Toward a More Equitable Post-Secondary Educational System for Natives in Canada

R.W. COMMON
Memorial University of Newfoundland

Despite 150 to 200 years of a dominant culture's controlling of the education of Canada's Aboriginal people, the following results speak for themselves:¹

1) Ontario secondary students are nine times more likely to graduate from high school than native students living in northern communities.

2) In Ontario, only 25% of younger registered Indians have received some post-secondary education compared to 49% of the younger non-native population.

3) Seventeen percent of natives over 15 have a non-university certificate or diploma and 1.6% have a university degree, compared to 22.9% and 9.1% of the non-native population.

4) Seventeen percent of colleges and C.E.G.E.P. native students graduate from their programme, and about 5% of students enrolled in bachelor's programmes graduate.

5) Participation rates of status Indians in university is about 50% less than the non-native society.

These data suggest that a native student's background predisposes him or her to fail in our post-secondary education system. While the number of native students enrolled in post-secondary level education has increased dramatically in the last decade, native participation levels, particularly in university programmes, remains comparatively low. According to INAC data there has been a significant increase in the number of status Indians enrolled in general and native-specific post-secondary programmes. Between 1984–85 and 1986–87 status Indian enrollment dramatically increased by 58%. Overall, the low success rate and high attrition rate of native students suggest the need for native specific academic, social, and financial participating support services to be developed and made available to native students. The recent federal cut-backs in post-secondary funding for

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native students makes it especially crucial that native students be given the best chance to succeed in their studies. Students who fail will be heavily penalized in terms of loss of future funded post-secondary study.

The purpose of a funded research project by the Union of Ontario Indians was to consult with the 44 Anishinabek First Nations and to try to meet the following objectives:

1) To devise a more effective post-secondary native education system, making specific recommendations for institutional changes.
2) To increase native input in post-secondary decision making and governance process.
3) To formalize input mechanisms and community linkages.
4) To increase native student applications, admissions and graduation rates.
5) To create student support structures.
6) To provide incentives to post-secondary institutions to improve services to native students.

In planning a more effective native post-secondary educational system, it was decided to give consideration to all native students, regardless of status. Little advantage was found in distinguishing between status and non-status Indians, or First Nations and native communities without territorial definition. Hence, as we are dealing with a common or similar socio-economic class, the recommendations put forward have application for all native people.

Admissions-Recruitment

To increase access to post-secondary programs, there is a need for:

1) Specialized recruitment and admissions procedures. Admission requirements must be flexible, with maturity and motivation incorporated into the assessment criteria.
2) Support services: personal counselling, tutoring, program, financial assistance, organized mentoring.
3) Compensatory programmes to overcome deficiencies in preparation.

As First Nations aspire to proportionate representation, anytime that fewer than 4% of the students are native, there is a demonstrated need for active recruitment and investigation of the programme and its entry criteria.

First Nations do not support the need for guaranteed native seats in faculties, as often institutional responsibility appears to end with the admission of the native student. It is logical for an institution to set as its goal the admission of native students in all programmes, based on their proportionate representation in the Canadian population. It is reasoned that a detailed recruitment and support mechanism will be more successful than the mere offering of a few guaranteed spots in faculties.

It is recommended that life experience should be taken into consideration in evaluating the credentials of native students. We are suggesting that
the range of criteria that may be applied should be extended to consider the
unorthodox backgrounds of native students. Concomitantly, there is a need
to monitor the application of the expanded criteria to assess the degree to
which the extended criteria meets our goal of expanded access. Colleges
and universities must seek native input into the creation of these more flex­
ible criteria (possibly through an institutional native advisory committee).
It is necessary to closely monitor the application of these expanded criteria,
as by their nature they are open to subjective and biased application. At
the provincial level, the Ministry of Colleges and Universities should au­
thorize the creation of this approach to admissions, while at the individual
institution’s programme level, criteria must be developed to identify which
type of experience is beneficial to which programme.

