU. Students from Tobique, Woodstock and other First Nations along the St. John River met regularly in Fredericton, NB.

Although there is no record of exact numbers, approximately 50 Mi'kmaq and Maliseet students graduated with Bachelor of Education degrees in the early 1980's and approximately 30 graduated in the early and late 1980's with BSW degrees. Were it not for programs such as these, NB, NS and QC would be without a wealth of resource people who today hold senior positions in their respective communities.

REMARKS

Institutions and First Nation communities are still in the process of learning to trust each other. Both have a long way to go and many obstacles to set aside to achieve true student success.

The report would not be complete without the mention of recommendations outlined in the June 2008 NB Government's Working Group on Post-secondary Education. If implemented, the recommendation to *Establishing formal partnerships to boost applied learning*, could result in similar University and College partnership arrangements that exist in Saskatchewan, Alberta and British Columbia. First Nation peoples may benefit from such an arrangement, since post-secondary institutions can begin to deliver a combination of academic and skills development programs, rather than the status quo of investing in one or the other, but not both.

Unfortunately, the Working Group's recommendation on increasing the participation of Aboriginal peoples in Post-secondary Education does not begin to address or acknowledge the fundamental issues surrounding First Nation peoples' distrust of mainstream education as outlined in this report's *Overview of Historical issues affecting Aboriginal learners' experiences with mainstream education* (See pages 1 to 5).

Rather, it recommends increasing participation of Aboriginals and other underrepresented groups by supporting the *Futures to Discover program* which provides learning accounts to 1000 students per year to attend Post-secondary institutions. This program provides \$2,500 per year which totals up to 10,000 for four years to students from underrepresented groups.

Needless to say, from a First Nation perspective, this recommendation on its own will not increase the participation of First Nation peoples in mainstream Post-secondary Institutions. In fact, categorizing Aboriginals with other underrepresented groups in NB is counterproductive and will only serve to further alienate Mi'kmaq and Maliseet in New Brunswick from entering into Post-secondary institutions.

It is anticipated that an Action Plan from the Working Group on Post-secondary Education will be released in June, 2009.

Considering all of the research conducted by numerous researchers and consulting groups cited in this and other related papers, there is very little grassroots examples of best practices for recruitment and retention of Aboriginal students.

What is evident are endless reams of research papers and reports on the financial, geographical, academic, historical, social, cultural and individual and community barriers that prevent Aboriginal peoples from succeeding in college or university. What is even more evident is the lack of current research on true partnership initiatives between, the federal, provincial and Aboriginal governments on how to begin removing these barriers. Perhaps it's time for everyone involved, government, institutions, businesses and Aboriginal peoples to come together as a collective and get down to the business of finding long term partnership arrangements that will sustain not only one segment of NB's society, but also that of First Nation's. If the province of New Brunswick continues to maintain that First Nation peoples are the sole responsibility of the

federal government, it will not be able to meet its long term educational goal of achieving self-sufficiency for its citizens. First Nation's and the provincial government must arrive at a mutually agreed upon arrangement that includes self-sufficiency for both groups and not just for the mainstream citizens of NB.

RECOMMENDATION #1: First Nation leadership to lobby the NB Provincial Government to review the NB Working Group on Post-secondary Education's recommendation on increasing the participation of Aboriginal's in Post-secondary Institutions.

Committees such as Mawi tan etj, numerous other First Nation education experts and First Nation leadership must approach the NB Government to alert and educate them to the critical lack of recognition and acknowledgement given to the educational needs of First Nation peoples in the NB Working Group on Post-secondary Education report.

NB Universities and Colleges depend on the Provincial Government and the Department of Education to give them clear direction and support when it comes to developing long term strategies aimed at successful recruitment and retention of First Nation peoples in Post-secondary Education. With all their good intentions, institutions such as the Miramichi College cannot be expected to unilaterally undo the decades of distrust and disconnection Aboriginal people have towards mainstream educational institutions.

The Province of New Brunswick will not reach its goal of self-sufficiency by 2026 without the inclusion and support of approximately 17,000 Mi'kmaq and Maliseet in NB. A 21st century approach has to be entered into between both governments.

RECOMMENDATION #2: Consider Institutional Changes

On May 24, 2007 Lloyd Axworthy, Presided to the University of Winnipeg along with First Nation leadership convened a roundtable with western universities and other interested universities to explore issues such as access, retention, and how to create a successful university experience for First Nation, Métis and Inuit students.

In this report, the authors cite that one of the most important steps to reducing social barriers is the presence of Aboriginal staff, particularly in academic position, which perhaps more than anything signals the institution's commitment to success for Aboriginal students. The authors provide examples such as Lakehead University's Vice-Provost of Aboriginal Initiatives, and the University of British Columbia's Associate Dean of Indigenous Education. Trent University and the University of British Columbia among others have had success in recruiting and retaining large numbers of Aboriginal faculty. A number of universities have also developed governing board and senate policies as well as Aboriginal governed councils within the university structure including Simon Fraser University, University of British Columbia, Lalaspina University-College, Lakehead University, Trent University and Yukon College.

Reference is once again made to Cape Breton University as another example of an institutions commitment to success to First Nation peoples. In 2006, CBU appointed Mr. Lindsay Marshall as Associate Dean to the Mi'kmaq College Institute. This appointment, a first in the Atlantic, can

be credited for what is being touted as a breakthrough in the successful recruitment and retention of Aboriginal students in the Atlantic.

Mr. Marshall is a former Chief for the Potlotek First Nation in Cape Breton as well as former Director for Mi'kmaq Kina'matnewey situated in Membertou, NS. Mr. Marshall is known for his enthusiasm and determination when discussing the educational needs of First Nation peoples.

Mr. Marshall is working diligently toward broadening the MCI to what he refers to the **Indigenous College Institute**, making it possible to The Mi'kmaq College Institute currently employs six full time senior Mi'kmaq staff and has access to First Nation experts and elders who are brought in on a regular basis to share their knowledge and expertise with students.

The Mi'kmaq College Institute currently employs six full time senior Mi'kmaq staff and has access to First Nation experts and elders who are brought in on a regular basis to share their knowledge and expertise with students.

It seems evident that Cape Breton University has stepped up to the plate when it comes to its commitment to success for Mi'kmaq peoples. Universities and Colleges in NB and other parts of the Atlantic would be wise to conduct further research into the ground breaking steps being taken by Cape Breton in its partnership and support of the Mi'kmaq College Institute.

**It should be further noted that one of the main reasons, CBU is in a better position than most University's to support initiatives such as the Mi'kmaq College Institute, is a direct result of the large number of First Nation students attending CBU. Having 200 + Mi'kmaq full time and part-time students results in a significant increase in funding for CBU who in turn provides funding to Mi'kmaq College Institute for staff and related resources.

