

---

Appendix D

---

**TRAINING AND EMPLOYMENT DEVELOPMENT  
NBCC/CCNB NETWORK**

**ABORIGINAL TRAINING AND SERVICE DELIVERY**

**FINAL REPORT**

**TENDER # 9335066**

**BY:**

**HAN MARTIN ASSOCIATES**

**P.O. BOX 354, STATION A**

**FREDERICTON, N.B., E3B 4Z9**

**TEL: (506) 455-2881**

**FAX: (506) 455-3169**

**E-MAIL: [hanmar@nbnet.nb.ca](mailto:hanmar@nbnet.nb.ca)**

# TABLE OF CONTENTS

<b>Executive Summary</b> .....	i
<b>1.0 Introduction</b> .....	1
<b>2.0 Background</b> .....	1
2.1 NBCC/CCNB Network.....	2
2.2 Project Objectives .....	3
<b>3.0 Phase 1 - Survey</b> .....	4
3.1 Methodology .....	4
3.1.1 Literature Review .....	4
3.1.2 Telephone Interviews .....	4
3.1.3 Data Analysis and Summary .....	6
3.1.4 Limitations of Study .....	6
3.2 Findings .....	7
3.2.1 Demographic Knowledge.....	7
3.2.2 Socio-Economic Need of First Nation Communities.....	7
3.2.3 Models and Best Practices within the NBCC/CCNB Network.....	7
3.2.4 Delivery Methods .....	9
3.2.5 Programs .....	11
3.2.6 Seat Allocation Policy.....	11
3.2.7 Self-Identification .....	13
3.2.8 Activities That Have Not Worked .....	13
3.2.9 Challenges and Strengths of ATSD .....	14
3.1.10 Challenges Faced by Aboriginal Students.....	15
3.2.11 Funding .....	16
3.2.12 Communications Between NBCC/CCNB and Aboriginal Communities.....	17
3.2.13 Partnerships and Cooperation .....	18
3.2.14 Issues and Challenges Faced by NBCC/CCNB Respondents.....	18
3.2.15 NBCC/CCNB Staff Development .....	18
3.2.16 Success Indicators.....	19
3.3 Top Issues .....	19
3.3.1 Attracting Aboriginal Students/Marketing .....	20
3.3.2 Admissions and Recruitment of Aboriginal Students .....	20
A. Self Identification .....	20
B. Seat Allocation Policy .....	21
3.3.3 Retention of Aboriginal Students.....	21
A. Programs .....	21
B. Inclusive Environments.....	22
C. Student Services.....	22
3.3.4 Funding for Students.....	22
A. INAC Funding Issue .....	23
B. Training Funds.....	23
C. Aboriginal Students.....	23
3.3.5 Payments for Training.....	23
3.3.6 Staff Development .....	24
3.3.7 Competition.....	24
3.3.8 Business Development and Strategic Partnerships .....	24

<b>4.0 Phase 2 – Workshop .....</b>	<b>24</b>
4.1 Methodology and Workshop Process .....	25
4.2 Workshop Recommendations and Action Plans for Top Issues .....	26
<b>5.0 Discussion and Recommendations .....</b>	<b>29</b>
5.1 Phase 3 – Report Methodology.....	29
5.3 General Comments.....	30
5.3 Attracting Aboriginal Students and Marketing.....	31
5.4 Admissions and Recruitment of Aboriginal Students.....	33
5.4.1 Self-Identification.....	34
5.4.2 Seat Allocation Policy.....	35
5.5 Retention of Aboriginal Students.....	37
5.5.1 Programs .....	38
5.5.2 Inclusive Environments.....	40
5.5.3 Student Services .....	41
5.6 Funding and Financial Issues .....	44
5.6.1 INAC Student Funding .....	44
5.6.2 Training Funds.....	46
5.6.3 Student Issues .....	47
5.6.4 Payments for Contract Training.....	48
5.7 Staff Development .....	49
5.8 Business Development and Strategic Partnerships .....	50
5.9 Best Practices.....	55
5.10 Indicators .....	55
5.11 Other Considerations.....	57
5.11.1 Integration into NBCC/CCNB Business Planning.....	57
5.11.2 Adequate Resourcing .....	58
5.11.2 ATSD Coordination and Accountability .....	58
<b>6.0 Conclusion.....</b>	<b>59</b>
<b>7.0 Bibliography .....</b>	<b>61</b>

**Appendices:**

- A: Survey Questionnaires
- B: List of Individuals who participated in the Survey
- C: Workshop Agenda
- D: Workshop – Materials and Handouts
- E: Workshop Action Plans
- F: List of Workshop Participants
- G: Workshop Evaluations

# EXECUTIVE SUMMARY

## BACKGROUND INFORMATION

The Province of New Brunswick has made a commitment to increasing economic growth and opportunities through a number of policy statements, such as *New Brunswick's Prosperity Plan*, the *Quality Learning Agenda* and *Quality Post-Secondary Opportunities*. *Quality Post-Secondary Opportunities* outlines the province's plans to increase post-secondary education and training opportunities in the province and includes a commitment to explore retention and completion strategies for Aboriginal students.

With a view to meeting its commitments to improving retention and completion strategies for Aboriginal students, NBCC/CCNB undertook an internal exercise to improve Aboriginal Training and Service Delivery (ATSD). This report summarizes the process and findings of this three-part exercise, which consisted of a survey, a one-day workshop for NBCC/CCNB staff and finally the preparation of this report that summarizes the project's components, findings and recommendations.

## FINDINGS OF PHASE I – SURVEY

Interviews were conducted with 60 key NBCC/CCNB staff, Aboriginal officials, provincial and federal stakeholders and Aboriginal students. The sample was not a representative sample but the survey provides insights into improving ATSD. The use of the survey findings should be for the purposes of improving ATSD within the NBCC/CCNB college system.

### **Demographic Knowledge**

Most NBCC/CCNB Network respondents were familiar with the First Nation communities in their region, but with only a few exceptions, they were mostly unaware of the demographic trends of this population.

### **Socio-Economic Needs of First Nation Communities**

Aboriginal Officials and Stakeholders participating in the survey felt there is a connection between community college training delivery and the socio-economic needs of First Nation communities and the Aboriginal population off-reserve. These respondents also agreed that NBCC/CCNB could potentially play an important role in meeting these needs, but current programs, in terms of their structure, content and delivery, do not effectively meet the socio-economic needs of the Aboriginal population.

### **Models and Best Practices within the NBCC/CCNB Network**

NBCC/CCNB Network respondents as well as Aboriginal Officials and Stakeholders presented many and various examples of models and best practices within the NBCC/CCNB Network which have been successful in meeting the training and service delivery needs of Aboriginal students and communities. Almost all of these examples were contract training projects offered directly in First Nation communities and were

either partially or completely tailored to the client's needs and particular circumstances in terms of scheduling, culture, learning styles and rhythm of the community. Examples of cooperation and cost sharing efforts between Aboriginal organizations and communities were recognized as best practices.

### **Delivery Methods**

Contract training offered in a First Nation community was seen as the best delivery model to meet Aboriginal student and community needs by Aboriginal Officials and provincial and federal Stakeholders. On campus regular training was the second preferred delivery method amongst almost all respondents while many also recognized co-op programs and internships as good delivery methods because of their hands-on, practical approach. E-learning and distance education were generally not seen as very effective for this group.

### **Programs**

Aboriginal Officials and Stakeholders, as well as Aboriginal Students were asked which programs they felt would be of particular interest/benefit to Aboriginal students and communities. Programs in natural resources – forestry and fisheries – as well as in the trades, were seen as important in meeting the needs of Aboriginal communities.

### **NBCC/CCNB's Seat Allocation Policy (SAP)**

Knowledge of the policy among most respondents was not very high and quite vague. A few Aboriginal officials participating in the survey questioned and critiqued some aspects of the policy, outlining that they were unclear about the policy; how it was applied; whether it would actually be a detriment for Aboriginal students to apply using the SAP; and, noting that the deadline for application was incompatible with First Nation funding cycles.

### **Self-Identification**

NBCC/CCNB Network respondents not very clear on how NBCC/CCNB tracked Aboriginal students but were aware that self-identification had to happen on a voluntary basis because of human rights codes. There was value seen in accurate tracking of Aboriginal presence in the NBCC/CCNB system, both in the regular programming and in contract training, recognizing that this can influence decisions on student services issues, programming issues and funding.

### **Activities that have not worked**

NBCC/CCNB respondents as well as Aboriginal Officials and Stakeholders listed several activities that have not met the training and service delivery needs of Aboriginal, individuals and communities, such as:

- The Aboriginal Seat Allocation Policy;
- Regular on-campus training;
- Marketing and promotion strategies;
- A lack of strategic planning on the part of NBCC/CCNB as well as on the part of the Aboriginal community.

## **Challenges and Strengths of ATSD**

NBCC/CCNB respondents and Aboriginal Officials and provincial and federal Stakeholders were asked to comment on the challenges affecting Aboriginal training and delivery service as well as its strength. Challenges listed by respondents included

- Funding – contract training and regular on-campus students;
- Lack of cultural awareness in the NBCC/CCNB Network in terms of inclusiveness as well as Aboriginal learning styles;
- Admission requirements and upgrading needs;
- Recognition of the fact that some social problems may be more acute in Aboriginal communities than in the general population;
- The reluctance of Aboriginal people to move away for training or employment opportunities;
- The need to link the training to stable, long term employment opportunities;
- In terms of contract training, the small number of students available for any one program.

Many strengths were attributed to the NBCC/CCNB Network with respect to providing training generally, and to the Aboriginal population:

- Ability to offer a wide range of programs in English and French;
- Smaller class sizes;
- Access to university education through transition courses;
- Expertise in adult education;
- Cost effective, high quality training;
- Ability to offer custom designed training;
- Aboriginal Seat Allocation Policy;
- Proximity of campuses to First Nations;
- Support services;
- Support from the provincial government;
- Recognition of NBCC/CCNB within government and industry;
- Good information technology infrastructure.

## **Challenges faced by Aboriginal students**

Both NBCC/CCNB Network staff and Aboriginal Officials felt that Aboriginal students faced cultural challenges, lack of academic preparedness, and practical challenges related to relocation. None of the Aboriginal student respondents experienced major challenges. However, even though NBCC/CCNB officials made efforts to provide as complete a list as possible, students who were not successful in being accepted into programs and several students who had discontinued from programs were not included in the survey because of the challenges associated with accurate tracking of Aboriginal students.

## **Funding**

### Regular on-campus programs

Most of the NBCC/CCNB Network staff had the impression that funding for college or university studies is not a problem for Aboriginal students/communities. Aboriginal Officials outlined that there is now a higher demand than there are funds available. There

is also a lot of ambiguity concerning the directives and criteria placed on INAC post-secondary funding.

### Contract training

Contract of training is seen as the best delivery method for Aboriginal students. However, across the board, respondents acknowledged that contract training is quite expensive to deliver, both for NBCC/CCNB Network and for Aboriginal communities.

### **Communication between NBCC/CCNB Network and Aboriginal communities**

The majority of NBCC/CCNB respondents indicated they did not systematically communicate with Aboriginal officials in First Nation communities. There was a clear consensus among these respondents that direct, personal, face-to-face contacts were the most efficient methods in establishing working relationships.

Aboriginal Officials' answers ranged from having excellent working relationships to, *"The only way the NBCC communicates information is through an ad in the newspaper or when we owe them money."*

### **Partnerships and Cooperation**

Aboriginal officials and federal/provincial stakeholders all expressed an interest and willingness to partner and collaborate for the benefit of Aboriginal students. In addition, a few First Nation communities clearly stated their interest in having a branch of the NBCC in their community.

### **Issues and Challenges faced by NBCC/CCNB respondents**

A minority of NBCC/CCNB respondents expressed facing challenges in regard to Aboriginal training and service delivery, listing challenges as increasing Aboriginal participation in NBCC/CCNB programs, obtaining payment for contract training and the lack of time and resources to properly follow through on this file.

### **NBCC/CCNB Staff Development**

NBCC/CCNB Network staff generally expressed an interest in receiving cultural awareness training as well as more information on the First Nation communities and Aboriginal people in New Brunswick.

### **Success Indicators**

Survey respondents provided examples of measurable targets such as retention rates, placement rates into the labour force. They also expressed a need for indicators that are not as easily quantifiable, but of just as great importance to the respondents, e.g. whether NBCC training helped the student grow as a person.

## **TOP ISSUES**

The priority issues identified by respondents who participated in the survey, or which were determined by the consultants after a preliminary analysis of the survey findings,

formed the basis for discussions during the “in-house” workshop with NBCC/CCNB officials. The issues are not presented or ranked according to their importance:

1. Attracting Aboriginal Students & Marketing.
2. Admissions and Recruitment of Aboriginal students, including Self-Identification and the Seat Allocation Policy.
3. Retention of Aboriginal Students, including discussions in the areas of Programs, Inclusive Environments and Student Services.
4. Funding for Students (INAC Funding, Training Funds and Aboriginal Student Awareness and Support)
5. Payments for Training
6. Staff Development
7. Competition
8. Business Development and Strategic Partnerships.

## **PHASE 2 - WORKSHOP**

The second phase of the project focused on the organization and delivery of a one-day bilingual workshop for NBCC/CCNB staff and key stakeholders to review and build on the results of the Phase I survey, as well as to produce recommendations and the basic elements of an Action/Workplan.

Workshop Participants worked in small groups to develop recommendations and action plans to address the top issues identified through the survey and preliminary data analysis. Through their discussions and recommendations, participants saw a need for NBCC/CCNB Network, in cooperation with the Aboriginal community to:

- Set realistic, measurable targets in terms of recruitment and completion;
- Develop recruitment/marketing strategies specific to the Aboriginal community;
- Improve admissions processes, including tracking of the number of Aboriginal students and revision of the Seat Allocation Policy;
- Offer better pre-enrolment counselling to prepare students and offer flexible delivery options;
- Offer Aboriginal cultural awareness training to key NBCC/CCNB staff;
- Increase the presence/ratio of Aboriginal staff within the NBCC/CCNB Network;
- Work with business and industry to facilitate/support Aboriginal students' transition to the labour force;
- Develop relationships and strategic partnerships with the various key stakeholders in the field of Aboriginal training, education and economic development.

The recommendations and actions plans were further analyzed by the project consultants, in addition to the survey responses and identified top issues; documents from the literature review; workshop evaluation forms; observations during the process; and, a further consultation with NBCC/CCNB Executive. This yielded specific suggestions on how to make progress on the top issues identified as a result of the survey, in addition to the suggestions made by NBCC/CCNB staff.



### **Attracting Aboriginal Students and Marketing**

NBCC/CCNB can include Aboriginal students in its ongoing efforts as well as employ additional strategic approaches to raise its profile amongst Aboriginal people and communities in the province.

### **Admissions and Recruitment of Aboriginal Students**

Currently, there are four sources of formal and informal information on numbers of Aboriginal students that are part of NBCC/CCNB. Accurate and efficient tracking of students can be improved by ensuring these sources are coordinated.

### **Self Identification**

Self-identification of Aboriginal students can be enhanced by ensuring that this opportunity is easily visible on application forms.

### **Seat Allocation Policy (SAP)**

Clarifying the intent of the policy, working with Aboriginal communities and organizations to revise it, extending the deadline to June 1 or later, making it more visible to students and ensuring all key staff are clear about the policy will help to make it a useful tool for NBCC/CCNB.

### **Retention of Aboriginal Students**

#### Programs

Lack of academic preparedness, unrealistic expectations about the demands of study and lack of self-esteem on the part of Aboriginal students have all been identified as factors contributing to the drop out of students. Through *Quality Post-Secondary Opportunities*, measure are outlined that will assist Aboriginal students, e.g. “Essential Skills” to help people without high school graduation register and succeed in an apprenticeship program; identifying and providing first year full-time students who are academically at risk with remedial assistance. Other options that could be considered are bridging programs for Aboriginal students, better pre-application counselling to help prepare students and flexibility in course delivery, e.g. completing the program at a slower pace.

Offering programs of particular interest to Aboriginal students, e.g. Mi’kmaq language immersion programs or courses on Aboriginal issues, as well as ensuring students gain employment upon graduation through partnerships with other federal, provincial and private sector stakeholders have the potential to impact retention positively.

#### Inclusive Environment

Some survey participants offered that the campuses were much better prepared for International students and that some of these best practices could be applied to Aboriginal students. A range of suggestions were offered to foster inclusive environments that are appreciative of diversity

### Student Services

An “outreach” approach to student services was recommended with suggestions on how to implement this, especially since those students most in need are also least likely to seek assistance, e.g. hosting an orientation event for Aboriginal students, Elder-in-residence option, creating a network of NBCC/CCNB Aboriginal students through the internet.

## **Funding and Financial Issues**

### INAC Student Funding

Clarification of INAC’s post-secondary education support policy to all stakeholders and further discussions with key decisions makers in First Nation communities to clarify how they implement the policy, as well as to inform them on the benefits of a community college education will help to alleviate confusion about this policy.

### Training Funds

Improved coordination between stakeholders such as the AHRDAs, TED Employment Programs and the students themselves will help Aboriginal students to access these funds in a timely and efficient manner.

### Student Issues

As many Aboriginal students are not aware of all their funding options, assisting them to access this information would be beneficial. As well, more work could be done to make additional bursaries and scholarships available to students.

### Payments for Contract Training

A clear policy for non-payment for training delivered would assist campuses with dealing with this issue, as well as inform Aboriginal communities and organizations about NBCC/CCNB policy on this topic.

## **Staff Development**

Staff identified a number of areas where they could benefit from further development, primarily focused on Aboriginal awareness, cross-cultural competency skills and a greater understanding of the impacts of racism and prejudice.

## **Business Development and Strategic Partnerships**

Strategic partnerships with Aboriginal communities and organizations, with federal/provincial and other stakeholders, and internally within the community college network would advance the ATSD agenda. Strategic partnerships will result in not only enhanced business opportunities, but also more effective processes and systems for ATSD, improved outcomes and communications and sharing of knowledge.

## **Best Practices**

Ensuring that NBCC/CCNB staff are all informed about best practices in the field, both within the province as well as with other initiatives nationally and internationally will provide valuable information on possibilities for NBCC/CCNB.

## **Indicators**

A number of measurable and qualitative indicators were provided as examples for consideration as NBCC/CCNB proceeds further with this initiative.

## **Other Considerations**

### Integration into NBCC/CCBN Business Planning

Goals, objectives, action plans, targets and indicators to improve ATSD should be included in NBCC/CCNB's business plan to ensure ATSD is integrated into the regular work of the colleges.

### Adequate Resourcing

Although ATSD should be part of the everyday work of NBCC/CCNB staff, allocating adequate human and financial resources are devoted to ATSD will ensure that morale and progress on this initiative is maintained. During the process, several staff mentioned that although they saw this initiative as being important, they had insufficient time to properly follow through with relationship building and required actions.

### ATSD Coordination and Accountability

One or more mechanisms need to be put into place to ensure that efforts to improve ATSD are coordinated and synchronized. As well, accountability needs to be built into the process to ensure progress is monitored. Internal mechanisms with staff or stakeholders committees are some of the options that could be considered.

Thirty recommendations were made to improve Aboriginal training and service delivery in NBCC/CCNB.

## **SUMMARY OF RECOMMENDATIONS**

### **Attracting Aboriginal Students and Marketing**

1. That in its marketing strategy, NBCC/CCNB develops materials that are inclusive of the Aboriginal population in New Brunswick and undertakes strategic actions to raise the profile of NBCC/CCNB campus programs in First Nation communities and with Aboriginal people in the province.

### **Admissions and Recruitment of Aboriginal Students**

2. That NBCC/CCNB improve the process by which Aboriginal students enrolled in the community college system (regular and contract programs) are tracked by ensuring that all formal and information sources of this information are communicated to and stored in a central location such as College Admission Services.

### Self Identification

3. That NBCC/CCNB include an opportunity for Aboriginal students to self-identify on its general application form.
4. That self-identification by Aboriginal applicants through the application form or through the Seat Allocation Policy be acknowledged in their admissions correspondence.

### Seat Allocation Policy

5. That NBCC/CCNB revise its Seat Allocation Policy to clarify the intent of the policy and to extend the deadline for the policy to June 1 or as late a date as possible within current admissions processes.
6. That NBCC/CCNB consult and work with Aboriginal communities and organizations to refine the Seat Allocation Policy.
7. That information and/or forms related to the Seat Allocation Policy be located both in the General Information and Admissions sections of the NBCC/CCNB Calendar.
8. That the revised Seat Allocation Policy and the Admissions Policy be clearly articulated and communicated to all NBCC/CCNB staff, especially those involved in Admissions and Student Services.

## **Retention of Aboriginal Students**

### Programs

9. That NBCC/CCNB, and in particular Student Services, consider the needs of the Aboriginal population in enhancing its services and approaches under the province's *Quality Post-Secondary Opportunities* policy.
10. That if NBCC/CCNB is interested in offering courses or programs related to Aboriginal language and culture, it considers undertaking a feasibility study before pursuing this option further.

### Inclusive Environments

11. NBCC/CCNB seek out opportunities to make campuses more welcoming and inclusive for Aboriginal students, e.g., through Student Services, Aboriginal and Diversity Awareness opportunities for students and staff; spaces for Aboriginal students to congregate; incorporation of Aboriginal imagery and symbols in the colleges interior design concepts; and, hiring of Aboriginal individuals in community college positions.

### Student Services

12. That Student Services ensure AHRDA staff are aware of its services.
13. That Student Services explore "outreach" and creative approaches to providing services to Aboriginal students as per some of the suggestions provided in this report.

## **Funding Issues**

### INAC Student Funding

14. NBCC/CCNB work in collaboration with Indian and Northern Affairs Canada to clarify INAC's Post-Secondary Student Support Program (PSSSP) guidelines to the AHRDAs and the officials that administer the PSSSP program funds in First Nation communities.
15. NBCC/CCNB meet with the Directors of Education in First Nation communities and other individuals responsible for administering post-secondary funding to inform them about NBCC/CCNB as a post-secondary option and the benefits a community college education can offer.

### Training Funds

16. That NBCC/CCNB facilitate discussions between the AHRDAs, TED and HRSDC to develop mechanisms for efficient and timely access to training and education funds for Aboriginal students.

### Aboriginal Students

17. NBCC/CCNB identify additional sources of funding for Aboriginal students and ensure that potential and current students, AHRDAs, and other Aboriginal officials involved in post-secondary funding are aware of these sources.
18. That NBCC/CCNB work in partnership with stakeholders to create scholarships and bursaries for Aboriginal students in New Brunswick.

### Payments for Training

19. That NBCC/CCNB develop a policy on non-payment of services by clients.
20. That NBCC/CCNB enhance communication between campuses about clients that pose a potential financial risk to the colleges and those that have a sound reputation for payment of service.

### **Staff Development**

21. That NBCC/CCNB campuses actively encourage opportunities for the campus community develop an awareness of Aboriginal people and culture.
22. That NBCC/CCNB staff involved in developing and delivering Aboriginal training and services undertake training to develop their cross-cultural competency skills.

### **Business Development and Strategic Partnerships**

23. That NBCC/CCNB organize and host a networking workshop between key staff from the AHRDAs, Directors of Education, key provincial and federal partners and NBCC/CCNB campuses and staff to provide a forum to explore opportunities and solutions for improving Aboriginal training and service delivery.
24. That NBCC/CCNB continue to explore and extend strategic partnerships with federal and provincial departments to increase awareness on developments and initiatives with Aboriginal people in the province and to identify opportunities for collaboration in improving Aboriginal training and service delivery and business opportunities. The Joint Economic Development Initiative (JEDI) could provide a valuable forum by which to catalyze this process.

25. That NBCC/CCNB continue to seek regular and structured opportunities to improve internal communication and collaboration on Aboriginal training and service delivery.

### **Best Practices**

26. That NBCC/CCNB undertake or compile research on Best Practices in Aboriginal Post-Secondary education and share these results throughout the community college network and with other stakeholders.

### **Indicators**

27. That NBCC/CCNB consider developing a logic model for ATSD which would facilitate performance measurement of this initiative.

### **Integration into Overall NBCC/CCNB Business Planning**

28. That NBCC/CCNB integrate ATSD into its regular business planning process and include clear performance measures by which to determine progress.

### **Adequate Resourcing**

29. That NBCC/CCNB ensure sufficient human, financial and other resources are dedicated or added to ensure that the recommendations and actions to improve Aboriginal training and service delivery can be implemented and achieved within a reasonable timeframe.

### **ATSD Coordination and Accountability**

30. That NBCC/CCNB puts appropriate mechanisms into place to ensure coordination and accountability of the ATSD.

## 1.0 INTRODUCTION

The Province of New Brunswick has made a commitment to increasing economic growth and opportunities through a number of policy statements, such as *New Brunswick's Prosperity Plan*, the *Quality Learning Agenda* and *Quality Post-Secondary Opportunities*. The *Quality Post-Secondary Opportunities* policy statement outlines the province's plans to increase post-secondary education and training opportunities in the province and includes a commitment to explore retention and completion strategies for Aboriginal students.

The NBCC/CCNB Network of campuses are a critical component of the province's post-secondary options. The campuses strive to provide quality education for all people in the province. However, enrollment and retention of Aboriginal students is below that of the general population. With a view to meeting its commitments to improving retention and completion strategies for Aboriginal students, NBCC/CCNB undertook an internal exercise to improve Aboriginal Training and Service Delivery (ATSD). This report summarizes the process and findings of this three-part exercise, which consisted of a survey, a one-day workshop for NBCC/CCNB staff and finally the preparation of this report that summarizes the project's components, findings and recommendations.

First, the report provides background information on the province's relevant policy framework that provides additional impetus for the work in improving post-secondary options for Aboriginal people in the province, as well as some information about the project objectives. Second, the document provides the methodology undertaken for Phase 1 of the project, i.e. the survey; the findings of the survey; and, finally, an overview of the top issues arising from the survey that formed the basis of discussions during the workshop for NBCC/CCNB officials. Next, the report outlines the process and approach employed in developing and organizing the workshop, followed by a summary of the recommendations made by NBCC/CCNB officials to improve Aboriginal training and service delivery. Last, the report provides a broader analysis of the survey findings and workshop discussions, accompanied by recommendations to improve Aboriginal training and service delivery for the NBCC/CCNB network of campuses.

## 2.0 BACKGROUND

The New Brunswick government has made a commitment to increasing economic growth and opportunities for people living in the province through its long term economic growth agenda, *Greater Opportunities: New Brunswick's Prosperity Plan, 2002-2012*. A cornerstone of this plan is the province's *Quality Learning Agenda*, the province's policy statement that is comprised of four interdependent policy statements that outline goals, objectives, ten year targets and actions in four areas:

- Early Childhood Development
- Kindergarten to Grade 12 (*Quality Schools, High Results*)
- Post-Secondary Education and Training (*Quality Post-Secondary Opportunities*)
- Adult and Lifelong Learning.



*Quality Post-Secondary Opportunities* outlines a comprehensive, ten year action plan to position the province’s post-secondary education and training sector for the future so that it will enhance its contribution to prosperity in the province. Included in the policy statement, is a commitment that the provincial departments of Education, Training and Employment Development and the Aboriginal Affairs Secretariat will work in collaboration with the “federal Department of Indian and Northern Affairs and post-secondary institutions to explore retention and completion strategies, including work-study opportunities for Aboriginal students.”<sup>1</sup>

## **2.1 NBCC/CCNB Network**

The Anglophone New Brunswick Community College (NBCC) and its Francophone counterpart, Collège communautaire du Nouveau-Brunswick (CCNB) are comprised of a network of eleven community college campuses. In recent months, NBCC/CCNB has been undergoing a restructuring process that gives the Anglophone and Francophone colleges more autonomy in implementing the policy directives outlined by the province. The network of campuses is administered by the provincial Department of Training and Employment Development (TED).

The campuses provide a range of training in over 120 trades and technology fields and competes with other post secondary institutions in the world. In the past several years, the Community College campuses have gained increasing recognition both provincially and internationally amongst employers and students as offering top quality educational opportunities that provide students with excellent chances of securing employment in economically and socially relevant fields. Several of the five Francophone and six Anglophone campuses are located near First Nation communities or areas with a significant Aboriginal population.

The Development Branch of NBCC/CCNB has the responsibility of developing and maintaining strategic partnerships and alliances on behalf of the Network, and for exploring new programming and business opportunities. Under this mandate and specific to Aboriginal training and service delivery, the Development Branch is responsible for continuing to develop and expand on programs and services offered by NBCC/CCNB to the Aboriginal population in New Brunswick; working toward better service and support, longevity and sustainability; developing new initiatives that meet the socio-economic development needs of the First Nation communities and people in the province; and, for providing an education environment that is free from discrimination and systemic bias, including culturally sensitive procedures and policies.<sup>2</sup> This is in keeping with the direction of *Quality Post-Secondary Opportunities* and part of NBCC/CCNB’s mission, which is to “provide quality training and educational products and services in New

---

<sup>1</sup> NB Departments of Education and Training and Employment Development. Quality Post-Secondary Opportunities – The Quality Learning Agenda Policy Statement for Post-Secondary Education and Training in New Brunswick. (Fredericton: Province of New Brunswick, 2005) 24-25.

<sup>2</sup> NB Training and Employment Development. Tender #9335066, Request for Proposal for Aboriginal Training and Service Delivery. (Fredericton: Province of New Brunswick, 2005) 8.

Brunswick to prepare for existing and emerging occupations, and to support adult basic education, general education development, personal growth and lifelong learning.”

In addition to meeting its mandate responsibilities, NBCC/CCNB recognized that continuing improvements to program and service delivery to Aboriginal people as well as recruitment and retention of Aboriginal students in the existing programs offered by NBCC made sound business sense. Being more strategic in utilizing the opportunities presented by an increasing and young Aboriginal population in the midst of a declining provincial mainstream population is a must to remain competitive in the field of postsecondary education and to contribute to New Brunswick’s social and economic prosperity. Consequently, the NBCC/CCNB network of community colleges issued a tender to conduct a three part “in-house” exercise for the NBCC/CCNB Network to improve Aboriginal Training and Service Delivery.

## **2.2 Project Objectives**

The “in-house” exercise for the NBCC/CCNB Network involved three components:

- **Phase 1 – Survey**

Phase 1 involved a survey with NBCC/CCNB officials; Aboriginal officials; provincial and federal stakeholders; and, current and past Aboriginal students of the community college system. The survey focused on issues, challenges, best practices and suggestions in relation to attracting, retaining and meeting the needs of the potential Aboriginal student population.

- **Phase 2 – Workshop**

The second phase of the project included the organization and delivery of a one-day bilingual workshop for NBCC/CCNB staff to:

- Minimize barriers Aboriginal people may experience in accessing community college programs;
- Increase numbers of Aboriginal students who utilize these programs;
- Improve programs and services to Aboriginal people;
- Retain Aboriginal students in the community college system;
- Enhance the opportunities for the community colleges to partner with Aboriginal communities, the federal government, the private sector, and others;
- Gain some cultural awareness of Aboriginal people and an understanding of the needs and issues of Aboriginal students and communities around skills development.

- **Phase 3 – Report and Recommendations**

Phase 3 of the project involved the preparation of a report, including the findings of the Phase 1 survey, a review and analysis of the notes and flipcharts from the workshop session, and proposed recommendations, strategies and actions to improve Aboriginal Training and Service Delivery in the NBCC/CCNB Network.

Work for all three phases of this initiative was undertaken between mid-March and the end of June in 2005.

## **3.0 PHASE I - SURVEY**

### **3.1 Methodology**

The following section outlines the methodology used to undertake the survey, as well as some of the limitations associated with this study.

#### **3.1.1 Literature Review**

- A number of documents and initiatives were highlighted by NBCC officials and by the consultants engaged to undertake this initiative as being relevant to the ATSD initiative. Documents for the literature review were either provided by NBCC officials or were obtained by the consultants through an internet search. A listing of documents reviewed can be found in the Bibliography section of this report.

#### **3.1.2 Telephone Interviews**

Based upon consultation with NBCC officials about the focus of the survey, four questionnaires were designed for the following groups of stakeholders:

- 1) NBCC/CCNB officials;
- 2) Aboriginal Officials and Provincial/Federal Stakeholders. These were either Aboriginal officials who would be participating in the in-house workshop with NBCC/CCNB staff as resource persons, or staff from other provincial or federal departments who were stakeholders in this issue, e.g. Apprenticeship and Trades Branch of Training and Employment Development; Indian and Northern Affairs Canada and Human Resources and Social Development Canada;
- 3) Aboriginal officials who would not be attending the workshop with NBCC/CCNB staff;
- 4) NBCC/CCNB past and current Aboriginal students.

The questionnaires for a) Aboriginal Officials attending the workshop and Provincial/Federal Stakeholders and b) Aboriginal officials who were not attending the workshop asked the same questions of respondents. However, the introductory paragraphs to the questionnaires differed depending on participation in the upcoming workshop.

A draft of the questionnaires was provided to NBCC/CCNB officials for their review and feedback and some adjustments were made based on their input. Further minor revisions were also made to the questionnaires once they had been tested. Questionnaires used in the survey are provided in Appendix A of this document.

It was determined that up to 70 interviews would be conducted for the survey. Potential respondents for the interviews were identified in the following ways:

- NBCC/CCNB Officials  
NBCC/CCNB officials who participated in the survey included officials working at the Executive Level in NBCC/CCNB's Development Office and officials with other responsibilities at the central office; Principals from each of the eleven Anglophone and Francophone campuses; and, one additional staff person from each campus who had some experience with providing programming and services to Aboriginal students and communities. These key officials were identified by NBCC/CCNB officials responsible for overseeing this project as they were in the best position to identify staff who had had key involvement in Aboriginal training and service delivery over the past several years. In two cases, officials originally identified to participate in the survey were not available (vacations, etc.). Consequently, an alternate individual was identified by NBCC/CCNB officials.
- Aboriginal Officials  
There are five Aboriginal Human Resources Development Agreement (AHRDA) Holders in the province, i.e. Aboriginal organizations or tribal councils who administer funding for a number of First Nation communities. A list of key individuals involved in the AHRDAs was obtained by NBCC officials from Human Resources and Social Development Canada. Twenty individuals were identified from this list to participate in interviews. These twenty individuals included one staff person from each First Nation community in the province responsible for delivering AHRDA services, several AHRDA Coordinators and First Nation Chiefs who were also listed as having involvement in the AHRDAs.
- Federal/Provincial Officials  
Five representatives from federal or provincial departments were identified by NBCC/CCNB officials for interviews. These individuals were from departments whose main mandate involved Aboriginal peoples in the province, i.e. Indian and Northern Affairs Canada and the NB Aboriginal Affairs Secretariat, or were involved in programming and initiatives that related to Aboriginal peoples, e.g. AHRDA agreements, Apprenticeship and Certification, etc.
- Aboriginal Students  
NBCC/CCNB provided a list of 29 students who had self-identified as being Aboriginal. These individuals were either presently enrolled in the community college system; had completed their course of study; or had "discontinued" (dropped out) from their program. It was agreed with NBCC/CCNB officials that 16 students would be interviewed for the survey. These students were selected through random sampling and at least three attempts were made to reach an individual before another person was identified to participate in the survey.

For all of the interviews, at least three attempts were made to reach individuals.

In total, 60 interviews were conducted:

- 27 CCNB/NBCC officials;
- 8 officials with federal or provincial departments;
- 10 Aboriginal officials who were staff in First Nation communities or organizations, or coordinators of the Aboriginal Human Resource Development Agreements Holders in the province;
- 18 former or current NBCC/CCNB students (10 male and 8 female students).

A list of individuals interviewed for this survey is included in Appendix B of this document.

### **3.1.3 Data Analysis and Summary**

The data from the interviews was compiled, analyzed and summarized into a document that highlighted the preliminary findings of the surveys, *Phase 1- Survey: Highlights of Preliminary Findings* and a second was prepared summarizing the top issues identified through this preliminary data analysis, *Top Issues for May 27, 2005 Workshop*. Drafts of these documents were reviewed by NBCC/CCNB officials and minor revisions were made based on their input. These documents were the basis from which working groups in the NBCC/CCNB workshop developed recommendations and action plans in the second phase of the project.

### **3.1.4 Limitations of Study**

The findings from this survey should be used within the context of improving Aboriginal training and service delivery in the New Brunswick community college system. The responses obtained are reflective of the participants interviewed and the information should be considered qualitative in nature, thereby providing some useful insights into improving Aboriginal training and service delivery within New Brunswick's community college system. However, its use beyond this scope is limited for a number of reasons:

- The respondents in the survey were not part of a randomized sample and the resources available permitted only a small number of interviews in total;
- Aboriginal students who were not successful in their applications to the community college network were not included in this survey. Interviews with these individuals would probably have yielded some useful information in terms of attracting Aboriginal students, and the application and registration processes of new students to the community colleges. However, the timeframes and resources available for this study did not permit this to occur as identifying these individuals would have required a concerted effort through the College Admissions Service, individual campuses and AHRDA staff in each First Nation community or Aboriginal organization involved in referring individuals for post-secondary education.
- Some responses provided by participants indicate that further investigation could be undertaken into some of the topics explored through the survey. However, undertaking this was beyond the scope and resources of the current study.

## **3.2 Findings**

This section presents a summary of the various responses obtained through the interview process of each category of respondents – NBCC/CCNB Network officials, Aboriginal officials and provincial and federal Stakeholders, as well as Aboriginal Students. Topics are presented based on the structure of the questionnaire for NBCC/CCNB officials. Consequently, the presentation of topics is not ranked in order of importance. Responses from other categories of respondents are included under each topic when corresponding questions were asked of them. Questions specific to Aboriginal Officials and Stakeholders interviews or to Aboriginal Students interviews are addressed in the latter part of this section.

### **3.2.1 Demographic Knowledge**

The NBCC/CCNB Network respondents were asked what they knew about the demographics of the Aboriginal population in New Brunswick. Most respondents could identify the First Nation communities in their region, but with only a few exceptions, they were not aware what percentage of the total provincial population the Aboriginal community represents, demographic trends such as birthrate and educational levels or what these trends could potentially mean to NBCC/CCNB. Respondents in the NBCC network of campuses were the most familiar with New Brunswick Aboriginal demographics, some referring to information sessions offered through the college by Aboriginal consultants.

### **3.2.2 Socio-Economic Needs of First Nation Communities**

Aboriginal Officials and Stakeholders were specifically asked if they thought there is a connection between community college training delivery and the socio-economic needs of First Nation communities and the Aboriginal population off-reserve. Respondents felt that yes, there is a connection between these two elements. However, current programs, in terms of their structure, content and delivery, do not meet the socio-economic needs of the Aboriginal population. Respondents identified that NBCC/CCNB could play an important role in helping First Nations to meet their labour and human resources needs. They also expressed a desire to move away from “make work” projects.

*“It is not enough just taking people off welfare for a short period only to go back to it after the training. NBCC and the First Nations could have a dual role to ensure that partnering and cooperation occurs to alleviate the dependency that exists within the First Nations.”*

### **3.2.3 Models and Best Practices within the NBCC/CCNB Network**

NBCC/CCNB Network respondents as well as Aboriginal Officials and Stakeholders were questioned on current/past models or best practices within the NBCC/CCNB Network which have been successful in meeting the training and service delivery needs of Aboriginal students and communities.

In both the NBCC and CCNB networks many examples of contract training were brought forth as best practices, particularly contract training which was offered directly in First Nation communities and which had been either partially or completely tailored to the client's needs and particular circumstances in terms of scheduling, culture, learning styles and rhythm of the community. Many of the examples were cited by more than one respondent, both in the NBCC/CCNB Network and the Aboriginal Officials and provincial and federal Stakeholders.

Programs developed specifically for a community's needs in terms of content, like the Aboriginal Plant Interpretation program (CCNB – Campbellton and Eel River Bar First Nation) and the Production of Aboriginal Clothing program (CCNB – Edmundston and Madawaska First Nation) were cited as successful and a trend which should be encouraged in NBCC/CCNB program development. The Fisheries Mentoring program developed by CCNB – Péninsule acadienne with Burnt Church First Nation was recognized as particularly innovative and responsive to a situation that was sensitive and volatile, i.e. the impact of the Supreme Court of Canada Marshall decision regarding Aboriginal access to commercial fishing.

The Kingsclear Aboriginal Training Facility was recognized as a best practice because it offers several training programs that are funded and delivered by the community, creating a “critical mass” of Aboriginal people being trained, as well as a conducive learning environment. The Kingsclear facility uses the same content and timeframe as the community college training programs.

The cooperation and cost sharing efforts between the New Brunswick Aboriginal People's Council (NBAPC) and the Mawiw Council communities to fund Aboriginal students who are living off reserve and are from the three communities that make up the tribal council (Elsipogtog First Nation, Tobique First Nation and Burnt Church First Nation) was also cited as an example of best practice. In addition, NBAPC facilitates the participation of their AHRDA clients in community college programs by establishing and maintaining communications with the campus (instructors, admissions, etc.) Regular and effective communications has resulted in good working relationships and trust where mutually acceptable solutions can be found when cash flow or other challenges arise.

Another initiative presented as a best practice, which attempts to address the high cost of contract training in First Nation communities, is the Carpentry program offered in Red Bank First Nation by NBCC's Miramichi campus, in which Aboriginal students from Red Bank, Eel Ground and Elsipogtog First Nations are all participating, thereby alleviating the cost for each First Nation.

Three one-year Vocational Forest Worker training programs were delivered in Eel Ground and Elsipogtog First Nations by the Miramichi campus and involved students from a number of communities. The campus consulted with First Nation clients to assist in the development of a 10 day curriculum component on Aboriginal people in the full year program. As well, the college offers support beyond graduation, arranging employment with industry and supporting students to obtain their journeyman certification.

Other initiatives cited included:

- The Early Childhood Education (CLAMS) program was offered twice through a partnership between the Miramichi and Saint John campuses. An early childhood education curriculum that was adapted to Aboriginal culture was used, and the program length was extended from two to three years to suit the rhythms of the community.
- Health Care Aide program offered in Tobique First Nation through NBCC Woodstock – students motivated because they got jobs in their field; geared the training to meet the students’ needs but maintained the academic rigour of the program;
- Training for Eel River Bar First Nation’s truck stop offered by CCNB Campbellton that could be delivered quickly and met a need in the community.

Finally the NBCC/CCNB’s Seat Allocation Policy (SAP) for Aboriginal students was recognized as a best practice by a few NBCC/CCNB respondents, Aboriginal Officials and federal and provincial stakeholders. It is seen as a good initiative in that it was one attempt to increase the presence of Aboriginal students on NBCC/CCNB campuses, though its effectiveness was also questioned.

### **3.2.4 Delivery Methods**

NBCC/CCNB programming is delivered through a variety of methods, designed to facilitate access to training and meet students’ various learning styles. NBCC/CCNB respondents, Aboriginal Officials and provincial and federal Stakeholders were asked which delivery method best met the needs of Aboriginal students and why.

#### Aboriginal Officials and Provincial/Federal Stakeholders

As expressed in the previous item, contract training offered in a First Nation community was definitely seen as the best delivery model by Aboriginal Officials and provincial and federal Stakeholders to meet Aboriginal student and community needs. The many reasons cited included:

- Students do not have to relocate;
- They avoid costs of travel, childcare and rent;
- Students do not experience the stress of a new environment or of being away from their support system/family;
- Provides a bridge to post-secondary education at an NBCC or university campus;
- Programs are tailored to student or community needs;
- Greater interaction between instructors and students;
- Students are learning alongside other Aboriginal students;
- Attendance and completion of programs are much higher.

A few Aboriginal Officials expressed some concern with the last two points, feeling that taking training in a campus setting is important for Aboriginal youth to widen their horizons, build their social skills, interact with other cultures and gain independence. Contract training is the method of choice to date, however, which has been able to reach a



larger number of Aboriginal people in comparison to regular on-campus programming. On-campus regular training was the second preferred delivery method amongst almost all respondents. These respondents cited that regular programming was beneficial because:

- Aboriginal students would bring in richness and depth to the community college;
- They would be exposed to greater diversity in a campus setting;
- A wider range of programs are available on campus;
- Being in a campus environment was a bridge to living off-reserve if students chose this;
- Campus programs were more cost effective.

The disadvantages noted for contract training were the high cost, not knowing from year to year if programs would be repeated or which programs would be offered, as well as students not having the same access to student services offered on-campus and instructors not having access to on-campus resources or resources of equivalent quality.

Some Aboriginal Officials also recognized co-op programs and internships as good delivery methods, allowing first hand experience in a work setting. The majority felt that hands-on, practical training best met the learning styles of Aboriginal people, which is one reason methods such as e-learning and distance education were not seen as very effective for this group.

#### NBCC/CCNB Staff

Most NBCC/CCNB Network staff also recognized the advantages of the contract training delivery method, listing it as the most effective. Some NBCC/CCNB respondents had a differing point of view. The following illustrates an example of reasons cited:

*“An example of a delivery model that didn’t work is a carpentry program that was delivered in class as well as on a reserve. Once on reserve, the students didn’t seem to consider the training as formally – came and went as they pleased, kids would come in and out of the training site, leave at 11am for lunch and return maybe at 2pm... In a classroom setting my experience is that Aboriginal students respect the structure and schedule of the training program as much as any other students, as long as it meets their training needs and offers employment possibilities in the end.*

*I think on campus programs is the better delivery method. They also like to experience college life, to meet new people and have access to the services on campus. In the communities they can’t live this experience and the training is much less structured – they’re at home.”*

While the vast majority of NBCC/CCNB respondents saw contract training favourably, quite a few of them with direct experience in the delivery of these contracts brought up the difficulty of obtaining payment once this training has been delivered to some First Nation communities.

NBCC/CCNB respondents were also of the opinion that all methods had their place and could serve the Aboriginal communities. Co-op programs as well as internships were seen as good methods, while distance education and e-learning programs would be an option if a structured environment could be assured for students in their First Nation communities, and appropriate technical support was available on site in the community.

Aboriginal Students

Aboriginal student respondents meanwhile were asked by what delivery method they were receiving their NBCC/CCNB training.

<input type="checkbox"/> campus programs	<input type="checkbox"/> internship
<input type="checkbox"/> co-op	<input type="checkbox"/> e-learning
<input type="checkbox"/> contract training in native communities	<input type="checkbox"/> distance education
<input type="checkbox"/> other	

Of the 18 students interviewed, 16 obtained their training through regular, on-campus programs and 2 through contract training in their First Nation community.

**3.2.5 Programs**

Aboriginal Officials and Stakeholders, as well as Aboriginal Students were asked which programs they felt would be of particular interest/benefit to Aboriginal students and communities. Programs in natural resources – forestry and fisheries – as well as in the trades, were seen as important in meeting the needs of Aboriginal communities. Interest was also expressed in entrepreneurship and business administration, information technology, justice or criminology programs. There was also a desire for recognition of Aboriginal culture and specificity expressed through the interest in a Mi’kmaq immersion program and courses on Aboriginal culture like those offered at the University of New Brunswick’s Mi’kmaq Maliseet Institute. One stakeholder offered that not all programs had to be Aboriginal specific and that many regular programs would be of interest to Aboriginal people, e.g. the curriculum of the forestry program that was offered through contract training on reserve was similar to the one offered through regular community college programs.

**3.2.6 Seat Allocation Policy (SAP)**

All of the survey participants were asked whether or not they were familiar with the NBCC/CCNB’s Aboriginal Seat Allocation Policy and if so, if they felt it was well communicated and used to its full capacity. Across the board respondents either had a limited general knowledge of the policy or none. Very few people knew it well, some NBCC/CCNB respondents recognized that if they could not explain the policy, it was not a surprise that few people in the Aboriginal communities understood it or used it to its full capacity. One NBCC official explained that an Aboriginal official actually had to inform him that the SAP existed and how it worked, while another NBCC campus

official informed an Aboriginal Official recently that the policy will not be in effect in the future.

Two NBCC respondents explained that a few years ago an Aboriginal person was hired over the course of a full year to specifically promote and explain the Aboriginal Seat Allocation Policy to the New Brunswick Aboriginal communities, both directly to Chiefs and Band officials as well as through public/community meetings. Despite this and other promotional efforts, very few Aboriginal applicants seem to make use of the policy and the number of Aboriginal students in NBCC/CCNB programs remains very low.

A few Aboriginal officials participating in the survey questioned and critiqued some aspects of the policy. It was often not clear how the policy is administered and to which programs it applies; the deadline of March 1<sup>st</sup> is not compatible with the timeline of post-secondary funding allocations in Aboriginal communities and most potential Aboriginal students would tend not to make the decision to undertake a training program that far ahead of time. Aboriginal Officials also pointed out that when the SAP deadline is missed; Aboriginal applicants will often turn to private institutions rather than wait a full year to access NBCC/CCNB programs.

Some Aboriginal Officials questioned whether or not applying for an Aboriginal seat in a program did not end up disadvantaging students, giving as an example a situation where three Aboriginal students applied to a particular program and only one received the reserved seat. The remaining Aboriginal applicants were placed on a waiting list and the respondent wondered if the Aboriginal applicants would have gotten into the program if they had not used the Seat Allocation Policy.

Additionally, Aboriginal officials identified that when there was a great deal of competition for a program, Aboriginal students who met the qualifications may still not be able to enrol in the program as the colleges increased their entrance criteria to select the “cream of the crop.”

Finally, one Aboriginal Official proposed that rather than applying the policy across the board to all NBCC/CCNB programs, there should be a consultation with key Aboriginal Officials to select the particular programs in which to concentrate the reserved seats, based on Aboriginal communities’ needs and interests.

Respondents who were familiar with the Seat Allocation Policy indicated they had heard about it through word of mouth, the Internet, a guidance counsellor at school, officials at NBCC and the NBCC Calendar.

Aboriginal Student respondents were also asked if they are familiar with the Aboriginal Seat Allocation Policy as well as how they had heard about it if they were. Knowledge of the NBCC/CCNB’s Seat Allocation Policy in this group of respondents was nearly split down the middle. Ten respondents indicated being familiar with the policy, including one student in contract training in a First Nation community, while eight indicated they were not. Half of the Aboriginal Student respondents felt the policy is understood and

used to its full capacity by the various stakeholders, whereas the other half felt the policy is not understood or used to its full capacity.

### **3.2.7 Self-Identification**

NBCC/CCNB respondents were further asked what method the NBCC/CCNB Network uses to identify Aboriginal students and whether or not this method is effective. Most respondents had little information on this, while various officials who are well-informed on NBCC/CCNB policy gave differing answers on the question. They either stated that Aboriginal students could self-identify at the admissions stage, through the SAP application and at the registration stage on campus, or that the self-identification process depended solely on the SAP application and that there is no other formal method through which Aboriginal students can self-identify.

Most NBCC/CCNB respondents considered the self-identification method as being not efficient. They were also aware that self-identification, whether indirectly through a SAP application or directly when registering on-campus for a program, cannot be mandatory as this would contravene human rights codes. The issue of self-identification seemed to make some NBCC/CCNB respondents uncomfortable because they recognized that actively seeking to know a student's ethnic identity is illegal, unless the student were to offer this information voluntarily. It was therefore accepted that NBCC/CCNB's formal count of Aboriginal students in regular on-campus programming would not be completely accurate. It was suggested that the SAP application form be incorporated directly into the general NBCC/CCNB application form.

Though the Aboriginal officials and provincial and federal stakeholders were not asked a specific question on self-identification, discussion on the Aboriginal Seat Allocation Policy - a de facto self-identification process - raised self-identification issues in these interviews as well. The advantages or disadvantages of self-identifying as an Aboriginal student were not evident to most of these respondents, which can be understood when referring back to their concerns regarding the Aboriginal Seat Allocation Policy. There was value seen in accurate tracking of Aboriginal presence in the NBCC/CCNB system, both in the regular programming and in contract training. One Aboriginal Official expressed concern about the inaccuracy of the NBCC/CCNB's statistics on Aboriginal presence in regular programming (too low) recognizing that this can influence decisions on student services issues, programming issues and funding.

The majority of Aboriginal student respondents indicated in their interviews that they did self-identify as Aboriginal when registering with the NBCC/CCNB. Only one gave a reason: "to help reach my goal." Four students could not remember whether or not they had self-identified or gave no answer.

### **3.2.8 Activities That Have Not Worked**

NBCC/CCNB respondents as well as Aboriginal Officials and Stakeholders were asked to consider what activities have not worked in meeting the training and service delivery

needs of Aboriginal individuals and communities. On a very regular basis the example of the Aboriginal Seat Allocation Policy was brought forth. Respondents recognized the good intentions behind the policy, but also recognized its failure to increase the participation of Aboriginal students in regular on-campus programs.

There was also a general consensus that regular on-campus training has not been able to meet the training needs of Aboriginal students and communities, respondents pointing not only to the low rate of admission but to the high rate of Aboriginal students discontinuing their studies.

Marketing and promotion also came up fairly frequently, being linked to a lack of knowledge of First Nation communities and therefore leading to an inability to effectively target Aboriginal people, as well as the lack of Aboriginal visibility in the marketing and promotion materials produced by the NBCC/CCNB.

Aboriginal Officials in particular identified a lack of strategic planning in terms of Aboriginal training and service delivery, both on the NBCC/CCNB side as well as on the Aboriginal community side. Some communities are developing human resources plans based on their economic needs, which are not the same as those in the general New Brunswick economy, and these respondents felt it would be important to share this information with NBCC/CCNB officials to realize more effective planning.

### **3.2.9 Challenges and Strengths of ATSD**

Both NBCC/CCNB respondents and Aboriginal Officials and provincial and federal Stakeholders were asked to comment on the challenges affecting Aboriginal training and delivery service as well as its strengths. Many respondents saw funding as an issue, whether it was the high cost of implementing and running contract training in communities or, particularly for Aboriginal Officials, meeting the demand from Aboriginal applicants for post-secondary funding when the funds were insufficient to meet this demand. The various programs and federal/provincial bodies involved, as well as the various parameters – age of applicant, length of program, status or non-status Indian, etc. - also prove to be quite challenging in the management of these programs.

Other challenges listed by respondents included:

- Lack of cultural awareness in the NBCC/CCNB Network in terms of inclusiveness as well as learning styles;
- Admission requirements and upgrading needs;
- Recognition of the fact that in Aboriginal communities many social problems, such as poverty and drug or alcohol abuse, are more acute than in the general population;
- The reluctance of Aboriginal people to move away for training or employment opportunities;
- The need to link the training to stable, long term employment opportunities;
- In terms of contract training, the small number of students available for any one program.

In terms of strengths, NBCC/CCNB Officials identified a number of them with respect to providing training generally, and to the Aboriginal population:

- Ability to offer a wide range of programs;
- Access to university education through transition courses;
- Expertise in adult education;
- Cost effective;
- Aboriginal Seat Allocation Policy;
- Proximity of campuses to First Nations;
- Ability to provide programs in both English and French;
- Ability to offer custom designed training based on need, with a variety of delivery methods;
- High quality training relevant to the labour market resulting in employment upon graduation;
- Support services;
- Smaller class sizes;
- Support from the provincial government;
- Recognition of NBCC/CCNB within government and industry;
- Good information technology infrastructure.

Aboriginal Officials offered that NBCC/CCNB programs are cost effective and practical; offer certification that is recognized by employers; and, usually lead to a job. Many Aboriginal officials expressed that because of these reasons, they preferred funding clients in NBCC/CCNB programs rather than at private training institutions.

### **3.2.10 Challenges faced by Aboriginal students**

Both NBCC/CCNB Network staff and Aboriginal Officials felt that Aboriginal students faced challenges on a cultural level when undertaking training on campuses. Most expected Aboriginal students to have to deal with feelings of isolation and cultural alienation if not active discrimination. A few NBCC/CCNB respondents also speculated that issues of low self-esteem and lack of academic preparedness could negatively affect Aboriginal students, proposing that Aboriginal counsellors be available on campuses and that NBCC/CCNB staff develop the necessary skills to meet their needs.

One particular NBCC/CCNB respondent compared the Aboriginal community's current situation to the one faced by the Acadian community a few decades back:

*“I compare this to the sixties when Acadians attended college in English and faced many similar issues – cultural isolation, language issues... It’s been a significant gain for the francophone community, economically and socially, to be able to obtain a certain autonomy in meeting its training needs and to meet these needs in their native language.”*

Aboriginal Officials reiterated the challenges of academic preparedness as well the reluctance to relocate from communities to campuses. They also mentioned very practical considerations such as living expenses and access to childcare.

None of the Aboriginal student respondents cited feelings of isolation, cultural alienation or active discrimination as challenges they had faced. There was not only a lack of these types of comments, but a lot of positive, appreciative comments as well.

When asked about the types of services or support that NBCC/CCNB could offer Aboriginal Student respondents to help them complete their programs, the majority of Aboriginal student respondents (on campus) did not feel a need for any particular services or support for Aboriginal students from NBCC/CCNB. Most expressed satisfaction with the services received or did not need to access them. For those who did express a need, some issues were Aboriginal student specific – business start-up information for Aboriginal students for example - while others were not. The challenges Aboriginal students expressed concerned on-going funding, school work and employment after training (job search and/or setting up business), lack of support from their First Nation, undertaking studies while pregnant, etc.

One disadvantage noted with contract training in the communities is the students' inability to access student services offered on campuses, particularly employment and career counselling.

### **3.2.11 Funding**

#### Regular on-campus programs

Most of the NBCC/CCNB Network staff thought that Aboriginal students have access to the regular loans and bursary program for post-secondary education. There was also some knowledge of the federal funding available through INAC. Most staff have the impression that funding for college or university studies is not a problem for Aboriginal students/communities.

Aboriginal Officials expressed some stress or frustration in dealing with this post-secondary funding. To begin with there is now a higher demand than there are funds available; they do not want to fund seats for students who are not taking the training seriously and may leave before completion; and, there is an impression that university studies are shown preference when this may not always be appropriate.

There is also an impression that the INAC Post-Secondary Student Support Program (PSSSP) does not allow funds to be used for training programs shorter than two years in duration, which is not the case. As one Aboriginal respondent put it: “the dividing line becomes fuzzy and therefore funding becomes fuzzy – should HRSDC be funding it or INAC or the First Nation.”

Another comment made by an Aboriginal official was that potential students “play the system” between the AHRDAs and TED programs. For example, the AHRDA employment counsellor asks the individual to take responsibility for their part in the process and obtain certain pieces of information or documents. The student then goes to the TED Employment Counsellor, who “hand holds” them through the process and asks the AHRDA staff person to obtain the necessary documents or funding. This results in a cycle where the AHRDAs and TED are waiting on each other for the next step.

The large majority of Aboriginal Student respondents obtained funding from their First Nation, one of which is an Ontario First Nation. A few received funding through an Off-reserve Aboriginal Organization such as the New Brunswick Aboriginal Peoples Council. Two respondents indicated receiving funding through TED in combination with funding from an Off-reserve Aboriginal Organization. Other sources of funding were Human Resources and Social Development Canada (HRSDC) and the Confederacy of Mainland Mi'kmaq (CMM) in Nova Scotia.

The large majority of respondents also did not have difficulties accessing funding for their training. Of the four respondents who indicated they encountered challenges, they had difficulty accessing funding for either the first year of their training or their second year. Even though funding could be obtained for the first year of a program, it does not guarantee funding for the second year.

One off-reserve Aboriginal student expressed frustration with his First Nation community:

*“Being Aboriginal and off-reserve, I feel I don’t get support from my community. My band thinks of me as another mouth to feed. They do the barest minimum to help me and don’t want to hear about me if I need funding.”*

#### Contract training

As stated previously, across the board respondents acknowledged contract training as quite expensive to deliver, both for NBCC/CCNB and for the Aboriginal communities, but it also came up regularly as the best delivery method to meet the training needs of Aboriginal individuals and communities, particularly when delivered in a First Nation community. One solution that has been used to meet this challenge is pooling students from more than one First Nation community. Respondents cited models where this has worked in the past, as well as where this has not worked, were cited by respondents.

#### **3.2.12 Communication between NBCC/CCNB Network and Aboriginal communities**

NBCC/CCNB respondents were asked whether or not they communicate or network with the Aboriginal community and if so, what method was most effective. The majority of respondents indicated they did not systematically communicate with Aboriginal leaders of First Nation communities in their areas, nor that the marketing strategies that they used specifically targeted the Aboriginal community. Many campuses, however, had had some contacts with Aboriginal Officials on an occasional basis. The respondents that indicated having more consistent, structured contacts with the Aboriginal community were generally those who delivered contract training in a First Nation. There was a clear consensus among these respondents that direct, personal, face-to-face contacts were the most efficient methods in establishing working relationships.



Aboriginal Officials were also asked how communication is maintained between them and specific NBCC/CCNB campuses. Answers ranged from having excellent working relationships, which include direct and frequent communication to, “The only way the NBCC communicates information is through an ad in the newspaper or when we owe them money.”

### **3.2.13 Partnerships and Cooperation**

Aboriginal Officials and Stakeholders were asked how they saw their community/organization working in partnership with NBCC/CCNB to improve the Community College Network’s Aboriginal training and service delivery. A few First Nation communities clearly stated their interest in having a branch of the NBCC in their community, and opening it up to other First Nations and Aboriginal people. Other Aboriginal respondents expressed a keen desire to work in partnership with the NBCC/CCNB to meet the various challenges outlined during their interviews and hoped the NBCC/CCNB Officials would be as interested in this.

The HRSDC respondent explained that HRSDC is under the new AHRDA agreement and it is very clear that the objective is developing a skilled Aboriginal workforce with individual training being the focus. It is not project based as in the past. HRSDC has a link with the employment and training officers from every First Nation and off-reserve. The HRSDC respondent can play a liaison role between AHRDA workers and NBCC/CCNB if the need arises.

The Aboriginal Affairs Secretariat respondent also saw his role as one of liaison as well as identifying opportunities for cooperation and partnerships between NBCC/CCNB and the Aboriginal community.

### **3.2.14 Issues and Challenges faced by NBCC/CCNB respondents**

NBCC/CCNB respondents were asked about the main issues and challenges they faced in regard to Aboriginal training and service delivery. Many respondents, who mostly did not work directly with Aboriginal communities or did not see them as a target clientele, indicated none. Others considered increasing Aboriginal participation in NBCC/CCNB programs, obtaining payment for contract training and the lack of time and resources to properly follow through on this file as challenges.