Most mature native students will require extraordinary admission stan­
dards in order to be accepted at university. As well, some fully matriculated
high school students will have difficulty achieving a high enough entry av­
erage and may require counsellor assistance and support to be accepted.
It is recommended that personal selection interviews be conducted by the
admissions personnel in order to assess a student’s related experience as
well as motivation and maturity levels. Where excessive student numbers
prevent the scheduling of such interviews, it is recommended that the na­
tive counsellor conduct a pre-selection interview in the home community
and forward his or her assessment to the admissions committee. It will
be difficult for some mature students to articulate their experience and
knowledge. The counsellor will assist in the admissions interview process
to identify such knowledge bases, for example, the business knowledge or
environmental knowledge of a trapper. Possibly a conditional admission
could be granted if the registrar accompanies the counsellor into the com­
munity. The counsellor would assist the student in the completing of all
application forms. In assessing the maturity and commitment of the stu­
dent, the counsellor could talk to community leaders as part of his or her
assessment.

Thus, the senior counsellor should be part of the admissions committee
to assist in the selection process, as he or she is familiar with the native cul­
ture and the specific student. The counsellor would be part of the complete
admissions process, from inviting applications from the students to conduct­
ing a preliminary assessment in the community. In addition to facilitating
entry for students, the counsellor would assist in identifying appropriate
preparatory courses. This process will empower the native counsellor in
the post-secondary institution.

Students not meeting the general admissions requirements should be
able to be admitted to the university or college with the special approval
of the committee on admissions. Such students should submit a letter to
the committee and be prepared for an oral interview. The letter should outline the grounds for requesting special consideration or an extension of admissions criteria. Supporting letters from school principals, chiefs, and employers substantiating the grounds should be approved.

Most universities have an English proficiency requirement, since English is the primary language of instruction in all faculties. As the mature native students are unlikely to have successfully completed high school English credits (one criteria of demonstrated proficiency), they are at times unfairly required to submit results from performance on culturally irrelevant standardized tests of English proficiency. If necessary at all, other forms of demonstrated proficiency must be developed. Native students should take English courses early in their programme and be given tutoring and assistance. Successful completion of an English credit at the post-secondary level should be a sufficient demonstration of language proficiency. Native students are not foreign students and should not be treated as such. Community promotion will be necessary to create an awareness of the post-secondary opportunities available. Promotional activities such as audio-visual materials, testimonials, career fairs, and distribution of culturally sensitive promotional materials will have to be scheduled in the community. Overall, there is a need to make special efforts to recruit native students to a wider range of programmes. Post-secondary personnel need to go into the native communities with specially developed recruitment materials. Native post-secondary students should be employed as part of the recruitment team.

Specific Recommendations

1) The existing entry criteria for universities and colleges must be investigated for class or racial bias. Do the criteria predispose some students to fail due to their socio-economic status? The admissions criteria should be expanded to consider the unorthodox academic backgrounds of many native students.

2) Colleges and university regulations should be changed to recognize the legitimacy of a high school certificate from a native-controlled high school which may or may not offer the provincial curricula. Official recognition shall be given to high school credits that are derived from locally developed courses of study.

3) Special efforts must be made to recruit native students to a wider range of programmes.

4) The native counsellor must be actively involved in the entire recruitment, application and assessment process.

5) An enrollment target should be established which seeks enrollment equity proportionate to the provincial population admissions model for entrance into its programmes.

6) Universities should continue to support the mature students’admissions model for entrance into its programmes.
7) Universities and colleges should adopt more flexible criteria regarding the definition of mature students, which includes pre-enrollment assessment of knowledge base in order to grant competency-based advanced credit. The inappropriate and inflexible existing admissions criteria effectively deny access to native students coming from isolated settings, or schools with teachers poorly trained to educate native students.

8) A native-specific bursary and scholarship fund should be created to promote native student academic achievement.

**Counsellor Roles and Tasks**

It is intended that the presence and role of native counsellors be enhanced. Post-secondary institutions should employ one counsellor for each 100 native students. All institutions should have a minimum of one counsellor and should numbers warrant it, a native counselling unit should be formed, with a senior counsellor appointed. The majority of the work-load of the counsellors will likely be in counselling first-year students. The counsellor should become part of the registrar’s admissions committee to assist in uniformly assessing and interpreting in an unbiased fashion the life experiences of the mature and regular students as compensations for insufficient academic averages required for entry into specific faculties. The counsellor should be present at oral interview sessions with the students in order to support and assist the students.

It is intended that the native counsellor should actively recruit and encourage native students to attend his or her institution. The counsellor should go into First Nations communities to promote the institution and assist interested or prospective students in assessing their backgrounds for relevant experiences to meet alternative entry criteria for various post-secondary programmes. Obviously application rates would increase, given such a non-threatening process. Thus, the counsellor would develop an initial relationship with the students from the beginning, and subsequently function as his or her advocate at university or college.

It would be beneficial if the counsellor was accompanied to the First Nation by any successful post-secondary student from that home community. Such a linkage between the post-secondary institution and the native community would be the beginning of community based programmes and community consultation.

The enhancement of the native counsellor’s role is a key to increased student success. The native counselling staff should be linked to the institutional native advisory committee as well as closely linked to friendship centres for networking and assisting in finding accommodations. Native students should attend an orientation week at their institution in May, previous to programme commencement in September. The native support group, specifically the counsellors, would maintain a liaison with native
organizations, friendship centres, and native communities, as well as an institutional contact for various faculty study groups.

The native support service centres could schedule weekly study and counselling sessions for at risk students. Counsellors could function as an early warning system, being alert to indicators of at risk students, and intervene before they fall too far behind. Arrangements should be made so that, as an officer of the university, the counsellor can get access to student marks.

Recommendations

1) All post-secondary institutions should employ a minimum of one native counsellor, with an additional counsellor hired for each 100 native students enrolled. When enrollment warrants it, a native counselling unit shall be formed, with a senior counsellor appointed.

2) The counsellor should be part of the registrar’s admissions committee when self-identified native applications are considered.

3) The role of the native counsellor should be enhanced. The native counsellor shall fulfil a myriad of responsibilities from liaison to personal and social counselling to assisting in an intervention programme.

Infrastructure

While many community colleges have a native advisory committee, most universities do not. Each post-secondary institution should have a permanent native advisory group. The native advisory group would function at the programme level, providing input to faculties. As well, there should be a native representative on each institution’s board of governors. The Minister of Colleges and Universities has the power to identify and appoint a native representative to the board of governors. It is also important to be involved at the senate level, as it is a route of appeal that resolves many contentious problems. As the senate of a university appears to be a corridor of power, a native representative should be appointed to the senate. This individual should not be a student in order to assure constancy of membership.

In those institutions with a significant native enrollment, a native programmes affairs department should be established. The chairperson of this department would be a member of senate. Numerous native representatives would be on the native affairs directorate.

All native programmes, services and research would come under the governance of this native affairs department, thus ensuring all proposed native training and research is consistent with native priorities. The First Nations would assist in developing a description of the roles, tasks and jobs for the native affairs department.
Thus, it is intended that native communities would have input at the local programme level through the advisory committee; input at the institutional level through the senate, native affairs department and board of governors; and input at the provincial level through the creation of a permanent provincial native advisory group to the Ministry of Colleges and Universities.

Colleges and universities should establish a native advisory committee. The committee would make recommendations to university senior administrators and appropriate institutional decision-making bodies. The advisory committee should solicit input from the home communities, review all identified concerns, and make recommendations for changes. Each faculty or department should be directly or indirectly linked to the university-wide advisory committee, depending upon size. Counsellors could sit on faculty advisory committees, the institutional advisory committee or be permanently attached to the registrar or admissions committee.

The counselling staff would be linked to the advisory group and tied into the education committee of the friendship centres. The counsellor would start networking with the students once they are admitted, commencing in May or earlier. The counsellor could work with the friendship centres to find native landlords.

Recommendations

1) Each post-secondary institution should create a native advisory committee.
2) Each post-secondary institution should have a native representative appointed by the Ministry of Universities and Colleges to the institutions’ board of governors.
3) A native representative (perhaps a counsellor) should be appointed to the senate of the post-secondary institution.
4) In institutions with a significant native enrollment, a native programmes affairs department should be established. All native programmes and services would operate under the jurisdiction of this interdisciplinary department.
5) Each faculty should create a study group to review the current offerings for native students and to investigate ways of improving these programmes and ways of increasing the participation rate of native students.
6) The Ministry of Colleges and Universities should establish a permanent provincial native advisory committee.

Data-Research

There is a need for a clear picture of the native students’ experience at universities and colleges. Information and feedback has to be sought from counsellors and staff from across the province. As a preface to problem identification, data are needed to indicate the degree to which institutions are meeting the needs of native people.
There is a need for the following data-gathering:

1) Analysis of native-specific support services currently offered.
2) Evaluate the adequacy and effectiveness of existing support services. Undoubtedly we will find they are not adequate, yet this will lead to a heightening of awareness of need for change by post-secondary institutions.
3) Interview drop-outs to identify impediments to school success.
4) Identify interest groups and their expectations. Many groups at the First Nations level have conflicting perspectives and expectations.
5) Conduct a needs assessment as to community post-secondary needs, with a formalized mechanism created for updating and continual feedback.
6) Create a statistical breakdown by programme and faculty of self-identified native students in colleges and universities — enrollment, credit accumulation and completion date.
7) Identify students in the community who lack secondary school science, math, and English language credit skills.
8) Research efficacious teaching and learning styles. If we find that natives need unique instructional strategies, an argument can be made for the establishment of unique native post-secondary institutions.
9) Seek information on a national and international level of alternative or successful models in operation elsewhere.
10) Seek community information as to the various ways to serve and ensure access for our native students.
11) Seek community information as to perceived changes required in order to serve our mature, part-time, isolated students.

**Transition-Transfers**

At times, community colleges should be viewed as a transition stage to universities. Many talented native students initially attend college rather than university because they lack confidence or have been placed into general high school programmes, or they wish to attend a post-secondary institution close to home. Existing data reveal that the students tend to choose the college or university closest to their home community.

Once students acquire confidence in their ability to master a programme at the post-secondary level, they often wish to go to university. Counsellors should assist these college students in examining their completed courses for transferability to university credits. Universities and colleges should sign joint agreements to ensure that such partial transfer of credits can occur, and equivalency of first-year university courses to college diploma courses are identified.

There is a need for a preparation period for some students, a pre-university or pre-college year. Because of culture shock or language disadvantage a transition programme may be necessary for some students, especially mature students. Because of the high incidence of native high school drop-outs there will be a need for special math, science, and language courses.
There is a need to offer a summer preparation and orientation programme, including preparatory courses in reading, writing, math, and study skills for those students requiring it. This programme could incorporate distance education features. As part of the orientation, the counselling unit should offer short courses to train participants to employ a number of organizational techniques to comprehend and to recall important concepts. Specific programmes offered through this unit could be in such areas as speed reading and comprehension, organizing ideas for term papers and oral communication.

A transition programme can be used for students who are not fully matriculated or do not meet the normal admission requirements. The programme can be structured so that native students can take a few university credit courses (likely in native studies, anthropology, or psychology) as well as academic upgrading courses in math or English.

This programme would be especially applicable to those students with a partial grade 12 programme from high school. Additional courses could be offered in study skills and writing. The transition programme would have compulsory tutorials with structured peer counselling. All existing transition programmes have native students registering in a reduced course load programme.

The transition year programme should be highly structured. Initial courses such as anthropology, English, and psychology are good introductory courses to take in the transitional year. They provide a foundation for further study in a variety of fields and are transferable to other faculties. The university classes should be much smaller and more informal than is usually the case for first-year courses. The courses should be combined with tutorials to overcome individual problems.

Separate from transition programmes or pre-university programmes, is the concept of bridging programmes. We need bridging programmes in the summer to acquaint native students to university level demands and to an urban and campus climate. A key element of the compensatory programmes is the detailed academic assessment of each student to ascertain weaknesses in order to intervene and provide courses to offset preparation gaps.

