



Indigenous Adult and Higher Learning Association

IAHLA

Data Collection Project 2010/11

FINAL REPORT

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Tindall Consulting

in association with



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EXECUTIVE SUMMARY

1.0 OVERVIEW AND STRATEGIC DIRECTION

The first Aboriginal-controlled educational institutes in British Columbia (BC) began to appear in the early 1970s as autonomous responses to local needs.

In 2010/11, 39 Aboriginal-controlled post-secondary institutes and adult learning centres throughout BC were members of the Indigenous Adult and Higher Learning Association (IAHLA). IAHLA members are geographically located throughout BC. Institutes¹ range in size from only a few adult learners to over 1,000 adult learners, with a majority enrolling less than 100 learners. They offer multiple types of programs or courses each year. All IAHLA institutes operate in partnership with other community and external organizations.

The ultimate goal of Indigenous higher education in BC is empowering learners through wisdom, cultural, personal and leadership development. First Nations higher learning institutes provide learner support, promote First Nations languages and cultures and provide knowledge and skills development. They are founded upon unique community governance structures. They emphasize whole learning, which includes personal learning, cultural learning, and academic learning.

Aboriginal institute inputs and activities, along with how they may link to their outputs and outcomes are illustrated in a model below which forms the basis for this report.

2.0 PLANNING & OPERATIONAL CONTEXT

External context

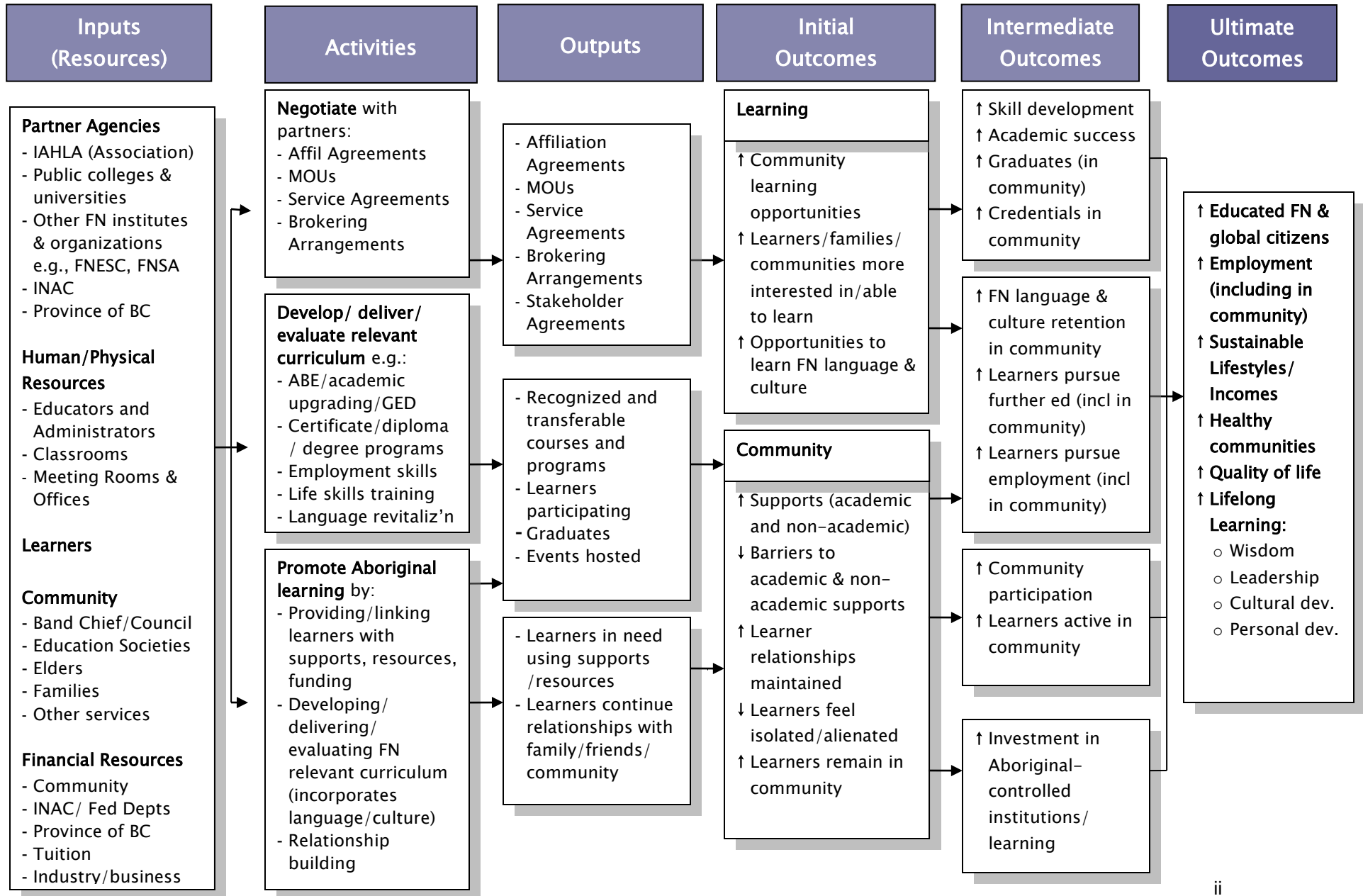
Aboriginal post-secondary educational institutes operate in an environment influenced by several factors and trends. For example, continued growth of potential student populations is expected in the future – both on and off reserve. At the same time, low student numbers in some communities continue to be likely due to limited populations.

In 2006, 45% of Aboriginal adults in BC ages 25 to 64 years had completed some post-secondary education. Females and older adults were more likely to have completed this learning. At least one-in-ten adults of all ages were at school full-time between September 2005 and May 2006.

On July 5, 2006, the First Nations Education Steering Committee (FNESC), Canada, and the Province of British Columbia (BC) signed a package of agreements to recognize the jurisdiction of BC First Nations over K-12 education on-reserve. There will be a phased approach to education jurisdiction negotiations beginning with the K-12 system and then moving on to early childhood development and *post-secondary* programming.

¹ Throughout this report, “institute” is defined as a post-secondary education or learning society, institute, college or an adult centre.

DRAFT Logic Model: *Aboriginal-Controlled Adult and Post-Secondary Institutes in British Columbia*



Institutes operate in an environment that also contains a comprehensive and long-established public post-secondary system. It is estimated that more than 15,000 Aboriginal adults attend public post-secondary institutions each year. In 2005/06, two-thirds of Aboriginal high school graduates had transitioned to these institutions within four years of graduation.

Internal context

Programming Offered, Enrolments, Instructors and Accreditation/Evaluation

Most (77%) of 22 surveyed institutes were offering multiple types of programming in 2010/11. Seventy-seven percent were offering ABE or adult upgrading courses. Most of these institutes offering ABE or adult upgrading courses were also offering other programming. Twenty-three percent of the responding institutes reported they were offering trades programs or courses and 73% reported offering other programs or courses.

In 2010/11, 55% of responding institutes were offering post-secondary programming. This programming covered a variety of areas including Aboriginal language revitalization (45%), computer/technology (41%), language (36%) and fine arts (32%). In 2010/11, 64% of responding institutes reported that they had programs that laddered directly into degree programs, including three institutes (14%) that were referring to college preparation or high school completion programs. Other institutes had programs which laddered into areas such as Business Administration, Nursing, Tourism Management, Indigenous Studies and Fine Arts.

In 2010/11, 22 responding institutes reported *past* year enrolments of 2,584 learners in 2009/10. More 2009/10 learners enrolled part-time (53%) than full-time (47%). A majority of these learners were women (63%).

In 2010/11, 176 instructors worked at the 22 responding institutes as of October 2010. All institutes reported part-time/full-time status for these instructors, of whom 65% were working part-time and 35% were working full-time.

Similar to previous years, most (91%) of these instructors had a Bachelors degree or higher level of education. Two-in-five (39%) of these instructors also had relevant work experience and 11% had Native Adult Instructor Diplomas.

In 2010/11, 23% (5) of the institutes reported they were registered with the Private Career Training Institutes Agency (PCTIA). Of these five institutes, three reported they were accredited through PCTIA and two institutes reported only being registered with the agency.

Seventy-two percent of the institutes had undergone an external program evaluation in the past five years, most often funded by the First Nations Schools Association (FNSEA) or the Indian Studies Support Program (ISSP). Indian and Northern Affairs Canada (INAC) requires that every Nominal Roll school have an evaluation conducted every five years.

Funding

In 2010/11, institutes were most frequently using the following funding sources: INAC Adult Nominal Roll funding (73%), tuition (73%), FNSA New Paths Grants² (59%) (whose source is INAC) and INAC's ISSP (55%). As in previous years, Adult Nominal Roll funding was most likely to have been an institute's major funding source (responsible for 50% or more of an institute's funding).

In 2010/11, one-third (36%) of the institutes indicated they had experienced an increase in funding since last year. Fourteen percent had experienced a decrease and 50% had experienced no change in their funding relative to last year.

Of the 12 responding institutes which received Nominal Roll funding in 2010/11, 33% reported experiencing a decrease in their Nominal Roll funding levels this year. One-quarter (25%) reported receiving an increase in their Nominal Roll funding this year and 42% reported no change in these funding levels (as of October 2010).

Of the 10 responding institutes which received ISSP funding in 2010/11, 30% reported experiencing a decrease in their ISSP funding levels this year. The same proportion (30%) reported receiving an increase in their ISSP funding this year and 30% also reported no change in these funding levels (as of October 2010).

In 2010/11, post-secondary programming was most often being funded through ISSP, formalized agreements with post-secondary institutions and other provincial funding. ABE/upgrading courses were most often being funded through Adult Nominal Roll. Institutes also offered trades and other programs or courses using a variety of sources including their "major" funding sources or grants.

In 2010/11, 82% of responding institutes provided learners with free breakfast/lunch/dinner programs or events. Sixty-eight percent offered transportation assistance.

Learners reported they relied most frequently on Band funding to pay for their studies (55%) and/or living expenses (31%). Social assistance (25%) and employment (18%) were also fairly frequently being used by learners to fund their living expenses. Some learners were unsure how their studies (14%) or living expenses (6%) were to be funded (as of October 2010).

First Nation institutes may also partner with other institutions or organizations to deliver programs in their communities. Many (19) of the institutes reported on at least one formalized relationship they had with other institutions or organizations in 2010/11. These relationships were most often formalized through affiliation agreements (77%), followed by service agreements (41%) and brokering arrangements (32%).

Formal Relationships And Student Knowledge of Institutes, Courses and Funding

In total, these 19 responding institutes with formal relationships with other institutions or organizations reported 34 such formal relationships (an average of two per institute) in the current year. They were satisfied with 91% of these 34 relationships.

² New Paths Grants are formula-based, represent a small proportion of overall budgets, and are meant to augment existing budgets.

In 2010/11, when adult learners were asked how much they knew about which institute to attend, almost three-in-four (73%) said they knew a lot or a fair bit. A similar proportion (76%) said they knew a lot or a fair bit about what courses to take. However, only 49% knew a similar amount about how to pay for their studies.

Adult learners were also asked if a guidebook should be developed to help First Nations students find courses, programs and funding sources in BC. In 2010/11, 82% of learners responding agreed yes, such a guidebook should be developed. A further 16% said they were not sure. Only 1% said no, a guidebook should not be developed. (1% did not respond to this question).

Strengths and Challenges

Aboriginal institutes in BC have many strengths which contribute to their success. According to a 2008 FNEC Policy Background Paper these strengths include:

- Local control;
- Responding to unique student needs;
- Cultural foundation;
- High standards, accreditation and transferability;
- Support for students;
- Instructor quality; and,
- Local delivery and community involvement.

Aboriginal institutes in BC also face a number of challenges. According to the FNEC Policy Background Paper these challenges include:

- Establishing increased recognition of their work;
- Establishing sustaining funding mechanisms with federal and provincial governments along with other partnerships;
- Meeting demand for their post-secondary training;
- Recruiting and retaining instructors;
- Maintaining an adequate number of students;
- Promoting the learning opportunities available; and,
- Operating with limited computer, library and learning resources.

3.0 Goals, Objectives and Results

Wisdom Development

Institutes help learners develop wisdom by providing them with knowledge and skills.

Responding institutes provide knowledge and skills to students based on staffs' assessments of students' reading, writing and math levels. Most often, incoming students were assessed at the Advanced (Grade 10/11) or Provincial (Grade 12) levels in terms of reading, writing and math in 2010/11. Institutes used a variety of assessment tools to place students – most frequently the Canadian (Adult) Achievement Tests or institute/college assessments.

In 2009/10, most learners enrolled in articulated/transferable courses or programs. Eighty-two percent of 2,532 learners³ enrolled in at least one articulated/transferable course or program.

Among 3,906 program or course enrolments at 21 institutes in 2009/10, 23% were in Adult Basic Education (ABE) or adult upgrading courses, 21% were in (non-trades) post-secondary certificate or diploma programs, 11% were in post-secondary degree programs, 3% were in trades certificate or degree programs and 42% were in other programs or courses.

In 2009/10, 79% (860) of 1,095 learners successfully completed at least one course they were enrolled in.

Forty-nine percent of 861 2009/10 learners were continuing to study at the same IAHLA institutes in 2010/11 while 13% were studying at a provincial (BC) public college, university or institute and 25% were working.

Most of the awards made to students in the 2009/10 academic year were certificates. Nineteen responding institutes reported making 855 awards to students in 2009/10. Of these awards, 32% were (non-trades) post-secondary certificates, diplomas or degrees. Six percent were trades certificates and 6% were adult dogwood diplomas. More than one-half (55%) were other awards (including first aid, crew boss and computer training awards).

In 2010/11, 77% of learners agreed they were better able to learn since beginning at their institute. Two-thirds or more of these learners also agreed that they had been helped to prepare for their further education and/or learn to seek help for their needs. More than half the learners surveyed stated they had learned research skills and/or gained problem solving skills. In 2009/10 and 2008/09, learners rated their learning and academic skill development within similar ranges.

