National Association of Indigenous Institutions of Higher Learning

- Delbert Horton, Seven Generations Education Institute, Chair Person
  National Association of Indigenous Institutes of Higher Learning
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Mandate

The establishment of the National Association of Indigenous Institutes of Higher Learning (NAIIHL) is an exercise of self-determination to meet community needs, and addresses the development of self-realization through the promotion and enhancement of Indigenous languages and cultures.

The NAIIHL is a vehicle to represent and assert our distinctiveness, and affirm our Inherent, Aboriginal and Treaty rights and responsibilities as Indigenous nations.
Vision

• The National Association of Indigenous Institutes of Higher Learning will advance, advocate for and support post-secondary, technical, adult and related Indigenous education for the betterment of our institutions, communities and all people.
Turtle Lodge Treaty

• Indigenous Education Agreement among our member nations
• Signed May 6, 2013
• Protecting our Anishnabe, Blackfoot, Cree, Dene, Nisga, Lakota, Dakota, Nakota ways of life through and protecting our education ways
Members

Blue Quills First Nations College

First Nations Adult and Higher Education Consortium

First Nations University of Canada

Indigenous Adult and Higher Learning Association (IAHLA)

Kenjgewin Teg Educational Institute

Maskwacis Cultural College

Old Sun Community College

Red Crow Community College

Seven Generations Education Institute

Wilp Wilxo’oskwhl Nisga’a Institute

Yellowquill College

Yellowhead Tribal College
"As we walk the path into the 21st century, now more than ever we find hope in education which has a relevant connection to our cultural identity, that it might maintain and enhance our ways of knowing and guide us in our goal of self-determination."
Founding of the First Nations Adult and Higher Education Consortium (FNAHEC)

1995 – National Postsecondary meeting held in Alberta

**Key paper discussed 3 options to maintain indigenous right to be who are:**

1. Maintain status quo → assimilation
2. Tinker with curriculum → assimilation
3. Radical reform → a must to preserve our indigenous roots
Outcome of the 1995 PSE Gathering

- **Formation of First Nations Accreditation Board (FNAB)**
  - now the National Indigenous Accreditation Board (NIAB)
  - NIAB has Reciprocal Agreement with the World Indigenous Nations Higher Education Consortium (WINHEC)

- **Formation of FNAHEC (need for collaboration to address issues of common concern)**
  - currently has 10 member institutions
  - FNAHEC in turn created NAIHL and WINHEC
FNAHEC is founded on the premise that it is our own infrastructures and mechanisms that can comprehensively address the development needs of constituent First Nations through the promotion and enhancement of respective cultures.

We know that the answers will come from within and at the First Nation level we consider it our responsibility to focus on our uniqueness; and the colleges, as peers, respect the diversity of the gifts bestowed upon different First Nations.

Who else can focus on the perpetuation of our knowledge and ways to hold on to who we are?
We have an obligation to our people and those not yet born to research and develop programs.

We found it imperative to create a network to lobby as a group and do joint work as necessary!
Examples of own Processes

Research and Development of Resources: follow our own protocol and respect our knowledge keepers, ask our own key questions, communicate in indigenous languages, publish in multimedia formats

Locally developed courses, programs, workshops/PD: Teacher Education Degrees (Bachelor, Masters, Doctorate), EA, ECD, BSW...

National Indigenous Accreditation Board: who best to accredit our knowledge and our languages: Accreditation of Red Crow CC, Blue Quills FN University, Nechi and others in progress

FNAHEC Joint Course/Program Development: Indigenous Social Work Degree; Indigenous Teacher Education Programs; First Nations Cosmology Courses on-line; Language Certification Project,

Extensive Support Services for Adult Students to increase access and retention: counselling, funding, day care, transportation, home grown programs, cultural/ceremonial foundations, career planning

Partnerships: ABLKC (CCL), mainstream institutions, corporations...
Knowledge Keepers and Local Community Members

**AFN:** various education working groups over the years

**Canadian Council on Learning:** FNAHEC was co-lead of the Aboriginal Learning Knowledge Centre that in its short existence left its mark by the work of six theme bundles

**Lois Hole Campus Alberta Digital Library & University of Alberta:** First Nations Information Connection ([http://fnic.sirsi.net](http://fnic.sirsi.net))

**Corporations:** jointly developed programs

**Mainstream institutions** – win-win articulation Agreements

**Alberta Advanced Education:** ACCESS to Future Program, Alberta Council on Admissions and Transfers

**Computers for Schools:** [www.cfsalberta.ca](http://www.cfsalberta.ca)

**Primates World Relief and Development Fund:** for on-line Cosmology Course

**International Affiliations:** American Indian Higher Education Consortium, World Indigenous Nations Higher Education, World Indigenous Nations University, WIPCE Conferences
Blue Quills First Nations College
Box 279
St Paul, AB T0A 3A0
Overview

• See ourselves on the cutting edge of a form of true Indian education that incorporates the concepts of Nehiyaw Mamtonecihkan (Indian thought) and Moniyaw Mamtonecihkan (White academic thought).

• Through this process, we will be able to maintain our original language, and all that flows from it – culture, traditions, rituals, and ceremonies.

• At the same time, Blue Quills has been adept at continuing to offer the very best in an academic education in order that we may survive into the 21st century.
First Nations University of Canada

1 First Nations Way
Regina, Saskatchewan
CANADA S4S 7K2
Telephone: 306-790-5950
Fax: 306-790-5999
Overview

• The university is a special place of learning where we recognize the spiritual power of knowledge and where knowledge is respected and promoted.

• In following the paths given to us by the Creator, the First Nations have a unique vision to contribute to higher education.

• With the diversity and scope of the First Nations degree programs, the university occupies a unique role in Canadian higher education.

• The university promotes a high quality of education, research and publication.
Indigenous Adult and Higher Learning Association (IAHLA)

Suite 113 - 100 Park Royal South
West Vancouver, BC V7T 1A2
Phone: (604) 925-6087
Fax number: (604) 925-6097
Toll-Free: 1(877)422-3672
Overview

• The Indigenous Adult and Higher Learning Association (IAHLA) was created in 2003 in order to represent and work on behalf of Aboriginal controlled adult and post-secondary education institutes in British Columbia (BC).

• Our community-based institutes offer a broad spectrum of courses and programs that support Aboriginal people, communities, languages, and cultures.

• IAHLA is registered as a non-profit society that is governed by a Board of Directors that is elected at each Annual General Meeting (AGM).
Kenjgewin Teg Educational Institute
374 Highway #551, P.O. Box 328
M'Chigeeng, ON [Manitoulin Island]
P0P 1G0
Tel: 888.536.5439  705.377.4342
Fax:705.377-4379
Overview

- Kenjgewin Teg Educational Institute is dedicated to life-long learning by providing an Anishinaabemowin community based-approach to education, training and business support services and opportunities.
- Provide quality educational programs and services which are academically, geographically, financially, technologically, and physically accessible to meet the educational and training needs of a unique population, and the organizations within our communities.
Maskawcis Cultural College
Overview

- The respected Keyta-Ayak (Elders) of the community have requested that the college focus its work on the realization of self determination for native people through cultural-academic instruction and skill development.
- The Keyta-Ayak have instructed the administrators of the college to be true to the native way of human development by seeking harmony with the environment, self and others. Education and training provided by the college is intended to assist students in their lifelong efforts to reach this harmony.
- Maskwacis is an Indigenous People’s Cultural College. We base our philosophy, process and functioning on the values, wisdom, teachings and beliefs of the Plains Cree Culture.
PO Box 1250
Siksika, AB
ToJ 3Wo

Old Sun Community College
Overview

- Old Sun Community College develops and offers quality courses, programs and services tailored to meet the needs of the Siksika Nation and individuals while preserving the Siksika Way of Life.

- We, at Old Sun Community College, have an important responsibility to enhance the sovereignty and Nationhood of Siksika. With an open heart and mind, Old Sun Community College respects diverse ways of life even as it promotes the lifelong learning of Siksika culture, language, history, and knowledge to our future generations.
P. O. Box 1258
Cardston, AB
ToK oKo
Overview

• Mission Statement: The mission of Mi’Kai’sto Red Crow Community College is to meet the Cultural, Educational and Training needs for Kainai and beyond. The college will provide leadership through it’s programs and Services to achieve Self-Realization and Self-Determination based on Kainayssinni.
1455 Idlywild Drive
Box 297
Fort Frances, Ontario
P9A 3M6

Seven Generations Education Institute
Overview

- Seven Generations Education Institute encompasses the traditional education process by blending culture, tradition, information and technology. This philosophy provides opportunities to demonstrate our commitment to the values, needs, and learning styles of our communities.
- Our goal is to continue developing and implementing an education system that always takes into account the next Seven Generations. We will meet the needs of the present without compromising future generations and educate our people so they will succeed in the modern world.
Wilp Wilxo’oskwhl Nisga’a Institute

#301, 17304 105 Avenue
Edmonton, AB T5S 1G4
Overview

- The Wilp Wilxo'oskwhl Nisga'a Institute is a community driven, student focused aboriginal post-secondary institute located in the picturesque Nass Valley of Northern BC.
- The WWNI incorporated in 1993 in an initiative from the Nisga'a Tribal Council (now referred to as Nisga'a Lisims Government) to provide quality post-secondary education and training to people within the Nisga'a community, and to ensure the survival of Nisga'a language and culture.
Yellowhead Tribal College
Overview

• YTC has offered education programs to its members to provide educational opportunities that could not be successfully accessed in mainstream institutions.
• Yellowhead Tribal College, a center offering accredited post-secondary courses, certificates, diplomas, and degrees through recognized colleges and universities.
• YTC plans to carry its history of success into the future. YTC has developed its own accredited programs grounded in first nations culture and language.
340 Assiniboine Avenue
Winnipeg, Manitoba
R3C 0Y1

Yellowquill College

Specializing in First Nation & Aboriginal Education & Training
Overview

- The education of Native people is both the right and the responsibility of Native people.
- Native people are capable of determining their own educational needs and planning courses of study to meet these needs. Native people have the leadership and knowledge needed to implement and maintain an effective post-secondary institution.
- Education and training are an integral part of the process of Indian self-government and economic and social development.
Successes and Challenges
Research Project

To identify the National Association of Indigenous Institutes of Higher Learning Member’s program(s) and/or course(s) credit transferability successes and challenges through talking circles and surveys.
Project Overview

• This project will examine the issues of program and course completion and transferability to other First Nation Colleges and/or mainstream universities and colleges.
• We collected a series of effective practices to support student success.
• Identified barriers.
• Identified a need to have a voice at higher levels of decision making
Key Findings

• The issue of funding is a component of this project that we must explore. Mainstream institutions are funded at significantly higher levels than First Nation Colleges.
• Need for a common data base for student information
Key Findings

• Programs/courses are monitored to meet the needs of the community through evaluations, course syllabi, observations, tuition payments.

• Program/course to be offered is determined by the needs of the community and approved by staff, Chiefs blessings, location and Elders.
Key Findings

• Major Barriers
  ▫ Under funded in comparison to provincial institutes-unable to match salaries/benefits
  ▫ Many mainstream institutions are not willing to accept our programs and courses.
  ▫ Mainstream institutions have a lack of understanding of Indigenous education. It was important that the Indigenous content was not removed from the course.
Major Barriers

- Who would we transfer culture and language courses with? Culture and language is land based
- Fee for transferring courses
- Jurisdiction barriers to accessing funding
- Don’t fit into provincial categories
- Tribal council leadership questions the credibility of their colleges
Major Barriers

- Main stream education providers don’t recognize that we have an education system that existed prior to the development of the current system.
Strengths

• Our research base is unique in Canada as we are Aboriginal people with western education credentials that includes Doctor, Master and Bachelor level credentials
• The majority of the board members have been involved in PSE for over 25 years
• We have partnerships with mainstream PSE providers from whom we broker courses/programs
Strengths

• Venue to discuss concerns about intellectual property rights to each respective language and cultural group

• We maintain our original language and all that flows from it – culture, traditions, rituals, and ceremonies. At the same time offer the very best in an academic education.

• We are open to students of all backgrounds, communities, cultures, and ages and believe the only limits are those we place on ourselves
Strengths

• Retain ownership of the course even if this means the course will not be transferred to mainstream institutions. In addition, the cultural protocols are incorporated in these agreements. The agreements are grounded in ceremony.

• It was noted that the majority of students tend to be mature students with a variety of family responsibilities including children and part time employment as such they designed their programming to meet their needs.
Strengths

• We partner with each other to share the responsibilities we have with our communities:
  ▫ Teacher Training Programs
  ▫ Social Work Programs

• Elders provide cultural guidance and support across the institution

• Our students are more likely to complete our programs vs. mainstream.
Graduates

Seven Generations Education Institute
Post Secondary Graduates 1989-2011
*As of February 9, 2012

Total of 473 Post Secondary Awards
Total of 453 Post Secondary Graduates
Strengths

• Indigenous Knowledge
• International connections
  ▫ Board of Affirmation – World Indigenous Nations Higher Education Consortium
List of First Nations Colleges Who Participated in the project

- Blue Quills First Nation College. St. Paul, AB
- En’owkin Education Center, Penticton, BC
- Nicola Valley Institute of Technology, Vancouver, B.C
- Seven Generations Education Institute, Ft. Frances, ON
- Yellowhead Tribal College, Edmonton, AB
- Yellowquill College, Winnipeg, MB
National Perspectives

• To provide a sounding board for areas of concerns and appreciation
• Accredit institutions’ culture and language programs - NIAB
• To provide a national voice for shared issues:
  ▫ Accountability: Funding, Reporting, etc...
  ▫ Programming Investment
  ▫ Community Development
Board Members

- Delbert Horton, SGEI, Chairperson
- Roy Weaslefat, RCC, Vice Chairperson
- Doreen Beauchamp, YQ, Secretary
- Patricia Goodwill-Littlechild, MCC, Treasurer
- Jocelyn Verreault, YTC, Member at Large
- Vivian Ayoungman, Member at Large
- Vince Steinhauer, Member at Large
International Connections

• We are a member of the World Indigenous Nations Higher Education Consortium.
• We lead the accreditation team as such have responsibilities to our international relations.
• We signed a memorandum of understanding regarding reciprocal accreditation.
Annual General Meeting

- September 20 & 21, 2016 will be our AGM at the First Nations University of Canada, Regina, SK
- We currently have 12 members and would like to expand our membership
- You are welcome to join us
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Thank You

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