The Miramichi College will need to consider setting aside a percentage of the tuition funds collected from First Nation students and re-invest in creating an environment that meets students' academic and cultural requirements. Other partnership funding arrangements with the provincial and federal governments will also require further discussion.

Recommendation #3: Review the Aboriginal Community Outreach Session on Adult Learning for Aboriginal People— Summary Report

On May 22, 2008, Han Martin Associates coordinated an Aboriginal Community Outreach Session (**Appendix F**) to provide a discussion forum for participants on the adult learning needs and issues of Aboriginal Peoples in Atlantic Canada.

The focus was on outreach to those agencies and individuals involved in Aboriginal adult learning. Issues and concerns centered on funding, client readiness, literacy and transportation.

NB Community Colleges

Participants expressed frustration at the community colleges for responding in haphazard ways and in some cases, not responding adequately to Aboriginal training in NB. Although there have been some successes, in most cases, the goals were not met. They viewed the colleges as being paternalistic and assuming they know what is good for Aboriginal people. Numerous other concerns were expressed.

The report gives attention to partnerships, family and community support followed by a detailed list of best practices and success stories. It also includes suggestions for improvement and some initial strategies for future.

The summary report provided by Han Martin Associates is too lengthy to include directly into this report, and is added as an appendix.

The Mawi tan etj committee will undoubtedly appreciate some of the best practice examples found in the Han Martin report, particularly as they relate directly to improvements that have to take place at the Miramichi College if it is to attract First Nation students and late entry learners.

Anecdotal discussions with individuals directly involved in First Nation Education, repeatedly expressed concern with the excessive rates being charged by Universities and Colleges for community delivery of programs and courses. If Universities and Colleges are serious about entering into long term partnership arrangements with First Nation communities, costs for community delivery programs and courses have to be negotiated to reflect the limited funding available to First Nation's for Post Secondary education.

RECOMMENDATION #4: Adapt and Adopt the British Columbia Coordinators Handbook

A thorough review of First Nation's and Institutional examples of best practices for successful recruitment and retention strategies and programs, has led me to highly recommend that the Mawi tan etj ad hoc committee give serious consideration to adopting and adapting the **British Columbia First Nation's Coordinators Handbook** (*This is the same Handbook referred to on page 4, Appendix C*). The Handbook can serve as a foundational document for implementing an innovative and long awaited model of service and delivery that has not been seen in New Brunswick.

The Handbook outlines a step by step guide that can be used for serving Aboriginal students in the Post Secondary and College systems in New Brunswick, in general, and the Miramichi, in particular.

Contents of the Handbook include an overview that not only questions, but responds to some of the systemic barriers that are currently in place in colleges and universities that prevent Aboriginal peoples from succeeding. Questions include: What do institutions need to do to support First Nation student success? What barriers have been set up to get in the way of First

Nation student success? What systems have been established to support First Nation student failure? What role do First Nation Coordinators need to play if these barriers are to be taken down and replaced with something that works for Aboriginal students?

Information contained in Handbook includes a practical guide that focuses on the role of a Coordinator and Advisor and outlines areas of responsibility when working with Aboriginal students. The Coordinators Handbook is included in the inventory of electronic websites and as an attachment to this report.

Recommendation #5: District 16 to review, discuss and implement recommendations outlined in Canada West Foundation's report entitled, Ensuring Aboriginal Youth Stay in School. (Appendix G)

Although the focus of the Mawi tan etj report is on Aboriginal adult learners, it cannot ignore the responsibility that elementary and secondary schools have to take when devising and implementing strategies to ensure that Aboriginal youth graduate from High School.

The Canada West Foundation report states that all Canadians have a vested interest in ensuring Aboriginal people have every opportunity to compete successfully in the labour market and that education is an essential building block to reaching this objective. The report identifies a set of promising practices for schools to implement if Aboriginal youth are to attain high school education levels.

CONCLUSION

LOOKING FORWARD

In the report prepared by Han Martin Associates for the Adult Learning Knowledge Centre, (AdLKC) it is recommended that the AdLKC provide a venue and resources for First Nation groups to network and exchange knowledge and information. Discussion will focus around the areas of concern identified in the report that relate to policy and programming with relevant government and post secondary institutions at the senior and decision making levels. It is anticipated that this forum will take place before the end of the current AdLKC mandate in August, 2009.

This forum can be the vehicle to begin dialogue on mutually beneficial outcomes that can be achieved if all stakeholders agree to provide the necessary academic and financial resources that will lead to successful community based efforts to recruit and retain late entry learners into colleges and universities.

It can also act as the forum for debating and enhancing the NB Government's Working Group's report on Post-secondary Education as it relates to Aboriginals.

APPENDICES

APPENDIX A

[Best Practices in Increasing Aboriginal Post Secondary Enrolment Rates](#), R.A. Malatest and Associates Ltd.

APPENDIX B

[British Columbia's Aboriginal Post-Secondary Education Strategy and Action Plan](#)

APPENDIX C

[BC First Nations Coordinators Handbook](#)

APPENDIX D

Provincial Universities and Colleges Strategies and Programs Aimed at Successful Recruitment and Retention of Aboriginal Adult Students

NORTHWEST TERRITORIES COLLEGE

Aurora College

Aurora College has a mandate to deliver community-centered post-secondary programs that accurately reflect Northern culture and the needs of the Northern labour market.

[Aurora Research Institute](#)—Responsible for licensing and coordinating research in accordance with the NWT Scientists Act and promotes communication between researchers and the people of the land.

BRITISH COLUMBIA UNIVERSITIES

Capilano University

[First Nations Student Services](#) Provides direct services to First Nations students in a variety of ways: assistance with course selection and registration, information concerning University resources, etc.

[Indigenous Independent Digital Filmmaking Program](#) Aboriginal Film and Television Production Training Program at Capilano University provides students with the opportunity to become television and film producers.

[Specialty Programs Meeting the Need](#) This page describes four specialty programs offered at Capilano University, among which three are designed to meet the specific needs of First Nations students.

Simon Fraser University

[Aboriginal Leadership and Administration Program](#) Designed specifically for mid-careers adults, the Program in Aboriginal Leadership and Administration is a multidisciplinary part-time degree completion program leading to a Bachelor of General Studies.

[First Nations Student Centre](#) This student centre at Simon Fraser University offers culturally-relevant, responsive, holistic student support services and programs to self-identified Aboriginal students (First Nations, Métis, Inuit).

[Minor Program in First Nations Studies](#) Offers courses for students wishing to gain expertise in the study of traditional and contemporary issues involving the aboriginal peoples of North America and of Canada, in particular.

Thompson Rivers University

[Aboriginal Pre-Health Program](#) This program is designed to provide students with skills and knowledge that will ease the transition into a health-related University degree program and encourage successful completion of the degree.

[Community Aboriginal College Access Program–University Preparation Program](#) This University Preparation program provides Adult First Nations learners with the necessary English, reading, math or computing skills to be successful in a wide range of college and university programs.

