

Orientation 5 – Support for Postsecondary Education

Context:

Our approach to education is part of a learning continuum that goes from early childhood to postsecondary studies and includes vocational and technical training, professional development and continuing education. In this respect, the FNEC develops postsecondary programs, vocational training programs and customized professional development courses for all communities that are targeted and offered according to needs expressed.

The negotiation, development or adaptation and the implementation of postsecondary and adult education programs by the FNEC contribute to obtaining a diploma, acquiring new skills and increasing the enrolment rate of First Nations students. To encourage success and perseverance, individual coaching services are also offered, when needed, throughout a student’s academic career.

Likewise, access to continuing education and professional development allows teachers, school staff and managers of educational services to remain abreast in their practice, and communities to benefit from qualified personnel.

Implementation considerations:

- The FNEC’s vision of education supports lifelong and holistic learning;
- The FNEC aims to identify the need for training, increase the graduation rate, and improve skill development among its member communities;
- For over ten years, FNEC-member communities have benefited from postsecondary training opportunities, professional development and various continuing education initiatives adapted to First Nations realities and needs;
- Kiuna Institution, a First Nations college, was founded by the FNEC in 2011;
- Second-level services, such as networking and professional development opportunities, as well as educational support services and training are provided to member communities by the FNEC.

Objectives	Methods	Results
<p>5.1 The FNEC offers member communities a variety of study programs: adult education, vocational training, and postsecondary study programs.</p> <p>The FNEC also offers professional development and retraining to professionals.</p>	<ul style="list-style-type: none"> • Evaluate needs in terms of postsecondary education, vocational training, adult education, and professional development to ensure capacity building. • Establish the order of priority of various training programs required and ensure their development or adaptation based on the clientele. • Promote the diversity of the training offered (classroom, online, intensive, etc.) to respond to the needs of First Nations communities. • Offer consulting services and individualized support to student and professional clienteles throughout the study or training period to ensure academic success and graduation or to improve skills. 	<ul style="list-style-type: none"> • The need for postsecondary education and vocational training will be identified. • First Nations will have access to continuing postsecondary education and other kinds of training that correspond to their needs.

	<ul style="list-style-type: none"> • Establish and maintain partnerships with technical institutions, colleges, universities, and any other educational institution. 	
<p>5.2 First Nations students have access to Kiuna Institution; a college that is adapted to their culture and corresponds to their needs.</p>	<ul style="list-style-type: none"> • Encourage the development of Kiuna Institution. • Negotiate and offer other college-level programs, for example an attestation of collegial studies (ACS) in technical support. 	<ul style="list-style-type: none"> • First Nations students will benefit from an environment conducive to learning that contributes to increasing their level of education and the graduation rate. • Attendance and the graduation rate will increase. • Kiuna Institution will be recognized as a college level institution by the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche.