

2021-2022

IAHLA ANNUAL REPORT



INDIGENOUS ADULT
& HIGHER LEARNING
ASSOCIATION

IAHLA ANNUAL REPORT 2021-2022

Copyright ©2022, First Nations Education Steering Committee
and Indigenous Adult and Higher Learning Association



**INDIGENOUS ADULT
& HIGHER LEARNING
ASSOCIATION**

#113-100 Park Royal South, West Vancouver, BC V7T 1A2

Toll-free 1-877-422-3672 / 604-925-6087 iahla@fnesc.ca iahla.ca

OUR MISSION

IS TO SUPPORT QUALITY POST-SECONDARY EDUCATIONAL INSTITUTES THAT LEVERAGE INDIGENOUS LANGUAGE, CULTURE AND KNOWLEDGE TO CREATE ADAPTABLE, COMPETENT, SKILLED CITIZENS WHO ARE ABLE TO CONTRIBUTE TO LOCAL, PROVINCIAL AND NATIONAL ADVANCEMENT.

TABLE OF CONTENTS

LETTER FROM THE CHAIR	P1
INTRODUCTION	P2
PROGRAMS & INITIATIVES	P3
PROJECTS	P8
ACTIVITY HIGHLIGHTS	P10
PARTNERSHIPS	P11
PARTNERSHIP HIGHLIGHTS	P13
BOARD MEMBERS 2021-2022	P14
VOTING MEMBER INSTITUTES	P15

LETTER FROM THE CHAIR



On behalf of the Indigenous Adult and Higher Learning Association (IAHLA) Board of Directors, I am pleased to present the 2021-22 IAHLA Annual Report. In this report, you will find details of the activities and initiatives that IAHLA undertook in 2021-22 to support our member

institutes, advocate on their behalf and advance the BC First Nations Tripartite Post-Secondary (PSE) Education Model.

Core operational funding for First Nations-mandated institutes has been a long-standing priority for IAHLA and a key component of our work with the First Nations Education Steering Committee (FNESC). As we work towards greater recognition for First Nations-mandated institutes through legislation and ongoing core operational funding, we celebrate the provision of core operational funding to ten IAHLA members for the first time in 2021-22. This funding comes after many years of our members operating without core funding and relying on proposal-based funding to offer programs and services to their students. This lack of stable funding has hampered the ability of our institutes to grow and to meet the needs of their nations.

The critical role of First Nation-mandated institutes in the post-secondary education system was acknowledged in the passage of resolutions in the fall of 2021 by the First Nations Summit (FNS), the British Columbia Assembly of First Nations (BCAFN), and the Union of British Columbia Indian Chiefs (UBCIC) which called upon the Province to recognize the integral role of First Nations-mandated institutes through legislation, and provide ongoing core operational and capacity funding. Furthermore, on March 30, 2022, the Province published the Declaration on the Rights of Indigenous Peoples Act (DRIPA) Action Plan, which included recognition of the First Nations-led post-secondary institutes through the provision of core funding, capacity funding and the development of legislation.

In 2021-22, IAHLA also worked to ensure that the needs and perspectives of our members were represented in policy discussions, including those related to the provision of emergency funding and supports related to the COVID-19 pandemic. As a result of our advocacy and our effective partnership with FNESC, provincial and federal emergency COVID-19 funding was made available to First Nations-mandated institutes in 2021-22, thereby supporting institutes in their response to the pandemic. Despite the challenges associated with the pandemic, IAHLA continued to support its member institutes through our regular projects, such as the Data Collection Project and External Institutes Evaluations.

There is much work ahead of us to advance the interest and priorities of our institutes. We look forward to continuing to work with our members, FNESC and our other partners to advance reconciliation in post-secondary education in BC, implement the Declaration on the Rights of Indigenous Peoples Act Action Plan and ensure that our members receive the support and resources they need to effectively fulfill their unique and critical role in the post-secondary education system. We look forward to continuing advance priorities under the BC First Nations Tripartite PSE Model, grow the Indigenous institutes sector, and advance First Nations control of First Nations education.

Many of the activities described in this report were supported with funding provided by the Department of Indigenous Services Canada and BC Ministry of Advanced Education and Skills Training. IAHLA appreciates their ongoing support and collaboration in advancing the Indigenous institute sector in BC. I also would like to express the IAHLA Board's deep appreciation for all of our member institutes, who continue to work in the face of major challenges to ensure that Indigenous students in BC have access to culturally-relevant, community-based programming that meets their needs.

Sincerely,

A handwritten signature in black ink that reads "Tracey Kim Bonneau". The signature is fluid and cursive.

Tracey Kim Bonneau
IAHLA Chair

INTRODUCTION

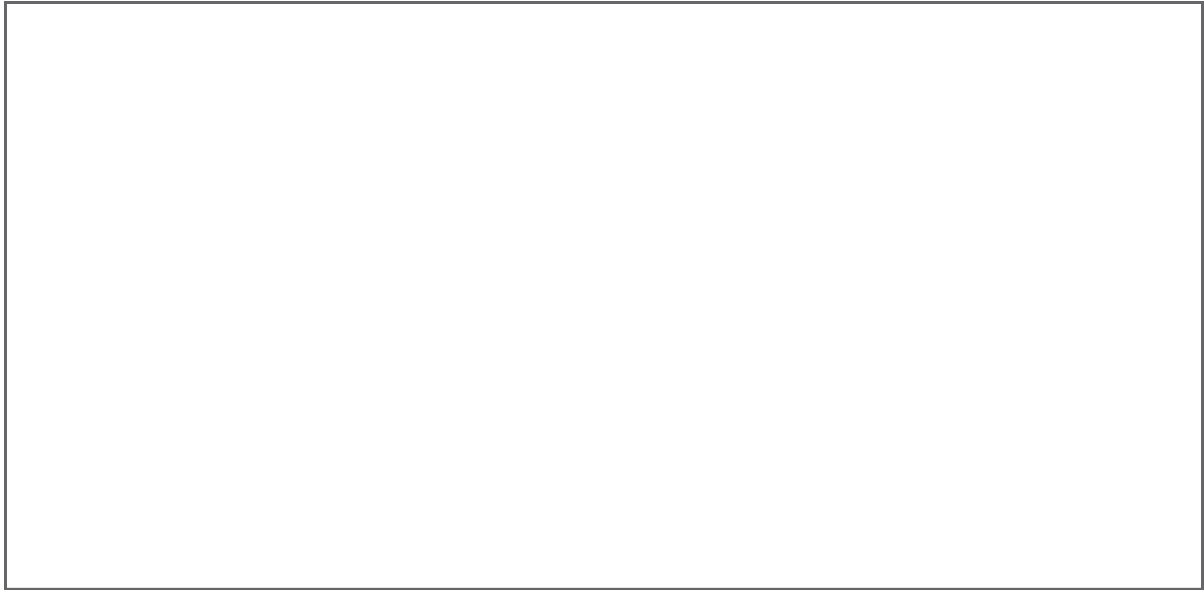
IAHLA is a representative organization for Indigenous-controlled post-secondary and training institutes in BC. It acts as a unified voice for its member institutes and supports them in providing community-based, culturally-relevant education opportunities to Indigenous learners. Led by a 10-member Board of Directors, IAHLA advances the interests of BC Indigenous institutes through advocacy, research, professional development, networking opportunities and projects that advance the collective goals of our membership. IAHLA also builds strategic partnerships with others in the BC post-secondary sector to accomplish common priorities and advance Indigenous post-secondary education.

IAHLA is composed of 45 member institutes, most of which are directly governed by one or more First Nations. IAHLA's members offer a wide variety of courses and programs for Indigenous learners, including:

- College and university programs leading to certificates, diplomas, and degrees;
- Adult Basic Education and adult upgrading;
- Language and culture instruction;
- Trades; and
- Occupation specific training.

