

# ANNUAL REPORT

////// 2018-2019



INDIGENOUS ADULT  
& HIGHER LEARNING  
ASSOCIATION



**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.



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IAHLA ANNUAL REPORT 2018-2019

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p. 7: Native Education College

## Letter from the Chair

On behalf of the Indigenous Adult and Higher Learning Association (IAHLA), I am pleased to introduce our 2018/19 Annual Report in order to share some of the activities we have undertaken to support our 42 member institutes. As you know, IAHLA was registered as a non-profit society in 2003 and has advocated for Aboriginal-controlled institutes in BC for more than 15 years. We have continued to assist our members through advocacy, information sharing, professional development, and tools.

After a prolonged period of hiatus, IAHLA has received funding through the Department of Indigenous Services Canada (DISC) as a First Nations Service Organization. While we are pleased that DISC has once again recognized the important role IAHLA plays in supporting Aboriginal-controlled post-secondary institutes, this funding is still not sufficient to support all the projects we had hoped to undertake to enhance our services for our member institutes and their learners. Further, most of our member institutes continue to lack stable, core funding needed to meet the needs of the communities they serve and provide stable programming.

Despite these challenges, IAHLA continues to push for an approach to First Nations post-secondary education that is First Nations-led and meets the needs of our institutes. This year, we participated in bilateral meetings with the Ministry of Advanced Education, Skills and Training at the Minister, Deputy Minister, and staff levels. These meetings provided us the opportunity to present our questions and concerns about provincial policies, as well as play a meaningful role in their development and modification. At the federal level, IAHLA continues to work in partnership with the First Nations Education Steering Committee

(FNESC) on advancing a BC Tripartite Post-Secondary Education Model, which includes stable funding for First Nations-mandated institutes.

I am also excited to announce that we recently signed a five-year Memorandum of Understanding between FNESC and IAHLA. This agreement formalizes our longstanding and ongoing collaborative working relationship to improve post-secondary education and training outcomes for First Nations students in BC.

I am very grateful for the strong support of IAHLA members, and your continued commitment to advancing our collective work and improving the lives of our peoples.



Dr. Verna Billy-Minnabarriet  
IAHLA Chair



## Introduction

The Indigenous Adult and Higher Learning Association (IAHLA) is an independent non-profit society responsible for supporting and representing 42 Aboriginal-controlled adult and post-secondary institutes in British Columbia (BC). IAHLA provides a unified voice and support for its members through policy, advocacy, research, professional development, and networking opportunities. IAHLA is also committed to building strategic partnerships to enhance the quality of education available for Aboriginal adult and post-secondary learners.

IAHLA members are educational organizations in BC that are governed by an Aboriginal board and offer one or more of the following:

- Educational opportunities for adults pursuing high school graduation;
- Preparatory or pre-requisite courses for post-secondary education; and,
- Post-secondary education courses and programs.

IAHLA is led by a ten-member Board of Directors that is appointed at its Annual General Meeting by the membership.

The institutes are at the frontlines of community-based program delivery. Many were created by communities to address crisis-level drop out and unemployment rates on-reserve. IAHLA's research indicates that its member institutes play a pivotal role in bringing adults back in to the education system to complete high school, post-secondary education or training programs and enabling participation in the labour force.

IAHLA's member institutes offer a broad spectrum of courses and programs that include: college and university programs leading to certificates, diplomas, and degrees; Adult Basic Education leading to the Adult Dogwood Diploma for secondary school completion; language instruction; occupation-specific training and upgrading; and a broad spectrum of lifespan learning programs that support First Nations people, communities, languages, and cultures. IAHLA institutes also work in collaboration with many of BC's 25 public post-secondary colleges, institutes and universities to deliver programming to our learners.

Almost all IAHLA member institutes operate without core funding, relying instead on proposal-based funding, partnerships, and the Nominal Roll. Many of our institutes also face challenges due to their small size and remoteness, making it more difficult to achieve economies of scale, build partnerships or access resources. Through the dedication and sustained efforts of individuals at the community level, Aboriginal-controlled institutes continue to provide integral services to First Nations communities in BC. IAHLA is vital to supporting their collective efforts to increase recognition and necessary funding to develop successful approaches to community-based, culturally relevant learning.

This annual report summarizes the activities that have taken place though fiscal year 2018-19 through support provided by the Department of Indigenous Services Canada and the BC Ministry of Advanced Education, Skills and Training. We are grateful to our partners for this funding, which allows us to develop programs and initiatives to support our members and our learners.