Learners Personal Development

In 2010/11 and 2009/10, responding First Nations institutes continued to support learners' personal development through:

- *Delivering life skills programs* – in 2010/11, 50% of responding institutes provided life skills programs to learners. Typically, 80% to 100% of their learners enrolled in life skills programs last year (in 2009/10). In 2009/10, 43% of the responding institutes offered such programs.

Among the learners surveyed in 2010/11, 36% reported they had enrolled in a life skills program at some point since beginning their studies at their institute. Among these learners, 92% reported they had benefited from the skills and information they learned.

- *Offering short non-credit courses or short-term workshops* – in 2009/10, almost all institutes offered one or more such courses or workshops, primarily in computer skills (81%), career planning (71%) and first aid skills (67%). In

³ Learners for whom these data were reported.

2008/09, 88% of institutes offered computer skills, 68% offered career planning and 72% offered first aid skills short courses or short-term workshops.

- *Providing interventions and referrals for learners* – similar to previous years, *interventions and/or referrals* were most often provided for academic advising (100%). *Referrals only* were most common for drug and alcohol prevention (41%), family violence prevention (41%) and personal counselling (41%) services.

In 2010/11, the learners surveyed had used peer support (68%), academic advising (63%) or support from Elders (54%) most often. Almost all the learners using such services had found them to be very or somewhat useful. In 2009/10, 2008/09 and 2007/08, learners had also used peer support and academic advising services most often.

- *Linking with a wide range of other providers* – institutes link with other providers to deliver supports and other services to learners. Most common were links with traditional/spiritual advisors and Elders, health services, public colleges/universities and social development services in 2009/10. In the 2008/09 and 2007/08 IAHLA Data Collection Project surveys, traditional/ spiritual advisors and Elders, public colleges/universities and social development services were also among the most frequent links to learner support.

In 2010/11, 80% of the 435 learners surveyed agreed they felt better about themselves and 79% felt more confident since beginning at their institutes. Many learners had also set future goals in areas like their education (79%) and/or personal lives (80%). In previous years, 75% or more of learners agreed they felt better about themselves and/or more confident since beginning at their institutes. Among the future goals asked about in the survey, learners have consistently set goals for their education and personal lives most frequently.

Cultural Development

In 2010/11 and 2009/10, responding institutes continued to advance learners' cultural learning by:

- *Placing a high level of importance on promoting aspects of culture, in addition to academic goals* – promoting aspects of culture was centrally or very important to 100% of the institutes in 2010/11. Cultural promotion also ranked highly in previous years.
- *Placing an equally strong emphasis on culture and education/employment* – In 2009/10 four-in-five institutes (81%) reported they placed equal emphasis on these two goals, while 19% of the institutes placed a stronger emphasis on education/employment. In 2008/09, 68% of responding institutes placed an equally strong emphasis on both objectives.
- *Offering language courses* – Sixty-eight percent of the institutes offered First Nations language courses in 2010/11. Typically, up to 50% of their learners

participate in these language courses. In 2009/10, 81% of responding institutes offered First Nations language courses.

Among the learners surveyed in 2010/11, 32% were studying First Nations language(s) as part of their studies at their institutes. Of these learners, 90% were satisfied with the progress they were making. In 2009/10, 47% of the learners surveyed were studying First Nations language(s) and 86% of these learners were satisfied with the progress they were making.

- *Being involved in language revitalization projects* – Ninety-one percent of the 2010/11 responding institutes were involved in such projects. In comparison, 86% of responding institutes were involved in such projects in 2009/10. Land-based language projects (59%) were most often occurring in 2010/11, followed by language courses, and “First Voices” web-based interactive tools.

Similar to previous years, in 2010/11, 41% of the learners surveyed reported being more culturally active and 18% reported having improved their ability to carry on a conversation in their First Nations language.

Leadership Development

In 2010/11, responding institutes continue to promote learner’s leadership within their communities as well as First Nation communities’ leadership of their programs through:

- *Involving community members in programming and learning* – in 2010/11, family/community members (95%) were most frequently involved, along with Elders (91%) and First Nations Governance structures (91%). In the 2009/10 IAHLA Data Collection Project survey, family/community members (95%) were also most frequently involved in programming and learning.
- *Involving learners in programming and learning as well as leadership opportunities* – many (95%) of the institutes reported involving learners in programming and learning (95% also in 2009/10). Forty-one percent of learners surveyed reported their institute had a student council or other type of student government (47% in 2009/10).
- *Encouraging and/or enabling learners to become more active in their communities* – forty percent of learners agreed they had become more active in their communities (41% in 2009/10).

1.0 Overview and Strategic Direction

1.1 Historical Overview⁴

British Columbia's (BC's) first Aboriginal-controlled educational institutes began to appear in the early 1970s as autonomous responses to local needs such as:

- Better success for Aboriginal learners than was being achieved in mainstream post-secondary settings;
- More accessible (less costly) post-secondary options;
- Community members adequately being prepared for a range of employment opportunities;
- Nations striving to promote personal and community healing; and,
- The unique challenges faced by Aboriginal learners as a result of the community, family, personal and cultural displacement experienced by Aboriginal peoples.

These autonomous responses appeared for a variety of reasons, including an affirmation of "the commitment of Aboriginal peoples to exercise jurisdiction in regard to all areas of education"⁵. This commitment was outlined in a policy by the then National Indian Brotherhood in 1970 entitled *Indian Control of Indian Education*.

Since their beginnings in the 1970s, Aboriginal-controlled educational institutes have evolved in an assortment of ways:

Community-based Aboriginal post-secondary institutes did not necessarily evolve in a well-planned or systematic way over time, nor did they initially receive support, recognition or core funding for operation or services. Most of the Aboriginal institutes grew from the dedication of those committed to addressing a myriad of community gaps that resulted from ineffective historical efforts to offer post-secondary education to Aboriginal learners. Many Aboriginal adult and post-secondary institutes began in substandard settings with limited or no resources. This continues to be the case with some current Aboriginal post-secondary institutes. Despite these barriers, these institutions have been in place for up to 40 years with successful outcomes. (Waterfall, 2007 in FNEESC Policy Background Paper 2008, p. 1).

⁴ Information in this section is from the *First Nations Education Steering Committee (FNEESC) Policy Background Paper 2008*.

⁵ *FNEESC Policy Background Paper 2008*, p.1.

1.2 Current Profile of Aboriginal Adult and Post-secondary Institutes⁶

In 2010/11, 39 Aboriginal-controlled post-secondary institutes and adult learning centres throughout BC were members of the Indigenous Adult and Higher Learning Association (IAHLA)⁷.

IAHLA members are geographically located throughout BC. This includes in remote coastal and northern communities, throughout the province's interior, the boundary region and on Vancouver Island, as well as in urban centres such as metro Vancouver.

Institutes⁸ range in size from only a few adult learners to over 1,000 adult learners. However, a majority of institutes enroll less than 100 learners.

Institutes offer multiple types of programs or courses each year. These include Adult Basic Education (ABE) or adult upgrading courses, college/university level programs, trades programs or courses and other programs or courses (e.g., First Aid, SuperHost).

All IAHLA institutes operate in partnership with other community and external organizations. Most IAHLA institutes are directed by community-driven, Aboriginal-controlled governance structures. Over the years, IAHLA members have also developed extensive relationships with other Aboriginal organizations and with the broader post-secondary community. Institutes work in partnership to develop and share credentials, programs and courses—including undergraduate and post-graduate courses and programs in areas of special interest and expertise.

⁶ Information in this section is from *Aboriginal-Controlled Post-Secondary Institutes in British Columbia: Issues, Costs and Benefits*, 2010 and the 2010/11 IAHLA Data Collection Project.

⁷ In 2003, IAHLA was formed at the request of Aboriginal-controlled post-secondary institutes and adult learning programs to address and further the mutual needs and interests of all Aboriginal-controlled learning centres in BC. A majority of Aboriginal-controlled institutes that exist in BC are members of IAHLA. In particular, almost all of the largest, most well-established, and longest-running institutes have joined the IAHLA collective. Non-member organizations and First Nations may also offer some form of adult education programming, but that programming is often irregular and limited in scope. Therefore, the exact number of Aboriginal controlled organizations offering higher learning opportunities fluctuates over time.

⁸ Throughout this report, "institute" is defined as a post-secondary education or learning society, institute, college or an adult centre.

1.3 Mission, Vision, Values⁹

The ultimate goal of Indigenous higher education is empowerment:

Empowering learners through wisdom, cultural, personal and leadership development.

First Nations higher learning institutes...

Provide learner support, including:

- family models and a family environment (an integrated program);
- student self-government models;
- incentives/validation;
- counselling/support;
- crisis intervention;
- an experiential context to reinforce culture; and
- education programs that meet learners' basic needs.

Promote First Nations languages, cultures, and spirituality, and accommodate cultural responsibilities.

Provide knowledge and skills development through programs that are:

- self-paced; and
- structured.

Are founded upon unique governance structures that are:

- community driven; and
- based upon community leadership and responsibility.

Are based upon whole learning, which includes personal learning, cultural learning, and academic learning.

⁹ Information in this section is from the IAHLA Framework for its Data Collection Project. This framework was revised September 24, 2008 at a meeting of the IAHLA Data Working Group and several other IAHLA Board Members and approved by the IAHLA Board September 25, 2008. The full framework is presented in the Appendix.

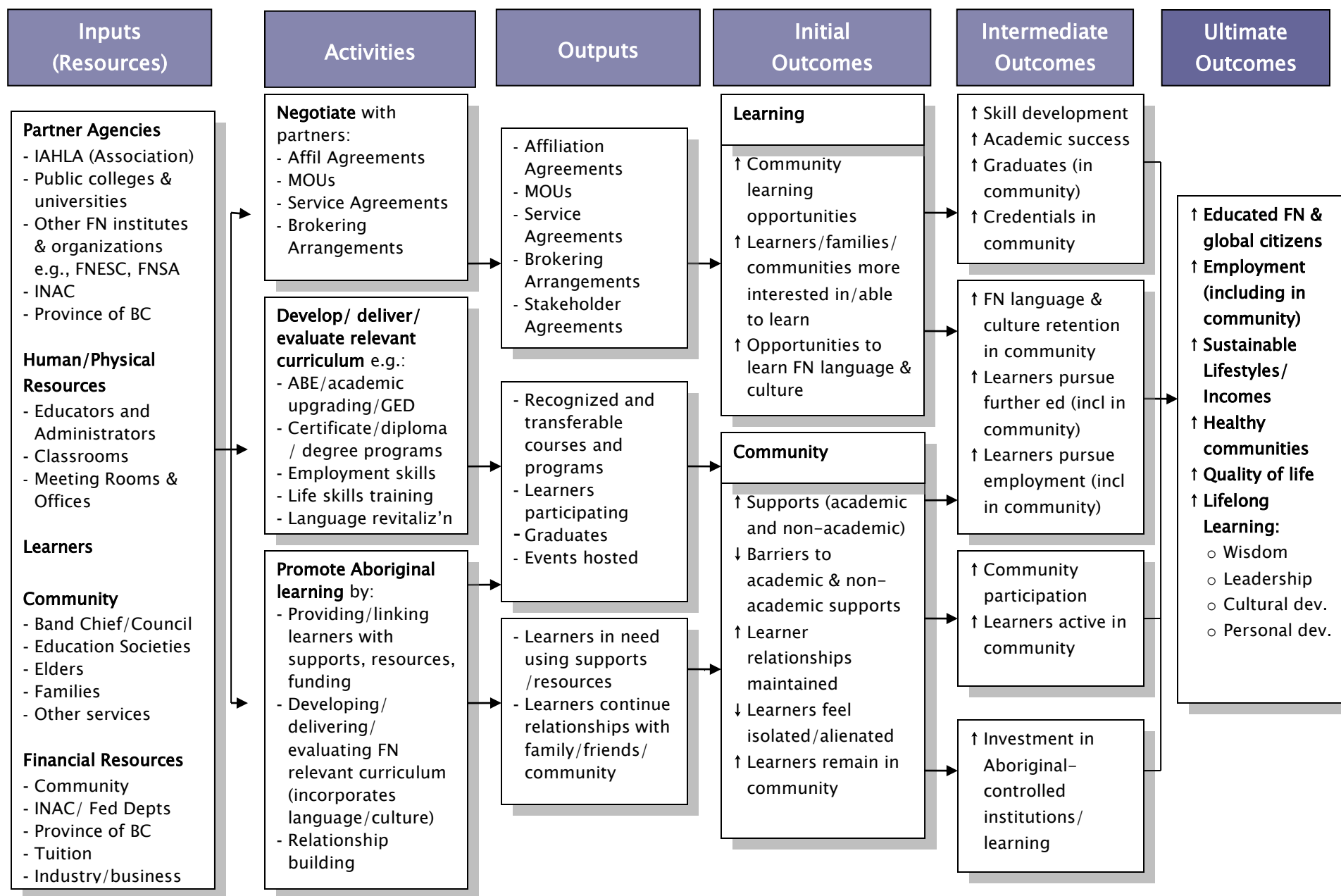
1.4 Logic Model for Aboriginal Adult and Post-Secondary Institutes in British Columbia

In order to achieve their goals, Aboriginal institutes use the resources available to them to develop and deliver relevant curriculum and promote Aboriginal learning. Learners take recognized courses and programs, access needed supports and, in many cases, continue to reside in their own communities.

As a result of these activities, learners gain skills and credentials which enable them to pursue further education or employment. Many are also able to be active in their communities.

Aboriginal institute inputs and activities, along with how they may link to their outputs and outcomes are illustrated in the exhibit below.