IAHLA's member institutes play an integral role in the BC post-secondary system by offering post-secondary and training opportunities in First Nations communities in a manner that is responsive to the needs and aspirations of First Nations learners. The work of First Nations-mandated institutes responds directly to the educational and economic priorities of the communities they serve. Our research has shown that our members are highly effective at providing opportunities for adult learners to complete high school and pursue post-secondary and training programs.

This annual report summarizes the activities that IAHLA undertook in the 2021-22 fiscal year. These activities were supported with funding from the Department of Indigenous Services Canada and the BC Ministry of Advanced Education and Skills Training. IAHLA appreciates this ongoing financial support for our work.



PROGRAMS & INITIATIVES

DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ACT (DRIPA) ACTION PLAN

During 2021-22, IAHLA, working with FNEESC recommended Actions related to post-secondary education for inclusion in the DRIPA Action Plan. These actions related to core operational funding, anchored in legislation, for First Nations-mandated institutes, and equitable, First Nation-led approaches to funding for the delivery of post-secondary education and skills training programs in First Nation communities. On March 30, 2022, the Ministry of Indigenous Relations and Reconciliation (MIRR) published the final DRIPA Action Plan, which includes 5 actions specific for post-secondary education and 2 actions specific on language revitalization.

IAHLA is advocating for the actions to be implemented on a distinctions basis in order to ensure that they reflect the unique rights, interests, priorities of First Nations. This is consistent with the position of First Nations leadership, which is that the Province that “must not equate its obligations to First Nations

to other Indigenous peoples residing in BC” and “ministries, as well as boards of education, and public post-secondary institutions, must consult and collaborate with First Nations on whose territory they are located and operate schools and institutions.” In 2022-23, IAHLA and FNEESC will work with the Province on the joint implementation of the post-secondary actions under the DRIPA Action Plan.

BC FIRST NATIONS TRIPARTITE EDUCATION MODEL

In 2021-22, IAHLA continued to work with FNEESC on the development of a BC First Nations Tripartite Post-Secondary Education Model. The Model has four pillars: Student Funding, First Nations Institutes Recognition and Core Funding, Community-Based Program Delivery Funding, and a Respectful and Responsive Public Post-Secondary System.

In spring 2022, the First Nations Summit (FNS), the British Columbia Assembly of First Nations (BCAFN), and the Union of British Columbia Indian Chiefs (UBCIC) passed resolutions in support of the development of the Model,

recognizing that the Model will evolve as further direction is received from First Nations. IAHLA's projects and work with the Province in 2021-22, as described in the following sections, directly contributed to the development of the Model.

CORE AND CAPACITY FUNDING FOR FIRST NATIONS-MANDATED INSTITUTES

Securing ongoing, stable core funding for First Nations-mandated institutes has been a longstanding priority for IAHLA. As a result of IAHLA and FNEC's successful funding proposal to the Ministry, the Ministry provided \$4M of one-time core funding in 2021-22. IAHLA worked with FNEC to administer this funding to ten First Nations-mandated institutes based on jointly developed criteria. As a result of this work, the following ten institutes received core funding for the first time in 2021-22:

- Chemainus Native College
- En'owkin Centre
- Gitksan Wet'suwet'en Education Society
- Kyah Wiget Education Society
- Neskonlith Education Centre
- Nuxalk College – L'ip'alhayc Learning Centre
- Saanich Adult Education Centre
- Seabird College
- Ted Williams Memorial Learning Centre
- Ts'zil Learning Centre

An additional \$600,000 of one-time capacity funding was administered by the Province directly to eight institutes as a result of advocacy by IAHLA and FNEC. IAHLA is pleased to report that the Province is once again providing \$4M on a one-time basis for IAHLA and FNEC to continue providing core operational funding. Core operational funding will be essential to

ensuring the long-term stability and growth of the Indigenous institute sector. Institutes that have received one-time core operational funding have stressed the importance of continued core operational funding to keep facilities open, operational, and responsive to the unique needs of the students and communities they serve. Recipient institutes noted that the core funding allowed them to break down barriers that community members had towards the classroom due to previous experiences of racism in education systems.