## Programs & Initiatives

### BC Tripartite Post-Secondary Education Model

This year, IAHLA continued to support the development of the BC Tripartite Post-Secondary Education Model. We advanced discussion on the Model at IAHLA's 2018 Conference, guided by the theme "Building our Sector". We gathered feedback and direction from our members on the proposed elements of the model, which will allow us to further develop the model to ensure that it is responsive to the needs of IAHLA institutes and their students.

We were pleased to host Rebecca Jamieson of the Aboriginal Institutes Consortium (AIC) of Ontario as a keynote speaker at the Conference. Ms. Jamieson presented on the history of AIC and the process to obtain recognition from the

Ontario government, along with the success and challenges Ontario Aboriginal Institutes faced. We look forward to applying some of the lessons learned from Ontario to our discussions with provincial and federal governments while we develop the BC Tripartite PSE Model.

### Aboriginal Post-Secondary Education Training and Policy Framework

The 2012 *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan: 2020 Vision for the Future (Aboriginal Policy Framework)* guides the implementation of provincial programs, policies, and services for Aboriginal learners in BC. IAHLA is currently working with FNEESC, AEST, and other partners to update the Policy Framework in order to better align with BC's commitment to fully adopt and implement the United Nations



Declaration for the Rights of Indigenous Peoples (UNDRIP) and the Truth and Reconciliation Commission (TRC)'s 94 Calls to Action

The Aboriginal Policy Framework refresh presents an opportunity for the provincial government to make more substantive commitments related to First Nations institutes, Indigenous language revitalization, reconciliation, and Indigenous teacher recruitment, retention, and deployment, among other key priorities. IAHLA is working with the province to ensure the content and timelines for the refresh of the Aboriginal Policy Framework align with the BC Tripartite PSE Model. This is consistent with moving towards a nation-to-nation relationship with First Nations.

### **Adult Basic Education**

In April 2018, AEST released the Adult Education Policy Framework which provides the context, policy objectives and key policies pertaining to domestic students at public post-secondary institutions enrolled in Adult Basic Education (ABE), Adult Special Education (ASE) and English Language Learning (ELL) programs. The Framework was released without first being shared with IAHLA and other Indigenous organizations. Further, in our bilateral meetings with AEST we have emphasized that in order for ABE to better meet the needs of Indigenous students, the Ministry must increase access to community-based delivery of ABE, increase wraparound supports and use of Individual Education Programs, and make changes to the Adult Upgrading Grant.

### **Indigenous Skills Training Alignment Project**

In 2018, the Ministry began to re-examine its approach to the delivery of Indigenous Skills Training (IST) in order to better align IST programs with BC's commitment to fully adopt and implement UNDRIP and the TRC's 94 Calls to Action. To support these changes the Ministry began initial engagement with the IAHLA board and other Indigenous organizations. During these meetings, IAHLA provided substantive feedback and suggestions for how IST could better meet the needs of Indigenous learners. The resulting aggregate 'What We Heard' report was used to inform discussions at the IST Gathering between June 4 and 6, 2019. The Ministry continues to work with us to advance an incremental approach to existing programs that aligns with the BC Tripartite PSE model.

### **Teacher Recruitment, Retention and Deployment**

Improving Indigenous teacher recruitment, retention, and deployment is critical to fostering systemic change and generating improved student outcomes. Together with FNEC and AEST, the Association of BC Deans of Education (ABCDE) and IAHLA have been working on targets and options for increasing the number of Indigenous learners and graduates in Teacher Education Programs. The work of the ABCDE-FNEC-IAHLA Working Group was translated into a report which identifies a list of actions and strategies for increasing the number of Indigenous teacher candidates and supporting their transition into teaching roles after graduation, including: community-based programming; the removal of financial barriers; the creation of programs and supports specific to Indigenous



teachers-in-training; and the creation of more teaching positions for new Indigenous teachers. We also worked with the Aboriginal Teacher Recruitment, Retention, and Deployment Working Group, a joint K-12/PSE Partners Table which is focused on advancing recommended actions that pertain to pre-service and deployed teachers.

### Indigenous Language Fluency Degree Framework

BC is home to 34 Indigenous languages (60 % of the Indigenous languages in Canada) and all of them are critically endangered. There are 4,132 fluent speakers, or 3.0% of the total population of First Nations people, according to data from the 2018 First Peoples Cultural Council (FPCC) 2018 Language Report.