### **3.2.15 NBCC/CCNB Staff Development**

NBCC/CCNB respondents were then asked what skills, knowledge or support they would need to work more effectively and increase their cultural competence with Aboriginal peoples. One respondent explained that visiting the Aboriginal communities was more beneficial than the communities coming to the campus. As well, participating in JEDI meetings, having the opportunity to meet the AHRDA Coordinators and to speak to them about NBCC/CCNB were very beneficial experiences.

NBCC/CCNB Network staff generally expressed an interest in receiving cultural awareness training as well as more information on the First Nation communities in New Brunswick, seeing this as beneficial not only to them personally, but important for all pertinent NBCC/CCNB staff. Many have taken such training or participated in events in First Nation communities and feel they have benefited greatly from this.

### **3.2.16 Success Indicators**

Both NBCC/CCNB Network staff and Aboriginal Officials and Stakeholders were asked what they would consider success indicators with respect to Aboriginal training and service delivery. Answers touched on measurable targets, such as a retention rate that is similar to the general average (83%) for NBCC/CCNB programs, a participation rate that reflects the representation of the Aboriginal population in the general New Brunswick population (2.36%) and a placement rate in the labour force also equivalent to the general average.

Other success indicators were not as easily quantifiable, but of just as great importance to the respondents:

- Being able to offer training in or near First Nation communities that meets their needs, contributes to their development and their contribution on a social and economic level to New Brunswick;
- Access to the labour market;
- An easy transition to employment and retention in a position that is beyond 20 weeks in duration;
- Success that is measured in terms of opportunities and wide-ranging options;
- Increasing the number of Aboriginal students who are succeeding and telling others in their community of influence that NBCC was a factor;
- Whether the student grew as an individual or became a better person.

## **3.3 Top Issues**

The lengthy interviews conducted with NBCC/CCNB staff and key informants yielded a lot of information on NBCC/CCNB Aboriginal training and service delivery, highlighting both its strengths and its weaknesses, as well as offering some of the underlying reasons why it has worked and some of the areas to address to make it more successful. This section presents the priority issues identified by respondents who participated in the survey, or which were determined by the consultants after a preliminary analysis of the survey findings. Some of the information presented is beyond the control of NBCC/CCNB to address, but provide contextual information that may be relevant to understanding and addressing the issues. These issues formed the basis for discussions during the “in-house” workshop with NBCC/CCNB officials. The issues are not presented or ranked according to their importance.

### **3.3.1 Attracting Aboriginal Students/Marketing**

- Lack of awareness of the market potential of this population, especially amongst Francophone campuses with the exception of those campuses that have delivered programs to Aboriginal communities.
- Lack of awareness of the most effective method to reach Aboriginal students or an effective, pro-active marketing strategy on the part of NBCC/CCNB to attract Aboriginal students, e.g. success stories, use of Aboriginal images/symbols in materials, etc.
- Some programs have vacancies. However, there is a lack of priority placed on promoting programs on the part of NBCC/CCNB staff - in the past, there was excess demand and consequently no need to attract students. Campuses are not in the habit of having to market their programs.
- AHRDAs have no access to high school students to inform them about post-secondary options at the community college. AHRDAs are unsure whether Guidance Counsellors at school are presenting community college options to Aboriginal students.
- Difficulty contacting and/or developing relationships with some AHRDAs and with the right individuals in the First Nation communities who have the authority to make decisions.

### **3.3.2 Admissions and Recruitment of Aboriginal Students**

#### ***A. Self-Identification***

- Lack of awareness on the part of NBCC/CCNB Officials and Aboriginal students as to the value of self-identification, e.g. funding arrangements for students; reporting accountabilities and for business planning purposes, e.g. benchmarking purposes, tracking success of Aboriginal students, etc.
- Perception on the part of some Aboriginal Officials that it may be a detriment for Aboriginal students to self-identify, e.g. in a situation where five or ten Aboriginal students apply to a regular program and only one or two receive the reserved seats through the Seat Allocation Program, the other students would be placed on a waiting list. Would the students on the waiting list have been accepted into the program if they had not self-identified?
- NBCC/CCNB may not have an accurate count of Aboriginal students that are enrolled in regular on-campus programs. There are four separate sources of information to obtain the number of Aboriginal students in the NBCC/CCNB system, i.e. self-identification when students apply through the College Admissions Service; self-identification when students apply at individual campuses; informal identification of enrolled students at individual campuses;

and, students enrolled in contract training. However, improved coordination between these four information sources would be required to obtain and maintain accurate databases on the numbers of Aboriginal students.

(Note: Self-identification continues to be a complex issue in the fields of employment, training and education as it is not clear how this method can be improved without contravening human rights codes.)

### ***B. Seat Allocation Policy (SAP)***

- Overall, respondents either had no knowledge about the policy or only general awareness about the policy. There was a lack of knowledge on the part of NBCC/CCNB staff, Aboriginal Officials and students about the specifics of the policy and how it works. For example, one NBCC staff thought the policy was being phased out; another NBCC official had the policy explained to them by an Aboriginal official.
- Implementation of SAP is incompatible with Aboriginal post secondary funding allocation cycles.
- Aboriginal students have to wait too long to know whether they have been accepted into a program. Consequently, they exert pressure on the AHRDA to fund similar training through a private institution that can inform them more quickly about their acceptance.

### **3.3.3 Retention of Aboriginal Students**

#### ***A. Programs***

- Issues identified by NBCC/CCNB Officials, Aboriginal Officials and Aboriginal students that relate to Aboriginal students:
  - Lack of academic preparedness on the part of Aboriginal students, e.g. some require upgrading;
  - Unrealistic expectations about the demands and/or requirements of studying in an NBCC/CCNB program, e.g. attendance, following a schedule;
  - Lack of self-esteem.
- Training programs that do not result in employment.
- Lack of awareness on the part of NBCC/CCNB staff about effective learning approaches for different cultures and about alternate, successful, delivery approaches, e.g. internships, mentoring, etc.
- Lack of capacity on the part of NBCC/CCNB campuses to offer some types of delivery options that would also be effective for Aboriginal students, e.g. coop programs.

- Lack of cost-effectiveness on in providing contract training to smaller Aboriginal communities or where the numbers of students interested in a particular program are smaller.

### ***B. Inclusive Environment***

- Campus environments may not be welcoming to Aboriginal students or inclusive, e.g. incidents of racism requiring interventions.
- Lack of preparation in accepting Aboriginal students on the part of individual campuses, e.g. some NBCC staff commented that the community colleges are better prepared for international students than Aboriginal students and suggested that some of the best practices they have used with international students could be applied to Aboriginal students to help them adapt to a different cultural environment.
- Lack of Aboriginal images on campuses or a place where Aboriginal students can go to should they wish to be with other Aboriginal students.
- Need for increased number of Aboriginal people who are instructors, administrative staff or student services staff on campuses, as well staff who work in contract training, e.g. Aboriginal liaison officers, program coordinators or instructors for contract training. These individuals could serve as role models and their presence would contribute to creating a receptive environment for Aboriginal students.

### ***C. Student Services***

- Lack of support services for Aboriginal students in regular programs by both campuses and First Nations.
- Lack of awareness on the part of AHRDAs about available student services on campuses so that they can refer students to these.
- Continued reliance on some AHRDAs for support that should be coming from student services on the part of Aboriginal students, because they feel that Student Services will not take their requests for assistance seriously, are not comfortable asking for assistance or that they would not receive effective services.
- Lack of ability to access student services for students who are in a program on a First Nation delivered through contract training.

### **3.3.4 Funding for Students**

- Perception on the part of most NBCC/CCNB staff that funding is not a problem for Aboriginal students. However:

#### INAC Funding Issue

- Although Indian and Northern Affairs Canada (INAC) provides funding for post-secondary studies for Aboriginal students, funding levels are insufficient to meet current demands.
- General lack of awareness about INAC Post Secondary Funding policies and programs amongst NBCC/CCNB and Aboriginal Officials, e.g. perception that INAC funds can only be used for university courses or for programs that are longer than two years in duration.
- Possible preference for university programs on the part of Aboriginal Officials responsible for allocating post-secondary funds, e.g. Directors of Education, although this may not always be most appropriate.

#### Training Funds

- Lack of coordination between AHRDAs, TED and Social Development Canada (EI) regarding the implementation of funding processes, resulting on each party waiting for the other.
- Increasing pressure on AHRDA funds, coupled with decreasing budgets and increased pressure on federal and provincial government departments to fund students.
- Varying capacities of the AHRDAs to communicate effectively with students about funding.

#### Aboriginal Students

- Lack of understanding on the part of Aboriginal students about their responsibilities in ensuring that they access funding, e.g. getting the proper paperwork and information to the AHRDAs.
- Ineffective assistance provided by some AHRDAs to Aboriginal students.
- Lack of awareness by Aboriginal students about sources of funding other than the AHRDAs, e.g. student loans, bursaries, etc.

### **3.3.5 Payments for Training**

- Some campuses have had difficulty obtaining payment from First Nations for training that has already been delivered, resulting in an unwritten policy and practice that training already delivered must first be paid for before any additional training can be delivered.

The impact of this practice is that NBCC/CCNB relationships with other key individuals in a First Nation or with other First Nations have been affected. As a result, some Aboriginal Officials are opting to pursue partnerships with private training institutions.

### **3.3.6 Staff Development**

- Several areas were identified where NBCC/CCNB staff would benefit from further development. These areas were identified by NBCC/CCNB staff themselves, or are implied from the responses given by Aboriginal Officials:
  - How to develop relationships and identify the appropriate individuals to contact within First Nation communities and Aboriginal organizations;
  - How to work effectively and respectfully in collaborations and partnerships with Aboriginal communities and organizations;
  - Knowledge of best practices in program delivery for Aboriginal students.
  - Aboriginal awareness sessions;
  - Anglophone NBCC Officials had some awareness of Aboriginal demographics; Francophone CCNB Officials had no knowledge of Aboriginal demographics, except for those campuses that had experience with Aboriginal communities.

### **3.3.7 Competition**

- NBCC/CCNB has undergone a restructuring process that has resulted in two separate colleges, i.e. an Anglophone college and a Francophone college. As a result, there is an increased possibility that competition will develop between individual campuses within the Anglophone/Francophone colleges, as well as increased possibility of competition between NBCC and CCNB for the Aboriginal market.
- A number of First Nation communities are in discussions with different NBCC Officials from different campuses about setting up community colleges at the First Nation community level. The implication of this is potential competition between First Nations and between campuses.

### **3.3.8 Business Development and Strategic Partnerships**

- NBCC/CCNB Officials identified that there was not time to develop this potential source of business as there were too many other priorities to juggle.
- There is a need to further explore strategic relationships with federal, provincial and Aboriginal partners. These partnerships would be useful in addressing some of the other issues identified.

## **4.0 PHASE II – WORKSHOP**

The second phase of the project focused on the organization and delivery of a one-day bilingual workshop for NBCC/CCNB staff and key stakeholders to review and build on the results of the Phase I survey, as well as to produce recommendations and the basic elements of an Action/Workplan. The following sections provide details on the

methodology and process used to prepare and facilitate the workshop as well as discusses its outcome.

## 4.1 Methodology and Workshop Process

NBCC/CCNB staff and eighteen resource people who were Aboriginal officials and representatives of federal and provincial departments who were stakeholders in Aboriginal training and service delivery, or Aboriginal students were invited to a one-day, bilingual workshop via a memo from Michel Thériault, Assistant Deputy Minister of Training and Employment Development (NBCC/CCNB Division). These individuals were identified by NBCC/CCNB. The Aboriginal officials who were resource people were selected by NBCC/CCNB because the colleges already had experience working with them. Aboriginal students were identified that could provide a perspective on behalf of students and assist NBCC/CCNB with the work during the workshop.

An agenda for a one-day, bilingual workshop for NBCC/CCNB Executive officials, Principals and key staff from the campuses and the Development Office was developed by NBCC/CCNB staff and the consultants (please see Appendix C for Workshop Agenda. In addition, relevant background information was prepared for participants, including:

- *Phase 1 – Survey: Highlights of Preliminary Findings* document;
- *Top Issues for May 27, 2005 Workshop* document;
- Demographic information on the Aboriginal community in Canada and New Brunswick;
- A map identifying First Nation communities in New Brunswick;
- A list of Aboriginal organizations in the province (provided by the New Brunswick Aboriginal Affairs Secretariat).
- Trends and background information on post-secondary education for Aboriginal peoples and information on Indian and Northern Affairs Canada's Post-Secondary Student Support Program;
- Background information on the Joint Economic Development Initiative (JEDI), a tri-partite process implemented by First Nation communities, and the federal and provincial governments to identify and encourage initiatives to stimulate economic development in Aboriginal communities in the province;
- Key contacts for the Aboriginal Human Resource Development Agreement Holders in New Brunswick;
- NBCC/CCNB's Seat Allocation Policy;
- Information on the numbers of Aboriginal students participating in NBCC/CCNB training (regular and contract training). Students numbers were identified through the Seat Allocation Policy; self-identification; source of payment being an Aboriginal community or organization; or, informal identification through an instructor.
- Local contacts for the Department of Training and Employment Development's Employment Programs and Services;
- List of workshop participants;



- Chart outlining the issues that numbered tables would be addressing and the resource people assigned to each of these tables.
- Worksheets to assist issue based working groups during the workshop.

These documents were prepared by the consultant or compiled by NBCC/CCNB administrative staff. All documents were available in both English and French, with translation being provided by the province's translation bureau where required. (please see Appendix D for workshop materials).

The first portion of the workshop was devoted to providing participants with information relevant to the day's work. Patrick Francis, the Deputy Minister of the New Brunswick Aboriginal Affairs Secretariat provided an overview of the social and economic changes and progress that First Nation communities and Aboriginal peoples in the province have experienced since the 1960s, as well as some of the challenges faced by this group. He also highlighted the critical role that education will play in furthering the quality of life and successes experienced by Aboriginal peoples in the province and called upon joint efforts to move things forward further.

The presentation by Patrick Francis was followed by a Powerpoint presentation by the consultants summarizing the preliminary findings of the survey and the top issues that participants would be working on during the day. Information was also provided to clarify NBCC/CCNB's Seat Allocation Policy and INAC's Post-Secondary Student Support Program guidelines.

The remainder of the day was devoted to developing recommendations and action plans to address the top issues identified through analysis of the Phase 1 survey findings. Participants worked in small groups with each group devoting itself to one of eight issues, e.g. Attracting Aboriginal Students, Admissions and Recruiting of Aboriginal Students, etc. (Note: although there were originally nine topics identified for discussion, NBCC/CCNB Executive determined that Table 8 that was slotted to discuss Competition and Business Development would instead discuss Business Development and Strategic Partnerships as this latter topic had a huge scope and would be key to improving Aboriginal training and service delivery).

Participants at the workshop also completed an evaluation of the day, the results of which are included in Appendix G of this document.

## **4.2 Workshop Recommendations and Action Plans for Top Issues**

The discussions and recommendations that came through the ATSD workshop were both fruitful and positive. Many of the concerns expressed, as well as the proposed solutions reflected the issues and recommendations that had flowed from the survey results. For instance, one participant echoed the proposal that the reserved seats under the SAP be used more strategically, based on Aboriginal socio-economic needs and priorities rather than an equal distribution within all of the NBCC/CCNB's programs. NBCC/CCNB participants also reiterated their support for improving the college's Aboriginal training

and service delivery, but expressed the need to support this effort with additional funds and resources to ensure its success.

The recommendations formulated by each working group at the workshop are listed below according to the Top Issue each working group addressed. For some recommendations, the consultants made minor editorial modifications to the wordings of the recommendations for grammatical correctness or readability. The Action/Workplans developed by the working groups to support these recommendations are presented under Appendix E of this document.

As was the case with the topics discussed in the workshop, there is clearly some overlap from one set of recommendations to another. What stands out however, are the need to:

- Set realistic, measurable targets in terms of recruitment and completion;
- Develop recruitment/marketing strategies specific to the Aboriginal community;
- Improve admissions processes, including tracking of the number of Aboriginal students and revision of the Seat Allocation Policy;
- Offer better pre-enrollment counselling to prepare students and offer flexible delivery options;
- Offer Aboriginal cultural awareness training to key NBCC/CCNB staff;
- Increase the presence/ratio of Aboriginal staff within the NBCC/CCNB Network;
- Work with business and industry to facilitate/support Aboriginal students' transition to the labour force;
- Develop relationships and strategic partnerships with the various key stakeholders in the field of Aboriginal training, education and economic development.

Recommendations listed in this section are recorded here as worded by participants, with a minor editorial modifications for clarity.

**Table 1: Attracting Aboriginal Students & Marketing**

- That NBCC/CCNB develop a recruitment strategy.
- That NBCC/CCNB establish targets and accountability along with resources.
- That NBCC/CCNB develop internal communication on Aboriginal issues and with the Aboriginal community.

**Table 2: Admissions and Recruitment of Aboriginal Students – Self-Identification and Seat Allocation Policy**

- That the college incorporate self-identification into the college application form with an appropriate explanation of the policy (link on website).
- That the college better communicate and promote the policy to all college staff, particularly Student Services staff and College Admissions staff.
- That the college include web links on the application form to websites that specialize in bursaries/scholarships for Aboriginal students or other pertinent information.
- That the college change the cut-off date from March 1 to June 1 for applications through the Seat Allocation Policy.

**Table 3: Retention of Aboriginal Students – Programs**

- That, where possible, CCNB/NBCC collaborate on [First Nation] site[s] with programs.
- That NBCC/CCNB encourage the private sector to hire more apprentices and college graduates ([an increase from the current participation rate of] 1.2% → 2.3%);
- That better pre-choice counselling be given as well as extra support for flexibility in upgrading;
- That NBCC/CNB look at Best Practices from other provinces.

**Table 4: Retention of Aboriginal Students – Inclusive Environment & Staff Development**

- That NBCC/CCNB have a person on staff that is Aboriginal, e.g.: contract training coordinator or another staff member.
- That the instructors delivering courses in First Nation communities be well chosen.

**Table 5: Retention of Aboriginal Students – Student Services**

- That NBCC/CCNB and the Aboriginal community meet two to three times a year to pursue common goals (will required provincial coordination).
- That each campus meet with the local Aboriginal community to increase awareness of culture and training needs.
- That NBCC/CCNB increase diversity in the workplace.
- That NBCC/CCNB consider hiring an Aboriginal counsellor to work with students.

**Table 6: Funding – INAC Funding Issues and Training Funds**

- That there be increased communication on funding available for Aboriginal students as well as increased coordination of funds available.
- That NBCC/CCNB look at Aboriginal communities' needs and interests as well as sector needs and look at long range education and funding.
- That there be increased support for Aboriginal students.

**Table 7: Funding – Aboriginal Students and Payments for Training**

- That funding for one-year programs (e.g.: trades) be made available.
- That NBCC and CCNB each have a liaison to keep in contact with Aboriginal students.
- That both students and communities are aware of who the liaison officer is.

**Table 8: Business Development & Strategic Partnerships**

- That NBCC/CCNB needs to approach this strategically and make it more integral to regular college business – bring back to work-planning and assignments (more research required).
- That NBCC/CCNB focus on where it presently has success and build on this.

**Table 9: Business Development & Strategic Partnerships**

- That partnerships with business and industry be pursued to sponsor Aboriginal students.
- That relationships between NBCC/CCNB and First Nations be developed to understand First Nation priorities.
- That NBCC/CCNB work with each First Nation to understand their Human Resources plans.
- That the linkage with JEDI be explored and extended.

**Table 10: Business Development & Strategic Partnerships**

- That NBCC/CCNB continue to work with federal/provincial Aboriginal departments towards ensuring Aboriginal opportunities are maximized.
- That NBCC/CCNB increase marketing of success stories – maximize testimonials.
- That relationships between NBCC/CCNB and Employment & Training Officers in First Nation communities be strengthened – e.g.: a partners office at campuses.

## **5.0 DISCUSSION AND RECOMMENDATIONS**

This section provides an overview of the approach used in preparing this report, as well as providing further discussion and recommendations for improving Aboriginal training and service delivery by NBCC/CCNB.

### **5.1 Phase 3 – Report Methodology**

The consultants met with NBCC/CCNB’s Executive Committee to obtain feedback on the workshop; to further clarify the vision for Aboriginal training and service delivery held by the Executive Committee; and, to clarify how the Executive anticipated improvements unfolding in the Anglophone NBCC and Francophone CCNB colleges, especially since each college now has more discretion and independence to interpret the implementation of policies. This consultation was undertaken to assist with developing realistic recommendations and strategies for the colleges.

The discussions and recommendations contained in this section take into consideration a number of sources of information:

- Survey Findings;
- Top Issues identified for discussion during the workshop;
- Recommendations and action plans developed by NBCC/CCNB staff during the “in-house” workshop;
- Evaluations completed by participants during the workshop;
- Documents reviewed during the literature review;
- Consultation meeting with the Executive Committee after the workshop;

- Consultants' observations during the course of project implementation.

A draft report providing an overview of the whole project was prepared and reviewed by NBCC/CCNB officials and revisions were made to the document based on their comments and input.

## **5.2 General Comments**

In undertaking the discussion and recommendations for Aboriginal training and service delivery for the Anglophone NBCC and Francophone CCNB community colleges, it is within the context that Aboriginal students present different market opportunities for the two colleges.

With respect to official languages, the vast majority of Aboriginal people in the province function primarily in English, the exception being the Madawaska First Nation located in the north-west part of the province adjacent to Edmundston (total population 227 in December 2003), where French is the official language spoken by most First Nation community members. Consequently, the Aboriginal population in New Brunswick represents a small market for regular on-campus programming for the Francophone CCNB campuses. However, CCNB could consider attracting French speaking Aboriginal peoples in the Gaspé and other regions of Quebec. In contrast, the Aboriginal population presents more opportunities for the Anglophone NBCC campuses with respect to regular on-campus programs, especially as First Nation communities are undergoing a great deal of development and capacity building, and the Aboriginal population is both a young and growing population. With respect to contract training, both NBCC and CCNB can continue to develop these opportunities, as they have done in the past.

NBCC/CCNB Executives have identified a desire to increase Aboriginal student enrollment in the Anglophone campuses. This is both to meet the training and development needs of Aboriginal communities and peoples in the province, but also as part of a strategy to increase enrollment generally, especially as there are vacancies in some of the regular programs offered by campuses.

Workshop participants developed many recommendations and actions to improve Aboriginal training and service delivery that merit further consideration as NBCC/CCNB campuses and departments move forward on the ATSD agenda. Some of the thoughts and perspectives of participants are reflected in the following sections or form the basis of recommendations and discussions on particular topics. Other discussion items incorporate information from other relevant sources, as well as information that is relevant to the context within which NBCC/CCNB and Aboriginal peoples operate within the province. Although it is in some cases tricky to provide workable and practical suggestions for improvements to the ATSD component without an intimate knowledge of how the Development, Operations and Program Branches and the individual campuses of NBCC/CCNB operate, the following discussion, suggestions and recommendations should provide some direction or modifications that will help to further progress on ATSD.

### **5.3 Attracting Aboriginal Students & Marketing**

To the extent that an accurate official count can be obtained, the number of Aboriginal students present in on-campus regular programs within the NBCC Network is quite low. Many factors are possible contributors to this situation, including:

- Marketing materials and strategies that are not pro-active or effective for the Aboriginal population, including a lack of Aboriginal peoples or symbols on materials and strategies that may not reach individuals attending high school;
- Lack of awareness of demographics on the part of NBCC staff and consequently priority placed on the market potential of this population;
- Lack of an NBCC culture to actively promote programs as there was no need for this in the past;
- Difficulties contacting or developing relationships with the appropriate contacts within the AHRDA network and in First Nation communities who have the authority to make decisions;
- Practical challenges, which may deter Aboriginal students from enrolling in programs, e.g. relocation and childcare expenses, difficulty obtaining funding for community college programs.

This section focuses on the marketing aspects of attracting potential Aboriginal students, as other sections address some of the other factors.

While the need to focus and invest resources in promotional activities and marketing materials was offered as one possible answer to this issue, this strategy did not yield sustained or significant increases when used in the past, i.e. when an Aboriginal individual hired by NBCC promoted campus programs and the SAP to First Nation communities and organizations. One Aboriginal official commented that the effort had a positive impact in that the AHRDAs became aware of the SAP. However, the one year period was not long enough to effect any meaningful change.

As NBCC is positioning itself to be more aggressive in marketing its programs, both domestically and abroad, one potential approach would be to redesign NBCC materials to be more inclusive of all types of diversity, e.g. older learners, international students, Aboriginal students, etc. This would involve images, symbols and the use of role models from all the different sectors that NBCC is seeking to attract to its programs. Although the initial investment in redesigning materials may be greater, in the long run, the same materials could be used for a number of different purposes.

However, a redesigning of marketing materials alone would not be sufficient by itself. A strategy that takes into consideration effective ways of reaching the Aboriginal population specifically needs to be developed so that NBCC becomes a real option in the eyes of potential Aboriginal students.

In a 1999 study undertaken by the Mi'kmaq Maliseet Institute at the University of New Brunswick with 310 on- and off-reserve Aboriginal students in Grades 9 – 12 in New Brunswick<sup>3</sup>, students identified that:

- 68.5% of students planned on pursuing post-secondary studies (57% planned to attend university; 6.5% identified plans to attend community college, and 5% planned to attend a trade or technical school);
- 63% stated that they had not sought the advice of a guidance counsellor during their high school experience;
- 60.5% of students felt that a family member had the most influence on their career decisions.

As well, AHRDA Coordinators who participated in the survey pointed out that they have no access to high school students to inform them about post-secondary options at the community college and are unsure whether or not guidance counsellors at school are presenting community college as an option to Aboriginal students.

Taking these findings into consideration, it is clear that the majority of high school students may not seriously consider community college as an option to pursue, and that efforts to reach them solely through high school guidance counsellors may not be effective. However, increasing the profile of NBCC amongst the high school and Aboriginal populations generally may yield better results as word of mouth is one of the most effective means of communication in the Aboriginal community. As well, consideration needs to be given to the age structure of the Aboriginal population (30.7% of the registered Indian population was between the ages of 5 – 19 years old in December 2003)<sup>4</sup>. A variety of creative and traditional means could be used, such as:

- Developing a brochure or other materials specifically aimed at the Aboriginal population that would supplement regular materials;
- Including articles or advertisements in Aboriginal publications and the media such as the Mi'kmaq Maliseet Nations news, Aboriginal Peoples Television Network, JEDI Newsletter or First Nation community or organization publications and websites;
- Developing e-articles on graduates that highlight their successes as well as the programs they complete and their employment opportunities or successes that family members and friends could forward to others in their networks;
- Having information tables at events where a large number of Aboriginal people congregate, e.g. National Aboriginal Day festivities, summer pow-wows, other community festivities;
- Hosting celebrations or acknowledgements in First Nation communities to highlight the successes of Aboriginal community college graduates, in collaboration with AHRDA staff and/or Directors of Education in the First Nation communities, as well as with local NBAPC chapters;

---

<sup>3</sup> Han Martin Associates, *Labour Market Study for Aboriginal Access to Community College Programs* (prepared for NB Department of Labour). Fredericton: 1999, p. 45-47.

<sup>4</sup> Indian and Northern Affairs Canada. Population Statistics Report, Indian Registration System for 2003/12. Received by author via mail correspondence from Jillian Keith, August 19, 2004.

- Including Aboriginal graduates as part of regular NBCC promotions in the media.

As well, the Province of New Brunswick is implementing two initiatives<sup>5</sup> that can be harnessed to attract Aboriginal students:

- A partnership with the Canada Millennium Scholarship Foundation and the province of Manitoba on a national pilot project, *Future to Discover*, aimed at providing enhanced career and post-secondary education guidance and information to 4,000 high school students and their parents in Grades 10-12. Ensuring that Aboriginal high school students are involved in this initiative will help in reaching this target market.
- *Explore My Future* will be expanded to offer career expos in all regions of the province on a two-year rotating basis to raise awareness of post-secondary education and training opportunities in New Brunswick. Ensuring that these include venues in or near First Nation communities will help to reach this market.

### **Recommendation:**

- 1. That in its marketing strategy, NBCC/CCNB develops materials that are inclusive of the Aboriginal population in New Brunswick and undertakes strategic actions to raise the profile of NBCC/CCNB campus programs in First Nation communities and with Aboriginal people in the province.**

## **5.4 Admissions and Recruitment of Aboriginal students**

During the course of conducting this project, the challenges of obtaining and maintaining an accurate count of Aboriginal students enrolled in NBCC/CCNB programs became apparent. It was acknowledged by NBCC officials that there may be additional Aboriginal students enrolled in programs and an AHRDA resource person pointed out that several of her clients had not been included in this list at the workshop. The College Admission Service and the campuses provided the consultants and with as complete a list as possible of Aboriginal students who were currently enrolled in regular programs, had dropped out of or had graduated from regular programs. However, it was not possible to effectively identify all these individuals – highlighting one of the dilemmas faced by NBCC/CCNB in keeping an accurate record of the numbers of Aboriginal students.

There are currently four separate sources of information from which to obtain the number of Aboriginal students in the NBCC/CCNB system, i.e.

- a) Self-identification by the student when he/she applies through the College Admissions Service using the SAP form. At present, it appears that this is the only formal source of this information;
- b) Informal identification of enrolled students at individual campuses, e.g. by instructors;

---

<sup>5</sup> Departments of Education and Training and Employment Development. Quality Post-Secondary Opportunities. (Fredericton: Province of New Brunswick, 2005) 23.



- c) Informal identification of enrolled students through the source of payment for their fees, e.g. if fees are paid by an AHRDA or First Nation.
- d) Students enrolled in contract training. However, although tracking of this group may occur, it was not clear to us whether this happened in a central location such as the College Admission Service.

Improved coordination between these four information sources would be required to obtain and maintain accurate databases on the numbers of Aboriginal students in the system.

Obtaining and maintaining an accurate count of Aboriginal students in NBCC/CCNB could be an advantage to both Aboriginal students/communities and NBCC/CCNB, e.g. influencing funding arrangements or accessing funding such as scholarships set aside for Aboriginal students; improved coordination of support and student services by campuses or in collaboration with AHRDAs and First Nation communities; NBCC/CCNB business planning; and, tracking the success of Aboriginal students.

**Recommendation:**

- 2. That NBCC/CCNB improve the process by which Aboriginal students enrolled in the community college system are tracked by ensuring that all formal and information sources of this information are communicated to and stored in a central location such as the College Admission Service.**

Self-Identification

Self-identification continues to be a complex issue not only for the NBCC/CCNB, but also in the fields of employment, training and education. There is ongoing dialogue amongst stakeholders at the national and provincial levels about how individuals can be encouraged to self-identify without contravening human rights codes. As long as Aboriginal individuals perceive that there may be some disadvantage or risk to self-identification, it will be difficult to improve rates of self-identification. The reluctance to self-identify also has an impact on the number of people using the Seat Allocation Policy.

Currently, the only opportunity for Aboriginal people to self-identify is through the Seat Allocation Policy. Including this option in the general application form, not only for Aboriginal people, but also for other groups such as persons with disability or visible minorities, may assist the colleges to track the progress of a student population that is anticipated to be increasingly diverse, e.g. increased enrolment of Aboriginal students , increased immigration levels in the province.