In fall 2021, BCAFN, FNS, UBCIC passed resolutions calling upon the Province to recognize the integral role of First Nations-mandated institutes through legislation and ongoing core funding, and for the Province to provide ongoing capacity funding. These resolutions confirmed First Nations leadership's support for core operational and capacity funding for First Nations-mandated institutes, and provides IAHLA with the political support from First Nations leadership to advance First Nations priorities under the BC PSE Model with the BC Ministry of Advanced Education and Skills Training and Indigenous Services Canada.

BC POST-SECONDARY PARTNERSHIPS PROGRAM

IAHLA worked with FNEC on a First Nations-led, BC-specific approach to the Post-Secondary Partnerships Program (PSPP). The PSPP, formerly administered by ISC, provides funding for First Nations communities and institutes to offer community-based education programming for First Nations learners. As a result of our advocacy, the Province has also provided community-based program funding, which is being administered through the program.

A call for proposals for the BC PSPP was launched in April 2021. Twenty-four proposals

were received for the delivery of programs and courses and ten further proposals to support program and course development. The PSPP Review Committee approved 20 program delivery proposals and 6 program development proposals, totalling \$5.5M. More information on the BC PSPP can be found at: <https://iahla.ca/pspp/>.

INDIGENOUS LANGUAGE FLUENCY/ PROFICIENCY DEGREE

The Indigenous Language Fluency/Proficiency Degree is a framework to support First Nations language revitalization. The degree framework was developed by IAHLA, FNEC and a consortium of public post-secondary institutes, First Nations-mandated institutes and First Nations in response to concerns that existing programs were not leading to fluency. Degrees conforming to the framework offer the first two years directly in community, with the option of the last two years of instruction being delivered at the partner public post-secondary institution.

In 2021-22, an additional \$1.5M in one-time funding to the six pilot programs, taking place in the following communities and institutes:

- En'owkin Centre
- Lake Babine Nation
- Lillooet Tribal Council
- Nicola Bands
- Saanich Adult Education Centre
- Wilp Wilxo'oskwhl Nisga'a Institute

IAHLA facilitated a panel of participating institutes at the November 25, 2022, IAHLA AGM and Virtual Gathering. This provided an opportunity for IAHLA member institutes to hear about exciting work being undertaken to implement the degree in the communities and institutes delivering the program. IAHLA continues to work with FNEC and the Indigenous Language Fluency/Proficiency Degree Consortium to secure ongoing funding to support and expand this critical initiative.

COVID-19 PANDEMIC RESPONSE

IAHLA worked closely with FNEC on the administration of \$2M in provincial emergency COVID-19 funding to First Nations-mandated institutes in fall 2022. This supported eligible First Nations-mandated institutes in adapting courses



Wabsuwilaks'm Gitselasu

for online learning, implementing public health guidelines and assisting their students through the provision of support services and culturally-relevant counselling. A further \$3.7M of federal COVID-19 emergency funding was provided in spring 2022. \$2M of this funding was disbursed to First Nations-mandated institutes in 2022-23, and the other \$1.7M was allocated to First Nations communities and institutes through the PSPP.

IAHLA continued to advocate for its member institutes during the pandemic in 2021-22. Throughout the year IAHLA participated in discussions with the Province, the Indigenous Post-Secondary Education and Training Partners Table and the Continuity of Learning Working Group. During these discussions, IAHLA advocated that the Ministry and the public post-secondary institutions engage with First Nations-mandated institutes as part of the public post-secondary system's planning related pandemic and work in partnership with First Nations-mandated institutes to support continuity of learning and meet the needs of First Nations students. Through this work, IAHLA ensured its that member institutes' concerns and priorities were reflected in the Ministry's *Go-Forward Guidelines for BC's Post-Secondary Sector and the COVID-19 Return to Campus Guidelines*.

IAHLA supported institutes in 2021-22 by providing regular updates to its members on provincial restrictions and recommendations for post-secondary institutions. These communications helped keep member institutes aware of relevant public health guidance, developments and measures being taken by the public post-secondary system to support continuity of learning and the return to in-person instruction in order to inform their planning. IAHLA also worked with the Province in early 2022 to help facilitate the distribution of COVID-19 rapid tests to its member institutes, which assisted its members in safely delivering in-person programming.