To improve critical state of Indigenous languages in BC, the Indigenous Language Fluency/ Proficiency Degree Consortium, in partnership with FNEC and IAHLA, developed a Fluency Degree Framework that will directly support First Nations language revitalization by establishing a mechanism that BC First Nations can utilize and adapt to meet their needs and produce fluent speakers of their languages. IAHLA has worked with FNEC to support the launch of the Degree in communities which are delivering programs that fit within the parameters of the framework.

### Activity Highlights

- Continued to ensure a voice for IAHLA member institutes with respect to Aboriginal post-secondary policy development and the BC post-secondary education system overall.
- Supported engagement on the first phase of the Indigenous Skills Training Alignment Project in order to ensure that the project benefits First Nations learners.
- Worked towards developing a costing model for First Nations-mandated institutes to support the BC Tripartite PSE model.
- Participated in the refresh of the *Indigenous Post-Secondary Education Training and Policy Framework*.
- Guided the 2018-2019 delivery of the IAHLA Data Collection Project.
- Continued to advance the development of the BC Tripartite PSE model.
- Contributed to the development of a Community Resource package for sharing Indigenous knowledge and wisdom in projects with public post-secondary institutions.





## Funding for First Nations-Mandated Institutes

IAHLA has consistently called for core funding for First Nations-mandated institutes to better meet the needs of their students. Provincial funding to support BC Aboriginal-controlled institutes is consistent with Action 3 of Objective 2.2 of the Aboriginal Policy Framework, which states: “Work with the Federal Government to explore mechanisms to mutually support Aboriginal institutes.” To that end, AEST provided IAHLA and FNEC with \$90,000 in March 2019 to work together on the development of a costing model for First Nations-mandated institutes to provide an initial estimation of core costs in preparation for a submission to the BC Treasury Board.

## IAHLA Data Collection Project

The purpose of IAHLA’s Data Collection Project is to support an ongoing evaluation mechanism for IAHLA program monitoring and accountability using a relevant, appropriate framework. The data and analysis from this project informs evidence-based policy, programs, and supports. The last Data Collection Project Final Report was completed in 2015-2016, but the project was put on hiatus in subsequent years due to lack of funding. After receiving funding again this year, the IAHLA Data Collection Working Group selected a contractor to develop a new data collection instrument, which was used to create system-wide and institution-level reports on the IAHLA institutes, programs, and services, as well as the experiences of their students. Their final report was submitted. We look forward to discussing further improvements to the framework at this year’s AGM.

## Indigenous Knowledge and Intellectual Property Project

In recognition of the fact many public post-secondary institutions have long been a gap with regard to appropriate policies to protect indigenous knowledge and intellectual property. In helping to address this gap, IAHLA participated in the development of the *Model Policy for the Protection and Respectful Use of Indigenous Knowledge and Wisdom*. IAHLA also played a pivotal role in the second phase of this project, which was centered on developing a *Community Resource for Sharing Indigenous Knowledge and Wisdom in Partnerships with Post-Secondary Institutions*. The Resource includes a policy template to support communities in ensuring that their knowledge and intellectual property is respected in partnerships with public post-secondary institutions. IAHLA Chair, Dr. Verna Billy-Minnabariet, and Secretary, Louise Lacerte, provided guidance in the development of this resource, which supports First Nations control of First Nations Education by empowering communities to take more control of partnerships with public post-secondary institutes.



## Partnerships

IAHLA is committed to working in partnership with a range of partners in order to effectively share information and resources, collaborate on relevant projects, and promote a coordinated approach to Aboriginal adult and post-secondary education issues in BC.

### **FNESC & FNSA**

Since its establishment, IAHLA has worked particularly closely with the First Nations Education Steering Committee (FNESC) and the First Nations Schools Association (FNSA). FNESC is the provincial-level non-profit society that represents and supports First Nations in BC in their efforts to ensure quality educational opportunities for First Nations students. The FNSA is a provincial-level non-profit society with a mandate to work on the collective needs of First Nations schools in this province. FNESC and IAHLA generally

collaborate in meetings with partners in post-secondary education to present a united voice for First Nations communities and Aboriginal-controlled institutes. This year, our collaboration was strengthened through a Memorandum of Understanding between our organizations which formalizes our longstanding and ongoing collaborative work in PSE and on the development and implementation of the BC Tripartite PSE Model. Our organizations have also committed to biannual Joint Executive meetings, and regular meetings between the FNESC President and IAHLA Chair, to ensure our collaborative work continues to be relevant and effective in supporting First Nations institutes.