**Recommendation:**

- 3. That NBCC/CCNB include an opportunity for Aboriginal applicants to self-identify on its general application form.**

- 4. That self-identification by Aboriginal applicants through the application form or through the Seat Allocation Policy be acknowledged in their admissions correspondence.**

Seat Allocation Policy

*A certain number of seats are reserved for Aboriginal applicants i.e.:*  
*- one seat per program with less than twenty seats, and*  
*- one seat per twenty seats for programs with more than twenty seats.*  
*These are reserved until March 1<sup>st</sup>.*

The Seat Allocation Policy appears to be the only the only formal way that NBCC/CCNB tracks Aboriginal students in its regular on-campus programs at this point. However, many NBCC/CCNB staff interviewed were not clear about the SAP policy, e.g. whether it was being discontinued; whether it applied to Aboriginal students living out-of-province, etc. Many Aboriginal officials and half the Aboriginal students responded that they too were not clear about the SAP policy, how it was administered or were not sure if self-identification as an Aboriginal person could actually hinder their success at entering into a program. Further, NBCC/CCNB and Aboriginal officials voiced that the way the SAP is currently being implemented was not working well and was incompatible with First Nation funding cycles. As well, although the College Admissions Services attempts to get acceptance responses to students within two weeks, information from Aboriginal officials indicate that the waiting period for students appears to take longer. Consequently, clients exert pressure on the AHRDA counsellors to fund similar training through private institutions that are more flexible with their admissions deadlines and criteria.

There were several suggestions by survey or workshop participants for improving the Seat Allocation Policy and processes related to it:

- One proposal was to incorporate the Seat Allocation Policy application form into the general application form available in the NBCC/CCNB Calendar and website, with an appropriate explanation of the policy. (It is currently integrated into the Calendar on the information page for Aboriginal applicants/students).
- Another suggestion was to extend the deadline for the SAP from March 1 to June 1.
- Rather than reserving one seat per twenty seats in programs, a number of seats be reserved for Aboriginal peoples in those programs that are of greatest interest to them, e.g. a program may reserve five seats for Aboriginal people if the demand is there.
- All application and admissions correspondence to Aboriginal students who have applied through the Seat Allocation Policy should acknowledge that they have self-identified as being Aboriginal.
- NBCC/CCNB should better communicate and promote the policy to all college staff, particularly Student Services staff and College Admissions staff.

These are all sound suggestions. However, in revising the Seat Allocation Policy and implementing changes, NBCC/CCNB should take a number of other factors into consideration:

- The purpose of the Seat Allocation Policy needs to be clarified and subsequently clearly articulated to staff and Aboriginal people. For example, is the purpose of the policy just for tracking and planning purposes? Does the policy attempt to implement a measure that is similar to employment equity efforts to ensure that Aboriginal people comprise a percentage of the student population that is reflective of their demographic in the larger population? Does the policy support the province's efforts to support the socio-economic development of First Nation communities and Aboriginal people in the province? Clarifying the policy's intent will also help to justify it, if necessary, and set the parameters for implementation, e.g. whether it is reasonable to set aside more than one seat per 20 seats in programs.
- If the policy is also an effort to implement measures that are similar to employment equity measures, articulating that those Aboriginal students who gain acceptance through this policy are qualified will prevent any possible perception of tokenism that could result in poor relations within the campus environment and/or reluctance by employers to hire Aboriginal community college graduates.
- In improving the policy, it would be important to collaborate with AHRDAs and First Nation communities so that their funding cycles are taken into account, and the Colleges can benefit by learning from their perspectives and experiences with the policy, as well as their development needs.
- Placing the SAP in a location that is more visible may enhance the use of this policy. An online search for the policy in NBCC's calendar required several attempts to identify the appropriate location. Whereas, the special application procedures for international students were readily found or could be linked to from several locations in the website, the SAP and its accompanying application form was only found through the Academic Calendar, and not the admissions process. Consequently a prospective Aboriginal student could easily miss the Policy.
- With the switch to a course-based format, NBCC/CCNB plans on adopting an academic year that allows for numerous student intakes.<sup>6</sup> This may facilitate use of the SAP policy. However, NBCC/CCNB would still benefit from consulting with Aboriginal communities and organizations on the compatibility of the SAP and multiple intakes with Aboriginal funding and work cycles.

Finally, although not directly associated with the Seat Allocation Policy, some Aboriginal Officials were under the impression that the entrance criteria for particular programs were increased if there was a high demand for the program. Entrance to a program is granted to qualified students on a First Qualified-First Accepted basis.<sup>7</sup>

---

<sup>6</sup> New Brunswick Community College. February 2005, Modernizing the New Brunswick Community College: A Discussion Paper. <http://www.gnb.ca/0105/NBCCDiscussionPaperEnglish.pdf>, 24 June, 2005.

<sup>7</sup> New Brunswick Community College. 2005, Academic Calendar: Admissions. <<http://www.nbcc.ca/calinfo.asp?id=301&mid=1>>, 24 June, 2005.

As described in the Academic Calendar, a “First Qualified – First Accepted admission process means that a complete application will be accepted as it is received as long as the candidate meets or is in the process of meeting the admission requirements.” However, the policy also specified that some exceptions may apply to this policy. AHRDA Officials may not fully understand the Admissions Policy and its implementation and would benefit from further clarification.

#### **Recommendations:**

- 5. That NBCC/CCNB revise its Seat Allocation Policy to clarify the intent of the policy and to extend the deadline for the policy to June 1 or as late a date as possible within current admissions processes.**
- 6. That NBCC/CCNB consult and work with Aboriginal communities and organizations to refine the policy.**
- 7. That information and/or forms related to the Seat Allocation Policy be located both in the General Information and Admissions sections of the NBCC/CCNB Calendar.**
- 8. That the revised Seat Allocation Policy and the Admissions Policy be clearly articulated and communicated to all NBCC/CCNB staff, especially those involved in Admissions and Student Services.**

### **5.5 Retention of Aboriginal Students**

Contract training in First Nation communities is widely seen as the best delivery option for Aboriginal students, although all respondents recognized the high demand on resources involved in contract training. However, for First Nation communities, this training option represents a more direct involvement and control of post-secondary training in their communities; more flexibility in terms of delivery methods, scheduling and adaptation of programs in terms of cultural considerations; keeping Aboriginal human resources in the communities; and, achieving training and human resources goals, particularly when the participation of Aboriginal students in the regular on-campus programs does not seem to have met with a lot of success to date. For NBCC/CCNB this training option is expensive to deliver and difficult to sustain.

The preferred direction for Aboriginal training and service delivery expressed by NBCC Executive officials is to increase Aboriginal participation in regular on-campus programming, by better meeting their needs and achieving a better integration of these students. Contract training will continue to provide opportunities for NBCC/CCNB and the colleges have a track record of successful programs in this area. However, this section will focus on improving retention of Aboriginal students in regular on-campus programs where enrolment numbers are low and improvements can be made.

There are many factors that play a role in the retention and drop out rate of Aboriginal students in NBCC/CCNB regular on-campus programs. Other studies have indicated that

distrust due to historical factors such as the residential schools; lack of preparation for post-secondary education; feelings of social discrimination, isolation and loneliness at post-secondary institutions; poor socio-economic conditions in First Nation communities; a lack of respect for Aboriginal culture and cultural differences by post-secondary institutions; and, significant family demands that impose financial and time restraints on Aboriginal students are all significant barriers to enrolment and retention of Aboriginal students in post-secondary education.<sup>8</sup> Aboriginal and NBCC/CCNB officials provided a range of thoughts for Aboriginal students dropping out of college before the completion of their program. However, even though every effort was made by NBCC/CCNB to provide a comprehensive list of Aboriginal students who had been enrolled in campus programs, the difficulties with keeping accurate records in this area provided names of a limited number of students who had left the colleges without completing their studies. Therefore, information from Aboriginal students in this survey relevant to retention issues is highly likely to be incomplete. As well, it is possible that the Aboriginal students who were successful in gaining entry in a program are those that are high achievers and as a result, may have fewer difficulties progressing through NBCC.

The issues associated with retention of Aboriginal students are considered in this report under three categories – programs, inclusive environment and student services.

### Programs

Aboriginal Officials and provincial and federal Stakeholders recognized that Aboriginal students often faced particular challenges when admitted to NBCC/CCNB training programs on three principal levels:

- Lack of academic preparedness, e.g. some require upgrading;
- Unrealistic expectations about the demands and/or requirements of studying in an NBCC/CCNB program, e.g. attendance, following a schedule;
- Lack of self-esteem and in some situations, minimal parental or community support.

These challenges all impact on the Aboriginal student's ability to remain in and successfully complete a training program and can be influenced to a certain degree by the support structure provided by NBCC/CCNB and the AHRDAs.

- NBCC/CCNB respondents, as well as Aboriginal Officials and Stakeholders underlined the importance of being well informed and open to effective learning approaches for different cultures and considering alternate, successful delivery approaches, such as internships, mentoring, etc. This approach will become increasingly important as NBCC/CCNB's student population increases in diversity. One respondent identified that two segments of the population will be important for the colleges' future clientele – Aboriginal population and part-time learners. Both will need flexibility in training delivery and innovation. NBCC/CCNB's current move towards course based programming is one way to address these needs.

---

<sup>8</sup> R.A. Malatest and Associates Ltd. 2002, Best Practices in Increasing Aboriginal Postsecondary Enrolment Rates. <http://www.cmec.ca/postsec/malatest.en.pdf>, (24 June, 2005) 14-21.

- Lack of academic preparedness was voiced as another challenge to the retention of Aboriginal students, and one that is reflected in the experiences of post-secondary institutions in other parts of Canada and the world.<sup>9</sup> Suggestions for addressing this barrier are through avenues such as peer tutoring and other efforts that NBCC/CCNB will be implementing as a result of the province's commitment to:
  - Provide individuals without high school graduation the opportunity to acquire "Essential Skills" they need to register and succeed in an apprenticeship program. This option could be extended to include preparation for other regular programs.
  - Identify first year full-time students who are academically "at risk" and provide them with appropriate remedial assistance.<sup>10</sup> This may involve not only academic support, but also additional supports through Student Services. A further exploration of these types of supports will be undertaken in another section of this report.
  - NBCC/CCNB can also explore the possibility of offering "bridging programs" for students who would benefit from this type of programming, or partnering with the Mi'kmaq Maliseet Institute at the University of New Brunswick in delivery of this program.
- Unrealistic expectations by students about undertaking studies at NBCC can be minimized in part by better pre-application counselling through the AHRDAs and the community college system. However, students may not fully realize the requirements until they are undertaking the course of study.
- Increasing the amount of time allowed for students to complete a program by taking fewer courses may help students to complete the program at a suitable pace for them – a move towards course based programming will help in this regard. However, other considerations, such as financial availability or criteria may impact a student's ability to take this option.

Ensuring that the colleges offer programs where an interest has been expressed or anticipated would assist in attracting and retaining Aboriginal students, e.g. forestry and fisheries, trades, entrepreneurship and business administration, information technology, justice and criminology. The colleges already offer many of these courses, especially as not all programs have to be Aboriginal specific. However, one area that could be explored further is the offering of courses pertaining to Aboriginal issues and culture, e.g. Mi'kmaq language immersion programs and courses on Aboriginal issues. However, if the colleges are interested in pursuing this avenue, a feasibility study that takes into consideration availability of qualified resource people, the nature of the curriculum to be offered and competition would be wise before the Colleges pursue this avenue. The

---

<sup>9</sup> R.A. Malatest and Associates Ltd. 2002, Best Practices in Increasing Aboriginal Postsecondary Enrolment Rates. <http://www.cmec.ca/postsec/malatest.en.pdf> , (24 June, 2005) 15-16.

<sup>10</sup> Departments of Education and Training and Employment Development. Quality Post-Secondary Opportunities. (Fredericton: Province of New Brunswick, 2005) 25.

Colleges may also wish to explore partnering with other institutions such as the Mi'kmaq Maliseet Institute to offer this type of programming.

Training programs that do not result in employment – training for training's sake – are also a great source of frustration and will often translate to a high rate of leaving before completion of studies. Several NBCC staff raised this issue, and some Aboriginal Officials brought up this topic, one feeling that NBCC/CCNB has gotten caught up in a numbers game and is not very concerned with what Aboriginal students have gained at the end of a program in terms of employability and skills relevant to the marketplace. However, this area can be addressed through:

- Collaborative working relationships with the AHRDA's and other stakeholders such as the Aboriginal Workforce Participation Initiative offered through Indian and Northern Affairs Canada, the Joint Economic Development Initiative, and Employment Equity initiatives implemented by federal and private sector employers. More on collaborative relationships will be discussed in a later section of this report;
- Ensuring that the programs offered by the colleges are relevant to the human resource needs of both First Nation communities and of employers in the province and elsewhere. This effort would be, or should be, part of the College's ongoing work.

#### **Recommendation:**

- 9. That NBCC/CCNB, and in particular Student Services, consider the needs of the Aboriginal population in enhancing its services and approaches under the province's *Quality Post-Secondary Opportunities* policy.**
- 10. That if NBCC/CCNB is interested in offering courses or programs related to Aboriginal language and culture, it considers undertaking a feasibility study before pursuing this option further.**

#### Inclusive Environment

There was some recognition on the part of NBCC/CCNB respondents and Aboriginal officials that campus environments may not be welcoming to Aboriginal students or inclusive, this observation being based either on actual incidents of racism on campus which required intervention, or an awareness of some of the challenges faced by members of the Aboriginal population.

NBCC/CCNB staff and Aboriginal officials offered several thoughts on the issue of inclusive campus environments for Aboriginal students, many of which could be incorporated into regular campus business or at a moderate cost:

- Respondents acknowledged the value of preparing individual campuses for the presence and integration of Aboriginal students, commenting that some campuses are better prepared for, or have more experience with, international students than Aboriginal students and suggesting that some of the best practices they have used with international students could be applied to Aboriginal students, both to help

- them as well as the campus community to adapt to different cultural environments and approaches.
- Other NBCC/CCNB respondents felt that their campus communities were very open and welcoming to Aboriginal students and that the challenge lies rather in helping the Aboriginal students to overcome their own insecurities or lack of self-esteem, which kept them from seeing themselves as belonging on a community college campus.
  - Aboriginal Officials and provincial and federal Stakeholders, as well as many NBCC/CCNB respondents emphasized the lack of Aboriginal images on campuses or a place where Aboriginal students can go to should they wish to be with other Aboriginal students. An example cited was the University of New Brunswick's Mi'kmaq and Maliseet Institute which gives a lot of support to the Aboriginal students on that campus. Reference to this institute was also made by a few Aboriginal Student respondents, who thought a similar "space" for Aboriginal students in NBCC/CCNB campuses would be useful and appreciated.
  - Aboriginal Officials and provincial and federal Stakeholders also underlined the need for increased numbers of Aboriginal people in the NBCC/CCNB Network who are instructors, administrative staff or student services staff on campuses, as well as Aboriginal staff who work in contract training as liaison officers, program coordinators or instructors. These individuals could serve as role models and their presence would contribute to creating a receptive environment for Aboriginal students. Opportunities for this will increase in the future as more Aboriginal people become qualified in various fields, and as positions become available with retirements of current staff as a result of the demographic of the general New Brunswick population;
  - Aboriginal Officials as well as some NBCC/CCNB respondents considered it important for Student Services staff and instructors to receive cultural awareness training.

**Recommendation:**

- 11. NBCC/CCNB seek out opportunities to make campuses more welcoming and inclusive for Aboriginal students, e.g., through Student Services, Aboriginal and Diversity Awareness opportunities for students and staff; spaces for Aboriginal students to congregate; incorporation of Aboriginal imagery and symbols in the colleges interior design concepts; and, hiring of Aboriginal individuals in community college positions.**

Student Services

Student Services offers a range of services to students, some of these which are:

- Registrar's Office, that acts in a range of capacities including serving as a liaison to high schools and communities; registration for students; management of student records and student loan processing, etc.
- Financial services – offering information on scholarships and financial assistants for students.



- Counselling – referrals and services for students requiring career and personal counselling services during their studies;
- Workplace or employment services for students;
- Health Services – listings to existing health services in the communities.
- Accommodation – listings of available accommodations for students.<sup>11</sup>

AHRDA Coordinators felt they lacked information about available student services on campuses to which they can refer students. Some AHRDA Coordinators also explained that Aboriginal students continued to rely on them for support that should be coming from NBCC/CCNB Student Services, because these students feel that Student Services will not take their requests for assistance seriously, they are not comfortable asking for assistance or that they will not receive effective services. As well, some AHRDA staff voiced that although dealing with discrimination faced by Aboriginal people in the labour market may be beyond the scope of NBCC/CCNB to deal with on its own, a more active role, awareness of the issues and leading by example through its partnerships and close relationship with the labour market on the part of the community colleges would be appreciated.

The Aboriginal students interviewed as part of the survey did not reflect this perspective with the majority expressing satisfaction with the services received or no need to access them. They also did not perceive a need for any particular services or supports for Aboriginal students from NBCC/CCNB. As mentioned previously, while these results are encouraging and indicate that there are a number of Aboriginal students who successfully undertake and complete their studies with little difficulties, these comments do not reflect the experiences of those who have not completed their studies or were not successful in gaining entry into the college system in the first place, or previous graduates and discontinued students for several years back.

In terms of contract training in First Nation communities, one disadvantage mentioned is the inability for contract students to access Student Services. This was particularly problematic in terms of career counselling and workplace integration post-training.

In improving Student Services to Aboriginal students, it can be helpful to consider that although many Aboriginal students have lived in this province for the majority of their lives, they come from a very different cultural context. This is especially true for students coming from First Nation communities. Consequently, the process of integrating into a campus or off-reserve setting is compounded not only by the new experience faced by other New Brunswick students, e.g. moving away from home, coming to a new, post-secondary environment, etc., but also by cultural isolation. In this respect, the experience of Aboriginal people moving off-reserve is similar to that of immigrants and international students in that although they may be familiar with making certain arrangements in a First Nation context, they may not be familiar with these processes and expectations away from their communities, e.g. accessing health care,

---

<sup>11</sup> New Brunswick Community College. Student Services. 2005, <http://www.nbcc.ca/content.asp?id=36&mid=2>, (22 June, 2005).

finding accommodations and obtaining telephone or utility services, obtaining employment, etc.

Employing an “outreach” approach may be more effective in improving services to First Nations students, rather than waiting for students to access Student Services on their own, especially since those students who need the most support may not seek assistance from Student Services. This could include:

- Ensuring the AHRDAs are well aware of services offered by campuses so they can guide their clients towards them effectively, as well as work in collaboration with Student Services;
- Hosting a welcome for new Aboriginal students during Orientation Week, giving them an opportunity to meet Student Services staff and each other;
- Making it possible for Aboriginal students enrolled in the college system throughout the province to network with each other through a voluntary “chat-line,” list-serv or other type of internet based communication.
- Possibly coaching (but not necessarily doing the work for) students to take the appropriate courses of action when seeking accommodations, health services;
- Employing an Aboriginal Student Services Coordinator that could provide assistance to Aboriginal students in all the campuses. This type of model is being used by the Nova Scotia Community College – a First Nations Student Services coordinator works out of one campus, but is available to participate in activities at any campus.<sup>12</sup>
- Ensuring that services for students with disabilities are familiar with the particular concerns in this area of Aboriginal people. For example, the rate of hearing, sight and speech disabilities amongst Aboriginal people is higher than for the general population<sup>13</sup> and there is a concern amongst Aboriginal communities, including those in New Brunswick, about conditions such as Fetal Alcohol Syndrome or Effects.
- Understanding that a personal approach is important in the Aboriginal cultural context;
- Making services available to contract students, etc.

There may be other successful approaches that have been used with international students that are applicable to the Aboriginal community.

As well, in various universities and colleges – mostly in western Canada – post-secondary institutions have an “Elder in Residence” who can provide support to Aboriginal students. Having an Elder available to students was seen as an effective way to preserve and foster traditional Aboriginal knowledge and processes of learning, as well

---

<sup>12</sup> Nova Scotia Community College. First Nations Student Services. 2003, [http://www.nsc.ca/Services/First\\_Nations\\_Student\\_Services.asp](http://www.nsc.ca/Services/First_Nations_Student_Services.asp), (24 June, 2005).

<sup>13</sup> **Indian and Northern Affairs Canada. Social Development: Health and Social Indicators, 2000. 23 April 2004, <[http://www.ainc-inac.gc.ca/gs/soci\\_e.html](http://www.ainc-inac.gc.ca/gs/soci_e.html)> 24 June, 2005)**

as a means to provide social and cultural support for Aboriginal students.<sup>14</sup> Although it may not be feasible to hire an individual on a full-time basis to provide support to Aboriginal students specifically at a campus, it may be possible to contract individuals who are well rooted in their traditions on a part-time basis to assist Aboriginal students at campuses where there is a need. This would also provide an avenue to increase the awareness and cultural competency of staff in Aboriginal culture and peoples.

**Recommendation:**

**12. That Student Services ensure AHRDA staff are aware of its services.**

**13. That Student Services explore “outreach” and creative approaches to providing services to Aboriginal students as per some of the suggestions provided in this report.**

## **5.6 Funding and Financial Issues**

The question of funding and financial support for Aboriginal students and Aboriginal training is a complex one, involving quite a few federal and provincial departments as well as various levels of decision-making. For the purposes of the ATSD, it can be looked at in three broad categories: INAC Student Funding, Training Funds and Student Issues.

### INAC Student Funding

Post-Secondary education is a program of studies offered by a post-secondary institution, recognized by the province, **that includes at least one academic year (as defined by the institution)**, and for which completion of secondary school studies, or its equivalent as recognized by the post-secondary institution, is required.

*- Current INAC policy*

Funds transferred from INAC programs are a main source of funding for Aboriginal students' tuition fees and financial support (travel, living allowances such as accommodation, food, etc.) at the post-secondary level. The level of funding for full-time students is \$675/month for an individual, although some First Nations may supplement this amount with other funds. In the 70s and 80s, there were enough funds to meet the demands of Aboriginal students for post-secondary education. However, since 1993/1994, a cap on funding, coupled with a rapidly growing Aboriginal population, has exerted increasing pressure on these funds as demand has exceeded funding levels.<sup>15</sup>

<sup>14</sup> R.A. Malatest & Associates Ltd. 2002, Best Practices in Increasing Aboriginal Postsecondary Enrolment Rates. <http://www.cmec.ca/postsec/malatest.en.pdf>, (24 June, 2005) 35.

<sup>15</sup> Telephone conversation with Dot Smith-Bezanson, Indian and Northern Affairs Canada, 25 April 2005.

Funds available through the AHRDAs are also experiencing demands in excess of available funding because of shrinking budgets and increasing demand.

Although INAC's Post-Secondary Student Support Program (PSSSP) policy does not specify this, there is a widely held belief, by both NBCC/CCNB and Aboriginal respondents, that INAC funding can only be accessed for university education or for programs that are at minimum two years in duration. INAC policy also states, however, that First Nation community recipients of INAC funds may have local program guidelines and priorities in place for the administration of the PSSSP funds. Consequently, further clarification is required on whether individual First Nation communities have an internal policy that determines the minimum length of study eligible for funding through the post-secondary education budget. The criteria for allocating these funds and the limit of minimum two year duration may be as a result of individual First Nation policies.

Aboriginal officials who manage these post secondary funds, i.e. the Directors of Education or administrators at tribal councils such as the North Shore Micmac District Tribal Council, and the AHRDA staff, are therefore concerned about using funds in the most efficient way and using them to support truly committed, serious students who will complete the programs and benefit from them. Although AHRDA staff are well aware of NBCC/CCNB programs and options and see this as a preferred option, there is a commonly held perception that the Education Directors tend to favour university programs/education when working with their clients, with a range of reasons for this.<sup>16</sup> AHRDA officials reported that referring their clients for assistance for PSSSP funding through the Education Departments in First Nation communities has not yielded much success in the past.

Making a case for NBCC as a viable post-secondary option for students with the Directors of Education is important, both because of their ability to influence student choices, as well as their roles in administering funding for post-secondary education funding provided by INAC's Post Secondary Student Support Program. One strategy to address their preference for university education is to stress the government's commitment to "increase articulated program opportunities in the province" within the next two years, i.e. programs of study that incorporate components of a post-secondary program by one participating institution, such as a university, with components of a post-secondary program delivered by another, such as NBCC.<sup>17</sup> Pursuing an NBCC/CCNB course of studies would also result in some type of certification or diploma for an individual, even if he/she does not complete a four year period of study. As well, the

---

<sup>16</sup> Generally in most First Nation communities, individuals can speak to two separate individuals or departments about funding for post-secondary education. The Directors of Education are responsible for post-secondary funding for university education while the AHRDA Coordinators and First Nation employment counsellors, who are part of the AHRDAs, are responsible for assisting students to access funding for post-secondary training, other than university education.

<sup>17</sup> Province of New Brunswick. Quality Post-Secondary Opportunities. (Fredericton: Province of New Brunswick, 1995), 28-29.

success rate for graduates in obtaining employment is 90% on average.<sup>18</sup> The Directors of Education meet together as a group and also meet with the Department of Education. Consequently, opportunities exist to develop relationships with them collectively.

**Recommendation:**

**14. NBCC/CCNB work in collaboration with Indian and Northern Affairs Canada to clarify INAC's Post-Secondary Student Support Program (PSSSP) guidelines to the AHRDAs and the officials that administer the PSSSP program funds in First Nation communities.**

**15. NBCC/CCNB meet with the Directors of Education in First Nation communities and other individuals responsible for administering post-secondary funding to inform them about NBCC/CCNB as a post-secondary option and the benefits a community college education can offer.**

Training Funds

An issue that came up regularly during the interview process was the lack of coordination between AHRDAs, TED and Human Resources and Social Development Canada (EI) regarding the implementation of funding processes, often resulting on each party waiting for the other and delays for the student. Other studies have also identified funding delays as a challenge that Aboriginal community college students experience, and one that hampers completion of their training.<sup>19</sup>

Delays in funding are sometimes experienced because of the increasing pressure on AHRDA funds compared to demand for them, and limited funding available through other provincial and federal government departments. In other cases, the lack of coordination between parties results in the student being able to make Aboriginal officials or their provincial counterparts “do all the work for them” to obtain these funds. Finally, AHRDAs have varying capacities to communicate or assist potential students effectively. In smaller communities, the individual working on the AHRDA portfolio may also wear two or three other hats, limiting their capacity to work with students. As well, some AHRDA respondents outlined the complexity of working with the various funding and employment/training programs as they all have varying eligibility and administrative criteria.

NBCC/CCNB could play a role in facilitating efficient access of these various sources of funds from the AHRDAs, TED's Employment Programs, and HRDSC's EI program.

---

<sup>18</sup> New Brunswick Community College. International Students: What NBCC Campuses Offer You, 2005. <<http://www.nbcc.ca/content.asp?id=58&mid=1>> (23 March, 2005).

<sup>19</sup> Han Martin Associates. Aboriginal Participation in Apprenticeship and Trades. (Fredericton: Province of New Brunswick, 2003), 17.

**Recommendation:**

- 16. That NBCC/CCNB facilitate discussions between the AHRDAs, TED and HRSDC to develop mechanisms for efficient and timely access to training and education funds for Aboriginal students.**

Student Issues

Responses from AHRDA officials indicate that some students are not aware of their responsibilities for working in cooperation with them to access funding, e.g. providing the proper information or paperwork. Aboriginal Officials expressed some frustration on this point as many Aboriginal students do not take on these responsibilities and rely completely on them. As well, a couple of students reported that they received minimal or ineffective support from the AHRDAs in their communities. NBCC/CCNB officials assumed that Aboriginal students could access provincial student funding programs, e.g. loans, training funds, etc. but Aboriginal students were not always aware of other options.

NBCC/CCNB can play a role in identifying alternate sources of funding and ensuring that potential and current Aboriginal students, AHRDAs and Directors of Education are aware about alternate sources of funding, e.g. scholarships, bursaries, training funds, etc. One option identified by workshop participants was to place a link on the NBCC/CCNB website to INAC's site that publishes a list of scholarships and bursaries for Aboriginal students.<sup>20</sup> Student Services staff at campuses should also be aware of these bursaries. As well, since NBCC/CCNB will be undertaking a fundraising campaign for scholarships in the future<sup>21</sup>, ensuring that some of these funds are aimed at Aboriginal students would be beneficial. A cursory examination of INAC's bursary list indicates that although there are some bursaries that are national in scope which Aboriginal community college students in this province can apply for, there are no bursaries of this nature specific to Aboriginal students in New Brunswick. In contrast, Nova Scotia has several of these types of scholarships and bursaries available.

**Recommendation:**

- 17. NBCC/CCNB identify additional sources of funding for Aboriginal students, including scholarships and bursaries, and ensure that potential and current students, AHRDAs, and other Aboriginal officials involved in post-secondary funding are aware of these sources.**
- 18. That NBCC/CCNB work in partnership with stakeholders to create scholarships and bursaries for Aboriginal students in New Brunswick.**

---

<sup>20</sup> Indian and Northern Affairs Canada, Aboriginal Bursary System, 10 May, 2003, <http://sdiprod1.inac.gc.ca/abs/main.asp?lang=E>, (24 June, 2005).

<sup>21</sup> Departments of Education and Training and Employment Development. Quality Post-Secondary Opportunities. (Fredericton: Province of New Brunswick, 2005) 31.

### Payments for Contract Training

Although contract training is seen as a best practice in providing training and services to Aboriginal students, some campuses voiced that they had had difficulty obtaining payment from First Nations for training that has already been delivered. In response, some campuses have instituted an unwritten policy and practice that training already delivered must first be paid for before any additional training can be delivered.

The impact of this practice is that NBCC/CCNB relationships with other key individuals in a First Nation or with other First Nations have been affected. One Aboriginal official pointed out that a different department in the community with separate funding processes had not paid for training, but his request for training from a community college was denied as a result. Consequently he felt slighted and took his business elsewhere. In addition, if there is no formal college policy on non-payment for services delivered to any client, individual campuses will develop an inconsistent and possibly arbitrary approach to respond to these types of situations.

In contrast, one Aboriginal official did comment that due to a good working relationship with the NBCC, there is a trust relationship in terms of payment with respect to their clients.

A sensitive approach for handling these types of situations may be required with an understanding that sometimes, a different cultural context is at play. News of developments travels quickly amongst Aboriginal communities and networks, and individuals hearing the news may not always receive the “full story.” Also, community college officials may not always be fully aware of First Nation administrative processes as these can vary from community to community. Although they have had a sound relationship with certain individuals within a community or organization, there may be factors beyond this person’s control that affect payment of services, e.g. elections, change in administration, third party management processes, etc.

Good communication and a sound relationship will help the community colleges to determine which Aboriginal communities or officials have a sound reputation for paying for services, and which pose a risk, even though these individuals may be located in the same community. However, if reasonable efforts do not result in payments, colleges may have no option but to institute more concrete measures. A clear NBCC/CCNB policy would benefit staff as well as Aboriginal clients on how non-payment for training will be handled and the rationale for this. This can prevent misunderstandings.

In response to a refusal for further training services, some Aboriginal Officials are also opting to pursue partnerships with private training institutions or approach another NBCC/CCNB campus which is not aware of the payment issue to deliver training to the First Nation community. This can then result in strained relations between campuses. Since contract training continues to have important business potential for the NBCC/CCNB campuses, it will be important to resolve this issue as quickly and effectively as possible. Enhanced communication between NBCC/CCNB campuses could limit the risks for campuses in general.

## **Recommendations:**

- 19. That NBCC/CCNB develop a policy on non-payment of services by clients.**
- 20. That NBCC/CCNB enhance communication between campuses about clients that pose a potential financial risk to the colleges and those that have a sound reputation for payment of service.**

## **5.7 Staff Development**

Through interviews and workshop evaluation forms, NBCC/CCNB staff and Aboriginal officials identified several areas where college staff would benefit from professional development:

- How to develop relationships and identify the appropriate individuals to contact within First Nation communities and Aboriginal organizations;
- How to work effectively and respectfully in collaborations and partnerships with Aboriginal communities and organizations;
- Knowledge of best practices in program delivery for Aboriginal students;
- Aboriginal awareness sessions;
- Aboriginal demographics and the Aboriginal population's potential as a market;
- Understanding of issues such as racism and discrimination and their impact on employment and other opportunities for Aboriginal people;
- More awareness of the cultural origins of Aboriginal students attending community college programs, i.e. not just Mi'kmaq and Maliseet students, but also Aboriginal students from other parts of Canada who currently live in New Brunswick.

All staff can benefit from development opportunities that take place for campus communities in general and these may be a positive way to encourage Aboriginal students to become a more active part of campus life and develop better relationships with Aboriginal communities and organizations in the vicinity, e.g. the Student Representative Council in collaboration with Aboriginal students could organize campus activities or displays on National Aboriginal Day such as traditional Aboriginal sports and games, cultural events, etc.; nearby communities could be invited to participate in organized events, etc.

However, for those staff with direct responsibilities in developing and delivering Aboriginal training and services, more structured opportunities to develop their cross-cultural competency knowledge and skills would be beneficial.

## **Recommendation:**

- 21. That NBCC/CCNB campuses actively encourage opportunities for the campus community to develop an awareness of Aboriginal people and culture.**



**22. That NBCC/CCNB staff involved in developing and delivering Aboriginal training and services undertake training to develop their cross-cultural competency skills.**

## **5.8 Business Development and Strategic Partnerships**

The issues identified during this project are complex and involve many stakeholders. NBCC/CCNB's abilities to provide better services to Aboriginal students and take advantage of potential business opportunities with the Aboriginal community will be greater if strategic partnerships are struck. Relationships need to be developed at several levels to further ATSD.

Partnering with Aboriginal communities and organizations will provide opportunities to enhance efforts or make advances in a number of different areas:

- Raising NBCC/CCNB profile amongst the Aboriginal population in the province;
- Tracking student enrollment and progress, and resolving issues students may encounter during the application and admission services, or during their course of study;
- Clarify funding availability and access to NBCC/CCNB programs for students;
- Gain insights about practical and effective ways to revise the Seat Allocation Policy;
- Minimize risks of non-payment for contract training;
- Identify the human resources needs of First Nation communities and gain awareness about community plans;
- Identify current and future business opportunities.

As well, during the interviews, officials from at least three Aboriginal communities identified that they were interested in developing training institutes within their communities and had been undertaking discussions with different campuses about this. This can present partnering opportunities for NBCC/CCNB, e.g. course delivery, collaboration in the application and admissions process, support for students, etc. In other provinces in Canada, Aboriginal peoples have successfully partnered with other post-secondary institutions to set up a College, e.g., the Saskatchewan Indian Federated College, or have developed an independent college, e.g. the Gabriel Dumont Institute on Native Studies and Applied Research by the Métis nation. However, modeling initiatives in New Brunswick after these institutions will require some modifications because of the different nature of the province.

The initiatives in New Brunswick have the potential to foster competition between First Nation communities and between NBCC/CCNB campuses. Although competition is not necessarily a bad thing, navigating this may require a modified approach that would work in this province because of the small nature of the province in comparison to these western provinces - both the land mass and the population of Aboriginal people in the western provinces is much larger as compared to New Brunswick.

Having said this, this type of collaboration also presents opportunities for Aboriginal communities and community college campuses to be strategic and cooperative in the types of courses they deliver, as is the case with the network of colleges at the moment - certain campuses specialize in the delivery of some programs, e.g. hospitality and tourism, information technology, engineering technology, etc., while offering others that are also provided by a number of different campuses, e.g. business administration courses.

NBCC/CCNB can also consider expanding its contacts with individuals and sectors in First Nation communities other than those involved in education, employment, natural resources and economic development. There are many initiatives and developments occurring in Aboriginal communities that are related to fields such as health, social work and public safety. These may also present opportunities for NBCC/CCNB.

NBCC/CCNB officials voiced that it was sometimes difficult to identify the appropriate contact in a First Nation community or to maintain a relationship as people were often difficult to reach. This experience would be validated by the survey process as only half of the Aboriginal individuals identified for interviews could be reached. In part, this may be because these individuals, such as the Chiefs, have too much on their plates, as can be the case in band administrations. Some of the Aboriginal officials interviewed were keenly interested in pursuing partnering opportunities with the community colleges, but were also not sure how to establish contact.

The personal approach is extremely important in Aboriginal culture and although it is more time intensive and may require patience, once a sound relationship is established, opportunities will be long term. A cost benefit analysis would suggest that some of the frustrations associated with this process should not daunt efforts to identify the appropriate contacts and establish relationships with key Aboriginal individuals as this will result in benefits for the community colleges.

Partnering can happen at a provincial level, which would be beneficial to increase general awareness of individuals about NBCC/CCNB and Aboriginal communities and organizations, as well as networking opportunities. And, it can also happen between individual campuses and Aboriginal communities or organizations, as opportunities and needs present. This latter situation is already happening between several communities and community college campuses.

A forum or networking workshop to bring together key people from both the First Nation communities and organizations from around the province, campuses around the province, and key people from provincial and federal departments would help to catalyze working relationships, develop a greater understanding of the contexts and priorities of First Nation communities, opportunities where NBCC/CCNB can be a valuable ally, and form a sound foundation for the future. It could also be a working session where solutions to some of the issues identified could be jointly explored and developed. Several of the evaluation comments from the workshop reflected that an opportunity to network with more Aboriginal people would have been useful.

Once these contacts have been established, these relationships can further be maintained through a variety of means, should individuals in the community college network wish to pursue this, e.g. regular work relationships, opportunities to connect at community events such as pow-wows and festivities, sporting events. Efforts like this will demonstrate sincerity and interest in getting to know Aboriginal people and culture, not only when business opportunities are involved, but also as neighbours.

**Recommendation:**

**23. That NBCC/CCNB organize and host a networking workshop between key staff from the AHRDAs, Directors of Education, key provincial and federal partners and NBCC/CCNB campuses and staff to provide a forum to explore opportunities and solutions for improving Aboriginal training and service delivery.**

Improvements to Aboriginal training and service delivery will also benefit from strategic partnerships at the federal and provincial levels. Some of these key relationships are identified:

- Indian and Northern Affairs Canada (INAC), who can play a role in clarifying post-secondary education policy for Aboriginal students and in connecting NBCC/CCNB to communities and their plans as this department is centrally involved in this initiative.
- The Aboriginal Workforce Participation Initiative (AWPI), implemented through Indian and Northern Affairs Canada for external employers, and through the Public Service Commission for the federal public service, seeks to increase the participation of Aboriginal peoples in the labour market. The initiative does this through awareness materials and activities, identifying and promoting best practices and role models, developing and distributing skill-building tools and resources for employers, and facilitating pilot projects.<sup>22</sup> The AWPI could be a key partner in developing employment, cooperative and internship opportunities for Aboriginal students and graduates.
- Human Resources and Skills Development Canada (HRSDC) administers the AHRDA agreements. Under the new agreements, HRSDC is looking at developing a skilled Aboriginal workforce with individual training being the focus and can play a role in facilitating linkages and communications with AHRDA staff.
- Atlantic Canada Opportunities Network (ACOA) and Aboriginal Business Canada, who are involved in economic development initiatives in First Nation communities and with Aboriginal organizations. These departments can be a valuable source for contacts and trends.
- New Brunswick Aboriginal Affairs Secretariat, who can play a key role in facilitating linkages for NBCC/CCNB with other provincial departments and Aboriginal communities regarding First Nation initiatives. Together with INAC

---

<sup>22</sup> Indian and Northern Affairs Canada. What is the Aboriginal Workforce Participation Initiative? 23 April 2004, <[http://www.ainc-inac.gc.ca/ai/awpi/ini\\_e.html](http://www.ainc-inac.gc.ca/ai/awpi/ini_e.html)> (23 June, 2005).

- through the AWPI, this department will be exploring retention and completion strategies for Aboriginal students in post-secondary education.<sup>23</sup>
- Other departments within TED, such as the Apprenticeship and Occupational Certification Branch that can be a strategic partner in the area of trades; the Labour Market Analysis Branch that can provide key information; and, the Employment Programs and Services Branch, that provide services to employers and training funds in various regions throughout the province.
  - Joint Economic Development Initiative, which is a tripartite forum between First Nations, federal and provincial departments in the area of economic development will provide ample opportunities to find out about current trends and developments in First Nation communities and initiatives. JEDI hosts regular plenary sessions that always include an information sharing component. In the past, First Nation communities have shared key economic development initiatives and plans at these forums. As well, the JEDI newsletter is widely distributed to Aboriginal individuals, communities and businesses; employers; and, federal and provincial departments. JEDI's recent reorganization from standing committees to committees based on key interests and opportunities may yield some beneficial openings for NBCC/CCNB to further its efforts in Aboriginal training and service delivery.

Increased awareness brought about by contact with these federal and provincial partners will also help NBCC/CCNB to identify potential business opportunities, and close the gap between First Nation communities' present and future socio-economic development needs, and the program/training available through NBCC/CCNB.

### **Recommendation:**

- 24. That NBCC/CCNB continue to explore and extend strategic partnerships with federal and provincial departments to increase awareness on developments and initiatives with Aboriginal people in the province and to identify opportunities for collaboration in improving Aboriginal training and service delivery and business opportunities. The Joint Economic Development Initiative (JEDI) could provide a valuable forum by which to catalyze this process.**

Finally, as NBCC/CCNB moves forward on the ATSD agenda, it would benefit the community colleges to consider increased collaboration and communication internally within the community college network on this initiative. Doing this will help on a number of different fronts, most of which have been described previously, but are mentioned again here:

- *Marketing:* Pooling efforts on marketing initiatives where possible, thereby increasing efficiencies in human and financial resources required for this undertaking. For example, literature could be developed that could be used by all campuses; campuses could undertake promotions in their respective regions, but

---

<sup>23</sup> Departments of Education and Training and Employment Development. Quality Post-Secondary Opportunities. (Fredericton: Province of New Brunswick, 2005) 25.

- do this on behalf of all the campuses in the province. It is likely that this approach is already being used by the community colleges.
- *Tracking:* Cooperation between multiple sources of information would be required so that data on the numbers of Aboriginal students enrolled within the college network can be centrally located, and so that the accuracy of these numbers would increase.
  - *Implementation of the SAP:* Revision of the policy may require internal coordination and communication, especially if new ways of implementing are found, e.g. setting aside a greater number of seats in certain programs, but none in others.
  - *Innovative Delivery:* Some campuses have already undertaken joint efforts to deliver programs depending on expertise required, location of client, etc. An example cited was the CLAMS program jointly delivered by Saint John and Miramichi campuses. More opportunities for this type of collaboration may unfold. Additionally, as several First Nation communities have approached different campuses about setting up training sites in their communities, there may be an opportunity to partner on these initiatives. As well, Saint John has developed expertise in co-operative education. Since this approach was seen as being a beneficial one for Aboriginal students because of its practical, hands-on component, the Saint John campus may be able to partner with other campuses to make this a possibility for a wider range of programs.
  - *Competition:* The potential for competition between campuses for the Aboriginal market is a possibility, and as mentioned before, although competition is not necessarily detrimental, strategic partnerships and collaboration between colleges will help strike a balance between new business opportunities and endeavours that are not at the expense of other colleges.
  - *Decreased Risks:* Sharing information amongst each other in situations where risks are associated would benefit the whole college network.
  - *Sharing Best Practices:* Although a few individuals were aware of best practices with respect to Aboriginal training and service delivery, and in particular, those they had been involved in, a broader sharing of these amongst campuses would help to increase overall capacity to reproduce successful approaches. The same would also apply for lessons learned about work in this area.
  - *Team Building:* Shared approaches and cooperation will help to build an overall sense of accomplishment and collaboration amongst the campuses that make up NBCC/CCNB.

Building opportunities to share information and develop collaborative approaches would work better if this were part of a systematic, planned and regular approach, since there is a risk that leaving this to happen “by chance” or “as needed” would result in little action in this area.

**Recommendation:**

- 25. That NBCC/CCNB continue to seek regular and structured opportunities to improve internal communication and collaboration on Aboriginal training and service delivery.**

## **5.9 Best Practices**

A number of best practices were cited during the course of interviews, and these have been mentioned in an earlier section of this report. As well, workshop participants recommended that NBCC/CCNB undertake a study of best practices. This suggestion is a worthwhile one, especially since some studies have already been undertaken both for post-secondary institutions in Canada as well as globally, and there are various examples of measures that work in western Canada and northern Ontario. One such study was undertaken by the Council for Canadian Ministers of Education and is available on the internet.<sup>24</sup> Undertaking this work, and sharing the information amongst the community college network would be beneficial.

**Recommendation:**

- 26. That NBCC/CCNB undertake or compile research on Best Practices in Aboriginal Post-Secondary education and share these results throughout the community college network and with other stakeholders.**

## **5.10 Indicators**

During the interviews and the workshop, people identified several performance indicators that could be tracked to see whether strides are being made in the area of Aboriginal training and service delivery. As with any performance indicators, a baseline would have to be established to see whether improvements have been gained over time. Examples of measurable indicators identified by participants are included among those listed here for consideration:

- Admission rates – number of Aboriginal students admitted to NBCC/CCNB programs and number of Aboriginal students who were not successful in being accepted into an NBCC/CCNB program;
- Retention rate – number and percentage of Aboriginal students;
- Graduation rate – number and percentage of Aboriginal students graduating from programs;
- Number and percentage of Aboriginal students that make up the student population, with the target that it be reflective of the proportion of Aboriginal people that make up New Brunswick's population (2.34%). With respect to this indicator – once NBCC/CCNB has reached this target, it may wish to undertake

---

<sup>24</sup> R.A. Malatest & Associates Ltd. 2002, Best Practices in Increasing Aboriginal Postsecondary Enrolment Rates <http://www.cmec.ca/postsec/malatest.en.pdf>, (24 June, 2005).

some further investigation on whether this target should in fact be higher. The Aboriginal youth population has been increasing, with Aboriginal youth between 15 – 25 years making up 16.8% of the status Indian population in New Brunswick at the end of 2003. In contrast, the number of New Brunswick youth is actually on the decline – between 1976 and 2004, there has been a decline of 30%.<sup>25</sup> Consequently, Aboriginal youth will make up a percentage of New Brunswick's youth population that is greater than 2.34%.

- Number and percentage of Aboriginal students that complete academic upgrading programs.
- Employment rate – number of Aboriginal graduates who are employed in the year after their graduation;
- Number and percentage of Aboriginal graduates who continue to be employed three years after graduation (a concern with AHRDAs is that many employers will only employ their clients for the duration that they receive funds to subsidize salaries);
- Number and percentage of Aboriginal graduates that proceed on to other post-secondary education, such as university;
- Number of Aboriginal students who self-identify;
- Number of Aboriginal students making use of the Seat Allocation Policy;
- Numbers of Aboriginal students who have received assistance from Student Services;
- Value of contract training agreements over time;
- Value and number of scholarships and bursaries targeted at Aboriginal community college students in New Brunswick;
- Number and percentage of situations where non-payments have occurred, and the change over time;
- Number and percentage of NBCC/CCNB staff and instructors are of Aboriginal ancestry;
- Number and percentage of collaborative initiatives, e.g. between campuses; with First Nation partners; with provincial/federal partners.
- Number and type of agreements or formal relationships between NBCC/CCNB and First Nation partners.

Many of these indicators are already being tracked by NBCC/CCNB, but would require further analysis to identify these results for Aboriginal students only.

Other indicators may not be as easily quantifiable but would be just as important to track. For example:

---

<sup>25</sup> Samuel LeBreton, Senior Economist, Human Resources and Skills Development Canada. The Labour Market in Evolution. "Evidence-based Practices in New Brunswick: Research and Evaluation. Canadian Evaluation Society – NB Chapter Conference, June 14, 2005.

- Quality and usefulness of services provided by Student Services in a number of areas, e.g. housing assistance, personal assistance, career counselling, financial options, employment placement, etc.
- Self-perceived degree of involvement in campus life on the part of Aboriginal students;
- Degree of acceptance of cultural diversity in the campus environment (could be asked of both students and staff);
- Self-perceived increase in skill, awareness and confidence of NBCC/CCNB staff in the area of Aboriginal awareness, culture and preferred learning approaches;
- Level of satisfaction by NBCC/CCNB staff with professional development opportunities provided to them;
- Degree of collaboration between NBCC/CCNB and its First Nation, provincial and federal partners, and its change over time;
  - Quality of these relationships and partnerships, and its change over time.
- Level of satisfaction of First Nation organizations and communities with quality and breadth of NBCC/CCNB programs and services.
- Level of contribution of NBCC/CCNB training to First Nation social and economic development and health.

Although it is beyond the scope of this project, NBCC/CCNB could develop a logic model for ATSD that would give the colleges a much clearer picture of the types of activities required and the outcomes and indicators desired for an improvement in Aboriginal training and service delivery. It would also give the Colleges a much better idea of the factors that are beyond the Colleges control, as well as the types of partnerships and relationships that need to be developed in order to achieve desired outcomes. This is an important process to understand as certain outcomes may not be achievable without the participation of all relevant stakeholders.

### **Recommendation:**

- 27. That NBCC/CCNB consider developing a logic model for ATSD which would facilitate performance measurement of this initiative.**

## **5.11 Other Considerations**

### **5.11.1 Integration into NBCC/CCNB Business Planning**

NBCC/CCNB will be embarking on its overall planning process in the Fall of 2005. Although many suggestions and actions have been made by interview and workshop participants, as well as through this report, all these potential recommendations, actions and targets need to be integrated into NBCC/CCNB's overall business plan. This will ensure that the work being undertaken in ATSD is integrated into the everyday work of the colleges and the campuses with clear progress indicators, and will therefore be less likely to be marginalized. The details of this will have to be developed as part of the business planning process – however, staff have already developed many sound suggestions for actions and additional ones are included in this report.



**Recommendation:**

- 28. That NBCC/CCNB integrate ATSD into its regular business planning process and include clear performance measures by which to determine progress.**

**5.11.2 Adequate Resourcing**

NBCC/CCNB is currently exploring options on how best to modernize itself to keep pace with the changing context in which post-secondary education operates. There are increasing demands on educational institutions to become more “business like” in their operations to be competitive in today’s context, especially as there is increasing competition from private training institutions. The changes in context have been considerable, and consequently, commensurate changes will be required by NBCC/CCNB as an organization and of its staff. It is unlikely that the changes have been finalized as consultations on this process only occurred in the Winter of 2005. However, the types of changes being discussed include changes in organizational and administrative structure, processes, infrastructure, funding, business approach, marketing and positioning, program delivery, and governance.<sup>26</sup> These are potentially big changes that will require staff to adjust the way they think about and do their work. It is important that staff consider providing services and programming to Aboriginal people as just part of their everyday work. However, providing sufficient resourcing will ensure that progress is made, and staff morale and commitment is maintained for this area of service. The majority of staff who attended the workshop indicated on the evaluation forms that they would be willing to participate in a task or working group on ATSD to move actions forward. However, a number of staff indicated during the survey, on the workshop evaluation forms, during the workshop plenary sessions, and to the project consultants during workshop breaks, that although Aboriginal training and service delivery is very important, they were not able to undertake more work than was already on their plates or find the time to take the necessary training. Without all of these, the best intentions and a well planned initiative will fail to materialize in the desired results.

**Recommendation:**

- 29. That NBCC/CCNB ensure sufficient human, financial and other resources are dedicated or added to ensure that the recommendations and actions to improve Aboriginal training and service delivery can be implemented and achieved within a reasonable timeframe.**

**5.11.3 ATSD Coordination and Accountability**

Improving ATSD within the community college system will involve many different aspects of the colleges’ operations and programming, e.g. marketing, recruitment, admissions, delivery, funding, student services, etc. Consequently, some type of

---

<sup>26</sup> New Brunswick Community College. Modernizing the New Brunswick Community College. February 2005, <http://www.gnb.ca/0105/NBCCDiscussionPaperEnglish/pdf>, (24 June, 2005).

mechanism will be required to ensure both coordination and accountability. Otherwise, efforts run the risk of being out of sync with each other, or left by the wayside because of other competing priorities. The best approach will in part depend on the outcomes of NBCC/CCNB's modernization process and the colleges' processes. Some potential ways to ensure coordination and accountability include:

- Ensuring that a senior individual be assigned responsibility to oversee overall implementation of the ATSD.
- Regular cross team meetings to share progress and suggestions.
- Reporting to a Committee comprised of Aboriginal communities and organizations and other stakeholders who would also assist with ensuring the necessary networks and partnerships are in place for the success of this initiative. If this option is pursued, JEDI may provide a forum to facilitate this process.
- Ensuring that Aboriginal communities and organizations are involved as Board Members – if Board Governance is something that NBCC/CCNB pursues as a result of its modernization process.

It is feasible that all of these options can be implemented, but further thought will be required as NBCC/CCNB evolves.

**Recommendation:**

- 30. That NBCC/CCNB put the necessary mechanisms into place to ensure coordination and accountability of the ATSD.**

## **6.0 CONCLUSION**

As part of the work needed for the province's *Quality Learning Agenda*, NBCC/CCNB undertook an "in-house" exercise to explore improvement to Aboriginal training and service delivery (ATSD) amongst its eleven community college campuses. The process unfolded in three parts, the first being a study with various stakeholders, including NBCC/CCNB staff, Aboriginal officials, provincial and federal stakeholders, and current or past students of the community colleges. Based on the findings of the study, a workshop was held with NBCC/CCNB staff to explore recommendations and action plans for improving Aboriginal training and service delivery. Finally, a final report was prepared to incorporate the findings and discussions from the previous two phases and develop recommendations to improve Aboriginal training and services for the community college system in New Brunswick.

The Aboriginal market presents several opportunities for the community colleges because the population is young and growing amidst a declining general youth population; First Nation communities are undertaking much work in the areas of capacity building, social and economic development; and, the Colleges continue to be able to respond to requests for contract training. However, the rates of enrolment and completion of community college programs is lower for the Aboriginal population than

for the general population. This trend is reflected across the country as well as in other parts of the world.

Although improvements to this situation will take concerted efforts, there are many actions that NBCC can take to improve ATSD. Taking a more proactive approach to attracting, retaining and supporting Aboriginal students will result in increased numbers of students being able to participate and graduate from community college programs. Coordination in the area of funding issues will ensure that Aboriginal students will be able to take advantage of all the funding opportunities available to them, as well as address some of the policy and procedural confusion that currently exists in this area. NBCC/CCNB staff show a high degree of interest in improving ATSD, and are open to improving their capacity to deliver quality training to this population. As well, the importance of collaboration and communications both internally and amongst all stakeholders will be critical to achieving the desired results. Several best practices have been tested and proven in other areas and many of these can be feasibly implemented within New Brunswick's community college system.

With the necessary human and financial resources supporting efforts in this area, NBCC/CCNB can expect to continue to improve its record in delivering programs and services to the Aboriginal population in New Brunswick.

## BIBLIOGRAPHY

- Alberta Department of Education. Appendix E: Activities in Other Jurisdictions, 2005, <http://www.education.gov.ab.ca/nativeed/nativepolicy/AppendixE.asp>, (24 June, 2005).
- Alberta Department of Education. Performance Measures. 2005, <http://www.education.gov.ab.ca/nativeed/nativepolicy/Measures.asp>>, (24 June, 2005).
- Bob Rae. Ontario: A Leader in Learning Report and Recommendations February 2005, <http://www.raereview.on.ca/en/report/letter.asp?loc1=report&loc2=letter>, (24 June, 2005).
- British Columbia Ministry of Advanced Education. Aboriginal Post-Secondary Education and Training Policy Framework. 31 March 2005, <http://www.aved.gov.bc.ca/aboriginal/framewrk.htm>, (23 June, 2005).
- Canadore College, Aboriginal Learning Unit.  
<<http://www.canadorec.on.ca/Services/ALU/Index.cfm>>, (24 June, 2005).
- Communications New Brunswick. Improving access to post-secondary education in New Brunswick (04/03/16). <http://www.gnb.ca/cnb/news/edu2004e0311ed/htm>, (21 June, 2005).
- Fraser Institute. The Challenge of Aboriginal Education. June 2004, <<http://www.fraserinstitute.ca/admin/books/chapterfiles/Jun04ffRubenst.pdf>>, (23 June, 2005).
- Han Martin Associates. Aboriginal Participation in Apprenticeship and Trades. Fredericton: New Brunswick Department of Training and Employment Development, 2003.
- Han Martin Associates. Labour Market Study for Aboriginal Access to Community College Programs. Fredericton: New Brunswick Department of Labour, 1999.
- Indian and Northern Affairs Canada, Aboriginal Bursary System, 10 May, 2003 <<http://sdiprodl1.inac.gc.ca/abs/main.asp?lang=E>>, (24 June, 2005).
- Indian and Northern Affairs Canada. 23 April, 2004, What is the Aboriginal Workforce Participation Initiative?, [http://www.ainc-inac.gc.ca/ai/awpi/ini\\_e.html](http://www.ainc-inac.gc.ca/ai/awpi/ini_e.html), (23 June, 2005).
- Indian and Northern Affairs Canada. 23 April, 2004, Increase in post-secondary education enrolment, <[http://www.ainc-inac.gc.ca/nr/nwltr/sts/1996fs-9\\_e.html](http://www.ainc-inac.gc.ca/nr/nwltr/sts/1996fs-9_e.html)>, (23 June, 2005).

- Indian and Northern Affairs Canada. Population Statistics Report, Indian Registration System for 2003/12. Received by author via mail correspondence from Jillian Keith, August 19, 2004.
- Indian and Northern Affairs Canada. Post-Secondary Education for Status Indians and Inuit. Ottawa: Indian and Northern Affairs Canada, 2001.
- Indian and Northern Affairs Canada. What is the Aboriginal Workforce Participation Initiative? 23 April 2004, [http://www.ainc-inac.gc.ca/ai/awpi/init\\_e.html](http://www.ainc-inac.gc.ca/ai/awpi/init_e.html) (23 June, 2005).
- Kwantlen University College Office of Institutional Analysis and Planning. Data to Inform Development of an Aboriginal Admission Policy: Report to the Vice-President Learning and Provost, January 2004, [http://plaza.kwantlen.ca/sites/instanalplan.nsf/files/Aboriginal%20Admissions%20Policy%20rev%20db%202.pdf/\\$FILE/Aboriginal%20Admissions%20Policy%20rev%20db%202.pdf](http://plaza.kwantlen.ca/sites/instanalplan.nsf/files/Aboriginal%20Admissions%20Policy%20rev%20db%202.pdf/$FILE/Aboriginal%20Admissions%20Policy%20rev%20db%202.pdf), (23 June, 2005).
- Manitoba Association of School Trustees. Update on Federal and National Issues, March 31, 2005. <http://www.mast.mb.ca/communications/March%2031%202005%20Update.pdf>, (23 June, 2005).
- Manitoba Department of Advanced Education and Training and Education, Citizenship and Youth. Aboriginal Education Action Plan 2004-2007 [http://www.edu.gov.mb.ca/abedu/action\\_plan/index.html](http://www.edu.gov.mb.ca/abedu/action_plan/index.html), (23 June, 2005).
- Manitoba Department of Education. Aboriginal Education and Training Framework. <http://www.edu.gov.mb.ca/planning.html>, (23 June, 2005).
- New Brunswick Community College. Academic Calander: Admissions. 2005, <http://www.nbcc.ca/calinfo.asp?id=301&mid=1>, 22 June, 2005).
- New Brunswick Community College. International Students: What NBCC Campuses Offer You, 2005, <http://www.nbcc.ca/content.asp?is+58&mid=1> (23 June, 2005).
- New Brunswick Community College. Modernizing the New Brunswick Community College. February 2005, <http://www.gnb.ca/0105/NBCC/DiscussionPaperEnglish.pdf>, 24 June, 2005.
- New Brunswick Community College. Student Services. 2005, <http://www.nbcc.ca/content.asp?id=36&mid=2>, (22 June, 2005).
- New Brunswick Community College. Welcome to the New Brunswick Community College, 2005, <http://www.nbcc.ca/>, (18 June, 2005)

- New Brunswick Departments of Education and Training and Employment Development. Quality Post-Secondary Opportunities – The Quality Learning Agenda Policy Statement for Post-Secondary Education and Training in New Brunswick. Fredericton: Province of New Brunswick, 2005.
- New Brunswick Department of Training and Employment Development. Tender #9335066. Request for Proposal for Aboriginal Training and Service Delivery. Fredericton: Province of New Brunswick, 2005.
- Nova Scotia Community College. First Nations Student Services. 2003, [http://www.nsc.ca/Services/First\\_Nations\\_Student\\_Services.asp](http://www.nsc.ca/Services/First_Nations_Student_Services.asp), (23 June, 2005).
- Nova Scotia Community College. Membertou and NSCC announce landmark education alliance to build Membertou’s skill capacity. 5 November, 2004, [http://www.nsc.ca/news\\_events/media/2004/november5b.asp](http://www.nsc.ca/news_events/media/2004/november5b.asp), (23 June, 2005)
- R.A. Malatest and Associates Ltd. Best Practices in Increasing Aboriginal Postsecondary Enrolment Rates. <http://www.cmec.ca/postsec/malatest.en.pdf>, Toronto: The Council of Minister of Education, Canada (CMEC), 2002.
- Samuel LeBreton. The Labour Market in Evolution. “Evidence-based Practices in New Brunswick: Research and Evaluation.” Canadian Evaluation Society – NB Chapter Conference, June 14, 2005.
- Statistics Canada. Aboriginal peoples of Canada: A demographic profile. 19 August, 2004, <http://www12.statcan.ca/english/census01/products/analytic/companion/abor/contents.cfm>, (9 October 2004).
- Training and Employment Development. 2004 Annual Report. <[http://www.gnb.ca/0105/Annual\\_Report-rapportannuel04.pdf](http://www.gnb.ca/0105/Annual_Report-rapportannuel04.pdf)>. Fredericton: Training and Employment Development, 2004.

**APPENDIX A:**  
**SURVEY QUESTIONNAIRES**

## Aboriginal Training and Service Delivery

### Interview Questionnaire – NBCC/CCNB Network Officials and Campus Participants

Name:

Date:

Position:

Telephone No:

*Interviewer to introduce herself. Interviewer will inform staff that approximately 30-45 minutes will be needed to complete the interview. Background information on the exercise will be provided as required:*

As detailed in the Memorandum that you received on March 23<sup>rd</sup> from Mr. Michel Thériault, your Assistant Deputy Minister of Training Services for NBCC/CCNB, an “in-house” three-phase exercise is being conducted on Aboriginal training and service delivery. The memorandum refers to a survey (which is the purpose of this call), and a workshop, followed by a set of proposed recommendations that will include within it an action/workplan for the Executive Committee’s consideration.

This exercise is designed to meet the needs of Network Officials and other Network personnel working in direct contact with New Brunswick’s Aboriginal community. Its main goal is to work through some of the main Aboriginal training and service delivery issues and challenges faced by the Network with a view to enhancing new strategic partnerships and alliances, and for exploring new programming and business opportunities.

Participation in the survey is voluntary and your individual responses are confidential - the report on the survey will only provide a summary of NBCC/CCNB Network staff responses. The main issues and challenges identified through this survey will be used to prepare the one-day workshop to be held on

May 27<sup>th</sup> at the WU Centre. Are you willing to participate in this survey?

#### General Information

1. What is your role or involvement with respect to Aboriginal training and service delivery?
2. What do you know about the demographics of the Aboriginal population in New Brunswick?

#### Program Delivery and Operations

3. Are you familiar with models or best practices within the NBCC/CCNB Network that have been successful in meeting the training and service delivery needs of Aboriginal students and communities that should be promoted between campuses? Please describe these.

4. What improvements to these models or best practices would you suggest, if any?

5. Based on your experience, what delivery methods do you think best meet the needs of Aboriginal students and why?

campus programs

internship

co-op

e-learning

contract training in native communities

distance education

other

6. Are you familiar with the Network’s Seat Allocation Policy for members of the Aboriginal community in New Brunswick? If so, do you feel that the Network’s Seat Allocation Policy is well communicated, understood, and used to its full capacity by the various stakeholders (students, AHRDA holders, employment counselors, and Network staff)? If not, why not?

7. What method does the NBCC/CCNB Network use to identify Aboriginal students and is it effective?



8. What activities, if any, have not worked in meeting the training and service delivery needs of Aboriginal individuals and communities?

9. What are the main issues and challenges that you see affecting Aboriginal training and service delivery provided by the Community College Network and what would be its strengths?

10. Do you feel there are challenges for Aboriginal students when undertaking studies through NBCC/CCNB ? If so, what are these? (*prompt if needed : access, enrolment, delivery method, completion, other...*)

11. What are the various sources of funding available to Aboriginal students for their studies at NB community colleges?

NBCC/CCNB Network's Communication with Aboriginal communities

12. Do you provide information on NBCC training or Network to the Aboriginal community? If so, how and which method is most effective? (*prompt if needed: face-to-face, fairs, bulletins/emails, attend meetings, developed close working relationships, other*)

NBCC/CCNB Network staff support

13. What are the main issues and challenges that you face with regards to your position in relation to Aboriginal training and service delivery?

14. What skills, knowledge or support do you need to work more effectively and increase your cultural competencies with Aboriginal peoples? (*Examples for prompts, if required: e.g., cultural awareness training, cross-cultural communication, Aboriginal demographic information, FN contacts and networks, labour market information, etc*).

Closing

*Obtain overall comments and ideas on where to go from here.*

15. What would be a success indicator for you with respect to Aboriginal training and service delivery?

16. Do you have any other comments or suggestions?

\*\*\*\*\*

Thank you for your time.

Can we include your name on the list of people interviewed for this survey?

## Aboriginal Training and Service Delivery

### Interview Questionnaire – Federal, Provincial and Aboriginal Officials

*\*This survey is for Fed/Prov Officials and for Abor Res Persons attending the May workshop*

Name:

Date:

Organization/Position:

Telephone No:

*Interviewer to introduce herself. Interviewer will inform participant that approximately 30 - 45 minutes will be needed to complete the interview. Background information on the exercise will be provided as required:*

As detailed in the Memorandum that you received on March 23<sup>rd</sup> from Mr. Michel Thériault, Assistant Deputy Minister for Training Services for NBCC/CCNB, you have been invited to participate in an exercise that the Community College Network has initiated to improve its existing training and service delivery to New Brunswick's Aboriginal population.

The exercise is designed to meet the needs of Network Officials and other Network personnel working in direct contact with New Brunswick's Aboriginal community. Its main goal is to work through some of the main Aboriginal training and service delivery issues and challenges faced by the Network with a view to enhancing new strategic partnerships and alliances, and for exploring new programming opportunities. In order to do so, it is important for the Network to also be aware of issues and challenges with respect to Aboriginal training and service delivery from a Federal, Provincial, and Aboriginal perspective.

Participation in the survey is voluntary and your individual responses are confidential - the report on the survey will only provide a summary of participant responses. The main issues and challenges identified through this survey are limited to the NBCC/CCNB Community College Network (not universities or private trainers) and will be used to prepare the one-day workshop to be held on May 27<sup>th</sup> at the WU Centre. Are you willing to participate in this survey?

#### General info

1. How are you either directly or indirectly involved in Aboriginal training and service delivery through the NBCC/CCNB Network?
2. Do you think there is a connection between the Community College training delivery and the socio-economic needs of First Nations communities/Aboriginal population off-reserve? If so, please can you elaborate on this connection?

#### Program Delivery and Operations

3. Are you familiar with models or best practices within the NBCC/CCNB Network that have been successful in meeting the training and service delivery needs of Aboriginal students and communities that should be promoted between campuses? Please describe these.

4. What kinds of delivery models would work best for Aboriginal people and communities and why?

- |   |   |
|---|---|
| <input type="checkbox"/> On campus programs             | <input type="checkbox"/> Internship         |
| <input type="checkbox"/> Co-op                          | <input type="checkbox"/> E-learning         |
| <input type="checkbox"/> Contract training in community | <input type="checkbox"/> Distance education |
| <input type="checkbox"/> Other                          |   |

5. Do you feel that some programs are or would be of particular interest/benefit to Aboriginal students and communities?

6. Are you familiar with the NBCC/CCNB's Seat Allocation Policy for members of the Aboriginal community in New Brunswick and do you feel that the Seat Allocation Policy is well understood

and used to its full capacity by the various stakeholders (students, AHRDA holders, employment counselors, NBCC/CCNB staff)? If not, why not?

7. What hasn't worked in meeting the training and service delivery needs of Aboriginal individuals and communities or has yet to be undertaken?

8. What are the main issues and challenges that you see affecting Aboriginal training and service delivery provided by the Community College Network?

9. What do you consider are the biggest challenges Aboriginal students face when undertaking studies through NBCC/CCNB? (*prompt if needed : access, enrolment, delivery method, completion, other...*)

10. What issues do you see impacting the funding of training for Aboriginal people to access Community College training?

NBCC/CCNB Network's Communication with Aboriginal communities

11. How is communication maintained between yourself and specific NBCC/CCNB campuses?

12. How do you see your department/organization/community working in partnership with NBCC/CCNB to improve the Community College Network's Aboriginal training and service delivery?

Closing

13. What would be a success indicator for you with respect to Aboriginal training and service delivery?

14. Do you have any other comments or suggestions?

\*\*\*\*\*

Thank you for your time.

Can we include your name on the list of people interviewed for this survey?

## Aboriginal Training and Service Delivery

### Interview Questionnaire – Aboriginal Officials

*\*This survey is for Aboriginal Officials who will not be attending the May workshop*

Name:

Date:

Organization/Position:

Telephone No:

*Interviewer to introduce herself. Interviewer will inform participant that approximately 30 - 45 minutes will be needed to complete the interview. Background information on the exercise will be provided as required:*

The Network of New Brunswick Community Colleges/CCNB is conducting an internal exercise on its Aboriginal training and service delivery. This exercise involves three components, one of which is this survey. The exercise is designed to meet the needs of Network Officials and personnel working in direct contact with New Brunswick's Aboriginal community. The main goal of the exercise is to develop recommendations along with an action/workplan to improve access, recruitment and retention of Aboriginal people in the NBCC/CCNB Network. In order to do so, it is important for the Network to also be aware of issues and challenges with respect to its Aboriginal training and service delivery from the perspective of Aboriginal people who have in the past coordinated and/or participated in Network training, and have experienced its service delivery. The main issues and challenges identified through this survey are limited to the NBCC/CCNB Community College Network (not universities or private trainers).

Participation in the survey is voluntary and your individual responses are confidential - the report on the survey will only provide a summary of participant responses. Are you willing to participate in this survey?

#### General info

1. How are you either directly or indirectly involved in Aboriginal training and service delivery through the NBCC/CCNB Network?
2. Do you think there is a connection between the Community College training delivery and the socio-economic needs of First Nations communities/Aboriginal population off-reserve? If so, please can you elaborate on this connection?

#### Program Delivery and Operations

3. Are you familiar with models or best practices within the NBCC/CCNB Network that have been successful in meeting the training and service delivery needs of Aboriginal students and communities that should be promoted between campuses? Please describe these.
4. What kinds of delivery models would work best for Aboriginal people and communities and why?  

<input type="checkbox"/> On campus programs	<input type="checkbox"/> Internship
<input type="checkbox"/> Co-op	<input type="checkbox"/> E-learning
<input type="checkbox"/> Contract training in community	<input type="checkbox"/> Distance education
<input type="checkbox"/> Other	
5. Do you feel that some programs are or would be of particular interest/benefit to Aboriginal students and communities?
6. Are you familiar with the NBCC/CCNB's Seat Allocation Policy for members of the Aboriginal community in New Brunswick and do you feel that the Seat Allocation Policy is well understood and used to its full capacity by the various stakeholders (students, AHRDA holders, employment counselors, NBCC/CCNB staff)? If not, why not?

7. What hasn't worked in meeting the training and service delivery needs of Aboriginal individuals and communities or has yet to be undertaken?

8. What are the main issues and challenges that you see affecting Aboriginal training and service delivery provided by the Community College Network?

9. What do you consider are the biggest challenges Aboriginal students face when undertaking studies through NBCC/CCNB? (*prompt if needed: access, enrolment, delivery method, completion, other...*)

10. What issues do you see impacting the funding of training for Aboriginal people to access Community College training?

NBCC/CCNB Network's Communication with Aboriginal communities

11. How is communication maintained between yourself and specific NBCC/CCNB campuses?

12. How do you see your department/organization/community working in partnership with NBCC/CCNB to improve the Community College Network's Aboriginal training and service delivery?

Closing

13. What would be a success indicator for you with respect to Aboriginal training and service delivery?

14. Do you have any other comments or suggestions?

\*\*\*\*\*

Thank you for your time.

Can we include your name on the list of people interviewed for this survey?

## Aboriginal Training and Service Delivery

### Interview Questionnaire – Aboriginal students

Name:

Date:

Program:

Telephone No:

*Interviewer to introduce herself. Interviewer will inform participant that approximately 20 - 30 minutes will be needed to complete the interview. Background information on the exercise will be provided as required:*

The Network of New Brunswick Community Colleges/CCNB is conducting an internal exercise on its Aboriginal training and service delivery and is seeking your feedback from the perspective of a present or past student having experienced its training and service delivery firsthand. This exercise involves three components, one of which is this survey. The desired outcome of this project is a series of recommendations along with an action/workplan to improve the access, recruitment and retention of Aboriginal people in the NBCC/CCNB Network.

Participation in the survey is voluntary and your individual responses are confidential - the report on the survey will only provide a summary of participant responses. Are you willing to participate in this survey?

#### General Information

1. What is your current status with NBCC/CCNB?

a student within the NBCC/CCNB Network  
 completed a training program

graduated from a program  
 left a program (incomplete)

2. How did you learn about the program and/or where did you go for information on the program?

*Check where applicable:*

referred by AHRDA employment counsellor/EDO  
 provincial employment counselor  
 NBCC/CCNB Calendar  
 media (radio, TV, paper, etc.)  
 school/career fair

word of mouth  
 internet  
 other (please explain)

#### Program Delivery and Operations

3. What method did you use to register:

directly at campus  
 other

the College Admissions Service (CAS/SAC)

4. Did you self-identify as an Aboriginal person? Why or why not?

5. By what method of delivery are you receiving or did you receive your NBCC/CCNB training?

regular program on campus  
 co-op  
 contract training in community

internship  
 e-learning  
 distance education

6. What do you consider to be the most successful or attractive features of your time with NBCC/CCNB?

If a practicum or on the job training component is/was involved, what was your experience with that?

7. What are the biggest challenges faced by you or other Aboriginal students when applying to or undertaking studies through NBCC/CCNB? (*prompt if needed: access, enrolment, delivery method, completion, other...*)

8. Were you involved in an apprenticeship program and if so, what and how was your experience?

*For students who withdrew or left the program, go to Q. 9. For all others, go to Q. 10.*

9. Could you please give us the reasons why you decided to leave the NBCC/CCNB program?

10. What services or support could the NBCC/CCNB Network offer you and other Aboriginal students to help you complete your program or make your training experience as positive and fruitful as possible? (*prompt if needed: mentoring or peer mentoring, peer tutoring, Aboriginal student advisor...*)

11. What are the benefits of more Aboriginal students participating in NBCC/CCNB programs for you, your community or Aboriginal people generally?

12. What programs would you like to see offered to meet your needs and your community's needs?

Relevant Policies

13. Are you familiar with the NBCC/CCNB Network's Seat Allocation Policy for members of the Aboriginal community in New Brunswick? If so, how did you hear about it?

14. Do you feel that NBCC/CCNB's Seat Allocation Policy is well understood and used to its full capacity by the various stakeholders (students, AHRDA holders, employment counselors, NBCC/CCNB staff)? If not, why not?

15. What is or was your source of funding for your training:  
\_\_\_ the First Nation      \_\_\_ an Off-reserve Aboriginal Organization  
\_\_\_ Student Financial Assistance (student loan)  
\_\_\_ TED programs (e.g. Training and Skills Development, etc.)  
\_\_\_ other

16. Did you experience difficulties in accessing funding for your training?

17. Do you have any other comments or suggestions?

\*\*\*\*\*

Thank you for your time.

Can we include your name on the list of people interviewed for this survey?

**APPENDIX B:**

**LIST OF INDIVIDUALS INTERVIEWED**



**ABORIGINAL TRAINING AND SERVICE DELIVERY  
INDIVIDUALS INTERVIEWED DURING PHASE 1 (SURVEY)**

**NBCC/CCNB Network Officials and Campus Participants**

Michel Theriault, Sous-ministre adjoint des Services de formation/Assistant Deputy  
Minister of Training Services  
Yves Chouinard, Directeur général  
Dick Corey, Executive Director  
Daniel Fraser, Directeur CCNB Opérations/Director, NBCC Operations  
Robert Chouinard, Directeur des Services aux étudiants et Marketing  
Jim Jones, Dean of Students  
Tracey Somers, Manager of Marketing

**Campuses - CCNB**

Rachel Arseneau-Ferguson, Campbellton  
Maryse Charron, Dieppe  
Jeanne Comeau, Bathurst  
Richard Doiron, Edmundston  
Raymonde Dancause, Edmundston  
Therese Fin-McGraw, Péninsule acadienne  
Carmelle Guignard, Bathurst  
Brigitte LePage, Campbellton  
Don Madore, Moncton  
Alonzo Rail, Péninsule acadienne  
Wade Wheaton, Moncton

**Campuses - NBCC**

Carol (Betty) Brown, Saint John  
Terry Dempsey, St. Andrews  
Joy Dion, Woodstock  
Heather Hathaway, Woodstock  
Robert Kavanaugh - New Brunswick College of Craft and Design  
Ben Kilfoil, Woodstock  
Noreen Lobban, Miramichi  
Tim Marshall, St. Andrews  
Peter McGill, Saint John  
Mark Standing, Miramichi

**Federal and Provincial Officials (attending the May 27<sup>th</sup> Workshop)**

Manson Gloade, Strategic Initiative Officer, Funding Services, INAC  
Barb Jones, Consultant, Aboriginal Programs, HRSDC Ron Loughrey, Senior Policy  
Advisor, Aboriginal Affairs Secretariat  
Wendy Maher, Apprenticeship and Certification  
Brenda McCavour, Consultant, Adult Learning and Skills

**Aboriginal Officials (attending the May 27<sup>th</sup> Workshop)**

Viola Van Dijk, New Brunswick Aboriginal People's Council  
Steve Ginnish, Coordinator, ASEP, Eel Ground First Nation  
Anita Boyle, AHRDA Holder and EDO, Red Bank First Nation

**Aboriginal Officials (not attending the May 27<sup>th</sup> workshop)**

Barb Bartibogue, Burnt Church First Nation  
Marg Boer, Kingsclear First Nation  
Rose Kryszko, Papineau First Nation  
Anne Marie Larry, Eel Ground First Nation  
Gabriel Paul, St. Mary's First Nation  
Nick Paul, Tobique First Nation  
Shelley Sabattis, Kingsclear First Nation

**Aboriginal students**

Farrah Lynn Augustine  
Brent Boucher  
Patricia Dedam  
Paton Francis  
Timmy Harquail  
Jordan Isaac  
John Derek Lapointe  
Tashina Metallic  
Jenilee Milliea  
James Mitchell  
Jessica Mitchell  
Tobi Paul  
Sharon Lee Pellerin  
Donald Perry  
Eric Polchies  
Stephen Streeter  
Aerron Ware

*One student declined to be added on the list*

**APPENDIX C:**  
**WORKSHOP AGENDA**



**Workshop on Aboriginal Training  
and Service Delivery**

**Atelier sur la Formation des Autochtones  
et prestations de service**

**WU Center (UNB Campus), Chancellor's Room  
Friday, May 27, 2005**

**WU Center (campus UNB), salle Chancellor  
vendredi, le 27 mai 2005**

**This event has been organized and is hosted by  
the NBCC Network**

**Cet évènement a été organisé et est offert par le  
Réseau du CCNB**

<b>Tentative-AGENDA</b>		<b>ORDRE DU JOUR-Tentatif</b>	
8:00	Continental Breakfast/ Sign-in for Interpretation Headsets	8h00	Déjeuner continental/ Obtenir écouteurs d'interprétation
8:30	Welcome and Introduction Michel Thériault, ADM for NBCC/CCNB	8h30	Mot de bienvenue et introduction Michel Thériault, Sous-ministre adjoint du CCNB/NBCC
8:45	Patrick Francis, Deputy Minister of Aboriginal Affairs	8h45	Patrick Francis, Sous-ministre des Affaires autochtones
9:15	Overview (Agenda and Process) Report on Survey/Identification of Top Issues and Challenges Han Martin Associates	9h15	Aperçu (ordre du jour et processus) Rapport sur sondage/Identification des principaux enjeux et défis Han Martin Associates
10:00	Nutrition Break	10h00	Pause santé
10:15	Group Discussions by Issue/Challenge	10h15	Discussions des groupes par enjeu/défi
11:15	Group Presentations	11h15	Présentations des groupes
12:30	Lunch	12h30	Dîner
1:15	Group Discussions on Proposed Recommendations by Issue/Challenge	13h15	Discussion des groupes sur les recommandations proposées par enjeu/défi
1:45	Action / Workplan Aligned to Each Proposed Recommendation	13h45	Plan d'action qui s'enligne à chaque recommandation proposée
2:15	Nutrition Break	14h15	Pause santé
2:30	Group Presentations of Proposed Recommendations & Action/Workplan	14h30	Présentations des groupes sur les recommandations proposées et plans d'action
3:15	Wrap-up, Han Martin Associates	15h15	Levée de séance, Han Martin Assoc.
3:30	Closing Remarks Michel Thériault, ADM	15h30	Mot de fermeture Michel Thériault, Sous-ministre adjoint

**APPENDIX D:**  
**WORKSHOP HANDOUTS**

**Aboriginal Training and Service Delivery  
NBCC/CCNB In-House Exercise**

**Phase I – Survey: Highlights of Preliminary Findings**

**1. Survey Sample**

Seventy individuals were identified to participate in this survey through a joint selection process between NBCC/CCNB Officials and the consultants undertaking the survey. At least three attempts were made to reach individuals selected for interviews. Of these seventy individuals, sixty people were interviewed for the survey:

- 27 NBCC/CCNB Officials from the individual campuses and from the central office. Representatives from every NBCC/CCNB campus in the network were interviewed for the survey - the majority of which were the Principal of each campus and a second staff person. Most managers or directors from the NBCC/CCNB central office were also interviewed.
- 5 Officials from federal or provincial government departments.
- 10 Aboriginal Officials, three of whom are participating in the NBCC/CCNB planning session on May 27, 2005 as resource persons.

The majority of Aboriginal respondents who participated in this survey are on staff in First Nation communities or organizations as part of the Aboriginal Human Resources Development Agreement (AHRDA), i.e. AHRDA coordinators and employment counselors. A few of these Aboriginal Officials also held positions as education officers, community development coordinators or financial advisors, or were students in regular on-campus programs. Several Chiefs were on the list of interviewees, however, none could be reached for an interview within the timeframes available for this survey. At least three attempts were made to reach all AHRDA Holders in each of the 15 First Nation communities, as well as the AHRDA Holder Coordinators. However, only half of the First Nation communities could be reached to participate in this survey within the available time.

- 18 Aboriginal students who are currently involved in a regular program at NBCC or had been enrolled in the past. Two of these students had been involved in contract training. These students were identified from a listing provided to the consultants conducting this survey by the College Admissions Service. With the exception of the three students attending the NBCC/CCNB planning session, the remainder was selected according to random sampling.

**2. General Attitude of Aboriginal Respondents Toward NBCC/CCNB**

Though certain criticisms and suggestions for improvement were expressed over the course of the interviews with the Aboriginal Officials, the majority of these respondents expressed having good working relationships with NBCC/CCNB Officials, preferred dealing with NBCC/CCNB for training over private institutions and saw the training and

*Aboriginal Training and Service Delivery – Priority Issues*

service delivery offered by NBCC/CCNB as being cost effective and one means of meeting, or potentially meeting, the needs of Aboriginal communities. One Aboriginal official expressed that there is “a good working relationship with NBCC as opposed to the private training institutions who have the attitude of “you pay or go away.” There was some wariness expressed at times of encountering “we know what you need” attitudes. Aboriginal Officials want to work in collaboration and partnership. As well, some AHRDA Coordinators voiced that because of the lack of flexibility or the lengthy waiting periods for student acceptance, their clients were pressuring them to fund training programs offered by private institutions, which are much more costly and not considered of equal value. The First Nation communities do not seem to make a distinction between Francophone and Anglophone campuses, particularly when it comes to contract training, but rather work with campuses based on the relationships that have been established and maintained over the years.

The students had very positive comments to make about their time with NBCC/CCNB. Comments touching on the instructors, staff and student population were very positive.

### **3. General Attitude of NBCC/CCNB Respondents toward Aboriginal Training and Service Delivery**

The attitude of NBCC/CCNB respondents was principally influenced by the amount of experience the person, or campus, had with Aboriginal communities and Aboriginal training. Staff that had not had much direct experience with Aboriginal communities or Aboriginal training recognized the general principle that this issue is of concern to the NBCC/CCNB, but had little knowledge of the specific issues and challenges pertaining to it.

Specific to the CCNB, Aboriginal students attending on-campus regular programs in Francophone campuses are quite rare and most campuses in the Francophone network do not see Aboriginal youth as a target population for the regular on-campus programs they offer. The campuses in the Francophone network who have a history of delivering contract training for/in First Nation communities however – CCNB-Péninsule acadienne, CCNB-Campbellton and CCNB-Edmundston – had a deeper understanding of some of the issues and challenges concerning Aboriginal training and service delivery as well as of the role they could play in meeting these challenges.

There was an interesting range of attitudes expressed in the course of these interviews: genuine concern for efficiently meeting the training needs of Aboriginal students and communities and working in partnership; some bewilderment as to why Aboriginal participation in the NBCC/CCNB Network is so low; frustration – with payment situations and feelings of having campuses played off against each other; and, at times a certain degree of paternalism or pity expressed toward the New Brunswick Aboriginal communities. On one or two occasions, a feeling of the NBCC/CCNB Network having neglected or forgotten the Aboriginal communities was also expressed, along with wanting to work at correcting this. A parallel was at times drawn between the challenges faced by Aboriginal people and visible minorities in Canada – racism, marginalized group, little economic force.

#### **4. Marketing/Promotion**

Some Aboriginal respondents expressed a need for the NBCC/CCNB Network to include images of Aboriginal students and instructors in its marketing material, as well as design marketing strategies specific to their communities/population. As one person expressed it, “There are success stories and they need to be shared to encourage other success stories.”

#### **5. Accessibility/Seat Allocation Policy (SAP)/Self-identification**

There are some issues specific to each of these items, but they often came up in relationship to one another as well. In terms of regular on-campus programs, the SAP is not perceived as helpful in accessing this type of programming. Across the board respondents either had a general knowledge of the policy or none. Very few people knew it well, some NBCC/CCNB respondents recognizing that if they could not explain it, it was no wonder that few people in the Aboriginal communities understood it or used it to its full capacity. One NBCC official expressed that an Aboriginal official actually had to inform him that the SAP existed and how it worked.

The SAP was cited both as a best practice, in recognition of the good intent behind the policy, and as something that has not worked in meeting the training and service delivery needs of Aboriginal individuals and communities. Some Aboriginal Officials questioned whether self-identifying as an Aboriginal student did not end up disadvantaging students, when situations arose where five or ten Aboriginal students applied to a particular program and only one or two received the reserved seats and the others were placed on a waiting list. Would the Aboriginal students placed on the waiting list have gotten into the program if they had not self-identified?

One NBCC campus informed an Aboriginal Official recently that the policy will not be in effect in the future. There were a lot of questions as to how the policy is administered and to which programs it applies. The timeline in respect to it was also commented on. It is not compatible with the timeline of post-secondary funding allocations in Aboriginal communities and most Aboriginal youth or adult will tend to not make the decision to undertake a training program that far ahead of time. When the deadline is missed, they will often turn to private institutions rather than wait a full year to access the NBCC/CCNB program.

The advantages or disadvantages of self-identifying as an Aboriginal student were not evident to most respondents (Aboriginal students and Officials) and the method used by the NBCC/CCNB Network was generally known by NBCC/CCNB staff, more so in the NBCC network in comparison to the CCNB network. Though it is not considered very efficient, it is not clear how this method could be improved without contravening the human rights code. It was suggested by a few respondents however that the self-identification question be incorporated directly into the application form.

#### **6. Funding**

*Regular on-campus programs:* Most of the NBCC/CCNB Network staff thought that Aboriginal students have access to the regular loans and bursary program for post-secondary education. There was also some knowledge of the federal funding available through INAC. Most staff has the impression that funding for college or university studies is not a problem for Aboriginal students.



Aboriginal Officials expressed some stress or frustration in dealing with this post-secondary funding – there is a higher demand for it than there are funds available; not wanting to fund seats for students who are not taking the training seriously and may leave before completion; and, the impression expressed by some that university studies are shown preference when this may not always be appropriate. There is also an impression that the INAC Post-secondary Education Program does not allow funds to be used for training programs shorter than two years in duration, which is not the case. However, further clarification is required on whether individual First Nation communities have an internal policy that determines the minimum length of study eligible for funding through the post-secondary education budget. The criteria for allocating these funds and the limit of a minimum two year duration may be as a result of individual First Nation policies. On-campus programs also increased the financial needs of students – travel, rent if relocation is required, childcare and so forth.

*Contract training:* This training is funded through funding sources other than AHRDA or post-secondary education budgets. Often a combination of funds from different provincial and federal sources is used to implement a contract training program. Across the board, respondents acknowledged it as quite expensive to deliver, both for NBCC/CCNB Network and for the Aboriginal communities, but it also came up regularly as the best delivery method to meet the training needs of Aboriginal individuals and communities, particularly when delivered in a First Nation community. Ways to meet this challenge included pooling students from more than one First Nation community. Models where this has worked in the past, as well as where this hasn't worked, were cited by respondents.

## **7. Programs**

There was a certain amount of frustration expressed toward training initiatives for the sake of training that do not necessarily result in meaningful employment. The example of the Gas Technician program was brought up a couple of times as an example of an initiative which did not take into account the specificity of the Aboriginal clients – they would have little desire to relocate away from their First Nation communities to be able to work in this field.

Programs in natural resources – forestry and fisheries – as well as in trades were seen as important in meeting the needs of Aboriginal communities. Interest was also expressed in entrepreneurship and business administration, information technology and justice or criminology programs. There was also a desire for recognition of Aboriginal culture and specificity expressed through the interest in a Mi'kmaq immersion program and courses on Aboriginal culture like those offered at UNB's Mi'kmaq Maliseet Institute.

## **8. Delivery Methods**

As cited above, contract training offered in a First Nation community was definitely seen as the best delivery model to meet Aboriginal student and community needs for many reasons – students do not have to relocate; avoid costs of travel, childcare and rent; do not experience the stress of a new environment and of being away from their support system/family; and finally, are learning alongside other Aboriginal students. Some Aboriginal Officials expressed some frustration with the last two points, feeling that taking training in a campus setting is important for Aboriginal youth to widen their horizons, build their social skills, interact with other cultures and gain independence.

Contract training is also the method to date which has been able to reach a larger number of Aboriginals in comparison to regular on-campus programming. It also allows a bit more flexibility in terms of culturally accepted practices in some cases, e.g. beginning the day with a smudging ceremony; using teaching methods that are more culturally accepted and relevant; and allows for flexibility with respect to scheduling of training that is consistent or compatible with the rhythms of the community.

Most NBCC/CCNB Network staff also recognized the advantages of the contract training delivery method, but many felt that all methods had their place and could serve the Aboriginal communities. Co-op programs as well as Internships were also seen as good methods, allowing first hand experience in a work setting. One Aboriginal official expressed some frustrations with these methods, feeling that employers took advantage of “free labour” with no intention of following through with employment offers. Though it was not seen as a direct responsibility of NBCC/CCNB, a more active role and awareness of these kinds of issues would be appreciated. Distance education and e-learning programs would be an option if a structured environment could be provided for students in their First Nation community.

Another point brought up by a few NBCC/CCNB Network staff respondents – more than one campus - was the difficulty in obtaining payment once contract training has been delivered.

### **9. Challenges Faced by Aboriginal Students**

Both NBCC/CCNB Network staff and Aboriginal Officials felt that Aboriginal students faced challenges on a cultural level when undertaking training on campuses. Interestingly enough, none of the Aboriginal student respondents cited this as a challenge. There was not only a lack of these types of comments, but a lot of positive, appreciative comments as well. The challenges Aboriginal students expressed concerned on-going funding, school work and employment after training (job search and/or setting up business), lack of support from their First Nation, undertaking studies while pregnant, etc.

An NBCC/CCNB official and two Aboriginal Officials participating in this survey spoke about concerns in one particular situation. It was felt that the internal campus community was closed to the Aboriginal students and that their integration was not facilitated or had not been adequately considered in the planning of the training. Interventions were made by NBCC/CCNB Officials and an Aboriginal official on a couple of occasions where racist incidents took place between students. It was recognized that work would need to be done to make the campus more inclusive, particularly should similar training programs be planned in the future. This situation may have arisen because a number of Aboriginal students were attending a program on campus at the same time. One or two students at a campus, as is the situation with the Aboriginal students surveyed, is not threatening to others, whereas a group of Aboriginal students on campus may provoke more of a reaction.