IAHLA delivered virtual learning webinars in May 2021 and March 2022 in order to support IAHLA member institutes in adapting to the COVID-19 pandemic and the move to online course delivery. These webinars were delivered by Lara-Lisa Condello, a faculty member with the Nicola Valley Institute of Technology, and covered strategies and tools for effective virtual course design and delivery.

INDIGENOUS EMERGENCY ASSISTANCE FUNDING

While Indigenous Emergency Assistance Funding has been available in the public post-secondary system for many years, it wasn't until 2021-22, with the advocacy of IAHLA, that it was made available to IAHLA institutes who met criteria jointly determined by IAHLA and FNEC. This funding can be used by institutes to provide up to \$900 of support per year to individual students facing unexpected financial hardship. Examples of such emergencies may include emergency travel home, COVID-19 safety supplies, relocation due to flooding, fire, or other natural disasters, and increase in living expenses due to inflation.

Following a call for expressions of interest, IAHLA and FNEC provided allocations for the Indigenous Emergency Assistance Funding to 16 institutes in October 2021. Collectively, this funding supported 99 students at these institutes. IAHLA is pleased to report that the Ministry has provided an additional \$75,000 in 2022-23. We will continue to advocate for the province to commit to providing this funding on an ongoing basis.

POST-SECONDARY EDUCATION AND TRAINING PROTOCOL AGREEMENT

IAHLA and FNEC entered the Post-Secondary Education and Training Protocol Agreement with

the BC Ministry of Advanced Education and Skills Training in July 2016. The Protocol formalizes IAHLA and FNEC's bilateral relationship with the Ministry and commits the signatories to regular meetings to discuss mutual priorities and pursue initiatives to advance First Nations post-secondary education and training in BC. These include biannual ministerial meetings and quarterly deputy ministerial meetings. In 2021-22, IAHLA continued to work with the Ministry to update the Protocol to better align it with existing commitments to First Nations and support shared decision-making with First Nations as envisioned under the *Declaration on the Rights of Indigenous Peoples Act*.

POST-SECONDARY EDUCATION AND TRAINING POLICY FRAMEWORK REFRESH

In 2021-22, IAHLA continued work with the BC Ministry of Advanced Education and Skills Training to update the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan (Policy Framework). The original Policy Framework, released in 2012, is intended to provide guidance related to the development and implementation of provincial policies, programs and services in Indigenous post-secondary education in BC. The new version, under development, is intended to align with the BC First Nations Tripartite Post-Secondary Education Model, as well as provincial commitments to First Nations under the DRIPA Action Plan. IAHLA facilitated engagement with IAHLA member institutes on the draft Policy Framework at the IAHLA Virtual Session on November 25, 2021. IAHLA is continuing to work with the Ministry to ensure the needs and priorities of First Nations-mandated institutes are fulsomely reflected in the new Policy Framework.

ABORIGINAL SERVICE PLAN

The Aboriginal Service Plan (ASP) is a program administered by the Province which provides targeted funding to public post-secondary institutions to improve the post-secondary educational experiences and outcomes of Aboriginal learners. IAHLA and FNEC have consistently expressed concern that the ASP program is not achieving its goals to increase access, retention, completion and transition opportunities for Aboriginal learners, strengthen partnerships and collaboration in Aboriginal post-secondary education, and increase the relevance of post-secondary institutions and programs for Aboriginal learners.

In May 2021, the Ministry began work on a reconceptualized ASP program. The Ministry developed an interim approach for 2022-23 which expanded the program to all 25 public post-secondary institutions, with the intention of launching a fully redesigned program in 2023-24. Given the longstanding concerns with the program and that First Nations-mandated institutes do not receive ongoing, core funding, the IAHLA and FNEC Boards of Directors passed resolutions in July 2021 calling on the province to identify ongoing core funding for First Nations mandated institutes prior to an expansion of the ASP.