## Government Agencies

IAHLA strives to maintain a positive and effective relationship with relevant government agencies in order to increase the recognition of and support for Aboriginal-controlled institutes in BC, and facilitate greater success for adult learners enrolled in public institutes.

In July 2016, AEST, FNEC and IAHLA signed a protocol agreement that formalizes the existing relationship between the three parties. The Post-Secondary Education and Training Protocol Agreement supports collaboration to improve educational outcomes for Aboriginal post-secondary students in BC. Former Advanced Education Minister Andrew Wilkinson, FNEC President Tyrone McNeil, and IAHLA Chair Verna Billy-Minnabarriet signed the protocol agreement on July 8, 2016 in Vancouver, the traditional territories of the Musqueam, Squamish, and Tsleil-Waututh peoples.

Consistent with the protocol, IAHLA is actively involved in ongoing discussions with the BC Ministry of Advanced Education, Skills, and Training (AEST), guided by the commitments in their Aboriginal Post-Secondary Education and Training Policy Framework and our bilateral work plan. This includes participation in a wide range of working groups and committees, such as the Aboriginal Policy Working Group, the Aboriginal Teacher Recruitment, Retention, and Deployment (RRD) Working Group, the Irving K. Barber Aboriginal Student Award Adjudication Committee, and the Aboriginal Service Plan Steering Committee. IAHLA also communicates regularly with the Department

of Indigenous Services Canada (DISC) to promote the needs and priorities of Aboriginal-controlled institutes with the federal government.

## BC Aboriginal Post-Secondary Education Partners Table

IAHLA is a founding member of the BC Aboriginal Post-Secondary Education and Training Partners Table. In March 2005, a number of post-secondary education stakeholders came together and committed to improving access and success for all Aboriginal post-secondary students. The group signed a Memorandum of Understanding (MoU), formalizing their commitment. The MoU states:

*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.*

The Post-Secondary Education Partners continues to be active and engaged, meeting on a regular basis to share information and implement joint strategies. Further information about our partnerships can be accessed on our website.

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## Partnership Highlights

- Collaborated with the Ministry of Advanced Education, Skills and Training (AEST) on the: refresh of the Aboriginal Post-Secondary Education and Training Policy Framework; Indigenous Teacher Recruitment, Retention, and Deployment strategy; Former Children and Youth in Care strategy; development of core funding models for First Nations-mandated institutes; and, the creation of a more responsive public post-secondary system that is accountable to First Nations.
- Continued as a key member of the Indigenous Post-Secondary Education Partners Table, increasing IAHLA's profile and the profile of Indigenous post-secondary education in general, including participating on its Policy Working Group and Indigenous Teacher RRD Working Group.
- Supported the advancement of initiatives falling under the FNESC-ABCDE-IAHLA Working Group on Indigenous Education, such the Indigenous Teacher Education Research Initiative.
- Acted as standing members of the BC Post-Secondary Institution First Nations Articulation Committee, ensuring that Indigenous postsecondary education perspectives are integrated into provincial articulation.
- Signed the MoU with FNESC to strengthen collaboration.
- Represented IAHLA institutes at bilateral meetings with AEST and FNESC.
- Collaborated with Indigenous Language Fluency Degree Consortium in order to support the development of language programming that leads to fluency.
- More details regarding IAHLA initiatives and research are available at [www.iahla.ca](http://www.iahla.ca).





## Board Members

Dr. Verna Billy-Minnabarriet, Chair  
Secwepemc/St'at'imc/Nlakapmux Region  
Nicola Valley Institute of Technology

Ashley Joe, Vice-Chair  
Member at Large  
Sechelt Indian Band Education Centre

Jason Wong, Treasurer  
Coast Salish Mainland/Lower St'at'imc Region  
Native Education College