[First Nations Studies–Open Learning Division](#) At these centres, First Nations students study Adult Basic Education (ABE) upgrading courses and programs, business and other college courses, and some university-level courses.

[Services for Aboriginal Students](#) These services are designed to enhance students post-secondary experience at TRU culturally, socially and academically.

University of British Columbia

[Aboriginal–Department of Family Practice–Faculty of Medicine](#) This site's aim is to have Faculty of Medicine graduates be aware of the needs of the Aboriginal people and to be a resource for anyone working with this community.

[Aboriginal–Faculty of Science](#) This University of British Columbia web site contains information for Aboriginal Science students, stories of interest to the Aboriginal community, and an events calendar.

[Aboriginal Health Care Administration Program Certificate–Centre for Intercultural Communication](#) Provides an overview of this program, designed for people who need to acquire knowledge and skills to provide effective administration for Aboriginal community-based health programs and facilities.

[Aboriginal Student Affairs–Faculty of Arts](#) First Nations Student Services exists to provide support and enhance the success of new and continuing First Nations students in the University of British Columbia’s Faculty of Arts.

[Chinook Aboriginal Business Education](#) The purpose of Ch’nook is to provide business education opportunities for Aboriginal participants through various business studies programs.

[First Nations Curriculum Concentration in the MAS and MLIS Degrees–School of Library, Archival and Information Studies](#) Describes the First Nations Curriculum Concentration offered at UBC, which serves the educational needs of information professionals to work effectively in libraries and archives, both within and outside native communities.

[First Nations House of Learning](#) Makes the University’s vast resources more accessible to First Peoples, and improves the University’s ability to meet the needs of First Nations.

[First Nations Initiatives–Faculty of Forestry](#) Through the First Nations Initiative, the Faculty of Forestry commits itself to achieving such goals as increasing the number of First Nations professionals entering forestry and natural resources sectors.

[First Nations Languages Program–Faculty of Arts](#) Recognizing the rich linguistic heritage of Canada’s First Nations, the FNLG program at University of British Columbia conducts research and offers Aboriginal languages courses.

[First Nations Legal Studies–Faculty of Law](#) Provides a wealth of information about the First Nations Legal Studies program offered at UBC, including courses, program highlights, application handbook and more.

[First Nations Studies Program–Faculty of Arts](#) First Nations Studies employs an interdisciplinary and research-oriented academic approach, and offers both major and minor programs in the University of British Columbia’s Faculty of Arts.

[Indigenous Studies Program–Irving K. Barber School of Arts and Sciences–Okanagan Campus](#) Provides information on the interdisciplinary Indigenous Studies program, offered at the University of British Columbia, Okanagan campus.

[Institute for Aboriginal Health–College of Health Disciplines](#) The IAH was developed through a partnership between the UBC First Nations House of Learning and the UBC College of Health Disciplines. Builds upon Aboriginal identity and cultural heritage while preparing and challenging persons of Aboriginal ancestry to be effective educators for public, band and independent schools in BC.

[Xwi7xwa Library](#) The collections focus on First Nations in British Columbia, including contextual materials on Canadian First Nations, and in addition to issues of national and international interest to First Nations and Indigenous peoples.

University of Northern British Columbia

[First Nations Centre \(Programs\)](#) The First Nations Centre of UNBC offers a peaceful, culturally sensitive environment where students can learn, study, socialize, and relax. Career as well as personal counselling is also available.

[Northern Studies Program](#) This program exposes students to issues facing northern BC and northern regions around the world, allowing them to gain an understanding of the North—its geography, peoples, and issues.

[Regional Operations](#) Regional Operations is the prime agent within UNBC to fulfill the northern, regional and First Nations community mandates.

University of Victoria

[Aboriginal Language Revitalization Certificate Program—Continuing Studies](#) This program aims to develop understanding of the complex context of language loss, maintenance, and recovery while providing with strategies that strengthen the ability to preserve and revitalize threatened languages.

[Aboriginal Services—Office of the Registrar and Enrolment Services](#) The homepage for the Office of Registrar and Enrolment Services at the University of Victoria provides First Nations contacts, a listing of awards and bursaries, details on protocol events, and other related links.

[Aboriginal Student Services](#) Describes the services offered to Aboriginal Students at University of Victoria, including counselling and support, a student union and a liaison officer.

[First Nations Partnership Programs—School of Child and Youth Care](#) This site describes a University of Victoria-accredited program of training that strengthens capacity within cultural communities to create and operate services for children, youth, and families.

[Indigenous Governance Programs—Faculty of Human and Social Development](#) Offers educational programming that provides students with a strong background in the values, perspectives, concepts, and principles of Indigenous political cultures.

[Indigenous Students Community, The](#) This site has been created to connect the Indigenous programs and services available at UVic and as a place for students to gather information.

[Indigenous Studies Program—Faculty of Humanities and the Faculty of Social Sciences](#) The University of Victoria offers an interdisciplinary program in Indigenous Studies intended to provide both indigenous and non-indigenous students with a core program incorporating indigenous world views and knowledge.

[LE, NONET Project–Support the Success of Aboriginal Students](#) (also Apprenticeships and Internships) This project was designed to create a space at the University of Victoria where Aboriginal students feel welcomed, can be successful in the community, and live a beneficial educational experience.

[Native Students Union](#) Works towards empowering students to benefit from the technical and academic learning at UVIC while providing an outlet to maintain strong cultural and spiritual ties between students.

[School of Social Work](#) Since 1978, the School has provided students with the opportunity to obtain an undergraduate degree and a professional designation as a Social Worker.

Kwantlen University College

[Office of the Coordinator, First Nations Education and Aboriginal Resource Centre](#) Briefly describes the services offered to Aboriginal students at Kwantlen University College and includes contact information for the Aboriginal Advisory Committee and the Aboriginal Resource Centre.

University College of the Fraser Valley

[Aboriginal Access Services](#) Aboriginal Access Services provides services such as advocacy, referrals, curriculum development and workshop co-ordination for Métis, Inuit, status, and non-status aboriginal students at the University College of the Fraser Valley.

[Certificate in Extended Studies in Social Services–First Nations Option](#) This page provides an overview of the Certificate Program in Extended Studies in Social Services, First Nations Option, offered at the University College of the Fraser Valley.

Vancouver Island University

[British Columbia First Nations Building Inspector Certificate Program–Cowichan Campus](#) This full time program given at Cowichan Campus is designed to provide participants with specific skills for successful employment as a Building Inspector on BC reserves.

[First Nations Programs](#) Describes various programs offered at Malaspina University-College that have a distinct First Nations focus, and introduces the First Nations Student Services Centre.

[First Nations Student Services Centre](#) Supports First Nations students in making a successful transition to Vancouver Island University and enables students to succeed in their academic endeavours by providing direct services and appropriate referrals.

[First Nations Studies](#) (*Department Page*) The department has been committed to the learning and sharing of knowledge about Indigenous peoples for over the past ten years by offering a multidisciplinary field of study.

Camosun College

[Camosun College First Nations Student Association, The](#) FNOSA's mandate is to meet the social, cultural, and recreational needs of First Nations students.

[First Nations Education and Services](#) Offers services and programs for Aboriginal students; supports other FN programs in the college, and provides linkages between Camosun College, FN students, and the local First Nations community.

[First Nations Programs](#)

College of New Caledonia

[Aboriginal Early Childhood Education Certificate \(AECE\)](#)

[Aboriginal Forest Resource Technology Diploma Access Program](#)

[Aboriginal Teacher Assistant Certificate](#)

[College of New Caledonia](#)

Dedicated to the pursuit of excellence in education, CNC offers a wide range of university credit, technical, vocational, and general interest programs.

College of the Rockies

[Aboriginal Financial Manager Diploma](#) This diploma program—part of COTR's Business Administration program—is designed for people interested in a career in finance within Aboriginal organizations or communities.

[Aboriginal Services](#) First Nations Services for Aboriginal Students at the College of the Rockies. They provide a wide range of services to help students with your educational, career and personal goals.

[Aboriginal Youth, Culture and Language](#) Provides an overview of this two-year program designed to meet the training requirements for Aboriginal early childhood cultural immersion workers, Aboriginal education support workers, and First Nations language teachers.

Douglas College

[Aboriginal Student Services](#) This page provides an overview of the services available to Aboriginal students attending Douglas College.

Langara College

[Aboriginal Studies](#) This unique and comprehensive program is an integrated university-transferable program that addresses historic and contemporary Aboriginal issues in Canada.

[Chinook Business Program](#)

[First Nations Education Services](#) Provides college orientation; counselling—educational, personal and career; advocacy and liaison with band/tribal administration, sponsoring agencies, community resources, college programs and/or services, etc.

Nicola Valley Institute of Technology

[Aboriginal Programs](#)

North Island College

[Aboriginal Education](#) Aboriginal students are welcome to see all of the college's educational advisors and counsellors. In addition, three Coordinators of Aboriginal Education are available to students of aboriginal descent.

Northern Lights College

[Aboriginal Services](#) Provides a shared place for all aboriginal students to socialize, hold special events, receive advocacy and support from the Aboriginal Education Coordinators (and fellow students).

[First Nations Human Services Worker](#) This page describes a program offered at Northern Light College, Chetwynd campus, leading to obtain a First Nations Human Services Worker Certificate.

Northwest Community College

[First Nations Land Stewardship](#) This program is offered by Northwest Community College in British Columbia, and incorporates traditional and contemporary approaches to land use planning and resource management for First Nations.

[First Nations Public Administration](#) The First Nations Public Administration Certificate program is a part-time, 30-credit program offered by British Columbia's Northwest Community College in partnership with the College's First Nations Council.

[First Nations Student Access](#) Provides consultation regarding personal and educational matters to First Nations students.

Okanagan College

[Aboriginal Programs](#) (See Aboriginal Health Worker Certificate) This page provides information about culturally relevant studies program intended for Aboriginal students of Okanagan College.

[Aboriginal Programs and Services](#) This webpage is a starting point to access information on all of the culturally specific programs and services that Okanagan College has to offer prospective, new and current Aboriginal learners.

[Aboriginal Student Services](#) Aboriginal Student Services are available to students for support, advice and referral to career or personal counseling, and assists in the development of cultural and social activities for Aboriginal students.

Selkirk College

[Aboriginal Services](#) The Aboriginal Advisor provides support to all prospective and current aboriginal students and works closely with staff, students and communities to enhance aboriginal learner's participation and success rate in Selkirk College programs.

[Associate of Arts Degree in First Nations Studies](#) (ONLINE) This page provides an overview of the two-year Associate of Arts Degree in First Nations Studies, offered at Selkirk College in British Columbia.

Vancouver Community College

[Aboriginal Students](#) This page from the Vancouver Community College describes the services offered to the Aboriginal students and provides contact information of the Aboriginal Academic Advisor.

Alberta Universities

Athabasca University

[Aboriginal Politics and Governments Centre for World Indigenous Knowledge and Research](#) This Centre exists within Athabasca University to address and achieve five goals, all related to academic needs of Indigenous scholars, nations, communities, institutions and organisations.

Concordia University College of Alberta

[Aboriginal UCEP](#) The goal of the program is to prepare learners with the prerequisites necessary for entry into post-secondary education.

[Academic Upgrading Programs](#) Designed to help students develop the skills and complete the courses needed for entry into most university, technical and college studies.

University of Alberta

[Aboriginal Capacity and Developmental Research Environments–Alberta Acadre Network](#) Develops a network of supportive research environments across Canada that will facilitate the development of Aboriginal capacity in health research.

[Aboriginal Health Care Careers Program–Faculty of Medicine and Dentistry](#) Aboriginal Health Care Careers Program is offered through the Faculty of Medicine and Dentistry at the University of Alberta.

[Aboriginal Law Students' Association](#) ALSA's goal is to increase awareness and understanding of Aboriginal legal issues and to provide a forum for students of University of Alberta who are interested in Aboriginal Law.

[Aboriginal Programs–Faculty of Education](#) This page lists Aboriginal programs at the University of Alberta's Faculty of Education.

[Aboriginal Student Services Centre](#) This page provides a handbook with information on programs and services offered by the Aboriginal Student Services Centre (ASSC) at the University of Alberta.

[BSc in Environmental and Conservation Sciences/BA in Native Studies–Faculty of Agricultural, Life and Environmental Sciences](#) This is the homepage for the BSc in Environmental and Conservation Sciences program at the University of Alberta; a combined BA in Native Studies degree is possible in conjunction with the ENCS program.

[Indigenous Law Program–Faculty of Law](#) Advises prospective students on admission procedures, admissions criteria, offers academic counselling for students enrolled in the LL.B. program, and provides career and employment counselling.

[School of Native Studies, The](#) Home page of the School of Native Studies which offers various resources to students: contacts, news and events, student centre, Internet resources, etc.

University of Calgary

[Aboriginal Applicants–Admission to the LL.B. Program–Faculty of Law](#) Aboriginal applicants are encouraged to apply to the Law program at the University of Calgary.

[International Indigenous Studies](#) Offered by members of the Faculties of Social Sciences, Communication and Culture, Fine Arts, Humanities, and Social Work as part of the Major in International Indigenous Studies or the Minor in Indigenous Studies.

[Native Centre, The](#) Provides a culturally appropriate environment that encourages and supports the success of Aboriginal students in their pursuit of knowledge and higher education.

University of Lethbridge

[First Nations' Governance major–Faculty of Management](#) The program will benefit Aboriginal students and their communities as graduates will be prepared to assist Aboriginal communities in analyzing their situations and building stronger societies.