IAHLA and FNEC are seeking to leverage the re-conceptualized ASP to support greater accountability for how public post-secondary institutes use ASP funds to support First Nations learners. This includes advocating that each institution be required to co-develop their ASP budget with First Nations, and provide evidence to the Ministry that the budget was jointly developed and approved by the First Nation(s) on whose territory(ies) the campus(es) is located.



PROJECTS

IAHLA DATA COLLECTION PROJECT

IAHLA undertakes an annual Data Collection Project through which it gathers data on IAHLA institute programs and services and IAHLA student experiences. The Data Collection Project collects data directly from institutes on their programming, services, challenges, needs, and experiences of their students. The results are summarized into a system-wide report which provides a broad picture of the nature, strengths and needs of the IAHLA institute sector, and an institute-level reports distributed to responding institutes to support decision-making and accountability to their communities and funders.

Directions Evidence and Policy Research Group was retained to complete the 2021-22 IAHLA Data Collection Project. *Directions* met with the IAHLA Data Collection Project Working Group to update the surveys and ensure information collected from IAHLA's member institutes supports IAHLA's advocacy and member institute planning. The final institute-level reports were distributed to institutes on September 27, 2022. The Final System-Wide IAHLA Data Collection Report can be found at: <https://iahla.ca/projects/>.

*Seabird Island*

IAHLA EXTERNAL INSTITUTES EVALUATION PROJECT

IAHLA offers grants to two IAHLA members per year to complete an external institute evaluation. This project requires that institutes undertake a comprehensive evaluation process with two parts: an Internal Self-Study report completed by the institute and an External Evaluation Report completed by qualified external evaluators. This directly supports institutes in assessing their programs, services, policies and resources to identify areas of strength and growth and assists them in developing their long-term capacity. In 2021-22, IAHLA provided grants to Gitksan Wet'suwet'en Education Society and Chemainus Native College to complete External Institute Evaluations.

ACTIVITY HIGHLIGHTS

- ▶ Continued work with FNEESC to develop the BC First Nations Tripartite Post-Secondary Education Model.
- ▶ Successfully advocated for the inclusion of core funding, capacity funding, and recognition, anchored in legislation, for First Nations-mandated institutes in the Province's DRIPA Action Plan.
- ▶ Allocated one-time core funding for First Nations-mandated institutes and successfully secured additional one-time core funding for the 2022-23 fiscal year.
- ▶ Allocated, with FNEESC, provincial and federal funding through the BC PSPP for 26 projects, supporting the advancement of the third pillar of the BC First Nations Tripartite PSE Model.
- ▶ Continued working with FNEESC to provide funding to IAHLA institutes piloting certificates and diplomas conforming to the Indigenous Language Proficiency/Fluency Degree Framework.
- ▶ Assisted IAHLA members in planning their COVID-19 pandemic responses through the provision of relevant information and updates.
- ▶ Ensured the needs and challenges faced by IAHLA institutes were reflected in discussions with the federal and provincial government on their response to the pandemic.
- ▶ Worked with FNEESC to administer \$2M of provincial emergency COVID-19 funding to IAHLA institutes, as well as a further \$3.7M of federal funding.
- ▶ Assisted IAHLA member institutes in adapting to the challenges of course delivery during the COVID-19 pandemic by providing Virtual Learning Webinars in May 2021 and March 2022.
- ▶ Allocated, with FNEESC, IEAF funding to assist institutes in addressing the needs of students facing emergencies while completing their education.
- ▶ Worked with the Ministry on updating the *Post-Secondary Education and Training Protocol Agreement* and the *Aboriginal Post-Secondary Education and Training Policy Framework*.
- ▶ Undertook the annual IAHLA Data Collection Project, providing a system-wide report and institute-level reports to assist IAHLA in its ongoing advocacy and institutes in reporting on their programming and services.
- ▶ Supported two IAHLA institutes to complete External Institute Evaluations, assisting them in reviewing of their programs, services and areas for strength and growth in order to inform their long-term planning.