Exhibit 1.1 – DRAFT Logic Model: *Aboriginal-Controlled Adult and Post-Secondary Institutes in British Columbia*



2.0 Planning and Operational Context

This section offers a description of some of the external factors that influence Aboriginal institutes in BC. It then presents a more detailed profile of surveyed institutes' internal operations – programming, enrolments, funding and partnerships. It finishes with an overview of the strengths and challenges experienced by institutes.

2.1 External context

Aboriginal post-secondary educational institutes operate in an environment influenced by several factors and trends including:

- Demographic trends;
- Current Aboriginal adult education levels;
- Aboriginal jurisdiction over education negotiations; and,
- Provincial public post-secondary programming.

2.1.1 Demographic Trends¹⁰

In the next decade, continued growth of potential Aboriginal student populations is expected – both on and off reserve:

- In 2006, there were 127,820 Aboriginal adults in BC (aged 18 or older) according to the census. Of these 27% (33,895) lived on reserve and 73% (93,925) lived off reserve.
- There were also significant populations of future potential adult learners (those 17 years of age and under) in BC. Thirty-four percent of both the on reserve and off reserve Aboriginal populations in 2006 were 17 or younger.
- Recent *past* population increases have been relatively large. The BC Aboriginal population grew by 15% between 2001 and 2006 (more than three times the rate of the non-Aboriginal population), and by 39% between 1996 and 2006 (more than four times as fast as the non-Aboriginal population during this period).
- The Registered Indian on reserve *projected* population increase in BC between 2004 and 2029 is 57%. The Registered Indian off reserve *projected* population change is -1% over this same period of time.

¹⁰ Information in this section is from BC Stats' *BC Statistical Profile of Aboriginal Peoples 2006* and Statistics Canada reports including as presented in *NVIT's 2010/11 – 2012/13 Accountability Plan and Report*.

Nevertheless, low student numbers in some communities continue to be likely due to limited populations:

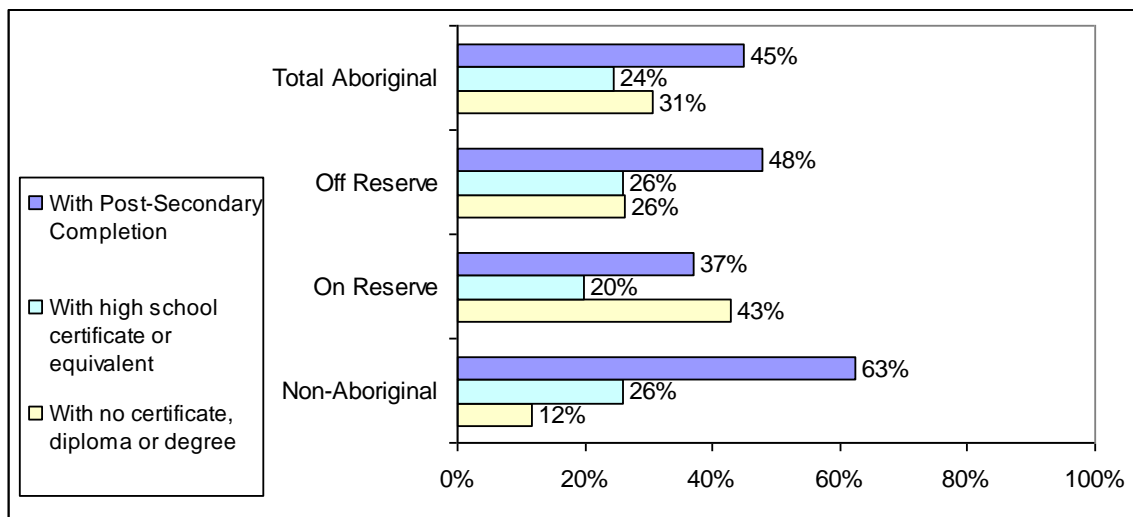
- In 2006, the *average* BC First Nations community size is estimated to have been 654. In 2006, BC had 198 First Nations communities recognized by Indian and Northern Affairs Canada. The First Nations population in BC that year was recorded as 129,575.

2.1.2 Current Aboriginal Adult Education Levels¹¹

In 2006, just under one-half of Aboriginal adults ages 25 to 64 had completed some post-secondary education:

- About one-third (31%) of Aboriginal adults ages 25 to 64 in 2006 had no certificate, diploma or degree, one-quarter (24%) had a high school certificate or equivalent and 45% had completed some post-secondary education.
- On reserve Aboriginal adults were less likely to have completed some post-secondary education and more likely to have *not* completed a certificate, diploma or degree than Aboriginal adults living off reserve.
- All Aboriginal adult groups were less likely than non-Aboriginal adults to have completed some post-secondary education and more likely to have *not* completed a certificate, diploma or degree.
- The proportion of adults with a high school certificate or equivalent is remarkably similar across all groups (ranging only from 20% to 26%).

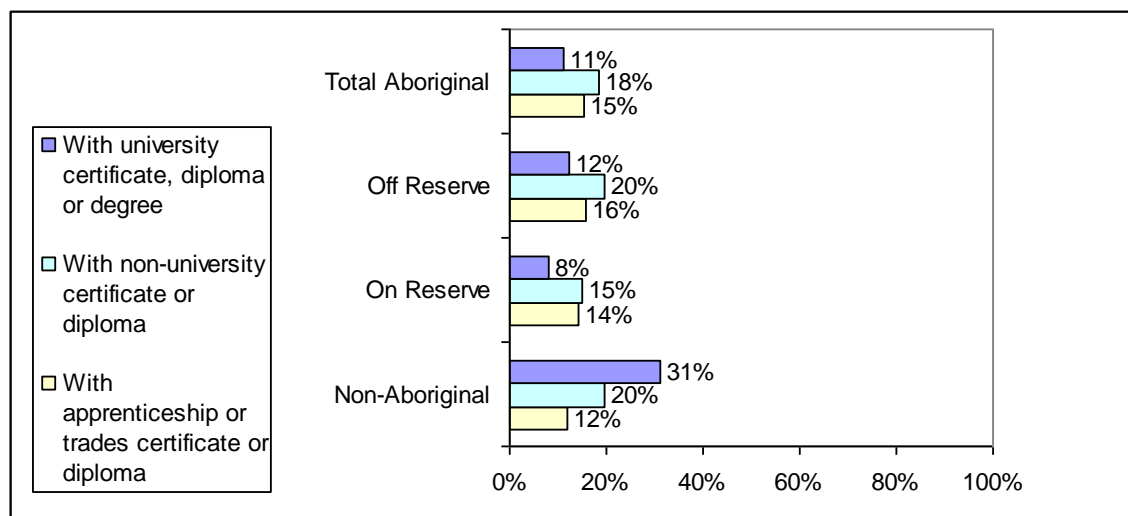
Exhibit 2.1 – Highest Level of Education among Adults 25 to 64 Years Old



¹¹ Information in this section is from BC Stats' *BC Statistical Profile of Aboriginal Peoples 2006*.

Aboriginal adults had completed a variety of post-secondary credentials in 2006. Among the 45% of Aboriginal adults 25 to 64 who had completed some post-secondary education – 18% had a non-university certificate or diploma, 15% had an apprenticeship or trades credential and 11% had a university credential.

Exhibit 2.2 – Post-Secondary Education Completions among Adults 25 to 64 Years Old



Female Aboriginal adults age 25 to 64 had more often completed some post-secondary education (48%) than males of a similar age (42%) in 2006. They also less often had no completed credentials (27% and 34% respectively).

Aboriginal adults aged 25 to 54 years were more likely to have completed post-secondary education than Aboriginal adults aged 20 to 24 years in 2006. Twenty-four percent of Aboriginal adults aged 20 to 24 years had completed post-secondary education, along with 42% of those 25 to 34 years, 47% of those 35 to 44 years and 46% of those 45 to 54.

At least one-in-ten Aboriginal adults of all ages were at school full-time between September 2005 and May 2006. This included 80% of those 15 to 17 years, 56% of those 18 or 19 years, 34% of those 20 to 24 years, 19% of those 25 to 34 years, 13% of those 35 to 44 years and 10% of those 45 to 54 years.

2.1.3 Aboriginal Jurisdiction over Education¹²

First Nations have been seeking the recognition of their jurisdiction over the education of their learners for over 30 years. Relevant efforts in that regard have included significant research, community consultations, negotiations, and lobbying.

That work has resulted in significant success in British Columbia (BC), and on July 5, 2006, the First Nations Education Steering Committee (FNESC), Canada, and the Province of British Columbia (BC) signed a package of agreements to recognize the jurisdiction of BC First Nations over K-12 education on-reserve. The package of

¹² Information in this section is taken directly from FNESC's Jurisdiction website, March 2011.

agreements that was negotiated includes an overarching Framework Agreement that lays out the responsibilities of each party, which was confirmed with the passage of federal legislation (completed on December 12, 2006) and provincial legislation (completed in November 2007). The other agreements included in the package are the template Canada-First Nations Education Jurisdiction Agreement (CFNEJA) and template Funding Agreement, and the BC-FNESC Education Jurisdiction Agreement.

The BC jurisdiction negotiations involve 63 First Nations who submitted Letters of Intent to become Interested First Nations (IFNs). IFNs are defined as those Nations that intend to negotiate CFNEJAs and ultimately become a Participating First Nation.

First Nations subscribe to the philosophy of lifelong learning and in BC that is the approach being taken towards education jurisdiction. However, it has been agreed that there will be a phased approach to education jurisdiction negotiations beginning with the K-12 system and then moving on to early childhood development and *post-secondary* programming.

2.1.4 Provincial Public Post-secondary Programming¹³

Institutes operate in an environment that also contains a comprehensive and long-established public post-secondary system. Most Aboriginal institutes have partnerships with one or more public post-secondary institutions. Aboriginal adult learners may choose to attend one or the other – or both – types of post-secondary educational organizations:

- In 2009/10, 21,852 Aboriginal students were reported to be in the public post-secondary system.¹⁴ In 2006/07, 18,254 public post-secondary students identified themselves as Aboriginal.
- In 2006/07, 4.5% of the students enrolled in public post-secondary institutions identified themselves as Aboriginal. This is a .5% increase in the proportion of Aboriginal students relative to the total student population since 2002/03.
- In 2005/06, 40% of Aboriginal high school graduates made an immediate transition to a British Columbia public post-secondary institution, compared with 51.3% of non-Aboriginal high school graduates.
- Of the Aboriginal students who graduated from high school in 2001/02, 67.7% had enrolled at a British Columbia public post-secondary institution within four years of graduation, compared with 70.2 % of the non-Aboriginal high school graduates.

¹³ Information in this section is from the Ministry of Advanced Education's *Aboriginal Report – Charting Our Path 2008* as presented in the *Aboriginal Transition Research Project Report, 2009* as well as the BC Ministry of Advanced Education and Labour Market Development *2009/10 Annual Service Plan Report 2010*.

¹⁴ The 2009/10 student headcount is the first unduplicated system-wide headcount data available due to enhancements from the Aboriginal Administrative Data Standard and the Student Transitions Project. BC Ministry of Advanced Education and Labour Market Development *2009/10 Annual Service Plan Report. 2010*.

2.2 Internal context

This section profiles some institutes' activities and resources including:

- The programs they offer and the number of learners enrolled in them;
- The instructors they employ and their qualifications;
- Whether institutes are registered with the Private Career Training Institutes Agency (PCTIA) or have recently completed an external program evaluation;
- Their funding characteristics – sources, year to year changes, by programming type as well as the funding learners access; and,
- Their partnerships with BC's public post-secondary institutions.

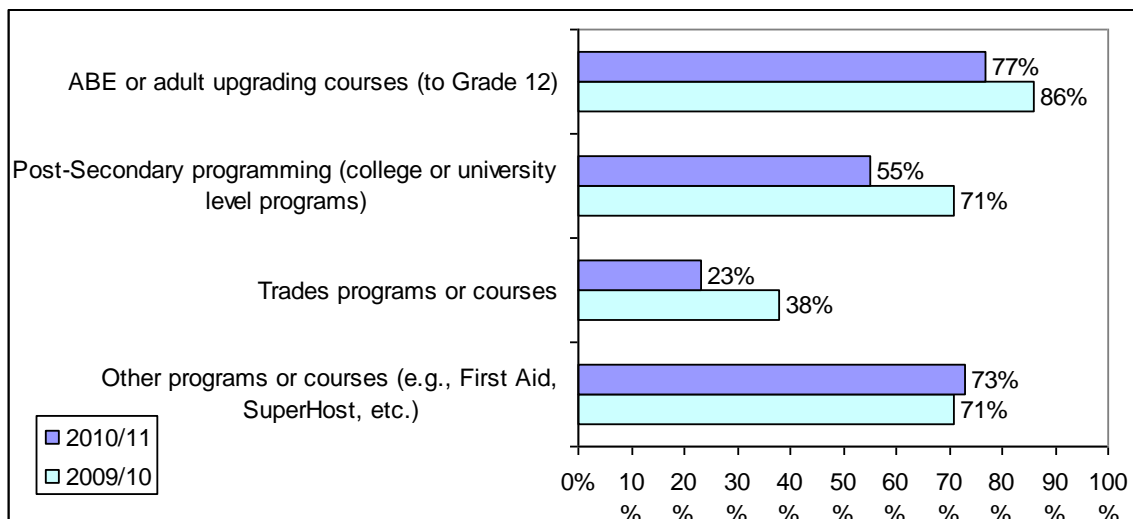
All of the information in this section comes from surveys of IAHLA member institutes conducted in the past five years through IAHLA's Data Collection Project (the Project). In 2010/11, 22 (71%) of 31 eligible institutes responded to the Project as well as 435 adult learners. More information on the methodology used for this Project is presented in the Appendix.

2.2.1 Current Year Programming Offered

In 2010/11, most (77%) of the 22 surveyed institutes were offering *more than one* of the following types of programming in the current year:

- post-secondary (college or university level programs);
- adult basic education (ABE)/adult upgrading courses (to Grade 12);
- trades programs or courses; and/or,
- other programs or courses (e.g., First Aid, SuperHost, etc.).