As colleges are currently functioning as a transitional programme to university for many of our students, the following are recommended:

Recommendations

1) Facilitate the transfer of some college credits to university programmes.
2) Analyze those courses frequently requested for transfer, for commonality and equivalency to university credit courses. In those areas where college courses are perceived to be inadequate, the course should be upgraded so that equivalency can be granted.
3) Develop a province-based computer programme to identify which college courses can be transferred to which universities or faculties, and to provide counselling information to the students.

4) Faculties should assess which courses inside the institution can be cross-listed or transferred between programmes.

5) Faculties should assess which courses outside the university are transferable to their programme, such as a native management course to a school of business.

6) There is a demonstrated need to improve the linkages between colleges and universities, so that a transfer of credits can occur. Joint agreements should be signed between institutions to formalize acceptance of transfer of credits and all regulations should be changed to allow for the transfer to occur.

7) As students will transfer some college credits into first-year university, there should be some introductory university programmes offered in the summer, so that a student could possibly accumulate all first-year credits by the end of the summer.

8) Create college and university transition, preparatory and bridging programmes to improve the success of first-year students.

9) The federal government must be prepared to fund student enrollment in such bridging programmes.

Curriculum And Programme Development

There is a need to develop native programme and curricula with the following aims:

1) To provide native graduates with the skills required to assist their community in its move toward self-governance and economic self-sufficiency.

2) To provide non-native students with an understanding of native issues in Canada.

3) To retain and enhance native language and culture.

There is a need to identify those courses that have an application to an interdisciplinary native studies programme. Courses in native languages or native culture should be provided to any professional planning to work in native communities.

Native components such as native law and traditional medicine should be combined into existing professional programmes such as law and medicine core courses. Overall, the core courses and programmes must be more culturally sensitive in terms of images, bias and stereotyping in the materials.

Each faculty should identify the core knowledge required, and then identify discretionary components that could be native-specific.

In concert with the institution's native advisory group, it should be possible to develop a programme of studies in which a native business student could take several business courses, plus an interdisciplinary native studies course in his or her first year of studies. As well native relevant modules should be created for certain topics covered in the core courses. Instructors should examine all their courses to identify where particular
courses could be enhanced to achieve applicability to native settings. It may be that some of the native applications are already offered by another course, such as the band administrators course, that a student could enroll in and subsequently transfer the credit.

As the development of curriculum requires time, skills and resources, it may be necessary for the Ministry of Colleges and Universities to centrally fund the development of native-specific courses or modules, or arrange the purchase and adaptation of existing successful courses. In a central development of curricula or local adaptation there would have to be native involvement in the curriculum decision-making process. Courses could be submitted to a provincial native advisory committee, which would identify and widely distribute the exemplary guidelines.

A contentious issue is that First Nations want to have post-secondary institutions keep the existing standards for accreditation by the professional community, yet want to encourage a breadth of generalized skills by a professional. The reality of a small organization is the need to fulfill multiple role responsibilities and diverse demands. Yet there is a need to ensure that native students have been taught the same basic skills that would enable them to do a similar job in the dominant culture or mainstream society.

Recommendations

1) Develop native-specific modules and electives to be incorporated within a programme of study (the provincial Ministry of Colleges and Universities could develop those).

2) Analyze existing programmes for core learnings and identify areas that can be elaborated upon to become specifically relevant to native students. (Responsibility of specific colleges and universities.)

3) Professional programmes should take into account the manner in which native students intend to apply their professional skills, such as treaty claims and native doctors and traditional medicine practices.

4) All native students must be able to take native language courses and courses in native culture in conjunction with their programme.

Delivery Models

It is assumed that a native-oriented programme would not be a single, physical structure or institution. The institution would operate in diverse satellite communities, and utilize distance education methodology. Whatever the institutional structure, the delivery system should follow the principles laid out in the Assembly of First Nations report: "First Nations will develop off-campus programmes." This suggests that existing non-native controlled universities and colleges must work with First Nation communities to develop off-campus sites.
There is a need to investigate alternative delivery models, where native students spend some time in residence at the university or college central site, some time attending courses in satellite campus, often in their own community, some instruction through teleconferencing, distance education, and doing related practical work in their home communities. Post-secondary education must be partially community-based to be effective.

Native students need multiple entry points into the post-secondary programmes. As most high school students only achieve partial credits in a year, and most schools are tri-mestered, native students will be graduating at different times of the year. Further, in isolated northern areas, many First Nations still practise traditional activities, requiring them to be on the land at certain times of the year. Post-secondary institutions endeavouring to meet the needs of the native students would allow entry into a programme in inter-session, fall, summer and winter due to the diverse needs of the students.

As well as flexible entry points, it is advocated that a variety of delivery systems exist to meet individual needs.

Recommendations
1) Post-secondary institutions should develop an off-campus, community-based, distance education approach to education.
2) Multiple entry points into post-secondary programmes should be created.

Community Based Needs
It is assumed that native participation and success in university and college programmes will increase where a mechanism is created to increase direct participation of native people in post-secondary decision-making. The movement toward self-government can only be accomplished by having trained people return and contribute to their communities. The need for training programmes related to community needs can be accomplished if there are formalized information input channels between native communities and post-secondary institutions. As native communities do not readily speak out, the post-secondary institutions must go into the communities and seek their input in order to identify high priority programme areas for increased student enrollment and course content emphasis.

Projected Community Needs
As migration is now occurring back to First Nations, housing and building is a prime need, resulting in a demand for contractors, engineers, carpenters, architects for the foreseeable future:
1) Jobs related to land claims: researchers, lawyers, historians, analysts, political scientists.
2) Judges and lawyers with native experience.
3) Agronomists, i.e. for wild rice projects.
4) Policing authorities.
5) Native health care professionals.
6) Social Workers.
7) Engineers, contractors, tradesmen, architects, for housing industry.
8) Counsellors: social and educational.
9) Financial officials: accountants, bookkeepers.
10) Entrepreneurs.

Recommendations

1) Post-secondary institutions must investigate and involve native communities to access their training needs in the short-term and long-term.
2) Colleges and universities should establish formal linkages with the native community.
3) Develop programmes and curriculum that reflect community needs and priorities.

Teacher Training

There is a demonstrated need to better prepare teachers in teacher education programmes in order to teach native students. First Nations require a creation of compulsory courses in cross-cultural awareness and native studies, and training in co-operative learning. It is likely that First Nations with band-controlled school systems will create a market for native teachers. In the future, it is likely that there will be a need for separate native teacher training institutions as First Nations wish to develop their own standards of teaching. Native teachers would then be accredited by a Native education commission, and it may be possible to certify elders as qualified instructors.

A variety of approaches to teacher training should exist. It should be possible for a non-degreed native to apprentice under exemplary teachers in the community with frequent periods of in-servicing and professional development. Students of teacher education should be able to study academic and education courses concurrently rather than consecutively, with reduced on-campus periods of residency. As native student teachers, they usually have strong family commitments to the native community making lengthy absence to attend full-time university difficult.

Recommendations

1) All newly appointed teachers and graduating teachers should be required to take university or ministry additional qualifications native studies or history courses in order to teach in cross-cultural settings involving native students and in order to develop greater sensitivity to native history and culture.
2) A variety of approaches to teacher training should exist. Short term programmes that will result in the training of non-degreed native teachers should be explored, accompanied by a compulsory long-term professional development programme. A dearth of native teachers exists especially at the high school level.

3) Throughout the education system, native teachers, counsellors, elders and speakers must be hired.

4) Train teachers in co-operative education strategies as well as other pedagogical approaches that may have applicability to culturally different or native students.

Systemic

There is a need for a more interdependent system of education. Linkages should be created between early childhood education, elementary, secondary and between colleges and universities at the post-secondary level. One link from a systemic approach is to develop programmes for the preparation of native teachers, native language teachers, and native counsellors to be employed by the elementary and secondary school systems. Ultimately there is a need to strengthen the preparation of native students in our public school systems.

