

Current Work

Taking Count...

The Data Working Group is examining Aboriginal self-identity wording posed on post-secondary application forms, particularly with the Post-Secondary Application Service of British Columbia (PASBC), Canada's first Internet application-for-admission service that is accepted by 23 of BC's post-secondary institutions. Partners are also working to identify various Aboriginal data performance measures that help indicate Aboriginal participation, retention and success in post-secondary education.

Finding the Funding...

The Funding Working Group is gathering links to various funding sources to support students pursuing upgrading, post-secondary education or the trades. The group will look to links such as the British Columbia First Nations Coordinators' Handbook (<http://www.aved.gov.bc.ca/aboriginal/bcfnhb/pdf/BCFNCH-Full.pdf>).

As well, in the coming months the Funding Working Group will expand their mandate to examine Aboriginal post-secondary education funding across governments, ministries, programs and other sources and to identify gaps and overlaps in

order to provide recommendations on how the Partners can collectively address challenges.

A 'Made in BC' Approach...

Based on the Key Priorities (below), the Partners have developed a draft strategy identifying four areas of focus:

1. Student support;
2. Support for Community Post-Secondary Coordinators/Administrators;
3. Institutional Support (including program and student support services); and
4. Data.

This draft will evolve as further consultations, pilot projects and other environmental changes occur. To view the draft, visit the Partners' website (above) to see the draft.

More News...

Learn more about **First Nations education jurisdiction** for on-reserve K-12 education at www.fnesc.ca - an exciting development! Follow the link to Jurisdiction....

Also read more about the Partners' ongoing support of the **Developmental Standard Term Certificate** online...

Key Priorities *(rev. June 9/06)*

1. Support activities that reduce the barriers to and increase opportunities for Aboriginal students to access post-secondary education and training by promoting:

- student transitions from K-12 to post-secondary education and training;
- transitional programming required to support the Aboriginal students, including returning mature students;
- the delivery of Aboriginal bridging and ABE programs that are designed for Aboriginal learners;
- increased levels of funding to allow Aboriginal students access to post-secondary opportunities;
- greater access to post-secondary education through community based delivery and alternate delivery models;
- the availability of mentors and role models for Aboriginal students; and
- institutional support.

2. Increase the retention and graduation rates of Aboriginal post-secondary education learners by promoting:

- a reasonable level of funding for Aboriginal student support, including daycare, transport, tutoring, etc.;
- a greater level of funding for institutional support for Aboriginal learners;
- the availability of mentors and role models, including Elders in Residence;
- increased student support services for

Aboriginal students;

- the hiring of Aboriginal individuals as faculty, staff; and other positions of influence within the system;
 - the development of more Aboriginal-specific content for the Aboriginal post-secondary curriculum, including Métis content;
- #### 3. Increase the collection and use of data to guide improvements for Aboriginal learners in the post-secondary arena by:
- promoting the value of reliable data collection and usage in the post-secondary arena;
 - identifying where data gaps exist; and
 - recommending the improvement of data collection to support monitoring and planning efforts.

4. Encourage discussion and identification of the issues of racism at a macro level and identify best practice/initiatives to address the issues of racism within the post-secondary education institutions.

5. Foster the development of more equitable partnerships between public post secondary institutions and Aboriginal post-secondary institutions.

6. Promote career awareness and increase access to information for all fields of study and employment opportunities, including the trades.

The Partners commit to review and revise these Key Priorities on an ongoing basis.

The Partners

MoU Signatories

First Nations Education Steering Committee
First Nations Summit
Strategic Action Committee
Métis Nation BC
United Native Nations Society
Indian and Northern Affairs Canada (INAC)
Ministry of Advanced Education - Aboriginal Programs
University Presidents' Council of BC
University College Presidents
British Columbia College Presidents
Indigenous Adult and Higher Learning Association

Members

BC AHRDA Society
Ministry of Education – Aboriginal Education Enhancements Branch
Ministry of Economic Development
Service Canada
Ministry of Aboriginal Relations and Reconciliation

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