Exhibit 2.3 – Programming Offered by Institutes This Year



Most frequently, institutes were offering ABE or adult upgrading courses (to Grade 12) (77%). Fifteen (88%) of these 17 institutes offering ABE or adult upgrading courses were also offering other programming.

In 2010/11, approximately one-half (55%) of the responding institutes reported they were offering post-secondary programs this year.

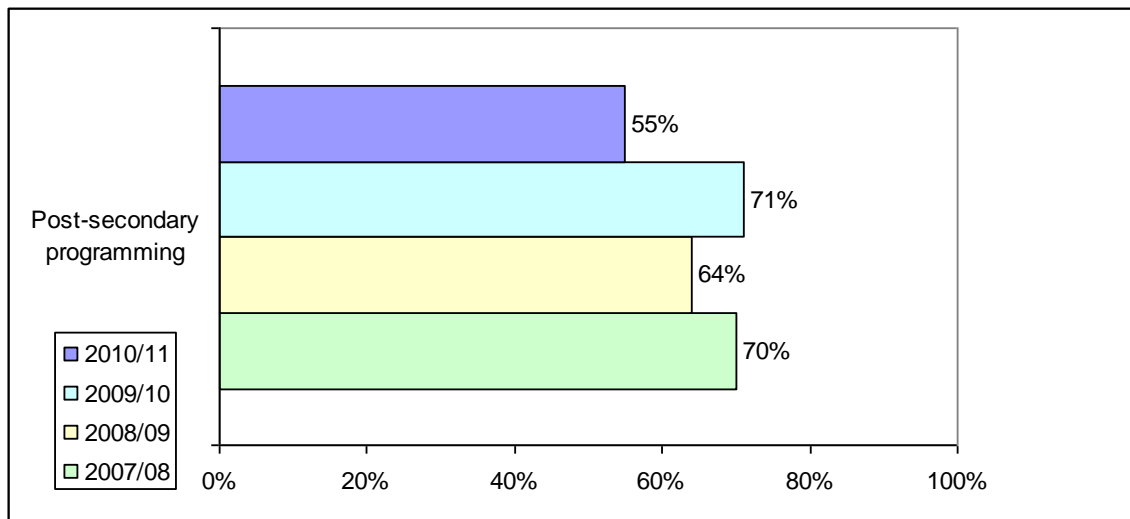
In 2010/11, 23% of the responding institutes reported they were offering trades programs or courses and 73% reported offering other programs or courses.

In 2010/11, somewhat fewer institutes reported offering each type of programming, except other programs or courses, as compared with 2009/10.

2.2.1 Post-Secondary Programming Offered

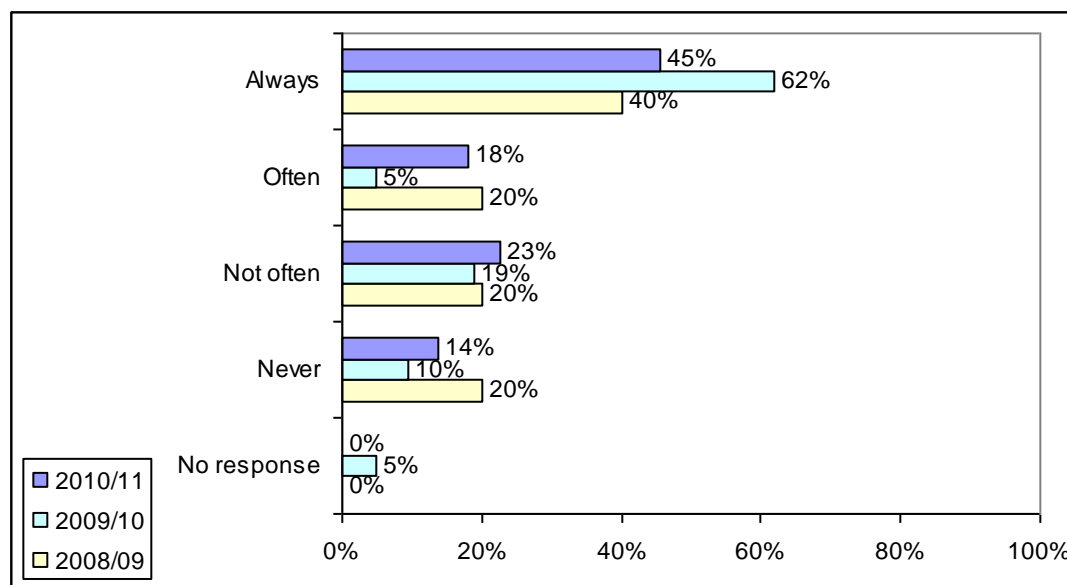
Over the past four years, a majority of responding institutes have offered post-secondary programming each year. Typically, two-thirds or more of the institutes offered post-secondary programming each year, though in 2010/11 just over one-half did so.

Exhibit 2.4 – Post-Secondary Programming Offered by Institutes This Year



In 2010/11, 63% of the responding institutes reported offering post-secondary programs “always” or “often” *in the past five years*. A further 23% of these institutes had offered post-secondary programs, though “not often” over this period of time. These offerings are similar to institute responses in previous years which ranged from 60% to 70%.

Exhibit 2.5 – Institutes Offering Post-Secondary Programs in the Past Five Years



Institutes were offering post-secondary programming in a variety of areas in 2010/11 including:

- Aboriginal Language Revitalization (45%)
- Computer/Technology (41%)
- Language (36%)
- Fine Arts (32%)

Eighteen percent to 27% offered post-secondary programming in the areas of Cultural Studies, Health Care, Early Childhood Education and/or Developmental Standard Term Certification. Fourteen percent offered Public Administration or Creative Writing post-secondary programming.

In 2010/11, 64% of responding institutes reported that they had programs that laddered directly into degree programs. This included three institutes (14%) that were reporting on college preparation or high school completion programs so that learners could go on to other post-secondary programs. Other institutes had degree programs which laddered into programs in areas such as Business Administration, Nursing, Tourism Management, Indigenous Studies and Fine Arts.

2.2.2 Past Year Student Enrolments

In the past four years, total reported student enrolments have ranged from 2,400 to 2,600 learners each year. For example, in 2010/11, 22 institutes reporting on past year (2009/10) enrolments had 2,584 learners that year.

Exhibit 2.6 – Past Year Enrolments

	Past Year (2009/10)	Past Year (2008/09)	Past Year (2007/08)	Past Year (2006/07)
	N=22 of 22	N=19 of 21	N=24 of 25	N=22 of 23
Student enrolments	2,584	2,454	2,326	2,428

Nicola Valley Institute of Technology (NVIT) enrolments have represented between 39% and 60% of the enrolments reported in each year. As well, it is notable that one learner may be reported as being enrolled at more than one responding institute each year. For example, a student enrolled at a community-based, institute may also be reported as enrolled at the Nicola Valley Institute of Technology (NVIT). Among 2006/07 learners, it was estimated that a maximum of 318 learners (13%) could potentially have been reported in this way. Potential levels of double counting between other (non-NVIT) surveyed institutes would be much lower.

Most of the surveyed institutes are small in size. In 2010/11, 55% of the responding institutes reported enrolling less than 50 learners the previous year (in 2009/10) and 14% enrolled 50 to 100 students. One-third (32%) enrolled more than 100 students (including NVIT).

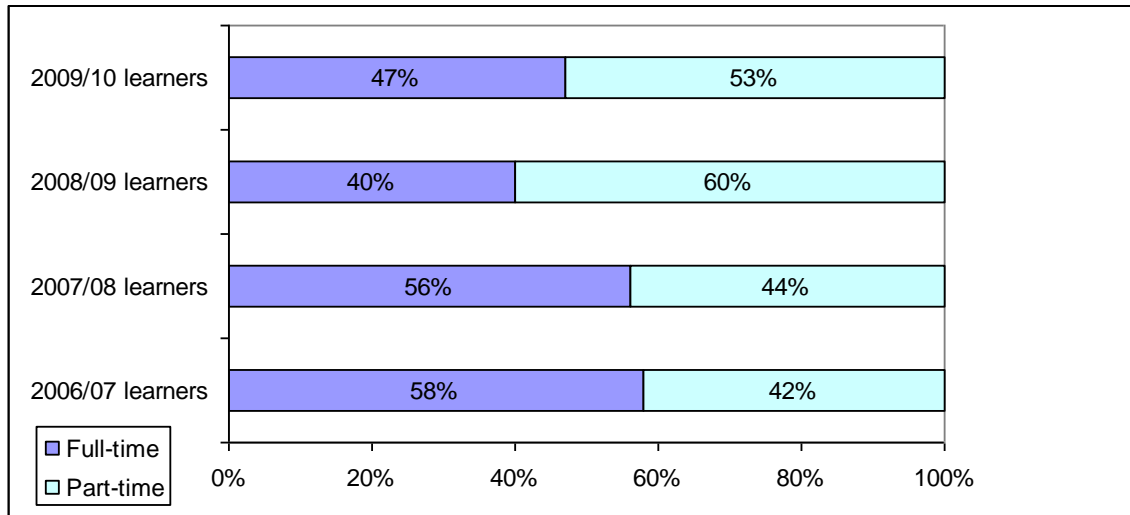
Exhibit 2.7 – Responding Institutes' Past Year Student Enrolment

	Past Year (2009/10)	Past Year (2008/09)	Past Year (2007/08)	Past Year (2006/07)
	N=22	N=21	N=25	N=23
Enrolling more than 100 students				
# of Institutes	7	5	5	6
% of Institutes	32%	24%	20%	26%
Enrolling 50 to 100 students				
# of Institutes	3	1	3	3
% of Institutes	14%	5%	12%	13%
Enrolling 0 to 49 students				
# of Institutes	12	13	16	13
% of Institutes	55%	62%	64%	57%
No Enrolment #s Provided				
# of Institutes	0	2	1	1
% of Institutes	0%	10%	4%	4%

In 2010/11, 62% (13) of 21 surveyed institutes reported enrolling both full-time and part-time students the previous year. Thirty-eight percent (8) reported enrolling either full-time or part-time students only.

Full-time students have represented 40% or more of the past year enrolments reported in the last four years.

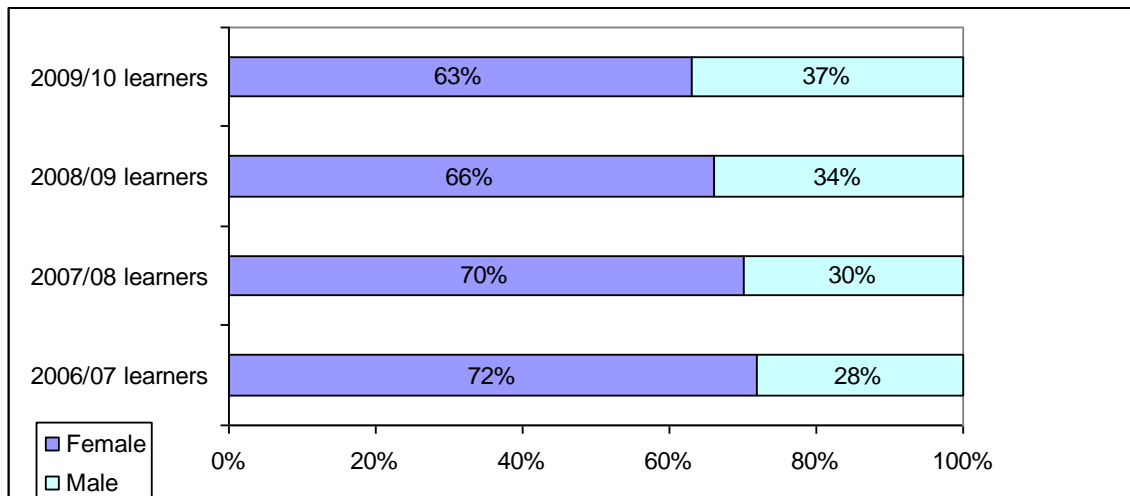
Exhibit 2.8 – Student Enrolments by Full-Time/Part-Time Status



Base: 1,342 2009/10 learners at 21 institutes; 975 2008/09 learners at 18 institutes; 1,341 2007/08 learners at 22 institutes; 1,338 2006/07 learners at 21 institutes.

Female students have been 63% or more of the past year enrolments reported in the last five years. However, the proportion of male enrolments has been gradually increasing each year.

Exhibit 2.9 – Student Enrolments by Gender



Base: 2,584 2009/10 learners at 22 institutes; 975 2008/09 learners at 18 institutes; 2,320 2007/08 learners at 23 institutes; 1,338 2006/07 learners at 21 institutes.

These learners were all older than 15 years of age in 2009/10. In 2010/11, 20 institutes reported on the age of 2,522 learners in 2009/10, of whom 100% were more than 15 years of age.