### **10. NBCC/CCNB Network Support**

The majority of Aboriginal student respondents (on campus) do not feel a need for any particular services or supports for Aboriginal students from NBCC/CCNB. Most expressed satisfaction with the services received or didn't need to access them. For those who did express a need, some issues were Aboriginal student specific – business start-up information for Aboriginal students for example - while others were not. One

disadvantage noted with contract training in the communities is the students' inability to access student services offered on campuses, particularly employment and career counseling.

Many of the other respondents thought having more Aboriginals on staff – as instructors, administration staff, student services – would help make the NBCC/CCNB Network more appealing to potential Aboriginal students, more inclusive. Hiring Aboriginal liaison officers on campuses and program coordinators/instructors for the contract training programs was also recommended.

The Network's experience with international students was often brought up by NBCC/CCNB Officials under this subject. Comparisons were made regarding the efforts to recruit and accommodate international students, as well as the preparations campuses undertook to receive them, and the types of efforts necessary for campuses to meet the needs of the Aboriginal population.

NBCC/CCNB Network staff generally expressed an interest in receiving cultural awareness training as well as more information on the First Nation communities in New Brunswick. Many have taken such training or participated in events in First Nation communities and feel they have benefited from this.

#### **11. NBCC/CCNB Strengths**

NBCC/CCNB Officials identified that the community college system had a number of strengths with respect to providing training generally, and to the Aboriginal population:

- Ability to offer a wide range of programs;
- Access to university education as community college courses provided transition courses for further education at the university level;
- Expertise in adult education;
- Cost effective;
- Seat Allocation Policy;
- Proximity of campuses to First Nations;
- Ability to provide programs in both English and French;
- Ability to offer custom designed training based on need, with a variety of delivery methods;
- High quality training that is relevant to the labour market, are updated and result in employment upon graduation;
- Support services;
- Smaller class sizes;
- Support from the provincial government;
- Recognition of NBCC/CCNB within government and industry;
- Good information technology infrastructure.

Aboriginal Officials offered that NBCC/CCNB programs are cost effective and practical; offer certification that is recognized by employers; and, usually lead to a job.

As well Aboriginal students stated that support offered at some of the campuses was excellent (Student Services); enabled them to learn new and higher level skills; provided an avenue to improve their quality of life and decrease their dependence on social assistance and/or their bands; and, allowed for access to post-secondary education both at

the college and university levels. At a personal level, Aboriginal students also liked the opportunity programs offered for peer support from other Aboriginal students; increased their self-esteem; provided an avenue to overcome stereotypes “because so many Aboriginals are labeled as being lazy”; and, provided them with an opportunity to express themselves.

## **12. Models and Best Practices**

NBCC/CCNB Network Officials, Federal, Provincial and Aboriginal Officials offered several models and best practices that could be considered for the future. Many of the examples were cited by more than one respondent. Most were listed not for the specific program being delivered, but in recognition of the particular attention shown by NBCC/CCNB Network in taking into account its clientele’s specific needs. Contract training in First Nation communities was the best practice most often cited, because the training was offered in the communities, but also because much of the training was tailored to the communities’ needs in terms of scheduling, culture, learning styles and rhythm of the community. Programs developed specifically for a community’s needs in terms of content, like the Aboriginal Plant Interpretation program and the Production of Aboriginal Clothing program were also seen as successful and highly regarded. The programs considered to be best practices or models for the future include:

1. Vocational Forest Worker training in Eel Ground.
2. Early Childhood Education (CLAMS)
3. Kingsclear Aboriginal Training Facility.
4. Péninsule acadienne Mentoring Program in Fisheries.
5. Production of Traditional Aboriginal Clothing in Edmundston.
6. Aboriginal Plant Interpretation program for the Aboriginal Heritage Garden in Eel River Bar First Nation.
7. Nursing Program in Tobique.
8. Truck-stop training in Campbellton/Eel River Bar.
9. Seat Allocation Program (SAP) (good intention of the policy).
10. Cooperation and cost sharing between Mawiw communities and NBAPC to fund Aboriginal students living off-reserve who are from the three communities that make up the tribal council (Elsipogtog, Tobique, Burnt Church).
11. NBAPC facilitates the participation of their AHRDA clients into the community college by establishing and maintaining communications with the campus (instructors, admissions, etc.). Regular and effective communications has resulted in good working relationships and trust where mutually acceptable solutions are found when cash flow or other challenges arise.

**Aboriginal Training and Service Delivery  
NBCC/CCNB In-House Exercise**

**Top Issues/Challenges for May 27, 2005 Workshop**

The following priority issues have been identified as a result of the Phase I Survey with NBCC/CCNB Officials, Federal/Provincial and Aboriginal Officials, and past or current Aboriginal students. These Aboriginal students had entered NBCC/CCNB through the Seat Allocation Policy (SAP) and/or ones who received funding from an Aboriginal community or organization. Almost all of these students were or are enrolled in NBCC/CCNB regular on-campus programs.

The issues have been identified by respondents who participated in the survey, or through the data analysis process. Some of the information presented is beyond the control of NBCC/CCNB to address, but provide contextual information that may be relevant to understanding and addressing the issues. These issues are not ranked according to their importance.

**1. Attracting Aboriginal Students/Marketing**

- Lack of awareness of the market potential of this population, especially amongst Francophone campuses with the exception of those campuses that have delivered programs to Aboriginal communities.
- Lack of awareness of the most effective method to reach Aboriginal students or an effective, pro-active marketing strategy on the part of NBCC/CCNB to attract Aboriginal students, e.g. success stories, use of Aboriginal images/symbols in materials, etc.
- Some programs have vacancies. However, there is a lack of priority placed on promoting programs on the part of NBCC/CCNB staff - in the past, there was excess demand and consequently no need to attract students. Campuses are not in the habit of having to market their programs.
- AHRDAs have no access to high school students to inform them about post-secondary options at the community college. AHRDAs are unsure whether Guidance Counsellors at school are presenting community college options to Aboriginal students.<sup>27</sup>
- Difficulty contacting and/or developing relationships with some AHRDAs and with the right individuals in the First Nation communities who have the authority to make decisions.

---

<sup>27</sup> Generally on most First Nation communities, individuals speak to two separate individuals/departments about funding for post-secondary education. The Directors of Education are responsible for post-secondary funding for university education. The Aboriginal Human Resource Development Agencies (AHRDAs) and First Nation employment counselors who are part of the AHRDAs are also responsible assisting students to access funding for post-secondary. A common practice and perception is that the AHRDAs handle funding for programs that are less than two years in duration, whereas the Directors of Education handle requests for programs that are longer than two years.

## **2. Admissions and Recruitment of Aboriginal Students**

### **2A. Self-Identification**

- Lack of awareness on the part of NBCC/CCNB Officials and Aboriginal students as to the value of self-identification, e.g. funding arrangements for students; reporting accountabilities and for business planning purposes, e.g. benchmarking purposes, tracking success of Aboriginal students, etc.
- Perception on the part of some Aboriginal Officials that it may be a detriment for Aboriginal students to self-identify, e.g. in a situation where five or ten Aboriginal students apply to a regular program and only one or two receive the reserved seats through the Seat Allocation Program, the other students would be placed on a waiting list. Would the students on the waiting list have been accepted into the program if they had not self-identified?
- NBCC/CCNB may not have an accurate count of Aboriginal students that are enrolled in regular on-campus programs. There are four separate sources of information to obtain the number of Aboriginal students in the NBCC/CCNB system, i.e. self-identification when students apply through the College Admissions Service; self-identification when students apply at individual campuses; informal identification of enrolled students at individual campuses; and, students enrolled in contract training. However, improved coordination between these four information sources would be required to obtain and maintain accurate databases on the numbers of Aboriginal students.

(Note: Self-identification continues to be a complex issue in the fields of employment, training and education as it is not clear how this method can be improved without contravening human rights codes.)

### **2B. Seat Allocation Policy (SAP)**

- Overall, respondents either had no knowledge about the policy or only general awareness about the policy. There was a lack of knowledge on the part of NBCC/CCNB staff, Aboriginal Officials and students about the specifics of the policy and how it works. For example, one NBCC staff thought the policy was being phased out; another NBCC official had the policy explained to them by an Aboriginal official.
- Implementation of SAP is incompatible with Aboriginal post secondary funding allocation cycles.
- Aboriginal students have to wait too long to know whether they have been accepted into a program. Consequently, they exert pressure on the AHRDA to fund similar training through a private institution that can inform them more quickly about their acceptance.

### **3. Retention of Aboriginal Students**

#### **3A. Programs**

- Issues identified by NBCC/CCNB Officials, Aboriginal Officials and Aboriginal students that relate to Aboriginal students:
  - Lack of academic preparedness on the part of Aboriginal students, e.g. some require upgrading;
  - Unrealistic expectations about the demands and/or requirements of studying in an NBCC/CCNB program, e.g. attendance, following a schedule;
  - Lack of self-esteem.
- Training programs that do not result in employment.
- Lack of awareness on the part of NBCC/CCNB staff about effective learning approaches for different cultures and about alternate, successful, delivery approaches, e.g. internships, mentoring, etc.
- Lack of capacity on the part of NBCC/CCNB campuses to offer some types of delivery options that would also be effective for Aboriginal students, e.g. coop programs.
- Lack of cost-effectiveness on in providing contract training to smaller Aboriginal communities or where the numbers of students interested in a particular program are smaller.

#### **3B. Inclusive Environment**

- Campus environments may not be welcoming to Aboriginal students or inclusive, e.g. incidents of racism requiring interventions.
- Lack of preparation in accepting Aboriginal students on the part of individual campuses, e.g. some NBCC staff commented that the community colleges are better prepared for international students than Aboriginal students and suggested that some of the best practices they have used with international students could be applied to Aboriginal students to help them adapt to a different cultural environment.
- Lack of Aboriginal images on campuses or a place where Aboriginal students can go to should they wish to be with other Aboriginal students.
- Need for increased number of Aboriginal people who are instructors, administrative staff or student services staff on campuses, as well staff who work in contract training, e.g. Aboriginal liaison officers, program coordinators or instructors for contract training. These individuals could serve as role models and their presence would contribute to creating a receptive environment for Aboriginal students.

#### **3C. Student Services**

- Lack of support services for Aboriginal students in regular programs by both campuses and First Nations.

- Lack of awareness on the part of AHRDAs about available student services on campuses so that they can refer students to these.
- Continued reliance on some AHRDAs for support that should be coming from student services on the part of Aboriginal students, because they feel that Student Services will not take their requests for assistance seriously, are not comfortable asking for assistance or that they would not receive effective services.
- Lack of ability to access student services for students who are in a program on a First Nation delivered through contract training.

#### **4. Funding for Students**

- Perception on the part of most NBCC/CCNB staff that funding is not a problem for Aboriginal students. However:

##### INAC Funding Issue

- Although Indian and Northern Affairs Canada (INAC) provides funding for post-secondary studies for Aboriginal students, funding levels are insufficient to meet current demands.
- General lack of awareness about INAC Post Secondary Funding policies and programs amongst NBCC/CCNB and Aboriginal Officials, e.g. perception that INAC funds can only be used for university courses or for programs that are longer than two years in duration.
- Possible preference for university programs on the part of Aboriginal Officials responsible for allocating post-secondary funds, e.g. Directors of Education, although this may not always be most appropriate.

##### Training Funds

- Lack of coordination between AHRDAs, TED and Social Development Canada (EI) regarding the implementation of funding processes, resulting on each party waiting for the other.
- Increasing pressure on AHRDA funds, coupled with decreasing budgets and increased pressure on federal and provincial government departments to fund students.
- Varying capacities of the AHRDAs to communicate effectively with students about funding.

##### Aboriginal Students

- Lack of understanding on the part of Aboriginal students about their responsibilities in ensuring that they access funding, e.g. getting the proper paperwork and information to the AHRDAs.
- Ineffective assistance provided by some AHRDAs to Aboriginal students.
- Lack of awareness by Aboriginal students about sources of funding other than the AHRDAs, e.g. student loans, bursaries, etc.

#### **5. Payments for Training**



- Some campuses have had difficulty obtaining payment from First Nations for training that has already been delivered, resulting in an unwritten policy and practice that training already delivered must first be paid for before any additional training can be delivered.

The impact of this practice is that NBCC/CCNB relationships with other key individuals in a First Nation or with other First Nations have been affected. As a result, some Aboriginal Officials are opting to pursue partnerships with private training institutions.

## **6. Staff Development**

- Several areas were identified where NBCC/CCNB staff would benefit from further development. These areas were identified by NBCC/CCNB staff themselves, or are implied from the responses given by Aboriginal Officials:
  - How to develop relationships and identify the appropriate individuals to contact within First Nation communities and Aboriginal organizations;
  - How to work effectively and respectfully in collaborations and partnerships with Aboriginal communities and organizations;
  - Knowledge of best practices in program delivery for Aboriginal students.
  - Aboriginal awareness sessions;
  - Anglophone NBCC Officials had some awareness of Aboriginal demographics; Francophone CCNB Officials had no knowledge of Aboriginal demographics, except for those campuses that had experience with Aboriginal communities.

## **7. Competition**

- NBCC/CCNB has undergone a restructuring process that has resulted in two separate colleges, i.e. an Anglophone college and a Francophone college. As a result, there is an increased possibility that competition will develop between individual campuses within the Anglophone/Francophone colleges, as well as increased possibility of competition between NBCC and CCNB for the Aboriginal market.
- A number of First Nation communities are in discussions with different NBCC Officials from different campuses about setting up community colleges at the First Nation community level. The implication of this is potential competition between First Nations and between campuses.

## **8. Business Development and Strategic Partnerships**

- NBCC/CCNB Officials identified that there was not time to develop this potential source of business as there were too many other priorities to juggle.
- There is a need to further explore strategic relationships with federal, provincial and Aboriginal partners. These partnerships would be useful in addressing some of the other issues identified.

**Aboriginal Training & Service Delivery Workshop  
Atelier-Formation des Autochtones & prestations de service**

**Friday, May 27, 2005/vendredi le 27 mai 2005  
WU Centre, Chancellor's Room/Centre WU, salle Chancellor**

<b>Table # / No de table</b>	<b>Issue / Défi</b>	<b>Resource Persons/ Personne ressource</b>	<b>Survey Highlights/ Sondage Faits saillants</b>	<b>Top Issues/ Principaux défis</b>
1	Attracting Aboriginal Students/ Attirer les étudiants autochtones	Paton Francis*	Eng.: p. 3 Fr. : p. 3 Item 4	Eng.: p. 1 Fr. : p. 1 Item 1
2	Admissions and Recruitment of Aboriginal Students – Self-Identification and SAP / Admissions et recrutement des étudiants autochtones – Auto-identification et PAP	Charles Harn Brenda McCavour	Eng.: p. 3 Fr. : p. 3 – 4 Item 5	Eng: p. 2 – 3 Fr : p. 2 Items 2A & 2B
3	Retention of Aboriginal Students – Programs / Rétention des étudiants autochtones - Programmes	Gerald Nadeau David Godfrey	Eng : p. 4 – 5 Fr : p. 5 – 6 Items 7 & 8	Eng : p. 3 Fr : p. 3 Item 3A
4	Retention of Aboriginal Students – Inclusive Environment; Staff Development / Rétention des étudiants autochtones – Environnement ouvert à tous; Perfectionnement du personnel	Viola van Dijk	Eng: p. 5 – 6 Fr : p. 6 – 7 Items 9 & 10	Eng. : p. 3 and 5 Fr. : p. 3 et 5 Items 3B & 6
5	Retention – Student Services / Rétention des étudiants autochtones – Services aux étudiants	Eric Polchies*	Eng: p. 5 – 6 Fr : p. 6 – 7 Items 9, 10 & 11	Eng. : p. 4 Fr. : p. 4 Item 3C
6	Funding – INAC Funding Issue and Training Funds / Financement - Problème de financement relevé par le MAINC et Financement de la formation	Dorothy Smith- Bezanson Louis Godin	Eng: p. 4 Fr. : p. 4 Item 6	Eng.: p. 4 Fr. : p. 4 Item 4A & 4B
7	Funding – Aboriginal Students and Payments for Training / Financement – Étudiants autochtones et Paiements de la formation	Jody Simonson John Derek Lapointe	Eng: p. 2, 5 Fr: p. 2, 6 Items 6	Eng: p 4 – 5 Fr. : p. 5 Items 4C & 5

**Aboriginal Training & Service Delivery Workshop  
Atelier-Formation des Autochtones & prestations de service**

**Friday, May 27, 2005/vendredi le 27 mai 2005  
WU Centre, Chancellor's Room/Centre WU, salle Chancellor**

8	Competition & Strategic Partnerships / Concurrence et partenariats stratégiques	Chief Robert Atwin* Patrick Francis	Eng: p. 2 Fr : p. 2 – 3 Items 2 & 3	Eng.: p. 5 Fr. : p. 5 – 6 Item 7
9	Business Development & Strategic Partnerships / Recherche de clientèle et partenariats stratégiques	Anita Boyle Ron Loughrey	Eng: p. 2, 4 – 5, 7–8 Fr: p. 2, 4 – 5, 7 – 8 Items 2, 3, 7, 8 & 12	Eng.: p. 5 Fr. : p. 6 Item 8
10	Business Development and Strategic Partnerships / Recherche de clientèle et partenariats stratégiques	Steve Ginnish Barb Jones Manson Glode	Eng: p. 2, 4 – 5, 7–8 Fr: p. 2, 4 – 5, 7 – 8 Items 2, 3, 7, 8 & 12	Eng.: p. 5 Fr. : p. 6 Item 8

Notes: \* denotes that the individual was unable to attend. Teresa Atwin attended the session in place of Chief Robert Atwin.

**Aboriginal Training and Service Delivery / Formation des Autochtones et prestations de service**

**WORKSHEET/FEUILLE DE TRAVAIL**

**Table** \_\_\_\_\_

**A. Subject/Issue/Challenge/Sujet/Enjeu/Défi** \_\_\_\_\_

**B. Proposed Recommendation(s) on the Above Subject/Issue/Challenge**  
**Recommandation(s) proposées vis-à-vis le sujet/enjeu/défi indiqué ci-haut welcome**

“That/Que \_\_\_\_\_”

“That/Que \_\_\_\_\_”

“That/Que \_\_\_\_\_”

“That/Que \_\_\_\_\_”

**C. Special Consideration(s) to be Taken into Account Relative to the Subject/Issue/Challenge(if any)**  
**Considération(s) spéciale(s) vis-à-vis le sujet/enjeu/défi (s’il en existe)**

---

---

---

**D. Proposed Action/Workplan Relative to the Recommendation(s) (if applicable)**  
**Plan d'action propose relativement à la/aux recommandatoin(s) (si applicable)**

Specify Subject/Issue/ Challenge  Spécifier sujet/enjeu/défi	Goal “The goal is to....”  Objectif “L’objectif est de...”	Activity(ies) In Support of the Goal  L’/Les activité(s) soutenant l’objectif	Estimated Timelines (start & finish)  Écheances estimées (début & fin)	Estimated Costs (if applicable)  Coûts estimés (se applicable)	Leads for NBCC / CCNB & Fed/Prov/Abor Partners (if applicable)  Personne de point Pour le CCNB & Féd/Prov/Autoch (si applicable)	NBCC / CCNB  Business Plan Plan d'affaire  Priorities / Priorités  (*Specify – see below) (*specifier – voir ci- dessous)

**\* NBCC Business Plan Priorities:**

- Organizational Development
- Skills Training and Re-Training
- Retention
- E-Learning
- Awareness Recruitment and Export
- Quality Learning
- Strategic Public Infrastructure
- Applied Research and Innovation

**\* CCNB Priorités du plan d'affaire:**

- Développement organisationnel
- Formation et recyclage
- Maintien des effectifs
- L'apprentissage en ligne
- Sensibilisation, recrutement et exportation
- Apprentissage de qualité
- Infrastructure publique stratégique
- Recherche appliqué et innovation

**APPENDIX E:**  
**WORKSHOP ACTION PLANS**

### Aboriginal Training and Service Delivery: Proposed Action/Workplan Table 1

Subject/Issue/Challenge : <u>Attracting Aboriginal Students &amp; Marketing</u>					
Goal “The goal is to....”	Activity(ies) In Support of the Goal	Estimated Timelines (start & finish)	Estimated Costs (if applicable)	Leads NBCC / CCNB & Fed/Prov/Abor Partners (if applicable)	NBCC / CCNB Business Plan Priorities
1. NBCC/CCNB develops a recruitment strategy specific to the Aboriginal community & determines realistic target - ex: 2.34% of student population is Aboriginal – along with accountability & resources.  2. Develop an Internal Communication within NBCC/CCNB and with the Aboriginal Community.	1.1 Visit potential students on reserves and reserve schools with Aboriginal students.	Start in Fall '05 and is continuous.	N/A	Michel Thériault (target setting)	Awareness Recruitment and Export (all)
	1.2 Work with Aboriginal designer or marketing company familiar with marketing to the culture.  1.3 Develop pamphlet in conjunction with Aboriginal community re: training & SAP reflecting their culture.  1.4 Ensure promotion during High School presentations, on website, calendar etc. to reach Aboriginals on reserve.	Target setting by June '05.		Provincial Marketing and Recruitment	
	2.1 NBCC/CCNB rep who has this file (potentially an Aboriginal) maintains links with Aboriginal communities and coordinates.		C.O. needs to allocate the HR and financial resources to coordinate & oversee this file.	Minister of Aboriginal Affairs and Michel Thériault	

## Aboriginal Training and Service Delivery: Proposed Action/Workplan Table 2

**Special Consideration(s) to be Taken into Account Relative to the Subject/Issue/Challenge:** How are out-of-province Aboriginal applicants treated? Does the Seat Allocation Policy apply to them?

<b>Subject/Issue/Challenge :</b> <u>Admissions and Recruitment of Aboriginal Students – Self-Identification and Seat Allocation Policy</u>					
<b>Goal</b> “The goal is to....”	<b>Activity(ies)</b> <b>In Support of the Goal</b>	<b>Estimated Timelines</b> (start & finish)	<b>Estimated Costs</b> (if applicable)	<b>Leads</b> <b>NBCC / CCNB &amp; Fed/Prov/Abor Partners</b> (if applicable)	<b>NBCC / CCNB Business Plan Priorities</b>
1. Improve services to the Aboriginal community thru Self-identification.	1.1 All correspondence, e.g. acceptance letter, should reference self-identification – more personal.  1.2 Incorporate self-identification into college application form with appropriate explanation and link on website.  1.3 Improve info for Aboriginals in college calendar – counseling info, bursary /scholarship info, SAP policy...  1.4 New college website also needs more info for Aboriginal applicants.	Nov. '05.   By June '06.  By June '06.  Nov. '05.	None.	College Admissions Services  College Admissions Services  College Admissions Services & working group  NBCC/CCNB Webmaster	Awareness Recruitment and Export (all)



**Aboriginal Training and Service Delivery: Proposed Action/Workplan Table 2 continued**

Goal “The goal is to....”	Activity(ies) In Support of the Goal	Estimated Timelines (start & finish)	Estimated Costs (if applicable)	Leads NBCC / CCNB & Fed/Prov/Abor Partners (if applicable)	NBCC / CCNB Business Plan Priorities
2. Seat Allocation Policy – attract more Aboriginal students / applicants to NBCC/CCNB.	2.1 Review and update policy – revise cut-off date to June 1.  2.2 Communicate internally on a yearly basis – agenda item to key internal meetings, add to Business Plan with objectives.  2.3 Produce and circulate statistics – track regular and contract Aboriginal students.	Jan. '06.  On-going and by April '06.  On-going.	Minimal.  None.  None.	College Admissions Services & working group  College Management.  College Admissions Services	Awareness Recruitment and Export (all)

### Aboriginal Training and Service Delivery: Proposed Action/Workplan Table 3

**Special Consideration(s) to be Taken into Account Relative to the Subject/Issue/Challenge:** Examples of broadcast and distance education links for community-based learning.

Subject/Issue/Challenge : <u>Retention of Aboriginal Students – Programs</u>					
Goal “The goal is to....”	Activity(ies) In Support of the Goal	Estimated Timelines (start & finish)	Estimated Costs (if applicable)	Leads NBCC / CCNB & Fed/Prov/Abor Partners (if applicable)	NBCC / CCNB Business Plan Priorities
1. Increase access & success – flexibility in delivery.	1.1 College shifting from a program based to a course based model.	In process, full by 2008.	Planned	NBCC/CCNB	Retention
	1.2 Provide remedial courses for students following testing.	By 2007.	Planned	TED – Adult Learning & NBCC/CCNB	E-learning Skills Training & Re-training
	1.3 Develop a Communication Strategy.	By 2007.	\$30,000.00	Joint: TED, INAC, AAS, NBCC/ CCNB	Awareness Recruitment and Export
	1.4 Need E-learning activities.	By 2008.	Use developed materials	TED, NBCC/CCNB, AAS NBCC/CNB	
	1.5 Make some on-site courses available.	By 2006.	On demand		

**Aboriginal Training and Service Delivery: Proposed Action/Workplan Table 3 continued**

Goal “The goal is to....”	Activity(ies) In Support of the Goal	Estimated Timelines (start & finish)	Estimated Costs (if applicable)	Leads NBCC / CCNB & Fed/Prov/Abor Partners (if applicable)	NBCC / CCNB Business Plan Priorities
2. Increase access & success – recognize sector recognized Best Practices.	2.1 Establish links with successful colleges (ACCC.)  2.2 Do a literature review.  2.3 Visit and personal contacts. Consult with government funding agencies, National Assembly of First Nations and Aboriginal Sector Council, federal government.	4 to 6 months.	Use a consultant to collect information \$30,000.00  Steering committee costs & dissemination \$8,000.00  Follow-up issues NBCC 8 x \$2,000.00 = \$16,000.00	NBCC Lead- Dean of Students CCNB - same  Steering Committee: 1 – TED 3 – Feds 3 – Aboriginal communities 1 – Aboriginal Affairs Secretariat	Skills Training & Re-training  Retention  Awareness Recruitment and Export

### Aboriginal Training and Service Delivery: Proposed Action/Workplan Table 4

**Special Consideration(s) to be Taken into Account Relative to the Subject/Issue/Challenge:** Instructors delivering training in First Nation communities must be carefully selected – able to make bond and culturally aware.

<b>Subject/Issue/Challenge : Retention of Aboriginal Students – Inclusive Environment &amp; Staff Development</b>					
<b>Goal “The goal is to....”</b>	<b>Activity(ies) In Support of the Goal</b>	<b>Estimated Timelines (start &amp; finish)</b>	<b>Estimated Costs (if applicable)</b>	<b>Leads NBCC / CCNB &amp; Fed/Prov/Abor Partners (if applicable)</b>	<b>NBCC / CCNB Business Plan Priorities</b>
1. Attain an inclusive environment for Aboriginal students and staff.	1.1 Offer cultural awareness sessions for all NBCC/CCNB staff – instructor based.	2-day workshop and on-going.	Unknown, travel and leave time.	All partners	Organizational Development (all)  Quality Learning (all)
2. Establish contacts with Aboriginal Community.	2.1 Identify Aboriginals on staff at each campus.	On-going.	Nil	NBCC/CCNB	Awareness Recruitment and Export (all)
3. Promote Aboriginal activities.	3.1 Have an Aboriginal Day at College.	On-going.	Nil	Each campus, Instructors Aboriginal communities	

### Aboriginal Training and Service Delivery: Proposed Action/Workplan Table 5

**Special Consideration(s) to be Taken into Account Relative to the Subject/Issue/Challenge:** Everyone needs to be working for the betterment and success of all students.

<b>Subject/Issue/Challenge : Retention of Aboriginal Students – Student Services</b>					
<b>Goal “The goal is to....”</b>	<b>Activity(ies) In Support of the Goal</b>	<b>Estimated Timelines (start &amp; finish)</b>	<b>Estimated Costs (if applicable)</b>	<b>Leads NBCC / CCNB &amp; Fed/Prov/Abor Partners (if applicable)</b>	<b>NBCC / CCNB Business Plan Priorities</b>
<p>1. NBCC/CCNB &amp; Aboriginal community meet 2 to 3 times per year to determine the HR needs of the community and ensure the plans of NBCC &amp; the community blend together.</p> <p>2. NBCC &amp; Aboriginal community meeting to reach cultural awareness for better understanding and better working relationship.</p> <p>3. Increase diversity at NBCC/CCNB.</p>	<p>1.1 Have an agenda item on regularly scheduled group meetings, ex: School of Business, Fall Manager’s meeting, central training unit.</p> <p>2.1 Hold cultural awareness sessions in small groups at the campus level.</p> <p>3.1 Hire Aboriginal employees.</p> <p>3.2 Set targets for NBCC/CCNB.</p> <p>3.3 Raise awareness.</p>	<p>Annually.</p> <p>Next 4 -6 months, Oct-Nov '05.</p> <p>1 – 2 years.</p>	<p>Minimal – piggy-back on existing meetings</p> <p>Minimal cost but time involved.</p> <p>\$50,000.00 to \$70,000.00 per person</p>	<p>Central coordination &amp; partnership with various groups</p> <p>Local campus and local Aboriginal community</p> <p>NBCC/CCNB or shared partnership</p>	<p>Organizational Development</p> <p>Skills Training &amp; Re-training</p> <p>Retention</p> <p>Awareness Recruitment and Export</p> <p>Quality Learning</p>

### Aboriginal Training and Service Delivery: Proposed Action/Workplan Table 6

<b>Subject/Issue/Challenge : <u>Funding – INAC Funding Issues and Training Funds</u></b>					
<b>Goal “The goal is to....”</b>	<b>Activity(ies) In Support of the Goal</b>	<b>Estimated Timelines (start &amp; finish)</b>	<b>Estimated Costs (if applicable)</b>	<b>Leads NBCC / CCNB &amp; Fed/Prov/Abor Partners (if applicable)</b>	<b>NBCC / CCNB Business Plan Priorities</b>
1. All stakeholders will have knowledge of all funding available for Aboriginal people.	1.1 NBCC/CCNB plug into Federal/Provincial discussions on funding issues.  1.2 Identify stakeholders and leads, sources of funds.  1.3 Develop a communication plan and implement.	Will depend on the plan developed.	Development of plan \$10,000 to \$12,000		

**Aboriginal Training and Service Delivery: Proposed Action/Workplan Table 7**

<b>Subject/Issue/Challenge : <u>Funding – Aboriginal Students and Payments for Training</u></b>					
<b>Goal “The goal is to....”</b>	<b>Activity(ies) In Support of the Goal</b>	<b>Estimated Timelines (start &amp; finish)</b>	<b>Estimated Costs (if applicable)</b>	<b>Leads NBCC / CCNB &amp; Fed/Prov/Abor Partners (if applicable)</b>	<b>NBCC / CCNB Business Plan Priorities</b>
1. Make funding of one-year programs available.  2. Have a liaison between NBCC/CCNB and Aboriginal Community.  3. Develop a communication plan.	1.1 Work a strategic plan out.  2.1 NB First Nations help identify potential candidate.  3.1 Put documentation together.	Hiring, 2 – 3 months  Initial planning, 2 – 3 months  Regular work, on-going.	One liaison for CCNB and one for NBCC so 2 salaries \$140,000 per year	INAC and HRSDC  TED and Executive Committee  Aboriginal communities – Education officers	Relevant to all priorities

### Aboriginal Training and Service Delivery: Proposed Action/Workplan Table 8

**Special Consideration(s) to be Taken into Account Relative to the Subject/Issue/Challenge:** Existing relationships important to maintain and leverage. Business Development and Partnerships are not necessarily the same. Communication and knowledge needs to increase. Need to better understand pertinent policies – NBCC, INAC, Ed Directors. Not easy to hire someone or dedicate someone to this task.