[Native American Studies–Faculty of Arts and Science](#) Offers an excellent opportunity to study the Native perspective and how it relates to disciplines involving art, law, philosophy, politics, history, gender studies, ecology, business, customs, and language.

[Native Student Advising](#) An office dedicated entirely to advising native students is currently located in the University of Lethbridge’s Registrar’s Office and Student Services.

Bow Valley College

[Aboriginal Practical Nurse Diploma](#) Bow Valley College offers a certificate for the Aboriginal Practical Nurse Certificate program.

[Aboriginal Programs](#) This page describes various Aboriginal programs offered at Bow Valley College, which all place great emphasis on tradition, culture, and community.

Grande Prairie Regional College

[Early Learning & Child Care Program Introduction](#) Provides early childhood courses to individuals living in rural, Métis and native communities in Northern Alberta.

[Services for Aboriginal Students](#) The Friendship Cre at Grande Prairie Regional College offers a range of facilities and services for Aboriginal students, including a Aboriginal Liaison Coordinator and an Aboriginal student group.

Grant MacEwan College

[Aboriginal Education Centre](#) The centre provides students of Grant MacEwan College with a place to gather, to work and to grow in a community environment which reflects the distinctive cultures of Aboriginal peoples.

[Aboriginal Police Studies](#) This is the homepage for the Aboriginal Police Studies program at MacEwan College in Edmonton.

Keyano College

[Aboriginal Addictions Services Certificate](#) This Certificate offers enhanced educational opportunities to graduates of the Nechi Institute Advanced Counsellor Training Series.

[Aboriginal Addictions Services Diploma](#) This Diploma offers enhanced educational opportunities to graduates of the Nechi Institute Advanced Counsellor Training Series.

[Aboriginal Child and Family Services Certificate](#) Certificate that addresses the concerns of First Nations, Métis and Urban Natives as they respond to the redesign of Family and Social Services for children and families as well as the move by First Nations People to provide local control for social programs.

[Aboriginal Child and Family Services Diploma](#) Diploma that addresses the concerns of First Nations, Métis and Urban Natives as they respond to the redesign of Family and Social Services for children and families as well as the move by First Nations People to provide local control for social programs.

The Aboriginal Entrepreneurship Certificate is designed to allow individuals working in Aboriginal business settings to acquire business skills and knowledge without having to leave their jobs or relocate their families.

[Fort Chipewyan Campus](#) The Fort Chipewyan Campus of Keyano College offers adult education, college preparation, distance education, and occasional post-secondary programs.

Lethbridge Community College

[Aboriginal Students](#) Lethbridge College's mandate is to support and help Aboriginal and non-Aboriginal learners in achieving their career and personal goals.

Maskwachees Cultural College

[Maskwachees Cultural College](#) Private community college located within the Four Nations of Hobbema, Alberta, Canada that offers programs from Basic Adult Literacy, two year College Diplomas, to University Transfer programs.

Mount Royal College

[Aboriginal Education Program](#) The program is designed to meet the needs of Aboriginal students who are preparing to pursue either a College or University education.

[Iniskim Centre Native Student Centre](#) The Native Student Centre at Mount Royal College in Calgary provides social, cultural, academic and health support services for Aboriginal students.

NorQuest College

[Aboriginal Community Support Worker](#) With a focus on Aboriginal culture and traditional values, this program prepares you for entry-level positions in human service agencies.

[Aboriginal Policing and Security](#) This program is designed to help students meet the entrance requirements for Alberta policing agencies and for federal agencies such as the RCMP and Correctional Service of Canada.

[Aboriginal Programs and Services](#) NorQuest provides learners with a complete education that balances strong academic foundations with Aboriginal culture.

[Aboriginal Student Support Services](#) Describes the role of the support service providers: the Aboriginal Student Advisor and the Aboriginal Elder; and describes the Aboriginal Ceremonial Room.

[Aboriginal University Transition Program](#) In this two-year university transition program, Aboriginal students acquire the knowledge, skills, and attitudes required to be successful in a university undergraduate program.

[Ben Calf Robe Upgrading](#) The Ben Calf Robe Upgrading program is tailored to meet the needs of Aboriginal students by integrating Aboriginal content and traditions within the classroom.

[Practical Nurse with an Aboriginal Focus](#) This program prepares you to provide high-quality nursing care to clients in a variety of Aboriginal and non-Aboriginal health-care settings.

Northern Lakes College

[Northern Lakes College](#) Provides quality educational programs and services which enable adults to continue their education, to improve their employment opportunities, and to enhance their quality of life.

Portage College

[Native Artisans](#) Students learn from hands-on instruction in traditional and contemporary Aboriginal art forms, including hide tanning, fine arts and design, carving, beadwork, Native footwear, decorative arts, and sewing.

[Native Cultural Arts Instructor](#) Typically, graduates find work as Native arts and crafts instructors, cultural teachers, museum tour guides and presenters, and Native program coordinators.

Yellowhead Tribal College

[Yellowhead Tribal College](#) offers programs for Aboriginal students.

MANITOBA UNIVERSITIES

Brandon University

[Aboriginal and Visual Arts Department](#) Courses in Aboriginal Art cater to specific interests in developing art that is inspired by the arts of the Americas and gaining an understanding of the multitude of indigenous art forms.

[Brandon University Northern Teacher Education Program \(BUNTEP\)](#) Offers an opportunity for residents of Manitoba to enter an exciting career in teaching through a university that is an acknowledged leader in community-based teacher training.

[Classical and Modern Languages](#) This page from Brandon University describes the Classical and Modern Languages Program.

[Department of Native Studies](#) Brandon University was the first university in western Canada to found a Native Studies department, in 1975. They continue to be the leaders in innovative programming. This program was formulated using First Nations and Aboriginal holistic approaches to counselling, healing and community, and now incorporates Aboriginal culture and language values.

[Program for the Education of Native Teachers \(PENT\)](#) Community-based teacher education program that allows students to combine paraprofessional work in their community schools from September to April with courses at Brandon University from April to July.

[Bourses d'études pour les étudiantes et les étudiants autochtones du Business Council of Manitoba](#) (In French Only) The Business Council of Manitoba awards yearly scholarships to Aboriginal students, of up to 3000\$ for university students and of up to 1500\$ for college students.

University of Manitoba

[Aboriginal Business Education Program](#) ABEP provides academic, financial, professional and personal support to Aboriginal students wanting to complete a degree in the I.H. Asper School of Business at the University of Manitoba.

[Aboriginal Focus Programs–Extended Education](#) Creates paths of choice in post-secondary education based on Indigenous world views, in partnership with Indigenous peoples and communities.

[Aboriginal Student Centre](#) This page from the Aboriginal Student Centre lists the cultural services provided, the upcoming events, the programs available, and provides contact information of various Aboriginal related programs and services.