2.2.3 Instructors

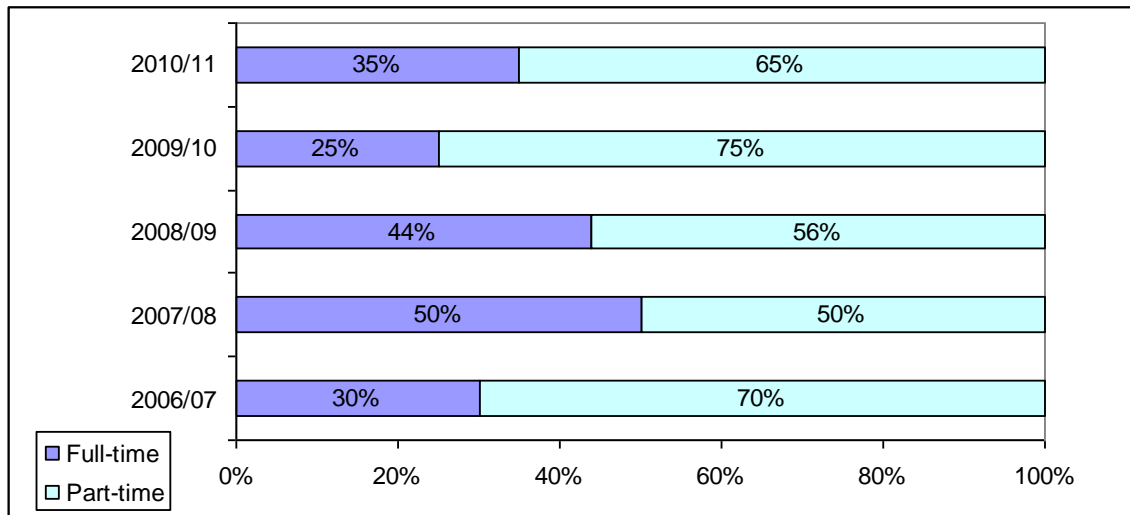
In the past five years, the number of instructors employed by surveyed institutes has ranged from 146 to 205 instructors. For example, in 2010/11, the 22 responding institutes employed 176 instructors as of October 2010.

Exhibit 2.10 – Instructors Employed

	2010/11	2009/10	2008/09	2007/08	2006/07
	N=22 of 22	N= 20 of 21	N= 23 of 25	N= 22 of 23	N= 18 of 19
Instructors Employed	176	177	146	205	150

Full-time instructors have represented between 25% and 50% of the instructors employed in each of the last five years.

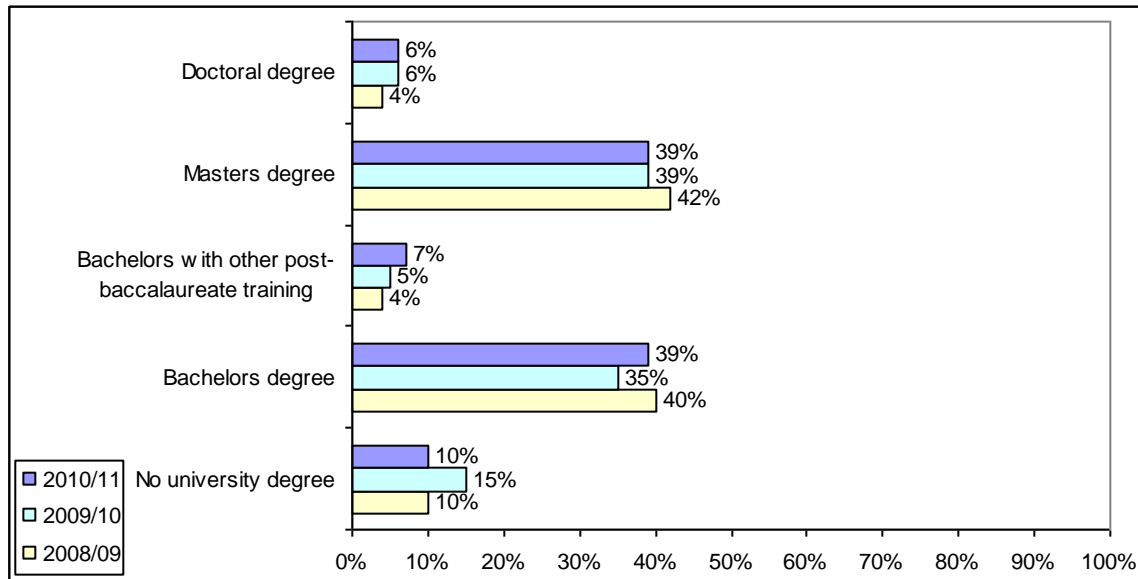
Exhibit 2.11 – Instructors Employed Full-time/Part-time



Base: 176 2010/11 instructors at 22 institutes; 177 2009/10 instructors at 21 institutes; 146 2008/09 instructors at 23 institutes; 205 2007/08 instructors at 22 institutes; 150 2006/07 instructors at 18 institutes.

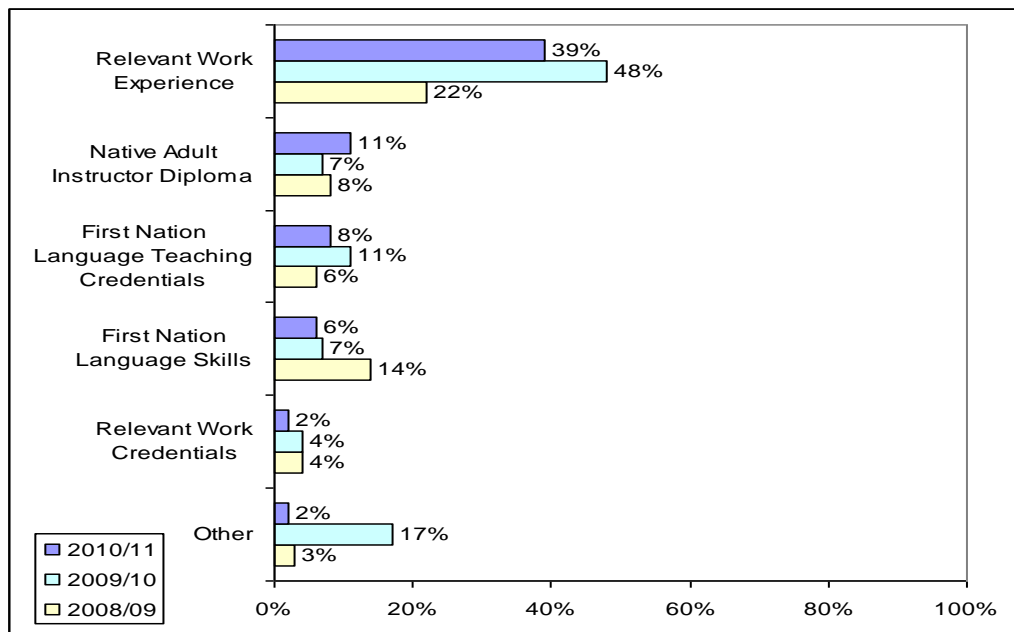
In 2010/11, 91% of the instructors at 21 responding institutes had a Bachelors degree or higher level of education. This included 45% of the instructors who had a Masters or Doctoral degree. This is similar to previous years.

Exhibit 2.12 – Instructors’ Highest Level of Education



In 2010/11, 39% of the instructors also had relevant work experience and 11% had Native Adult Instructor Diplomas. Eight percent had First Nation Language Teaching credentials and 6% had First Nation Language skills. Relevant work experience was also most common in previous years.

Exhibit 2.13 – Instructors’ Other Qualifications



2.2.4 Private Career Training Institutes Agency (PCTIA) Registration

PCTIA registration has decreased over the past four years. In 2010/11, 23% (5) of 22 responding institutes reported they were registered with PCTIA. Of these five institutes, three reported they were accredited through PCTIA, and two reported only being registered with the agency. One of the institutes registered with PCTIA noted that this registration was required through the institute's funding agreement with the Department of Canadian Heritage for one of its programs – so that it could be designated as a "professional development" program. The other noted that they were accredited to provide greater validity to the programs.

Exhibit 2.14 – PCTIA Registrations

	2010/11	2009/10	2008/09	2007/08
	N=22	N=21	N=25	N=23
Percent Registered with PCTIA	23%	19%	32%	35%
Number Registered with PCTIA	5	4	8	8
Accredited	3	1	2	1
In Accreditation Process		1	1	
Registered Only	2	2	5	7

2.2.5 External Program Evaluations

Seventy-two percent (16) of the responding institutes had undergone an external program evaluation in the last five years. Among those reporting the year of their most recent evaluation, 80% were in the past three years. The remainder were conducted in 2006/07.

Exhibit 2.15 – Years External Program Evaluations Conducted

	2010/11	2009/10	2008/09	2007/08	2006/07
	N = 15	N = 11	N = 12	N = 11	N = 14
2004 or earlier		9%	50%	54%	64%
2005		18%	17%	18%	21%
2006	7%	0%	8%	18%	14%
2007	13%	9%	8%	9%	
2008	0%	18%	17%		
2009	40%	45%			
2010	40%				

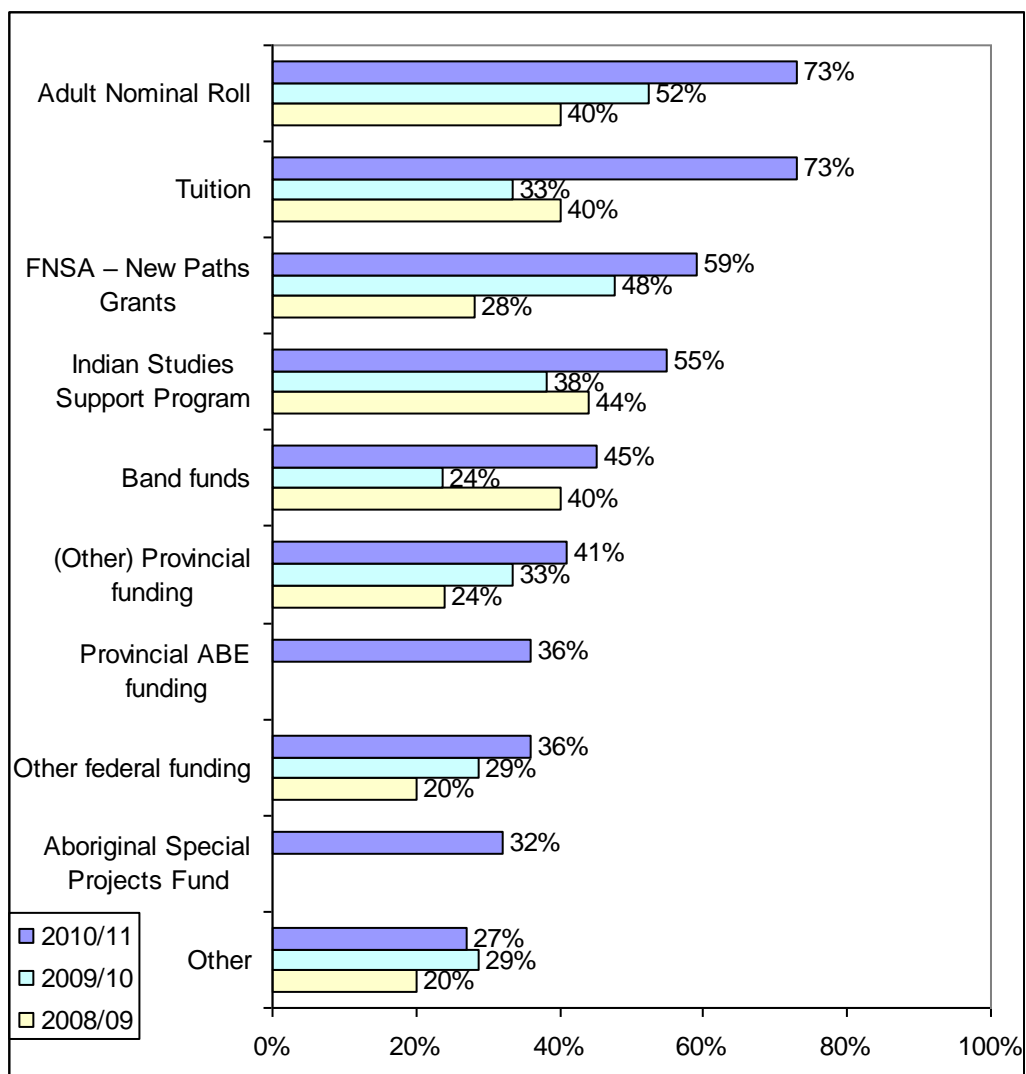
Among those reporting how their most recent evaluation was funded, over one-half were funded by the First Nations Schools Association (FNSEA) (58%). The remainder were funded either by the Indian Studies Support Program (ISSP) (8%) or by other sources (42%). These other sources included IAHLA, PCTIA, Indian and Northern Affairs Canada (INAC) and the institute itself. INAC requires every Nominal Roll school to be "certified" through an evaluation conducted every five years in order to meet compliance requirements for Nominal Roll funding.

2.2.6 Sources of Institute Funding

In 2010/11, institutes were most frequently using the following funding sources: INAC Adult Nominal Roll funding (73%), Tuition (73%), FNSA New Paths Grants¹⁵ (59%) (whose source is INAC) and INAC's ISSP (55%). At least one-in-three of the institutes also accessed provincial ABE funding, the Aboriginal Special Projects Fund or other provincial or federal funding. "Other" funding sources included various grants.

In 2010/11, all funding sources were more frequently mentioned than in 2009/10 and 2008/09 – especially tuition.

Exhibit 2.16 – All Funding Sources



¹⁵ New Paths Grants are formula-based, represent a small proportion of overall budgets, and are meant to augment existing budgets.

In 2010/11, Adult Nominal Roll funding was once again most likely to have been an institute's major funding source (responsible for 50% or more of their funding). Fifty percent of responding institutes accessed Adult Nominal Roll funding as a major funding source.

Exhibit 2.17 – Major Funding Sources (Over 50% of Total Funding)

	2010/11	2009/10	2008/09	2007/08	2006/07
	N = 22	N = 21	N = 23 ⁽¹⁾	N = 23	N = 19
Adult Nominal Roll	50%	48%	39%	44%	42%
FNSA – New Paths Grants	18%	14%	9%	4%	10%
Indian Studies Support Program	14%	29%	17%	9%	16%
Tuition	14%	5%	9%	4%	10%
Provincial ABE funding	5%				
Aboriginal Special Projects Fund	5%				
(Other) Provincial funding	5%	19%	9%	4%	16%
Band funds	5%	10%	9%	9%	5%
Other Federal funding	5%	10%	9%	4%	5%
Other	9%	0%	9%	9%	5%

(1) Two institutes did not report on their funding in 2008/09.