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

Tracey Kim Bonneau  
KootenayOkanagan Region  
En'owkin Centre

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

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

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

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



## Member Institutes

Ahousaht Education Authority	Ahousaht
Blueberry River First Nation Adult Centre	Buick Creek
CFDC of Central Interior First Nations	Kamloops
Chemainus Native College	Ladysmith
Coastal Training Centre	Prince Rupert
Cowichan Tribes - Quw'utsun Syuw'entst Lelum	Duncan
En'owkin Centre (Okanagan Indian Educational Resources Society)	Penticton
Fort Nelson First Nation Community Education Authority (Chalo School)	Fort Nelson
Gitksan Wet'suwet'en Education Society	Hazelton
Gitwangak Education Society	Kitwanga
Heiltsuk College	Bella Bella
Ittatsoo Learning Centre	Ucluelet
Jean Marie Joseph Adult School (Yekooche First Nation)	Prince George
K'ak'ot'lats'i School	Coal Harbour
Kitamaat Valley Institute	Kitimat
Kwadacha Dune Tiyy - Aatse Davie School	Fort Ware
Kyah Wiget Education Society	Smithers
Lip'ahayc Learning Centre	Bella Coola
Muskoti Learning Centre - Saulteau First Nations	Chetwynd
Native Education College	Vancouver
Neskonlith Education Center	Chase
Nicola Valley Institute of Technology (NVIT)	Merritt
Northern Shuswap Tribal Council	Williams Lake
Nuu-chah-nulth Tribal Council NETP	Port Alberni
Pacheedaht First Nation	Port Renfrew
Penelakut Island Learning Centre	Chemainus
Penticton Indian Band Adult Education	Penticton
Prince George Nechako Aboriginal Employment & Training Association	Prince George
Saanich Adult Education Centre	Brentwood Bay



Seabird College	Agassiz
Sechelt Indian Band Education Centre	Sechelt
Secwepemc Cultural Education Society	Kamloops
Skeetchestn Band Education	Savona
Snuneymuxw First Nation/House of Learning	Nanaimo
Stó:lō Nation	Chilliwack
Ted Williams Memorial Learning Centre	Burns Lake
Tl'azt'en Adult Learning Centre	Fort St. James
Tsay Keh Dene	Prince George
Ts'zil Learning Centre (Lil'wat Nation)	Mount Currie
University of Victoria, Office of Indigenous Affairs ( <i>Associate Member</i> )	Victoria
Wabsuwilaks'm Gitselasu	Terrace
Wahmeesh Learning Centre	Gold River
Wilp Wilxo'oskwhl Nisga'a	Gitwinksihlkw

# Financial Statements

## *Indigenous Adult and Higher Learning Association*

### Statement of Financial Position and Operation Unaudited

As At March 31, 2019

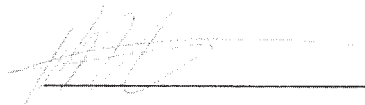
	<u>ASSET</u>	
		\$
Current Asset:		
Cash		73.56
		<u>73.56</u>
	<u>FUND BALANCE</u>	
Fund Balance		
Fund Balance - Opening		68,385.88
Fund Balance - Current		(68,312.32)
		<u>73.56</u>


For the Period Ending March 31, 2019

#### Fund Balance - Current Comprised of:

Interest Income	97.36
Transfer to FNEEC	(68,409.68)
	<u>(68,312.32)</u>

Approved on Behalf of Indigenous Adult and Higher Learning Association

 Chair

 Treasurer

## Schedule 15

**First Nations Education Steering Committee Society****Program Operations****Indigenous Adult Higher Learning Association****Year ended March 31, 2019**

	2019 \$	2019 \$	2018 \$
	<u>Budget</u>	<u>Actual</u>	<u>Actual</u>
<b>Revenue</b>			
Membership fees	7,000	6,500	8,400
Transfer from Indigenous Adult Higher Learning Association	68,410	68,410	-
Language degree transfer	<u>25,000</u>	<u>25,000</u>	-
	100,410	99,910	8,400
<b>Expenditures</b>			
Annual general meeting	50,000	34,655	15,466
Board meetings	-	-	11,865
Insurance	1,000	1,015	995
Professional fees	<u>3,000</u>	<u>706</u>	<u>3,456</u>
	54,000	36,376	31,782
Annual excess (deficiency) of revenue over expenditures	46,410	63,534	(23,382)
Fund balance, beginning of year	<u>25,408</u>	<u>25,408</u>	<u>48,790</u>
Fund balance, end of year	71,818	88,942	25,408