Subject/Issue/Challenge : <u>Business Development &amp; Strategic Partnerships</u>					
Goal “The goal is to....”	Activity(ies) In Support of the Goal	Estimated Timelines (start & finish)	Estimated Costs (if applicable)	Leads NBCC / CCNB & Fed/Prov/Abor Partners (if applicable)	NBCC / CCNB Business Plan Priorities
1. ‘Re-configure’ new organizational structure so that it works effectively to support the Aboriginal community and develop or enhance relationships.	1.1 Contact list. 1.2 Workplan assignments. 1.3 Scheduled meetings with Aboriginal communities – info sharing. 1.4 COPs meetings held in Aboriginal communities. 1.5 Strategic planning – set target numbers.	Now – June  July on  July on  June ?  Fall 2005			Awareness Recruitment and Export

4 steps: 1) Relationship → 2) Info sharing → 3) Strategic partnership → 4) Business Development.



### Aboriginal Training and Service Delivery: Proposed Action/Workplan Table 9

**Special Consideration(s) to be Taken into Account Relative to the Subject/Issue/Challenge:** Validation of today’s findings and recommendations with the Aboriginal communities.

<b>Subject/Issue/Challenge :</b> <u>Business Development &amp; Strategic Partnerships</u>					
<b>Goal “The goal is to....”</b>	<b>Activity(ies) In Support of the Goal</b>	<b>Estimated Timelines (start &amp; finish)</b>	<b>Estimated Costs (if applicable)</b>	<b>Leads NBCC / CCNB &amp; Fed/Prov/Abor Partners (if applicable)</b>	<b>NBCC / CCNB Business Plan Priorities</b>
<p>1. Business and Industry sponsorship of Aboriginal students – find Aboriginal friendly businesses and organizations; find scholarship opportunities.</p> <p>2. Establish relationship with First Nations – understand First Nations’ priorities, make NBCC/CCNB a more welcoming place.</p> <p>3. Understand HR Plans of First Nations and make appropriate linkages.</p>	<p>1.1 Understand AWPI role and how to bring this to New Brunswick.</p> <p>2.1 Focused effort to meet with AHRDA Coordinators and Employment counselors.</p> <p>2.2 Participate in career fairs and offer services.</p> <p>2.3 Seek out Aboriginal role models, produce marketing material to include Aboriginals (seek out best practices.)</p> <p>3.1 Learn the development process for FN HR plans and when partnership can be established.</p>				

**Aboriginal Training and Service Delivery: Proposed Action/Workplan Table 9 continued**

Goal “The goal is to....”	Activity(ies) In Support of the Goal	Estimated Timelines (start & finish)	Estimated Costs (if applicable)	Leads NBCC / CCNB & Fed/Prov/Abor Partners (if applicable)	NBCC / CCNB Business Plan Priorities
4. Establish linkage with JEDI.	3.2 Review the FN HR plans to identify where linkages may be made.  4.1 Draw on network to build an interface with NBCC/CCNB.				

**Aboriginal Training and Service Delivery: Proposed Action/Workplan Table 10**

**Special Consideration(s) to be Taken into Account Relative to the subject/Issue/Challenge (if any):** Alumni College Business student. Review Internal community college processes (application).

<b>Subject/Issue/Challenge : <u>Business Development &amp; Strategic Partnerships</u></b>					
<b>Goal “The goal is to....”</b>	<b>Activity(ies) In Support of the Goal</b>	<b>Estimated Timelines (start &amp; finish)</b>	<b>Estimated Costs (if applicable)</b>	<b>Leads NBCC / CCNB &amp; Fed/Prov/Abor Partners (if applicable)</b>	<b>NBCC / CCNB Business Plan Priorities</b>
1. To continue to work with Fed/Provincial/Aboriginal Departments/Organizations To ensure Aboriginal opportunities are maximized.	1.1 Create the formal partnerships and publicize them. 1.2 Identify objectives complete with measurements and publicize these. 1.3 Record and report successes. 1.4 Improve/refresh agreements based on successes. 1.5 Formalize a Steering Committee. 1.6 Connect youth groups with Aboriginal communities. 1.7 Ensure faculty are released to work at teaching on Reserves.	6 months	Minimal	Executive Directors NBCC/CCNB  INAC / HRSDC / TED / DFO / Aboriginal Affairs Secretariat / BNB / AHRDCC  Private sector (specify)	Organizational Development  Skills Training & Re-training  Retention  Awareness Recruitment and Export  E-learning  Applied Research and Innovation

**Aboriginal Training and Service Delivery: Proposed Action/Workplan Table 10 continued**

Goal “The goal is to....”	Activity(ies) In Support of the Goal	Estimated Timelines (start & finish)	Estimated Costs (if applicable)	Leads NBCC / CCNB & Fed/Prov/Abor Partners (if applicable)	NBCC / CCNB Business Plan Priorities
2. To increase marketing of success stories and testimonials.	2.1 Offer more programs that are hands-on / more on-the-job training. 2.2 Do more mentoring programs. 2.3 Identify successes. 2.4 Create profile – engage Industry. 2.5 Design communication strategy.		Marketing material – reduce cost by using internal resources	NBCC/CCNB  Business community	Retention Awareness Recruitment and Export  Applied Research and Innovation

**APPENDIX F:**  
**WORKSHOP PARTICIPANTS**

**Aboriginal Training & Service Delivery Workshop  
Atelier-Formation des Autochtones & prestations de service**

**Friday, May 27, 2005/vendredi le 27 mai 2005  
WU Centre, Chancellor's Room/Centre WU, salle Chancellor**

<u>Participants</u> <u>e-mail/courriel</u>	<u>Organization</u> <u>Organisation</u>	<u>Telephone</u> <u>Téléphone</u>	<u>address/adresse</u>
<b>Arsenault, Brigitte</b> <a href="mailto:Brigitte.arsenault@gnb.ca">Brigitte.arsenault@gnb.ca</a>	CCNB-Dieppe	(506) 869-6956	505, rue Collège Dieppe, N-B E1A 6X2
<b>Arseneau-Ferguson, Rachel</b> <a href="mailto:Rachel.arseneau-ferguson@gnb.ca">Rachel.arseneau-ferguson@gnb.ca</a>	CCNB-Campbellton	(506) 789-2401	C.P. 309 47, avenue Village Campbellton, N-B E3N 3G7
<b>Atwin, Theresa</b>	Première nation Kingsclear First Nation	(506) 363-3028 fax: (506) 363-4324	77 French Village Road Kingsclear First Nation Kingsclear, NB E3E 1K3
<b>Boulay, Daniel</b> <a href="mailto:Daniel.boulay@gnb.ca">Daniel.boulay@gnb.ca</a>	CCNB-Bathurst	(506) 547-2189	C.P. 266 Bathurst, N-B EZA 3Z2
<b>Boyle, Anita</b> <a href="mailto:aboyle@metepenagiag.com">aboyle@metepenagiag.com</a>	Première nation Metepenagiag First Nation (Red Bank)	(506) 836-6114	1926 Micmac Road Red Bank, NB E9E 2P2

**Aboriginal Training & Service Delivery Workshop  
Atelier-Formation des Autochtones & prestations de service**

**Friday, May 27, 2005/vendredi le 27 mai 2005  
WU Centre, Chancellor's Room/Centre WU, salle Chancellor**

<u>Participants</u> <u>e-mail/courriel</u>	<u>Organization</u> <u>Organisation</u>	<u>Telephone</u> <u>Téléphone</u>	<u>address/adresse</u>
<b>Brown, (Carol) Betty</b> <a href="mailto:Carol.brown@gnb.ca">Carol.brown@gnb.ca</a>	NBCC-St. John	(506) 658-6673	950 Grandview Ave. P.O. Box 2270 Saint John, NB E2L 3V1
<b>Chouinard, Robert</b> <a href="mailto:Robert.chouinard@gnb.ca">Robert.chouinard@gnb.ca</a>	CCNB	(506) 444-4412	500, Beaverbrook Court, 5 <sup>e</sup> étage Fredericton, N-B E3B 5X4
<b>Chouinard, Yves</b> <a href="mailto:Yves.chouinard2@gnb.ca">Yves.chouinard2@gnb.ca</a>	CCNB	(506) 789-7398	C.P. 309 47, avenue Village Campbellton, N-B E3N 3G7
<b>Corey, Richard</b> <a href="mailto:Richard.corey@gnb.ca">Richard.corey@gnb.ca</a>	NBCC	(506) 444-4882	500 Beaverbrook Court, 5 <sup>th</sup> floor Fredericton, NB E3B 5X4
<b>Dewitt, Al</b> <a href="mailto:Al.dewitt@gnb.ca">Al.dewitt@gnb.ca</a>	NBCC-Moncton	(506) 856-2292	1234 Mountain Road Moncton, NB E1C 8H9

**Aboriginal Training & Service Delivery Workshop  
Atelier-Formation des Autochtones & prestations de service**

**Friday, May 27, 2005/vendredi le 27 mai 2005  
WU Centre, Chancellor's Room/Centre WU, salle Chancellor**

<u>Participants</u> <u>e-mail/courriel</u>	<u>Organization</u> <u>Organisation</u>	<u>Telephone</u> <u>Téléphone</u>	<u>address/adresse</u>
<b>Dion, Joy</b> <a href="mailto:Joy.dion@gnb.ca">Joy.dion@gnb.ca</a>	NBCC-Woodstock	(506) 325-4882	100 Broadway Street Woodstock, NB E0J 2B0
<b>Doiron, Richard</b> <a href="mailto:Richard.doiron@gnb.ca">Richard.doiron@gnb.ca</a>	CCNB-Edmundston	(506) 735-2504	C.P. 70 225, chemin du Pouvoir Edmundston, N-B E3V 3K7
<b>Dumont, David</b> <a href="mailto:David.dumont@gnb.ca">David.dumont@gnb.ca</a>	NBCC	(506) 658-6613	950 Grandview Ave. P.O. Box 2270 Saint John, NB E2L 3V1
<b>Finn-McGraw, Thérèse</b> <a href="mailto:Therese.finn-mcgraw@gnb.ca">Therese.finn-mcgraw@gnb.ca</a>	CCNB-Péninsule Acadienne	(506) 726-2094	218, Boulevard J.D. Gauthier Shippagan, N-B E8S 1P6
<b>Francis, Patrick</b> <a href="mailto:Patrick.francis@gnb.ca">Patrick.francis@gnb.ca</a>	Aboriginal Affairs/ Affaires autochtones	(506) 444-4429	440 King Street, Suite 237 King Tower Fredericton, NB E3B 5H1



**Aboriginal Training & Service Delivery Workshop  
Atelier-Formation des Autochtones & prestations de service**

**Friday, May 27, 2005/vendredi le 27 mai 2005  
WU Centre, Chancellor's Room/Centre WU, salle Chancellor**

<u>Participants</u> <u>e-mail/courriel</u>	<u>Organization</u> <u>Organisation</u>	<u>Telephone</u> <u>Téléphone</u>	<u>address/adresse</u>
<b>Ginnish, Steve</b> <a href="mailto:asepnbsginnish@nb.aibn.com">asepnbsginnish@nb.aibn.com</a>	Première nation Natoaganeg First Nation (Eel Ground)	(506) 622-4735	40 Micmac Road Eel Ground, NB E1V 4B1
<b>Gloade, Manson</b> <a href="mailto:GloadeM@inac-ainc.gc.ca">GloadeM@inac-ainc.gc.ca</a>	Indian & Northern Affairs Canada/ Affaires indiennes et du Nord Canada	(902) 661-6200	P.O. Box 160 40 Havelock Street Amherst, Nova Scotia B4H 3Z3
<b>Godfrey, David</b> <a href="mailto:David.godfrey@gnb.ca">David.godfrey@gnb.ca</a>	TED-Labour Market Analysis Br/FDE-Dir analyse du marché du travail	(506) 453-8236	P.O Box 6000 470 York Street Fredericton, NB E3B 5H1
<b>Godin, Louis</b> <a href="mailto:Louis.godin@gnb.ca">Louis.godin@gnb.ca</a>	TED-Empl't Dev't Br/FDE-Dir Dév't de l'emploi	(506) 549-5546	275 rue Main Bathurst, N-B E2A 1A9

<b>Harn, Charles</b> <a href="mailto:charles.harn@acoa-apeca.gc.ca">charles.harn@acoa-apeca.gc.ca</a>	Atlantic Canada Opportunities Agency/Agence de promotion écon du Canada atlantique	(506) 684-9916	570 Queen Street PO Box 578 Fredericton, NB E3B 5A6
<b>Hathaway, Heather</b> <a href="mailto:Heather.hathaway@gnb.ca">Heather.hathaway@gnb.ca</a>	NBCC-Fredericton	(506) 444-3314	284 Smythe Street Fredericton, NB E3B 3C9
<b>Ingersoll, Gerald</b> <a href="mailto:Gerlad.ingersoll@gnb.ca">Gerlad.ingersoll@gnb.ca</a>	NBCC-St. Andrews	(506) 529-5005	99 Augustus Street St. Andrews, NB E5B 2E9
<b>Jones, Barb</b> <a href="mailto:barbara.jones@hrsdcc-rhdcc.gc.ca">barbara.jones@hrsdcc-rhdcc.gc.ca</a>	Human Res & Skills Dev't Can/Ressources humaines & Dév. compétences Can	(506) 452-3568	P.O. Box 2600 495 Prospect Street Fredericton, NB E3B 9M4
<b>Jones, Jim</b> <a href="mailto:Jim.jones@gnb.ca">Jim.jones@gnb.ca</a>	NBCC	(506) 457-7939	500 Beaverbrook Court, 5 <sup>th</sup> floor Fredericton, NB E3B 5X4
<b>Kavanagh, Robert</b> <a href="mailto:Robert.kavanagh@gnb.ca">Robert.kavanagh@gnb.ca</a>	NB College Craft & Design	(506) 453-3766	457 Queen Street P.O. Box 6000 Fredericton, NB E3B 5H1
<b>Kilfoil, Ben</b> <a href="mailto:Ben.kilfoil@gnb.ca">Ben.kilfoil@gnb.ca</a>	NBCC-Woodstock	(506) 325-4860	100 Broadway Street Woodstock, NB E0J 2B0

<b>Kingston-Ritchie, Mary-Ellen</b> <a href="mailto:Maryellen.kingston-ritchie@gnb.ca">Maryellen.kingston-ritchie@gnb.ca</a>	NBCC-Miramichi	(506) 778-6008	P.O. Box 1053 80 University Ave. Miramichi, NB E1N 3W4
<b>Lapointe, John Derek</b> <a href="mailto:btgog@msn.com">btgog@msn.com</a>	NBCC-St. John (Student)	Via campus (506) 658-6000	P.O. Box 2270 950 Grandview Ave. Saint John, NB E2L 3V1
<b>LeBlanc, Luc</b> <a href="mailto:Luc.leblanc@gnb.ca">Luc.leblanc@gnb.ca</a>	CCNB-Péninsule Acadienne	(506) 726-2093	218, Boulevard J.D. Gauthier Shippagan, N-B E8S 1P6
<b>LePage, Brigitte</b> <a href="mailto:Brigitte.lepage@gnb.ca">Brigitte.lepage@gnb.ca</a>	CCNB-Campbellton	(506)789-2416	C.P. 309 47, avenue Village Campbellton, N-B E3N 3G7
<b>Lobban, Noreen</b> <a href="mailto:Noreen.lobban@gnb.ca">Noreen.lobban@gnb.ca</a>	NBCC-Miramichi	(506) 778-6161	P. O. Box 1053 80 University Ave. Miramichi, NB E1N 3W4
<b>Loughrey, Ron</b> <a href="mailto:Ron.loughrey@gnb.ca">Ron.loughrey@gnb.ca</a>	Aboriginal Affairs/ Affaires autochtones	(506) 453-8726	Kings Place Room 237, King Tower P.O. Box 6000 Fredericton, NB E3B 5H1
<b>McCavour, Brenda</b> <a href="mailto:Brenda.mccavour@gnb.ca">Brenda.mccavour@gnb.ca</a>	TED-Adult Learning & Skills Br /FDE-Dir. Apprentissage pour adultes & competences	(506) 453-3124	P.O. Box 6000 470 York Street Fredericton, NB E3B 5H1

<b>McGill, Peter</b> <a href="mailto:Peter.mcgill@gnb.ca">Peter.mcgill@gnb.ca</a>	NBCC-St. John	(506) 658-6798	950 Grandview Ave. P.O. Box 2270 Saint John, NB E2L 3V1
<b>Madore, Don</b> <a href="mailto:Don.madore@gnb.ca">Don.madore@gnb.ca</a>	NBCC-Moncton	(506) 856-2254	1234 Mountain Road Moncton, NB E1C 8H9
<b>Marshall, Tim</b> <a href="mailto:Tim.marshall@gnb.ca">Tim.marshall@gnb.ca</a>	NBCC-St. Andrews	(506) 529-5017	99 Augustus Street St. Andrews, NB E5B 2E9
<b>Martin, H��l��ne</b> <a href="mailto:H��l��ne.martin@gnb.ca">H��l��ne.martin@gnb.ca</a>	NBCC-College Office	(506) 453-8229	500 Beaverbrook Court, 5 <sup>th</sup> floor Fredericton, NB E3B 5X4
<b>Michaud, Serge</b> <a href="mailto:Serge.michaud@gnb.ca">Serge.michaud@gnb.ca</a>	CCNB	(506) 453-8221	500, Beaverbrook Court, 5e ��tage Fredericton, N-B E3B 5X4
<b>Michaud, Sonia</b> <a href="mailto:Sonia.michaud@gnb.ca">Sonia.michaud@gnb.ca</a>	CCNB-Edmundston	(506) 473-7835	C.P. 70 225, chemin du Pouvoir Edmundston, N-B E3V 3K7
<b>Nadeau, G��rald</b> <a href="mailto:Gerald.nadeau@gnb.ca">Gerald.nadeau@gnb.ca</a>	TED-Apprenticeship & Cert. Br/FDE Dir. Apprentissage & certification	(506) 453-2445	P. O. Box 6000 470 York Street Fredericton, NB E3B 5H1
<b>Roy, Tony</b> <a href="mailto:Tony.roy@gnb.ca">Tony.roy@gnb.ca</a>	NBCC College Admissions Service/CCNB- Serv d'adm college	(506) 789-2434	6, rue Arran Campbellton, N-B E3N 1K4

<b>Simard, Yan</b> <a href="mailto:Yan.simard@gnb.ca">Yan.simard@gnb.ca</a>	CCNB	(506) 444-3603	500, Beaverbrook Court, 5e étage Fredericton, N-B E3B 5X4
<b>Simonson, Jody</b>	Première nation Ugpi'ganjig First Nation (Eel River Bar)	(506) 684-6290/ (506) 684-6272 fax: (506) 684-6282	11 Main Street Unit 201 Eel River Bar, NB E8C 1A1
<b>Somers, Tracey</b> <a href="mailto:Tracey.somers@gnb.ca">Tracey.somers@gnb.ca</a>	NBCC-St. John	(506) 658-2136	950 Grandview Ave. P.O. Box 2270 Saint John, NB E2L 3V1
<b>Standing, Mark</b> <a href="mailto:Mark.standing@gnb.ca">Mark.standing@gnb.ca</a>	NBCC-Miramichi	(506) 778-6764	P.O. Box 1053 80 University Ave. Miramichi, NB E1N 3W4
<b>Thériault, Michel</b> <a href="mailto:Michel.thériault@gnb.ca">Michel.thériault@gnb.ca</a>	NBCC/CCNB	(506) 444-5732	C.P. 6000 470 rue York Fredericton, N-B E3B 5H1
<b>Thomas, Lorraine</b> <a href="mailto:Lorraine.thomas@gnb.ca">Lorraine.thomas@gnb.ca</a>	NBCC-College Office	(506) 453-2198	500 Beaverbrook Court, 5 <sup>th</sup> floor Fredericton, NB E3B 5X4
<b>Van Dijk, Viola</b> <a href="mailto:vandijk.ahrds@nbapc.org">vandijk.ahrds@nbapc.org</a>	New Brunswick Aboriginal Peoples Council	(506) 458-8422	320 St. Mary's Street Fredericton, NB E3A 2S4
<b>Wheaton, Wade</b> <a href="mailto:Wade.wheaton@gnb.ca">Wade.wheaton@gnb.ca</a>	NBCC-Moncton	(506) 856-3826	1234 Mountain Road Moncton, NB E1C 8H9

**APPENDIX G:**  
**WORKSHOP EVALUATIONS**

**Aboriginal Training and Service Delivery / Formation des Autochtones et prestations de service**

May 27, 2005/ 27 mai 2005

Centre WU Centre

**RESULTS - Workshop Evaluation / RÉSULTATS - Formulaire d'évaluation**

1. What were your expectations of this workshop?

Quelles étaient vos attentes envers cet atelier?

- Networking
- Heightened Awareness of the issues
- Arriver à une amélioration
- To get a snapshot of current activity
- To gain an idea of unmet needs and future opportunities
- To become more aware of aboriginal issues
- Learn more regarding aboriginal culture
- To obtain new ideas on aboriginal training at NBCC
- Apprendre comment mieux répondre aux attentes des Premières Nations en matière de formation et d'éducation
- Forge relationship with the NBCC/CCNB Colleges
- Challenge and issues related to training within NBCC
- This workshop was beyond my expectation, very informative
- Avoir une meilleure connaissance de ce qui est fait au sein du CCNB/NBCC en matière de recrutement et d'opportunités de formation pour les autochtones
- To learn about opportunities to recruit aboriginal students
- Learn more about the First Nations people and culture
- Mieux servir nos communautés autochtones
- More information about the issues
- To learn more about regional aboriginal communities, to find ways to open NBCC to communities
- En savoir plus sur le sujet
- De participer au développement d'un plan stratégique en vue d'augmenter le nombre d'autochtones dans les programmes des CCNB/NBCC
- Réseautage avec les partenaires impliqués, identifier les besoins d'amélioration, apporter des recommandations
- To focus on our gaps and design a plan to take action
- I expected to give an overview of NBCC and potential direction of the process
- To aid in the approval methods to better have NBCC accommodate and include aboriginal peoples (youth especially) within NBCC programming
- To better the process to attract and retain aboriginals in the CC system
- To learn ways to build relationships with First Nations and to retain aboriginal standards

- I wasn't sure what to expect, but I know that this is an important issue with our college
- Initially felt that more aboriginal service providers should be here to enhance discussions
- De préparer le terrain pour augmenter l'admission collégiale des autochtones
- Je n'avais pas d'attentes particulières
- Identifications of challenges and solutions collaboratively
- To provide information for the consumption of NBCC/CCNB in setting next steps in motion

2. To what extent did this workshop meet your expectations?

Est-ce que cet atelier a comblé vos attentes?

- I am satisfied with the outcome
- C'est à voir avec ce qui va suivre
- Well done
- En partie, car mon travail ne me permettra pas d'investir autant de temps dans ce domaine
- Very well
- Somewhat
- Somewhat meet my expectations
- En partie
- Identification of issues
- Gave me some knowledge of what is being offered from Community Colleges
- En partie, puisque j'ai constaté que peu de choses étaient faites, ou plutôt qu'il n'y avait que peu de planification en ce sens
- I would like to have more information about aboriginal communities
- I thought the discussion of all the different issues around this was helpful
- Atelier très interactif – beaucoup d'idées d'activités
- The expectations were met very well
- Not enough aboriginal representatives, good from NBCC perspective
- Oui
- Oui, je suis assuré qu'une fois que les plans d'action seront disponibles, le portrait stratégique sera plus clair
- Plus de temps pour discussion aurait été apprécié
- Very good participation
- Expectations were met
- It's a start, would be interested in seeing what happens next
- Right on with my expectations
- Partial – need strategy identified and roles defined
- It was a success
- I learned thru discussions that perhaps another step would be to include more aboriginal peoples
- Plusieurs pistes ont été identifiées
- Good involvement by all; serious about concerns and need for change. Dick's idea of a different way to allocate aboriginal seats has merit and should be explored at executive level
- Would like to have had more consumption of NBCC/CCNB in setting next steps in motion





3. What aspect of this workshop did you find the most effective or appreciate most?

Quels aspects de l'atelier ont été les plus appréciés et les plus efficaces?

- Working groups and presentations
- Discussions
- The structure to bring group responses to the group
- Efficacité de l'ordre du jour
- Groupes de travail
- Feedback from group discussions
- Talking with Aboriginal people
- Group discussions at our table
- Présentation des résultats du sondage
- Échanges informels
- Plenary
- All aspects of this workshop was very effective and it was most appreciated by me because of all the talks regarding helping Aboriginal people
- Discussion / échange de la matinée en groupes (sujet déterminé par table)
- The talent and warmth of those in my group
- Hearing about the demographics and getting the results of the survey
- Structure and approach of workshop was very good
- La structure (bien encadrée, bien dirigée) la documentation distribuée dans les trousseaux
- The small group work
- Aimed for concrete goals and recommendations
- Plénière
- Présentation des rapports des consultants. Discussion en atelier sauf qu'il aurait fallu avoir un ou 2 autochtones par table
- Rencontre des personnes / partenaires et partenaire potentiel, contenu du sondage effectué par Han Martin Associates
- Group work
- Input from participants
- The networking among those of us we recognizes there problems needing solutions
- All of it
- Group discussions
- Some concrete suggestions for better ways of change things
- Round table discussions getting to know other
- Participation d'autochtones
- Beaucoup apprécié les documentations utiles que nous avons reçu
- Really enjoyed the summarization of the research by Pauline and Barb as it helped set the stage for our thinking process especially since we didn't read it first
- Varied perspectives but not enough FN participants

4. What aspects did you find the least effective or appreciate least?

Quels aspects de l'atelier ont été le moins appréciés et les moins efficaces?

- Would suggest that the early presentation on Survey Findings could have been interactive (invite questions)
- Préambules
- An Aboriginal Leader speaking of the need would have been good
- Difficulté de dialoguer en français (il a fallu travailler en anglais – pas toujours évident pour moi)
- All aspects were effective and appreciated for sure
- Le retour sur la discussion en après-midi ; il me semble que c'était trop répétitif
- Perhaps we didn't look enough at how to include all students rather than one group
- Un vendredi.... Voyage de retour très long et très tard
- Fini trop tard... un vendredi
- Trop de thèmes, il aurait fallu combiner des thèmes qui se chevauchent
- Introduction de tous les participants
- Would like to have more Aboriginal people involved
- None
- Concrete direction
- It would have been good to have more representation from Aboriginal Communities
- Trop de répétition
- It was all great – including the food

5. Did you find the report on survey findings beneficial to your discussions?

Le rapport des résultats du sondage a-t-il aidé à vos discussions?

**Yes / Oui – 22**

**No / Non – 2**

**Somewhat / Quelque peu – 1**

**Comments / Commentaires :**

- Il aurait cependant été apprécié de recevoir cette info avant la rencontre
- It bucks up and argument of a needed service for Aboriginal People
- Il m'a situé sur la réalité présente et sur l'opinion des autochtones face à nos services
- It helped to make the discussions more focused
- Bien présenté!
- Very beneficial
- Toutefois, tel que mentionné, il serait important d'avoir en main les commentaires des étudiants qui n'ont pas complété leur programme
- Good information, useful
- Used it as reference
- Incomplete info in some areas i.e. students who quit programs / Why students choose private colleges instead
- Appris plusieurs choses
- Informations très pertinentes
- Absolutely / the information we're taking home is excellent

6. If asked, would you participate in a small “task-team” to move some of the action/workplan items forward?

Check one:  yes  no

Si on vous le demandait, participeriez-vous à une petite « équipe de travail », qui aurait pour but de faire avancer certains éléments du plan d’action ou du plan de travail?

S.v.p. cocher :  oui  non

Yes / Oui – 24

No / Non – 3

**Comments / Commentaires :**

- Peut-être (selon l’échéance et le temps exigé on terme de travail à accomplir)
- Do not have the time at this time
- Peut-être selon le thème ou le sujet présenté en fonction de l’échéancier des travaux
- I would love to do this but absolutely have not the time

Si oui, **ne vous identifiez pas** sur ce formulaire d’évaluation. Envoyez plutôt un courriel directement à Lorraine Thomas pour lui souligner le secteur de responsabilité, parmi les secteurs présentés aujourd’hui sous la rubrique recommandations à la direction, auquel vous aimeriez participer.

7. Other Comments?

Autres commentaires?

- Good session
- Good Learning
- Important to recognize where and how we need to improve
- Thanks – A timely and important relationship / A good day
  
- Très bien organisé! Bravo!
- There should have been more instructors that are actually teaching to aboriginal student. This group seemed to be more management type of people
- Excellent initiative! Il aurait fallu inviter la division de l’emploi. Il faut absolument continuer le travail amorcé !
- Increase participation to other Departments (NB) like Family and Community Services and more Aboriginal participation. Thanks, good workshop etc. I was quite surprised to see that NBAPC was not given credit as sponsors to students who are attending NBCC sites i.e. Moncton campus, Saint John campus etc. We need Trades at all NBCC campus sites – Who do we call? Any business plan or strategic goals must take a pan Aboriginal approach (Inclusiveness of all Aboriginal people – not just 2 Nations). More awareness of exactly who are the Aboriginal people attending NBCC sites. We sponsor clients for all \_\_\_?\_\_\_ across Canada not just from the Maliseet Mi’kmaq communities. Thos that have migrated to N.-B.

- Très bon atelier. Il s'avère important cependant qu'il y ait un suivi au travail réalisé et que des éléments concrets soient réalisés
- It was very well organized
- Please identify new resources around this and don't just add to an already-busy person's responsibilities
- Assurer le suivi des recommandations et des activités suggérées
- Well done! Thank you!
- I did not enjoy the translation
- Well done!
- Keep the process moving forward, it is needed. We need more Aboriginal in all NBCC programming with the hopes of increasing opportunities for growth
- This has been one the better workshops I have participated in. Thanks to Lorraine & her team and Facilitators Han Martin. Thank you for a productive day.
- Survey could have included those students who did not finish, quit or didn't even apply. What were their needs, issues, perceptions, etc. Are the experiences/needs of older students the same as high school students?
- Très bonne initiative
- Merci! Atelier très intéressant!
- Great job! Big thing is to allocate Human Resources to this file. Nice setting; kept to the timelines. Good suggestions; good to have an Aboriginal student here and cross section of College staff faculty administration.

**Your participation in this exercise is greatly appreciated. Thank You!**

**Nous vous remercions de votre participation dans cet exercice. Merci!**