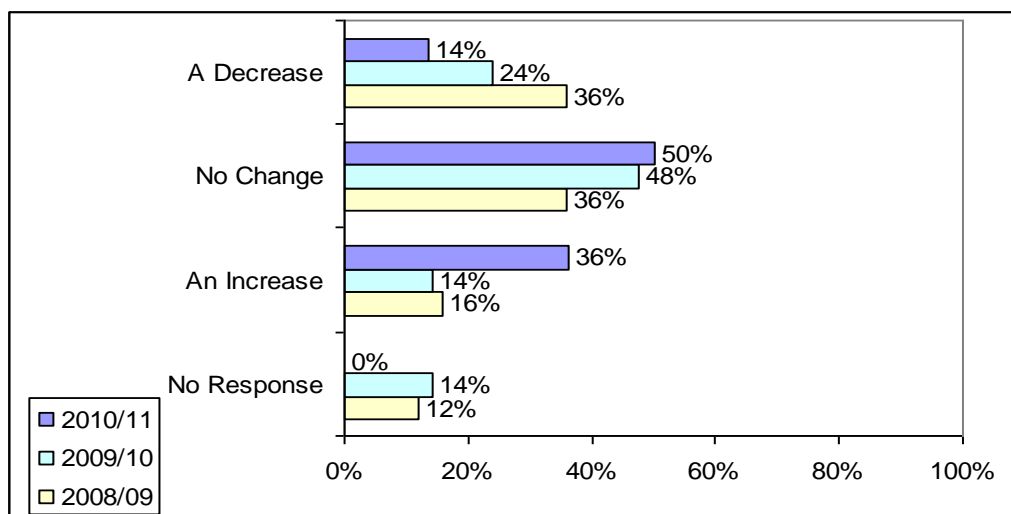
2.2.7 Changes in Total Funding Levels

In 2010/11, surveyed institutes were asked whether they had experienced a change in their total funding level this year. About one-third (36%) of the institutes indicated they had experienced an increase in funding. Fourteen percent had experienced a decrease and 50% had experienced no change.

The decreases experienced were proportionally larger than the increases experienced. For example, decreases ranged from 50% to 100% while increases ranged from 1% to 75%.

More institutes reported an increase as compared to previous years.

Exhibit 2.18 – Changes in Funding Since Last Year



2.2.8 Changes in Nominal Roll Funding Levels

Surveyed institutes were also asked specifically about changes in Nominal Roll funding levels in the current year.

In 2010/11, 12 (55%) responding institutes reported receiving Nominal Roll funding¹⁶. Of these 12 institutes, 25% reported receiving an increase in their Nominal Roll funding levels that year. One-third (33%) reported receiving a decrease in their Nominal Roll funding that year and 42% reported no change in these funding levels (as of October 2010).

The decreases experienced were proportionally similar to the increases experienced – in the range of 2 to 50 full-time equivalent students.

In 2009/10, of 11 institutes receiving Nominal Roll funding, fewer (27%) reported no change in these funding levels and somewhat more (36%) reported receiving an increase as compared to 2010/11.

2.2.9 Changes in ISSP Funding Levels

Surveyed institutes were also asked specifically about changes in ISSP funding levels in the current year.

In 2010/11, of the 10 (45%) responding institutes which received ISSP funding¹⁷, 30% reported receiving an increase in their ISSP funding levels this year. The same proportion (30%) reported receiving a decrease in their ISSP funding this year and 30% also reported no change in these funding levels (as of October 2010). Ten percent of those receiving ISSP funding did not report on changes in it this year.

The decreases experienced were proportionally similar to the increases experienced – in the range of \$50,000 to \$100,000.

2.2.10 Funding Sources by Programming Type

Institutes rely on some funding sources more than others for different types of programming.

In 2010/11, 12 institutes reported offering post-secondary programming. They reported funding this programming primarily through ISSP, formalized agreements with post-secondary institutions and other provincial funding.

Seventeen institutes reported offering ABE/upgrading courses in 2010/11. They reported funding these courses primarily through Adult Nominal Roll. Some institutes were also

¹⁶ Ten institutes reported they did not receive Nominal Roll funding this year and either a) that this was unchanged from the previous year or b) they did not respond to the questions about changes in Nominal Roll funding in 2010/11.

¹⁷ Twelve institutes reported they did not receive ISSP funding this year and either a) that this was unchanged from the previous year or b) they did not respond to the questions about changes in ISSP funding in 2010/11.

using FNEC and provincial funding sources for these courses, along with a variety of alternate sources.

Five institutes reported offering trades programs or courses in 2010/11. They reported funding these programs or courses using a variety of sources including their major funding sources and through grants.

Sixteen institutes reported offering other programs or courses in 2010/11. They reported funding these programs in various ways – including their major funding sources and grants.

The sources relied on for each type of programming were similar to those reported by institutes in 2009/10.

Exhibit 2.19 – Funding for Programming Offered by Institutes This Year (2010/11)

	Post-Secondary	ABE/Upgrading	Trades	Other
	N = 12	N = 17	N = 5	N = 16
	<i># of institutes</i>	<i># of institutes</i>	<i># of institutes</i>	<i># of institutes</i>
Indian Studies Support Program	7	1		
Adult Nominal Roll	1	11	1	2
Formalized agreements with post-secondary institutions	6	4		
Other Provincial Funding	5	5	1	2
FNEC	2	7		2
Band Funds	1	4	1	1
Other Federal Funding	2	1		2
Tuition or Fees	4	1	1	2
Other	1	1	1	2

Eleven institutes reported how much it costs them to deliver courses per FTE (full-time equivalent student). Most often courses cost them between \$3,001 and \$10,000 to deliver. ABE courses could be delivered quite inexpensively (for \$0 or \$100 at two institutes), but they could also be quite costly (over \$10,000 at two institutes). As well, the costs of trades courses tended to be relatively high (though only two institutes reported them).

	Post-Secondary	ABE/Upgrading	Trades	Other
	N = 5	N = 9	N = 2	N = 2
	<i># of institutes</i>	<i># of institutes</i>	<i># of institutes</i>	<i># of institutes</i>
\$0 to \$1,000		2		1
\$1,001 to \$3,000	2			
\$3,001 to \$6,000	1	3		1
\$6,001 to \$10,000	1	2	1	
\$10,001 to \$15,000	1	2	1	

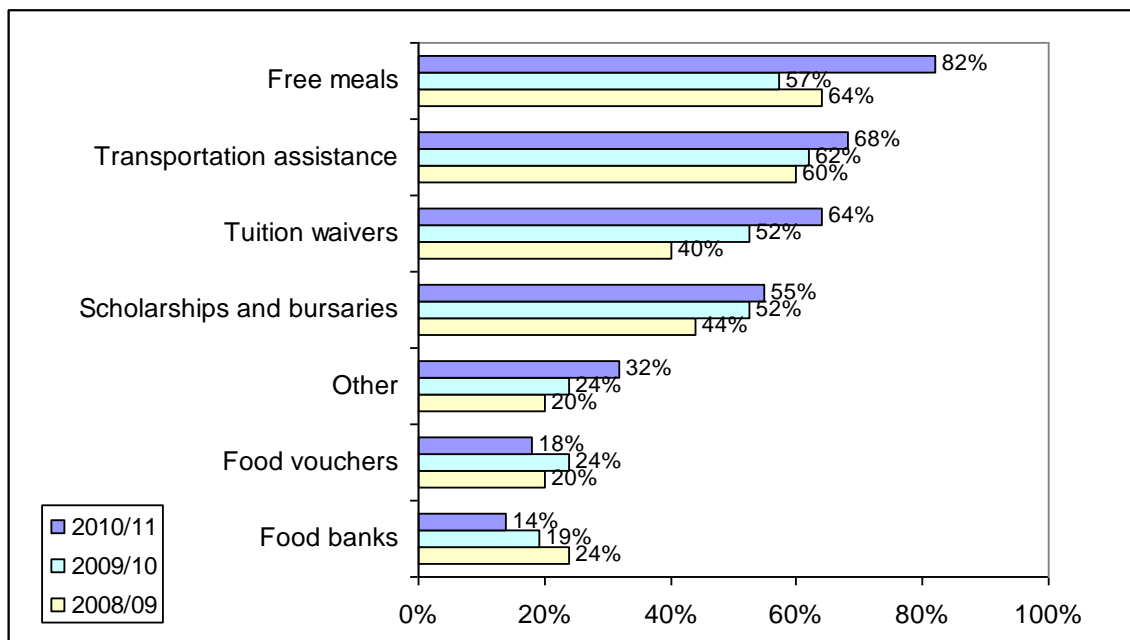
2.2.11 Financial Assistance Offered to Learners

Institutes help learners with their financial needs in a variety of ways.

In 2010/11, 82% of responding institutes provided free breakfast/lunch/dinner programs or events. Sixty-eight percent offered learners transportation assistance. Institutes also offered tuition waivers (64%) and/or scholarships and bursaries (55%). Other assistance offered included incentive programs, tutoring and childcare.

Free meals and tuition waivers were reported more often in 2010/11 than in 2009/10 and 2008/09.

Exhibit 2.20 – How Institutes Help Learners with Their Financial Needs



2.2.12 Learner Funding for Studies and Living Expenses

Learners rely on different sources of funding to pay for their education and expenses. The Project asked adult learners how they were funding their studies and how they were funding their living expenses. Responses ranged from community and external support through to self-funding.

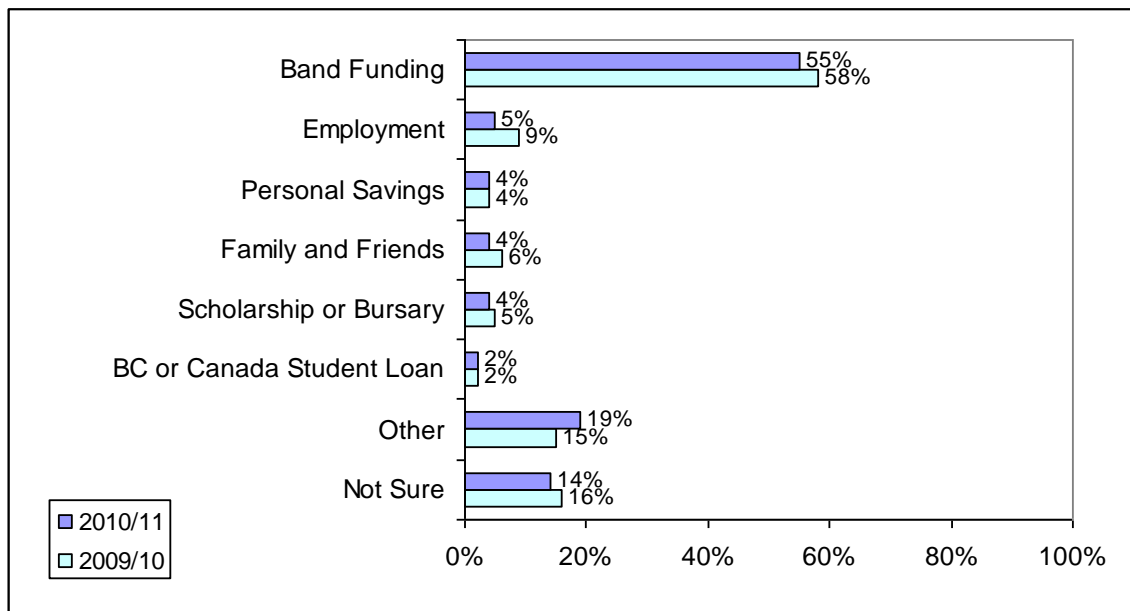
By a significant margin, Band funding¹⁸ was the most frequently cited source of financial support for funding learners' studies. In 2010/11, 55% of learners were reportedly receiving Band funding. The second most frequently reported response (14%) was from learners who were "not sure" of how their studies were funded.

¹⁸ Band funding is post-secondary student support program (PSSSP) funding which is INAC federal funding.

The balance of the reported sources of funding were multiple and comparatively small. One-in-twenty (5%) learners were undertaking employment while studying or during breaks. Four percent received financial support from family and friends, used personal savings or received scholarships or bursaries. Two percent received BC or Canada student loans. Nineteen percent of respondents reported “other” sources such as the institutes themselves, employment training programs and social assistance.

Similarly, in 2009/10, 58% of learners reported receiving Band funding to pay for their studies, followed by (16%) who were “not sure” of how their studies were being funded.

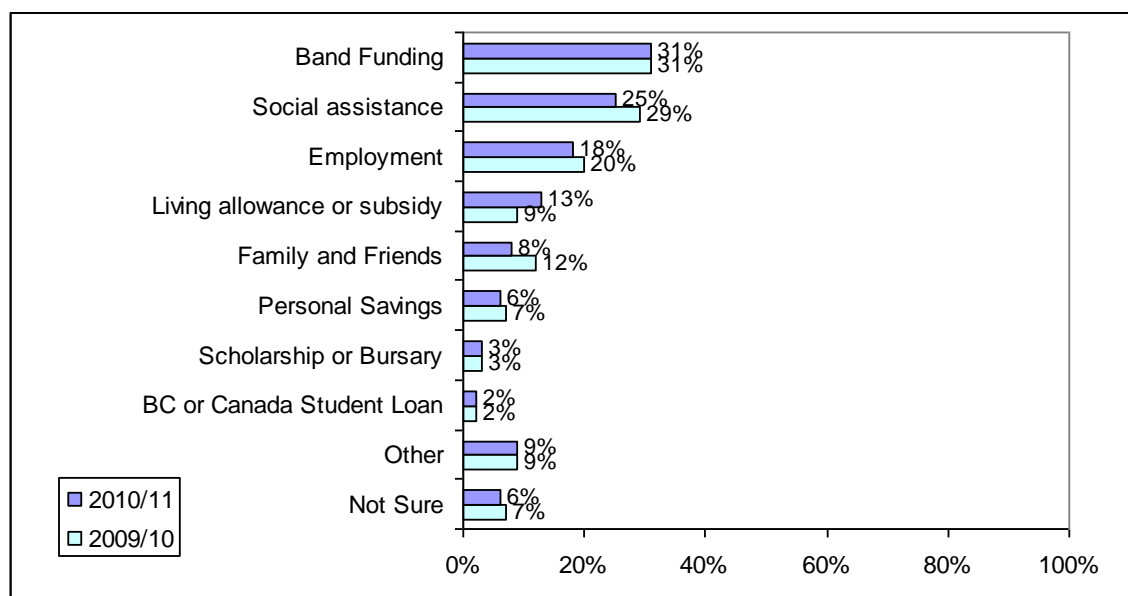
Exhibit 2.21 – Learners’ Funding Support for Studies



In 2010/11, Band funding (31%) was also the most frequently cited source of financial support for funding learners’ living expenses, along with social assistance (25%). Almost one-in-five (18%) learners were using earnings from employment while studying or during breaks to fund their living expenses. Thirteen percent received a living allowance, maintenance allowance, incentive allowance or subsidy. Eight percent received support from family and friends, including spouses and 6% relied on personal savings for these expenses.