[Access Programs–Extended Education](#) These programs sponsor university studies at the degree level to persons who have traditionally not had the opportunity for such experience.

[Centre for Aboriginal Health Research](#) The Centre is a joint initiative of the Assembly of Manitoba Chiefs, the Faculty of Medicine at the University of Manitoba, and the Foundations for Health.

[Department of Native Studies](#) The Department of Native Studies is committed to holistic teaching and research that examines the evolving story of the First Peoples.

University of Winnipeg

[Aboriginal Based Courses](#) This page from the University of Winnipeg provides a list of Aboriginal Based Courses available.

[Aboriginal Spirituality, Culture and History Certificate Program: Walking the Red Road–Division of Continuing Education](#) This program is designed to reverse the negative effects of

colonization, contribute to the healing of the participants and educate students on Aboriginal spirituality, culture, and history.

[Aboriginal Student Services Centre](#) Establishes bridges between students' cultural backgrounds and the culture of the university, and between their remote home communities and the home they establish in the city while pursuing their education.

[Native Studies Links to Resources–University of Winnipeg Library and Information Services](#)
This Guide provides a starting point for materials on Native Studies.

Assiniboine Community College

[Aboriginal Community Development–Economic Stream](#) The two-year Aboriginal Community Development program focuses on building and maintaining resources in communities so that they are self-sufficient and healthy places to live and work.

[Aboriginal Community Development–Social Stream](#) This two-year program at Assiniboine Community College focuses on building and maintaining resources in communities so that they are self-sufficient and healthy places to live and work.

[Aboriginal Students](#) This page from the Services for Aboriginal Students links to the Aboriginal Services Staff, the Cultural Centre, the Cultural Events and Activities and the Elders Program.

Red River College

[Aboriginal Education](#) The School of Indigenous Education works cooperatively with the community, students, and staff to ensure Aboriginal students have access to the supports and services needed to successfully complete their program at Red River College.

[Aboriginal Student Support and Community Relations](#) Works cooperatively with the community, students, and staff to ensure Aboriginal students have access to the supports and services needed to successfully complete their program at Red River College.

University College of the North

[Student Life](#) Information and links to different Aboriginal student centres located on the University College of the North's campus.

Ontario Universities

Algoma University College

[Anishinaabemowin \(Ojibwe\) and Indigenous Studies](#) The Bachelor of Arts in Anishinaabemowin is a unique degree program offering basic to advanced level instruction in the Ojibwe language, history and culture.

[Community Economic and Social Development \(Certificate\)](#) This innovative, interdisciplinary honours program combines economic and social approaches to community development.

[Indigenous Students](#) This page provides information on programs, services and organizations for indigenous students at Algoma University College in Sault Ste. Marie, Ontario.

[Interdisciplinary Indigenous Learning Certificate \(one year\)](#) Provides an overview of the one-year Certificate in Interdisciplinary Indigenous Learning, offered at Algoma University College, including course descriptions.

Brock University

[Aboriginal Education Council–Student Development Centre](#) Serves the educational needs of the Aboriginal Students at Brock University, in particular culturally appropriate programs, hereby affirming Aboriginal Sovereignty as First Nations Peoples.

[Aboriginal Student Services–Student Development Centre](#) Helps all Aboriginal students, including Native, Inuit, and Métis, make the transition to the Brock University community.

[Tecumseh Centre for Aboriginal Education and Research \(Native Teacher Education Programs\)–Faculty of Education](#) Strengthens knowledge of Aboriginal culture and language in both the Native and non-Native communities. Their courses and programs are open to all interested students.

Carleton University

[Aboriginal Enriched Support Program](#) The aims of the AESP are: to provide access to post-secondary education for Aboriginal students; for participants to have a successful entrance to university studies; for participants to feel respected as Aboriginal students within the ESP and greater Carleton communities.

[Centre for Aboriginal Culture and Education–Equity Services](#) Works to provide support for Aboriginal members of the University community including specialized peer and motivational counselling for Aboriginal students and staff, and, when resources permit, offers an Elder-on-Campus program.

[Indigenous Languages–School of Linguistics and Applied Language Studies](#) This page provides basic information on the Inuktitut language, and links to course listings of indigenous languages taught at Carleton University.

Lakehead University

[Aboriginal Cultural and Support Services](#) ACSS's goal is to provide a culturally supportive environment to all Aboriginal students of Lakehead University. It offers various services such as administrative, academic, individual, cultural, and transitional support.

[Aboriginal Programs Office of Aboriginal Initiatives](#) Provides leadership in Aboriginal affairs and advances, within the University community, an understanding of Aboriginal culture, heritage and language through activities which heighten the awareness of Aboriginal issues and identity.

Laurentian University and Lakehead University

[Northern Ontario School of Medicine](#) Educates skilled physicians and undertakes health research suited to community needs. In fulfilling this mission NOSM will become a cornerstone of community health care in Northern Ontario.

Laurentian University

[Native Style \(Programs and Services\)](#) Native Style is the student services department at Laurentian University.

McMaster University

[Aboriginal Students Health Sciences Office](#) McMaster University's Native Students Health Sciences Office offers a variety of services, including: career counselling, assistance with admissions; and removing barriers for Aboriginal students in health sciences programs.

[Indigenous Health Research Knowledge Transfer Network](#) This network is an extension of IHRDP, focused on developing a core group of researchers, community organizations, policy-makers and community members interested in Aboriginal health in Ontario.

[Indigenous Studies](#) Recruits and assists Indigenous students in obtaining a degree in their area of interest; increases awareness of Indigenous cultures and issues; works collaboratively with Native communities.

Nipissing University

[Aboriginal Services](#) Provides individual assistance to Aboriginal students as well as facilitates group orientation sessions on various subjects such as academic planning, budgeting, scholarships, bursaries, etc.

[Aboriginal Teacher Certificate Program](#)

[Native Classroom Assistant Diploma Program](#)

[Native Special Education Assistant Diploma Program](#)

[Native Studies](#)

Queen's University

[Aboriginal Teacher Education Program, The](#) The Aboriginal Teacher Education Program (ATEP) at Queen's University Faculty of Education is a unique program track, which provides an opportunity for candidates to specialize in Aboriginal education.

[Four Directions Aboriginal Student Centre](#) Enhances the development and well-being of the Queen's University Aboriginal Community and welcomes and encourages all students to develop an awareness and appreciation of the Aboriginal experience in Canada.

[Weeneebayko Health Authority, Moose Factory–Department of Family Medicine](#) Through this program final year medical student from Queen's University can spend a portion of their clinical training in Moose Factory, and Queen's also provides regular consultant visits in several specialties.

Ryerson Polytechnic University

[Aboriginal Student Services](#) Ryerson University Aboriginal Student Services delivers cultural and academic services to its Aboriginal student population.