PARTNERSHIPS

IAHLA collaborates and regularly engages with a variety of Indigenous, governmental and post-secondary sector partners to discuss mutual priorities and relevant policy issues. IAHLA maintains its partnerships by sharing information and resources, regularly attending meetings and undertaking joint projects, to support a coordinated approach to advancing Indigenous post-secondary education in BC.

FNESC & FNSA

IAHLA has a longstanding and close relationship with FNESC and the First Nations Schools Association (FNSA). FNESC is a non-profit society and the lead technical support for First Nations in BC on matters related to K-12 and post-secondary education. FNESC's key role in advancing First Nations education in BC is recognized through its mandated from the First Nations Leadership Council. The FNSA is a non-profit society that represents and works on behalf of First Nations controlled schools in BC, with a mandate to support those schools in creating effective, nurturing, and linguistically and culturally appropriate education environments that provide students with a positive foundation in all academic areas.

IAHLA and FNESC work closely on matters related to First Nations post-secondary education and training through joint projects and advocacy. This collaboration, allows for a unified voice in relevant policy discussions with the Province, ISC and other key partners. IAHLA and FNESC's relationship is formalized in the 2019 IAHLA-FNESC Memorandum of Understanding (MOU). The MOU stipulates that the two organizations have joint responsibility for developing the BC First Nations Tripartite Post-Secondary Education Model and will work together to advance First Nations post-secondary education in BC.

GOVERNMENT AGENCIES

IAHLA regularly works with provincial and federal governmental agencies, including the BC Ministry of Advanced Education and Skills Training (the Ministry), and ISC. Through regular meetings and discussions, IAHLA works to advocate for the needs, priorities and concerns of Indigenous institutes to relevant governmental bodies.

The Ministry relationship with IAHLA and FNESC was formalized in the 2016 Post-Secondary Education and Training Protocol Agreement, which calls for regular IAHLA/FNESC-Ministry bilateral meetings. IAHLA and FNESC's partnership with the Ministry has been key to advancing IAHLA's priorities, including work to secure ongoing core operational and capacity funding for First Nations-mandated institutes. Through our joint work with the Ministry, IAHLA received funding to allocate to IAHLA member institutes, as described in the sections above. In addition, IAHLA engaged with the Ministry in 2021-22 on a variety of provincial programs and initiatives, including the Draft Micro-Credential Framework, the Aboriginal Service Plan and Skilled Trades Certification.

INDIGENOUS POST-SECONDARY EDUCATION AND TRAINING PARTNERS

IAHLA is a founding member of the Indigenous Post-Secondary Education and Training Partners (PSE Partners), a table of key organizations in BC's post-secondary education sector hosted by FNEC. The goal of the PSE Partners, which also includes FNEC, Métis Nation BC, several provincial ministries and federal departments, and sector organizations from the BC post-secondary system, was laid out in the Partners' 2005 Memorandum of Understanding:

We, the undersigned, acknowledge, that although there has been some progress in recent years, there is a need for improved levels of participation and success for Aboriginal learners in postsecondary education and training in British Columbia. We state our intention to work collectively toward this goal within the mandates of our respective organizations and to bring in other partners as appropriate. This will be accomplished by building on our successes to date, collectively identifying needs, and implementing strategies to improve the success of Aboriginal post-secondary learners in British Columbia.



Native Education College

PARTNERSHIP HIGHLIGHTS

Collaborated with FNEC to continue the advancement of key priorities under the BC First Nations Tripartite Post-Secondary Education Model.

Worked with the Ministry of Advanced Education and Skills Training to advance shared priorities and secure funding for IAHLA member institutes.

Engaged with the Ministry on a variety of relevant projects and initiatives, including micro-credentials, the Aboriginal Service Plan and Skilled Trades Certification.

Remained a key member of the PSE Partners.

Continued collaborating with members of the Indigenous Language Proficiency/ Fluency Degree Partnership Table to provide ongoing support for the Indigenous Language Proficiency/ Fluency Degree pilot programs.