Similarly, in 2009/10, Band funding (31%) was also the most frequently cited source of financial support for funding learners' living expenses, along with social assistance (29%).

Exhibit 2.22 – Learners' Funding Support for Living Expenses



2.2.13 Formalized Relationships with Others

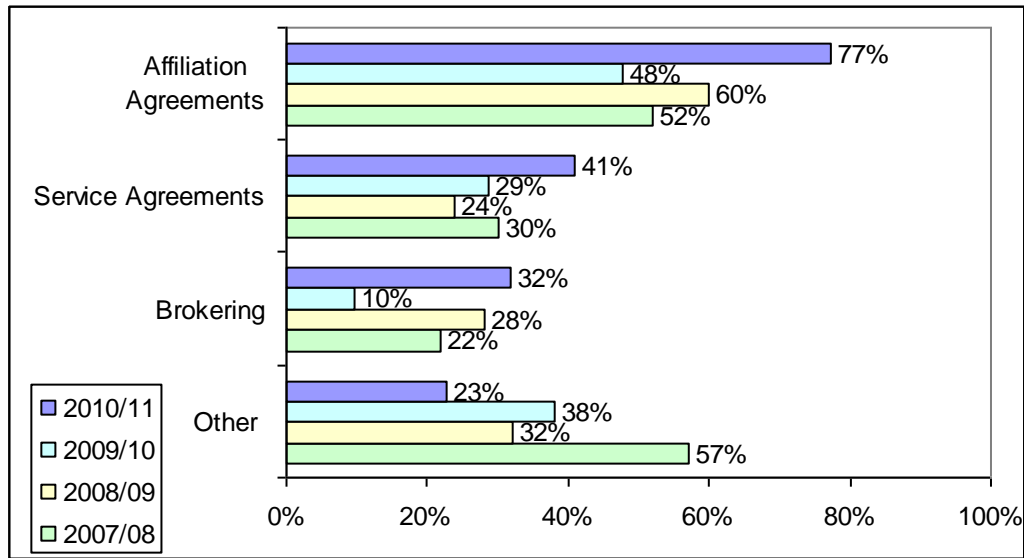
Many (19) of the institutes had at least one type of formalized relationship with other education providers in 2010/11¹⁹. Please note that this question asked only about relationships with other public post-secondary institutions and most, but not all, of the responses are limited to this. In Exhibit 2.23, current year and previous years' data include a few relationships with other First Nations institutes (e.g., the Native Education College), a provincial Ministry and the K-12 education system (e.g., the South Island Distance Education School). The remainder of the questions in this section have likely also been answered with respect to all these relationships, not just those with other post-secondary public institutions as per the question wording.

The most common formalized relationships were affiliation agreements, followed by service agreements and brokering arrangements. Other types of relationships (e.g., partnerships, MOUs, federation agreements, etc.) were also in place at one-quarter of the institutes.

In the 2009/10, 2008/09 and 2007/08 IAHLA Data Collection Project surveys, affiliation agreements were also the most common type of formalized relationships.

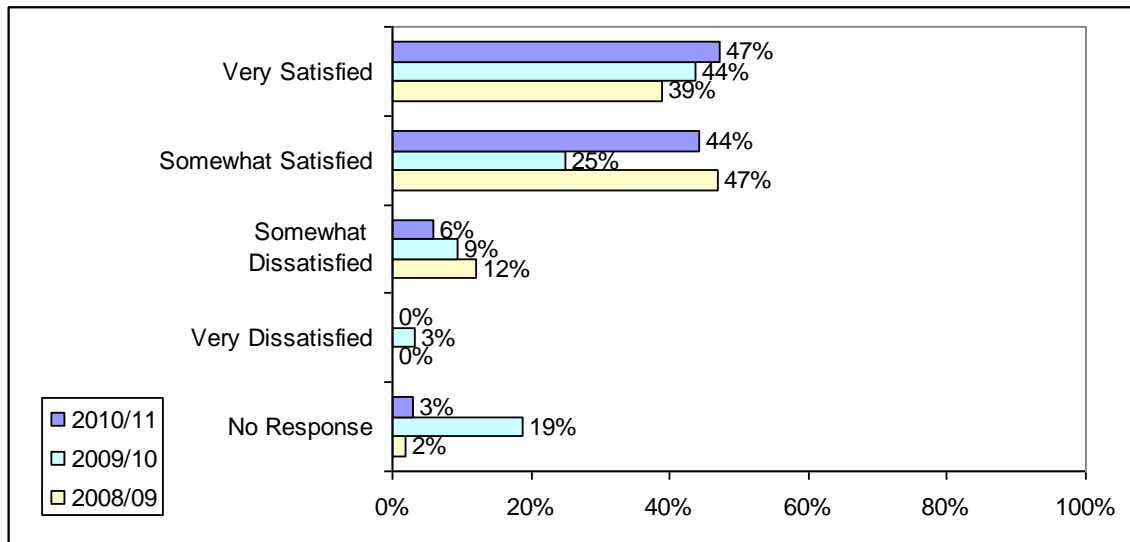
¹⁹ Three institutes did not respond to this question. Two institutes reported multiple relationship types with one institute.

Exhibit 2.23 – Formalized Relationships with Others



In total, these 19 responding institutes reported 34 such formal relationships (an average of two per institute) in the current year. They were satisfied with 91% of these 34 relationships – either “very” (47%) or “somewhat” (44%). They were dissatisfied with only 6% of these relationships. They did not rate their satisfaction with 3% of these relationships. Institutes were also highly satisfied with these relationships in previous years.

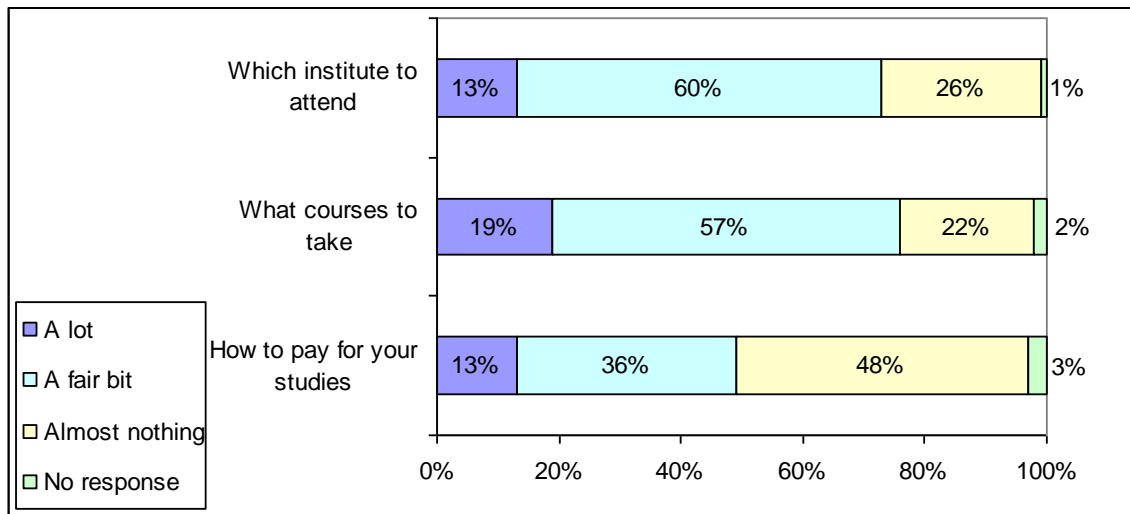
Exhibit 2.24 – Satisfaction with Formalized Relationships



2.2.14 Learner Knowledge about Institutes and Interest in a Guidebook

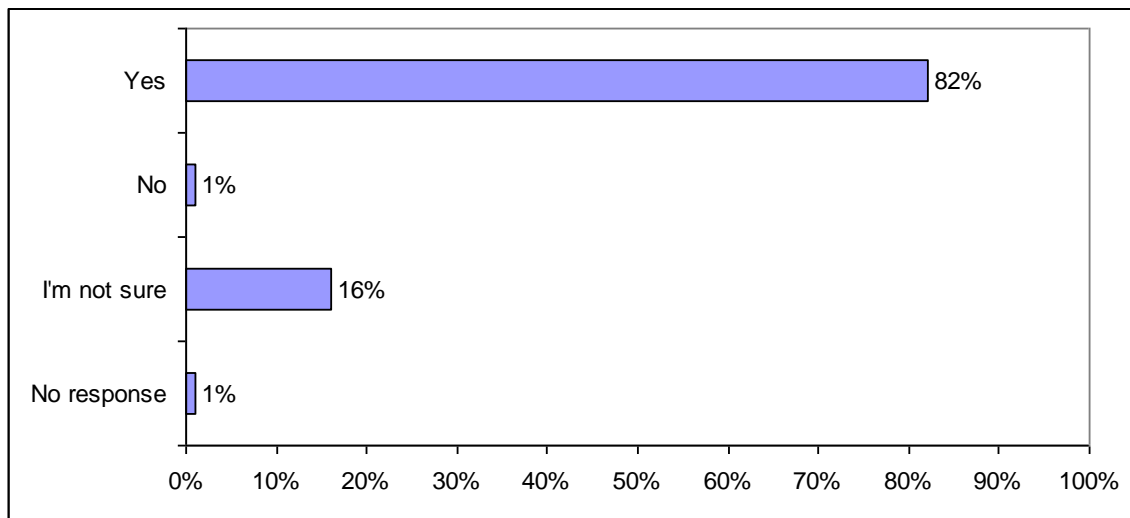
In 2010/11, when adult learners were asked how much they knew about which institute to attend almost three-in-four (73%) said they knew a lot or a fair bit. A similar proportion (76%) said they knew a lot or a fair bit about what courses to take. However, only 49% knew a similar amount about how to pay for their studies.

Exhibit 2.25 – Level of Knowledge about Institutes, Courses and Funding



In 2010/11, adult learners were also asked if a guidebook should be developed to help First Nations students find courses, programs and funding sources in BC. Eighty-two percent of learners responding agreed yes, such a guidebook should be developed. A further 16% said they were not sure. Only 1% said no, a guidebook should not be developed. (1% did not respond to this question).

Exhibit 2.26 – Interest in Guidebook on Courses, Programs and Funding in BC



2.3 Strengths

Aboriginal institutes in BC have many strengths which contribute to their success. According to the 2008 FNEESC Policy Background Paper these strengths include:

- **Local control** – Authority for most institutes rests with the founding Nation or collection of Nations. Those responsible for the institutes' operations are very familiar with student and community circumstances and needs. None are private, for-profit operations, and only NVIT is part of the public post-secondary education system.
- **Responding to unique student needs** – Institutes must meet students' personal needs for them to be successful. These needs can stem from significant family obligations, emotional challenges, limited financial resources and negative previous schooling experiences. Institutes must also try to support students in achieving a range of goals – academic, but also non-academic goals such as improved self-confidence, better parenting skills and increased contributions to their communities.
- **Cultural foundation** – Cultural activities and values are integrated into the fabric of the institutes. Institutes lead efforts to recover, retain and revitalize Aboriginal languages. They offer language courses and language teacher training. Other courses and curricula are also reviewed for their cultural content and often modified to make them more sensitive and relevant to Aboriginal learners. Institutes also incorporate Indigenous knowledge and ways of knowing into curriculum development and delivery.
- **High standards, accreditation and transferability** – Institutes strive to offer programs and courses that are of the highest quality – many through affiliation or brokering agreements with public post-secondary institutions to ensure they are fully accredited and transferable. At the same time, they are working to ensure that the courses being delivered are culturally appropriate.
- **Support for students** – Institutes offer life-skills programming, literacy programming, individual support and other support services. Typical of the institutes is that many educational and social services are offered on-site. Institutes also provide as much flexibility as possible e.g., in scheduling classes, offering small classes and a friendly safe, welcoming, comfortable environment.
- **Instructor quality** – Perhaps the most important factor in the provision of excellent student support is the institutes' instructors, who are expected to be particularly encouraging and caring. Institutes also emphasize hiring Aboriginal staff.
- **Local delivery and community involvement** – Most institutes are located in or very close to Aboriginal communities. As a result, students are more likely to enroll, especially those with family and work responsibilities. Institutes also have a strong community component and contribute to community capacity building through programming which meets local employment needs, develops learners and offers lifelong learning opportunities for all community members. Institutes

support local control of languages and cultures. And community members contribute to Aboriginal institutes, including Elders.