Six Nations Polytechnic

[Six Nations Polytechnic](#) Six Nations Polytechnic is devoted to facilitating the will and determination of our community to maintain an environmentally friendly world through education, training and research.

Trent University

[Frost Centre for Canadian Studies and Native Studies](#) Trent University's Frost Centre for Canadian Studies and Native Studies aids interdisciplinary scholarship on a broad range of thematics related to Canadian Studies and Native Studies.

[Indigenous Studies](#) Indigenous Studies brings the richness and depth of indigenous cultures and knowledge to your classroom.

[Indigenous Studies Ph.D. Program](#) The Indigenous Studies Ph.D. Program at Trent University brings together Aboriginal and non-Aboriginal students to study the historical, cultural and contemporary situation of Aboriginal peoples.

University of Guelph

[Aboriginal Resource Centre](#) The Aboriginal Resource Centre at the University of Guelph provides a culturally supportive environment that promotes academic excellence and the intellectual, spiritual and emotional development of Aboriginal students.

[Aboriginal Student Association, The](#) Provides a culturally supportive environment, promotes academic excellence and aims to develop mutually productive relationships between the University of Guelph and the Aboriginal community.

University of Ottawa

[Aboriginal Health Program–Faculty of Medicine](#) This is the site for the Aboriginal Health Program at the Faculty of Medicine, University of Ottawa, including links and documentation.

[Aboriginal Legal Services Division–University of Ottawa Community Legal Clinic](#) Strives to ensure that Aboriginal people have meaningful access to the justice system, and that they are treated fairly, equitably, and with respect when they come into contact with the justice system.

[Aboriginal Resource Centre, The](#) Develops initiatives that support and benefit the Aboriginal students. The ARC also promotes strong working relationships with government agencies, as well as with Aboriginal communities and organizations.

[Aboriginal Studies–Faculty of Arts](#) Provides a firm general-knowledge base while also focusing on Aboriginal history, philosophy, religions, cultures and arts, and on the languages of Canadian and North American Aboriginal peoples.

[Indilex–The Indigenous Law Database](#) This University of Ottawa database provides an extensive collection of information and links involving international and country specific indigenous legislation.

[Native Teacher Education Program](#) (B.Ed.) The Native Teacher Education Program, is offered part-time over two-years and combines in-school work, distance education and practice teaching.

University of Sudbury

[Department of Native Studies](#) The Department of Native Studies works under the guidance of the Laurentian University Native Education Council in developing programmes that address First Nations community needs.

University of Toronto

[Aboriginal Education Survey–Ontario Institute of Studies in Education](#) The survey is part of a research study titled Aboriginal post-secondary participation, access and persistence in Ontario and is intended to improve post-secondary programs for Aboriginal students.

[Aboriginal Studies Program–University College Programs–Faculty of Arts and Science](#) Focuses on the languages, cultures, histories, creativity and well-being of Indigenous Peoples and on their knowledge within Canada and globally.

[First Nations House](#) FNH is not only the home of Aboriginal U of T students, it also provides a link to Toronto's Aboriginal community, allowing others in the university to learn and network.

[Indigenous Law Journal](#) The Indigenous Law Journal is a student-run legal journal from the University of Toronto that exclusively publishes articles regarding Indigenous legal issues.

University of Waterloo

[Aboriginal Education Centre](#) This site is designed to help you find information and resources to make your academic career at the University of Waterloo as productive and enjoyable as possible.

University of Western Ontario

[First Nations Studies Program](#) This site features the First Nations Studies Program at University of Western Ontario, providing course descriptions as well as links and resources for Aboriginal students.

[Indigenous Services – Student Development Services](#) Offers counselling services and programs to First Nations, Métis and Inuit students in an encouraging and supportive environment.

[Aboriginal Education Centre – Turtle Island House](#) Turtle Island Aboriginal Education Centre was created in 1992 with the mandate of ensuring services and Programs to meet the needs of Aboriginal students in a culturally supportive atmosphere

Wilfred Laurier University

[Aboriginal Student Services – Brantford Campus](#) This page provides information about help and services offered to aboriginal students of Wilfred Laurier University in Brantford, including financial support and internship opportunities.

[Aboriginal Studies – Faculty of Social Work](#) This page provides an overview of the new Aboriginal Field of Study at Wilfred Laurier University, including admission requirements, course schedule and descriptions.

[Indigenous Studies – Brantford Campus](#) This page provides information on the classes offered as part of the Indigenous Program Minor at Wilfred Laurier University.

York University

[Aboriginal Students' Association at York](#) ASAY provides a positive atmosphere and activities; emotional, social and spiritual guidance; a cultural basis to maintain balance; resourceful info and people.

Algonquin College

[Aboriginal Studies–General Arts and Science](#) This page describes the two different programs offered under the Aboriginal Studies: One-Year Certificate Program, Two-Year Diploma Program.

[Mamidosewin Centre](#) Provides a warm, supportive and welcoming environment along with opportunities for career, academic and personal counselling, as well as traditional healing, meeting with elders, attending socials and educational workshops.

Cambrian College

[Cambrian Native Students' Association](#) (CNSA) The aims and objective of CNSA are to represent all Cambrian College students who have an interest in First Nations culture, association and economy; to unite and maintain communication between First Nations students and support them.

[Wabnode Institute](#) Committed to the development, and delivery of holistic educational programs suited to the aspirations of First Nations People through programs and services that recognize the special Heritage and Culture of First Nations People.

Canadore College

[Aboriginal Learning Unit](#) Offers cultural relevancy within post-secondary programming combined with integration and articulation of post-secondary programs to increase student opportunities for dual diplomas, certificates and/or specialization and employment options for our graduates.

[Aviation Pilot–Fixed Wing–Aboriginal Program](#) The FNTI Aviation Diploma program is the only indigenous, post-secondary program of its kind in Canada and provides an opportunity for Aboriginal learners to become qualified as professional pilots.

[General Arts and Science Program](#) The one-year Aboriginal General Arts and Science program at Canadore College in North Bay, Ontario is part of the college's preparatory General Arts and Science program.

[Indigenous Wellness and Addictions Prevention Program](#) Through the promotion of personal and spiritual growth within the healing process, students will acquire the ability to address their own needs and those of individual clients or groups.

Conestoga College Institute of Technology and Advanced Learning

[Aboriginal Services](#) (PDF) This document is a short welcome message from the Counsellor for Aboriginal students at Conestoga College, inviting people to take advantage of the resources and services provided.

Confederation College

[Negahneewin College of Indigenous Studies](#) Provides links to the programs: Indigenous Leadership and Community Development (Applied Degree) (4 yrs), Aboriginal Law and Advocacy (2 yrs), Aboriginal Transition (1 yr).

Fanshawe College

[First Nations Centre](#) Provides academic services, social, cultural, and recreational activities as well as a comfortable atmosphere for our First Nations students.

Fleming College

[Aboriginal Education Services at Fleming](#) Offers activities such as Talking Circles and special ceremonies, socials, Pow-wows, and educational and personal counselling. Facilities include an Aboriginal Library and a Aboriginal Student Lounge with fully networked computers.

Georgian College

[Aboriginal Pre-Health Sciences](#) This one-year certificate program is designed to assist students, both Aboriginal and non-Aboriginal, find a health science program that best suit their needs.

[Anishnabe Education and Training Circle](#) Addresses the spectrum of matters affecting Anishnabe post-secondary education in order to ensure that the Seven Generations hereafter will have culturally appropriate and Anishnabe controlled post-secondary education available to them.

[Native Community and Social Development Program](#) The Native Community and Social Development program is focused on the planning, development, evaluation and administration of social/health care services within the Native community.

[Native Community and Social Development-The Library Commons](#) Selected library and Internet resources compiled by Library subject specialists pertaining to Native community and social development.

[Shki-Miikan Foundation Year](#) This program is designed to enhance the Native student's sense of cultural identity, develop a solid academic base, assess education/career options and develop self-management skills.

Lambton College

[First Nations Students' Centre](#) Welcomes all students from every walk of life and focuses on helping and servicing student's needs.

Loyalist College of Applied Arts and Technology

[Aboriginal Resource Centre](#) Ensures appropriate support for Native students on campus and acts as a liaison between College administration, Native communities and government agencies.

Mohawk College of Applied Arts and Technology

[Aboriginal Programs and Services](#) The Aboriginal Education Council of Mohawk College ensures access to and the delivery of quality programs and services in an environment designed to contribute to the well-being of Aboriginal Peoples.

Niagara College

[First Nations Student Services](#) Committed to addressing the spectrum of components comprising Aboriginal Education, so that it may ensure that the seven generations hereafter, of our People, will have Aboriginal culturally appropriate and controlled education available to them.

Northern College of Applied Arts and Technology

[Aboriginal Early Childhood Education Apprenticeship Program](#) The Aboriginal Early Childhood Education Apprenticeship Program at Ontario's Northern College includes in-school and apprenticeship components, and leads to certification as Aboriginal Early Childhood Educator.

[Aboriginal Programs](#) Ontario's Northern College offers the following Aboriginal Programs: Carpenter, Cree Translation, General Arts and Science, Introductory Management, Personal Support Worker, and Teacher Assistant.

[Native Clothing and Crafts Artisan Apprenticeship](#)

[Native Residential Construction Worker Apprenticeship Program](#) The Native Residential Construction Worker Apprenticeship Program at Ontario's Northern College consists of in-school and apprenticeship components, and helps students become skilled in all aspects of residential and commercial construction.

[Student Services: Aboriginal Services](#) Home page of the Aboriginal Services which describes programs and services available to Aboriginal students at the Northern College.

Sault College of Applied Arts and Technology

[Native Education](#) Home page of the Native Education, which offers various links to different Aboriginal college programs.

Seneca College of Applied Arts and Technology

[Aboriginal Student Services](#) Demonstrating continued support for Aboriginal students over the years Seneca College provides a variety of services and resources such as the Aboriginal Resource Area, and an Aboriginal Services Consultant.

St. Clair College

[Aboriginal Student Centre Services](#) Home page of the Aboriginal Student Centre Services which links to programs, services and funding.

NEW BRUNSWICK UNIVERSITIES

St. Thomas University

[Native Studies](#) Provides both Native and non-Native students with an opportunity to explore the cultural, historical, and contemporary issues of Native people of North America.

University of New Brunswick

[Aboriginal Category–Faculty of Law](#) Improves access to legal education and the legal profession for persons of Indian, Métis and Inuit background, and increases the social and cultural diversity of the school and legal profession.

[Mi'kmaq–Maliseet Institute](#) The Institute promotes the professional growth and self-determination of the First Nations through its programs, services and research.

PRINCE EDWARD ISLAND

University of Prince Edward Island

[Faculty of Education](#)

NOVA SCOTIA UNIVERSITIES

Cape Breton University

[Mi'kmaq College Institute](#) Allows Mi'kmaq students, educators, scholars, and researchers of Mi'kmaq cosmology to establish a curriculum and research agenda which contributes to the achievement of the educational and community goals set by the Mi'kmaq communities.

[Mi'kmaq Resource Centre](#) Repository of documents available for use by Cape Breton University Students, Mi'kmaw schools and educational institutions, Mi'kmaw social and cultural organizations, Mi'kmaw justice organizations, individuals interested in Mi'kmaw issues.

[Mi'kmaq Studies](#) Mi'kmaq Studies are designed to familiarize Aboriginal and non-aboriginal students with Mi'kmaq history, language, culture, traditions and socio-economic development of the Mi'kmaq First Nation.

[Toqwa'tu'kl Kijijitaqnn/Integrative Science](#) You will find information about Cape Breton University's innovative MSIT courses which bring together conventional western science knowledge and understandings from the holistic world views of Aboriginal peoples.

Dalhousie University

[Atlantic Aboriginal Health Research Program–School of Social Work](#) The Atlantic Aboriginal Health Research Program at Dalhousie University's School of Social Work works to increase Aboriginal health research capacity.

[Indigenous Blacks and Mi'kmaq Initiative–Law School](#) Contact information of the Indigenous Blacks & Mi'kmaq Initiative at Dalhousie Law School.

Saint Mary's University

[Aboriginal Student Advisor](#) The Aboriginal Student Advisor provides information, support, education and referrals to prospective, new and returning Aboriginal Students at Saint Mary's University in Halifax, Nova Scotia.

St. Francis Xavier University

[Aboriginal Student Services](#) The Aboriginal Homepage offers links to organizations and resources of interest to Aboriginal students at St. Francis Xavier University in Antigonish, Nova Scotia.

University of King's College

[Native Education Counsellor](#) Located at Henson College, Dalhousie University, the Native Education Counsellor for the Confederacy of Mainland Mi'kmaq is available to all post-secondary students in Metro Halifax.

NEWFOUNDLAND AND LABRADOR UNIVERSITIES

Memorial University of Newfoundland

[Aboriginal Studies Minor–Faculty of Arts](#) La mineure en études autochtones est un programme multidisciplinaire offert aux candidats inscrits au Baccalauréat ès Arts de la Memorial University of Newfoundland.

[Bachelor of Education \(Native and Northern\)](#) The Program was established at Memorial University in 1978 and was intended to produce qualified teachers and teacher assistants from the Inuit and Innu populations in Labrador.

[Native Liaison Office](#) The Native Liaison Office is an education counselling service for aboriginal students attending post-secondary institutions in the St. John's area.

APPENDIX E

[Policy Background Paper](#), First Nations Education Steering Committee (FNESC)

APPENDIX F

[Report on Aboriginal Community Outreach Initiative](#), Han Martin & Associates