BOARD MEMBERS 2021-2022 (AS OF MARCH 31, 2022)

Dr. Verna Billy-Minnabarriet, Chair
Secwepemc/Northern St'át'imc/NlakaPamux Region
Nicola Valley Institute of Technology

Robert Schuster, Vice-Chair
Coast Salish Mainland/Lower Stl'atl'imx Region
Ts'zil Learning Centre

Dr. Louise Lacerte, Secretary
Tsilhqot'in/Carrier Region
Lake Babine Nation

Cathy Warren, Treasurer
Kaska/Dene/Tahltan/Tagish/Inland Tlingit Region
Kwadacha Dune Ty

Tracey Kim Bonneau
Kootenay/Okanagan Region
En'owkin Centre

Bonita Wallas
Kwakiutl/Heiltsuk/Nuxalk/Oweekeno/Nuu-chah-nulth Region
K'ak'ot'lats'i School, Quatsino First Nation

Dr. Deanna Nyce
Haida/Tsimshian/Haisla/Nisga'a Region
Wilp Wilxo'oskwhl Nisga'a

Nancy Seward
Nuu-chah-nulth/Coast Salish Region
Snuneymuxw House of Learning

Priscilla Michell
Gitksan/Wet'suwet'en Region
Kya Wiget Education Society

Mark Aquash
Director at Large (April 2021-August 2021)
Seabird College

Kendra Underwood
Director at Large (November 2021-March 2022)
Saanich Adult Education Centre

VOTING MEMBER INSTITUTES

Ahousaht Education Authority

Blueberry River First Nation Adult Centre

Chemainus Native College

Coastal Training Centre

Cowichan Tribes - Quw'utsun Syuw'entst Lelum

En'owkin Centre (Okanagan Indian Educational Resources Society)

Gitksan Wet'suwet'en Education Society

Gitwangak Education Society

Heiltsuk College

Ittatsoo Learning Centre

Jean Marie Joseph Adult School (Yekooche First Nation)

K'ak'ot'lats'i School

Kitamaat Valley Institute

Kwadacha Dune Tiyy

Kyah Wiget Education Society

Lip'alhayc Learning Centre

Muskoti Learning Centre - Sauteau First Nations

NEC Native Education College

Neskonlith Education Center

Nicola Valley Institute of Technology (NVIT)

Northern Shuswap Tribal Council

Ntamtqen Snmamayatn Adult Education (Lower Similkameen Indian Band)

NTC Nuuchahnulth Tribal Council NETP

Pacheedaht First Nation

Penelakut Island Learning Centre

Penticton Indian Band Adult Education

Prince George Nechako Aboriginal Employment & Training Association

Saanich Adult Education Centre

Seabird College

Sechelt Indian Band Education Centre

Secwepemc Cultural Education Society

Snuneymuxw First Nation/House of Learning

St'át'imc Education Institute

Stein Valley Nlakapamux School

Sto:lo Nation

Stucwtewsecmc Education Centre (Bonaparte Indian Band)

Ted Williams Memorial Learning Centre

Tl'azt'en Adult Learning Centre

Tsay Keh Dene Nation Learning Centre

T̓silhqot'in National Government

Ts'zil Learning Centre (Lilwat Nation)

Wabsuwilaks'm Gitselasu Adult School

Wahmeesh Learning Center

Wilp Wilxo'oskwhl Nisga'a Institute

ASSOCIATE MEMBERS

Office of Indigenous Academic & Community Engagement, University of Victoria

Audited financial statements will be added upon approval.

INDIGENOUS ADULT AND HIGHER LEARNING ASSOCIATION
113-100 PARK ROYAL SOUTH
WEST VANCOUVER, BC V7T 1A2
604-925-6087 1-877-422-3672 (TOLL-FREE)



**INDIGENOUS ADULT
& HIGHER LEARNING
ASSOCIATION**

#113-100 Park Royal South, West Vancouver, BC V7T 1A2

Toll-free 1-877-422-3672 / 604-925-6087 iahla@fnesc.ca iahla.ca