Obviously, as native students leave native-controlled elementary and secondary schools that cater to their needs, there will need to be some similar recognition of the native students' needs at the post-secondary level if we expect them to succeed. As well, there should be a connection between secondary and post-secondary institutions, in order to enhance native participation in advanced programmes. Some universities and colleges customize programmes to meet local needs of school boards or industries. Students and faculty can become involved in conducting action research, based on community identified initiatives. It should be possible, for example, for a group of native principals in band-operated schools to request a series of courses for a native principal's additional qualification, and have this need met by a university.

There is a need for the post-secondary programme to be related to other training programmes, such as those offered by the Canada Employment and Immigration Commission. Competing programmes often are counterproductive and may encourage people to drop out of post-secondary programmes.

Recommendations

1) Efforts should be made at a provincial level to reduce the disjointedness of the complete educational system. By developing linkages and partnerships with native communities a more consistent educational system can be devised.
2) That post-secondary institutions create institutional native community partnerships in developing native-specific programmes and services.

_Incentive Grants_

In order to motivate post-secondary institutions to improve services to native students, it will be necessary to offer incentive grants. In offering Ministry of Colleges and University enhancement or incentive grants, clear terms of reference have to be created. Essentially the message should be sent to post-secondary institutions saying, “If you want this grant, you have to do the following . . .”

Faculties should be required to publish short and long term plans to increase their native components, and be held accountable to these espoused aims. Recipients of grants must develop comprehensive strategies to improve accessibility and retention rates. Each May or June the institutions should conduct a programme review to establish the level for the attainment of these goals.

Colleges and universities should be expected to develop partnerships or linkages with native communities in order to become eligible for the targeted funding. Colleges and universities should create the native infrastructure outlined in this report, and provide guaranteed native representation on the university decision-making bodies. Provisions must be made to reduce the danger of the single native representative being continually co-opted. Each post-secondary institution and faculty should be expected to report annually on its plans to improve the incidence of native student involvement, as well as progress toward its published goals.

Targeted support services funding should be apportioned as follows:

1) A portion available to all post-secondary institutions to establish new initiatives in delivery or support services. This includes start up funding to establish a minimum level of support to native students.
2) A portion of grants to specific designated institutions with on-going specialized native programmes that need enhancement.
3) The support services funding should be project specific, and not open-ended, with clear performance criteria to be met.
4) Colleges and universities should submit proposals for funding. A selection committee including representatives from native organizations would approve the funds.
5) Establish native centers of specialization at a few select colleges and universities to subsume all components of native education: research, development, programmes, support services, special events. Such centres would be a separate institution, with a separate faculty and unique reporting status directly to the senate or board of governors.

Recommendations

1) All Ministry of College and Universities targeted funding initiatives should
have stringent conditions attached in order to ensure that the recommendations contained in this report are implemented.

2) That native people become involved in decisions affecting issuing of incentive grants.

Conclusion

As a result of on-going tripartite negotiations in education between federal and provincial governments and First Nations, the entire post-secondary scene may change. Mere tinkering with existing post-secondary bureaucratic structures may ultimately not be acceptable to native people. The future may hold an Indian education commission overseeing all of native education in a province. Native-controlled universities and community colleges may be created.

Native post-secondary institutions would be viable if certain assumptions became reality:

1) It is assumed that non-status and status native people will co-operate and coordinate their efforts to achieve such an institution by providing the requisite critical mass.

2) Native post-secondary students would be willing to travel to a native institution in a central location, rather than attend the local non-native post-secondary institution.

3) A native-oriented institution which caters to native cultural needs, language and religion cannot resemble existing post-secondary institutions, and as a result must be created in a unique form.

As a conclusion, I offer some comments from the first year university native students that were written to me:

"Sometimes I got very lonesome and depressed thinking about being away from home. When we first came four months seemed a long way off."

"I think it would be easier if someone could help translate the materials for the English as a second language Indian speaking students."

"All of our courses should have more of native culture going into them."

"Many of our courses should be held on the (Labrador) coast somewhere or even at our homes during the winter."

"We should get more Inuktitut language instruction in our courses, for we are supposed to learn to teach Inuktitut instead of teaching like the regular non-native classroom teachers."

"I would like our history courses to include pre-historic native ways of living."

"I need a helper to help me a lot because I don’t know speaking and writing English very well."