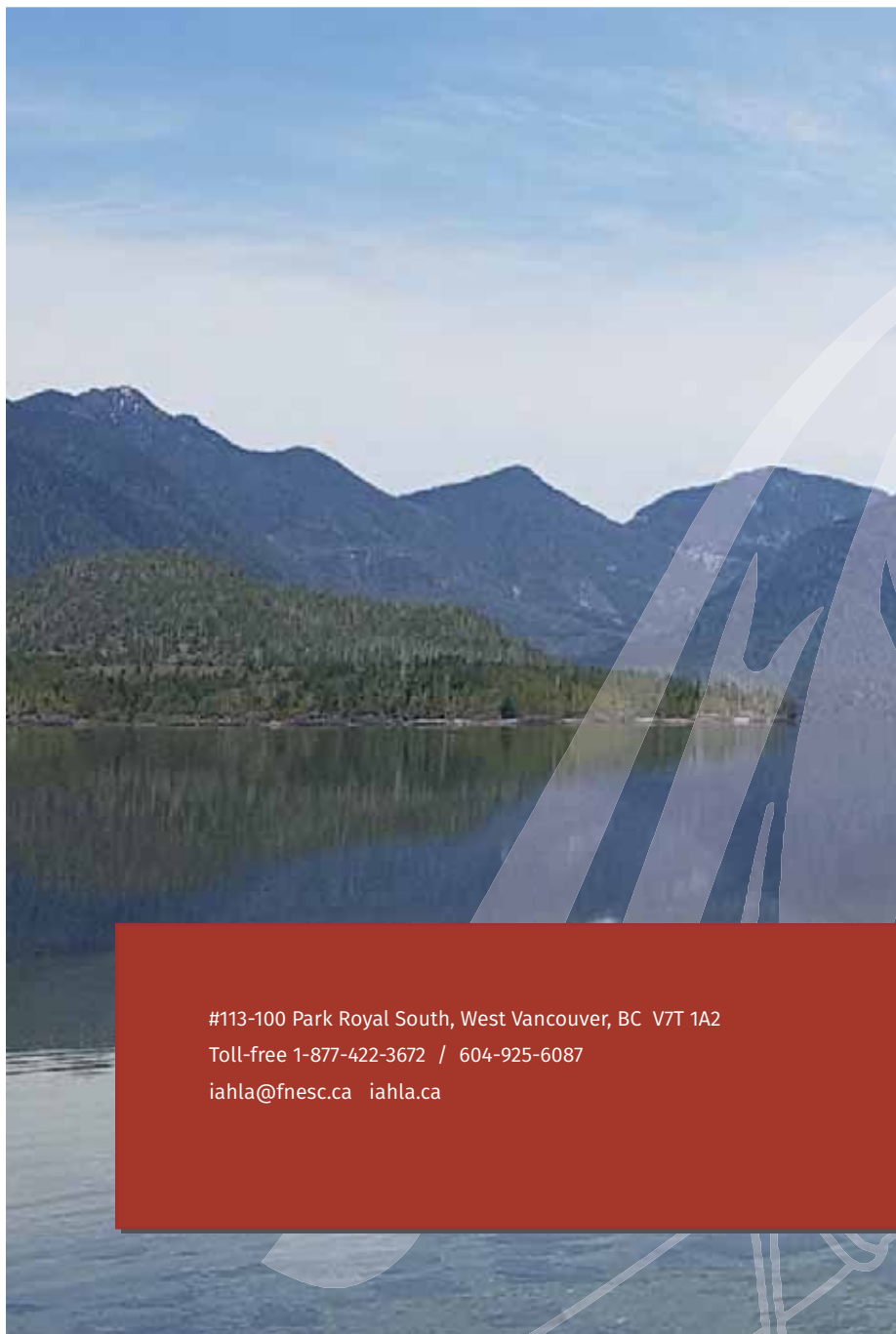
*The accompanying notes are an integral part of these financial statements.*

## Schedule 23

**First Nations Education Steering Committee Society****Program Operations****Indigenous Adult Higher Learning Association Core****Year ended March 31, 2019**

	2019 \$	2019 \$	2018 \$
	<u>Budget</u>	<u>Actual</u>	<u>Actual</u>
Revenue			
ISC funding - FNSO	97,919	97,919	-
Expenditures			
Administration	7,144	7,144	-
Committee meetings	25,525	22,051	-
Communications	5,000	2,416	-
External Institute Evaluations	28,000	-	-
IAHLA Data Collection	<u>32,250</u>	<u>15,000</u>	-
	97,919	46,611	-
Annual excess of revenue over expenditures	-	51,308	-
Fund balance, beginning of year	-	-	-
Fund balance, end of year	-	51,308	-

*The accompanying notes are an integral part of these financial statements.*



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

Toll-free 1-877-422-3672 / 604-925-6087

[iahla@fnesc.ca](mailto:iahla@fnesc.ca) [iahla.ca](http://iahla.ca)