2.4 Challenges

Aboriginal institutes in BC also face a number of challenges. According to the FNEESC Policy Background Paper these challenges include:

- **Establishing increased recognition of their work** – Aboriginal institutes occupy a distinctive sector in post-secondary education and increasing recognition of the excellent work they do is an ongoing challenge.
- **Establishing sustaining funding mechanisms with federal and provincial governments along with other partnerships** – Most institutes do not have access to secure long-term funding, they are funded on a program-by-program basis only. Base funding to cover infrastructure and administrative costs as well as capital funding is generally unavailable. More sustained funding would improve the institutes' stability and offerings.
- **Meeting demand for their post-secondary training** – Institutes can offer a limited range of courses and the beginnings of some programs. In some instances, students are interested in different or a wider range of courses. In others, they must leave their community to complete their education even if they would prefer to do it closer to home.
- **Recruiting and retaining instructors** – Instructors' may not know if they will have continued employment from one year to the next because of funding uncertainty. Pay scales are often lower than at other institutions. Professional development opportunities could also be improved.
- **Maintaining an adequate number of students** – Significant work is required to develop programs while limited populations of students may be available to take them. Small numbers can also affect course planning and selection, as well as inhibit certain kinds of learning that benefit from a larger group (though the smaller numbers improve student support).
- **Promoting the learning opportunities available** – Potential students do not always understand the opportunities available at the institutes. Student recruitment is best done face-to-face though there may only be limited resources for such activities.
- **Limited computer, library and learning resources** – Institutes generally have limited computer, library and learning resources and most of the programs are able to offer few services for students with special needs, including no accommodations for students who require special physical access.

3.0 Goals, Objectives and Results

Institutes' activities and supports lead to changes in the following areas:

- Wisdom Development
- Learners' Personal Development
- Cultural Development
- Leadership Development (Community)

This section profiles some of these outcomes and results. All of the information in it also comes from surveys of IAHLA member institutes and adult learners conducted in the past five years through IAHLA's Data Collection Project.

3.1 Wisdom Development

Institutes help learners develop wisdom by providing them with knowledge and skills. Responding institutes provide knowledge and skills to learners:

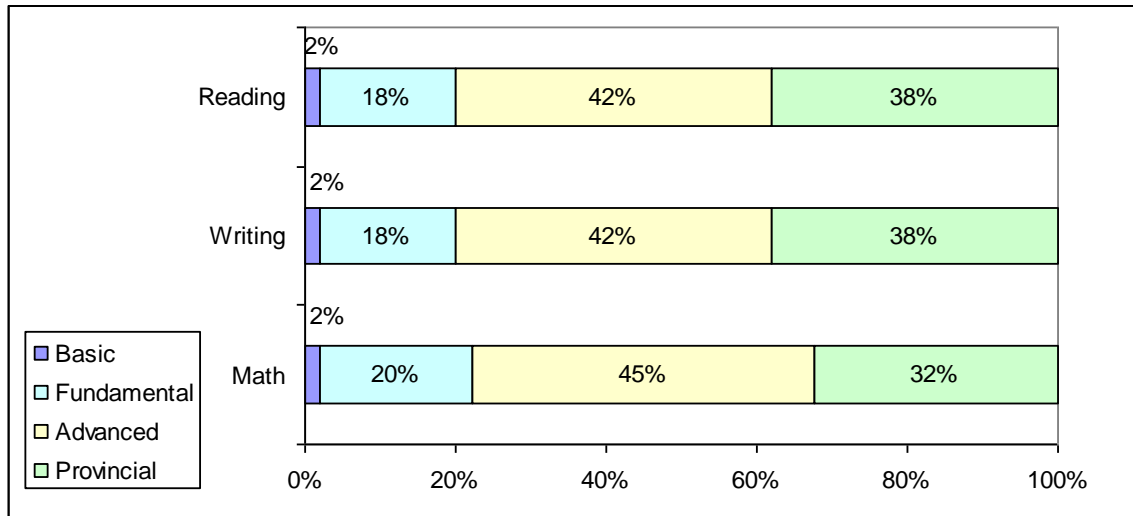
- Based on staff assessments of incoming learners' reading, writing and math levels;
- Through articulated and transferable courses or programs;
- To help them complete their academic goals; and,
- To help them achieve their personal goals and prepare them for their future goals (further education or employment).

3.1.1 Reading, Writing and Math Assessments

Incoming students' literacy and numeracy may be assessed by institutes at one of four levels: Provincial (Grade 12), Advanced (Grade 10/11), Fundamental (Grade 8/9) and Basic (up to Grade 7).

In 2010/11, eleven (50%) institutes reported on 265 new students assessed at each *reading* and *writing* level, as well as on 244 new students assessed at each *math* level. Most incoming students were assessed at the Advanced or Provincial levels in reading (80%), writing (80%) and math (78%).

Exhibit 3.1 – Reading, Writing and Math Levels of New Students



In 2010/11, institutes were asked to indicate what assessment tools they use to place incoming learners. Most frequently institutes used the Canadian (Adult) Achievement Tests for reading, writing or math assessments, along with their own institutes' assessments. "Other" assessments used included distance education assessments and benchmarks.

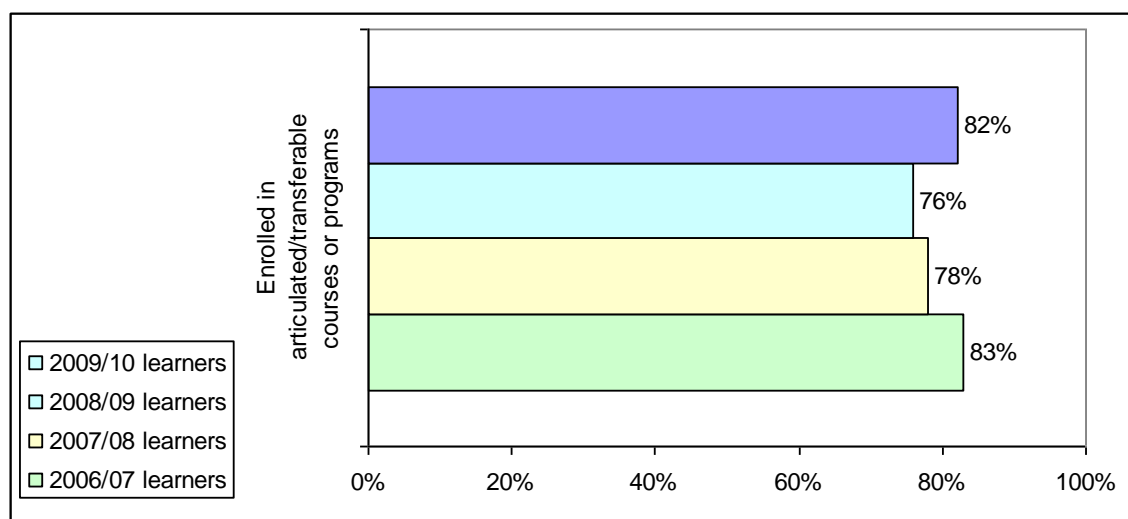
Exhibit 3.2 – Student Assessment Tools Used to Place Students

	2010/11		
	Reading	Writing	Math
Canadian Adult Achievement Test or Canadian Achievement Test	36%	36%	36%
Your institutes assessment	36%	36%	32%
Another institute/college assessment	29%	29%	29%
Structure of Intellect	14%	14%	14%
Accuplacer	9%	9%	9%
Other	18%	18%	18%
No Assessment Tools Reported	9%	9%	9%

3.1.2 Course and Program Enrolments

In 2010/11, institutes reported learner enrolments for the previous academic year (in 2009/10). Most 2009/10 learners were enrolled in articulated/transferable courses or programs. Institutes were asked to report whether learners were enrolled in one or more courses or programs which were articulated/transferable with public colleges or institutes. Twenty-one institutes reported this information for 2,532 learners. Eighty-two percent of these learners were enrolled in at least one articulated/transferable course or program and 18% were not.

Exhibit 3.3 – Students Enrolled in Articulated/Transferable Courses or Programs



Base: 2,532 2009/10 learners at 21 institutes; 2,530 2008/09 learners at 19 institutes; 2,204 2007/08 learners at 22 institutes; 2,142 2006/07 learners at 20 institutes.

About one-third of 2009/10 learner enrolments were in (non-trades) post-secondary certificate, diploma or degree programs. In 2009/10, learners enrolled in at least 3,906 programs or courses at 21 institutes. One learner could be enrolled in more than one program or course. Of these program or course enrolments:

- 23% (891 learners) were in ABE or adult upgrading courses (to Grade 12);
- 3% (133) were in trades certificate or diploma programs or courses;
- 21% (816) were in (non-trades) post-secondary certificate or diploma programs;
- 11% (423) were in post-secondary degree programs; and,
- 42% (1,643) were in other programs or courses (e.g., First Aid, Food Safe, Cultural Video Production, WHMIS, ACCESS).

In 2009/10 there were many more enrolments reported in *other* programs or courses. In the previous three years, enrolments ranged from 2,326 to 2,666 in total. Total enrolments included from:

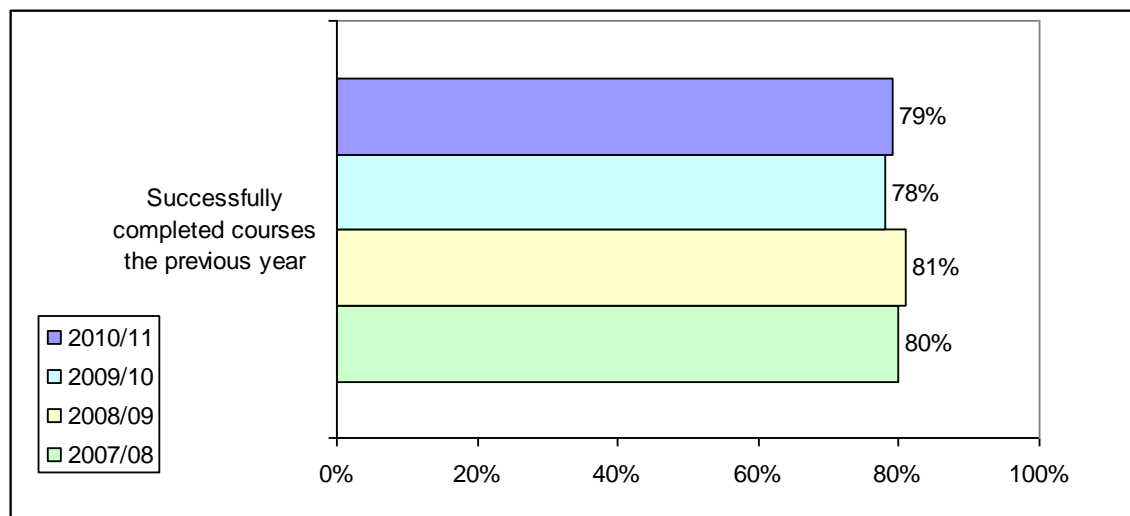
- 739 to 853 enrolments in ABE or adult upgrading courses;
- 1,095 to 1,218 enrolments in post-secondary certificate, diploma or degree programs or courses; and,
- 614 to 680 enrolments in other programs or courses.

3.1.3 Learner Completions

In 2010/11, institutes reported the course completion rate for their learners the previous academic year (in 2009/10). In 2010/11, institutes reported an overall 2009/10 course completion rate of 79%. Whether learners successfully completed one or more of the courses or programs they were enrolled in that year was reported for 1,095 of these learners at 17 institutes²⁰. Of those, 79% (860 learners) successfully completed at least one course they were enrolled in that year and 21% did not.

This course completion rate has ranged from 78% to 81% over the past four years.

Exhibit 3.4 – Learners Who Successfully Completed at Least One Course

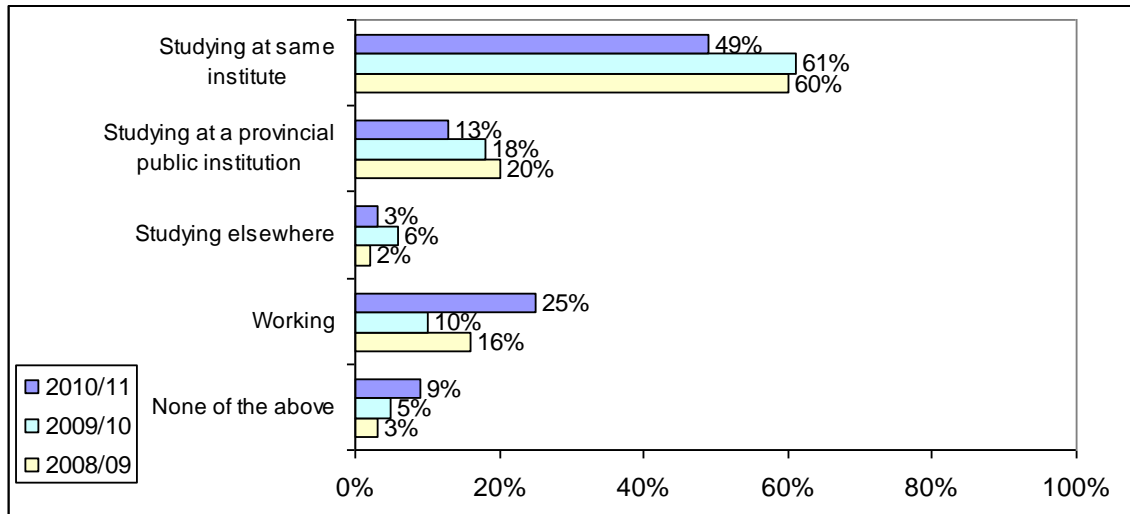


Base: 1,095 2009/10 learners at 17 institutes; 890 2008/09 learners at 18 institutes; 1,134 2007/08 learners at 20 institutes; 1,190 2006/07 learners at 20 institutes.

Whether 2009/10 learners were continuing with courses or programs or working in 2010/11 was reported for 861 of these learners at 21 institutes. Among these learners, 49% were continuing to study at the same institute, 13% at a provincial (BC), public college, university or institute and 3% elsewhere. Twenty-five percent were working this academic year and not continuing with courses or programs. Nine percent were reportedly doing none of the above (neither continuing to study nor working). 2009/10 learners were more likely to be working this year than learners in earlier years.

²⁰ NVIT did not report this information in 2010/11, 2009/10, 2008/09 or 2007/08.

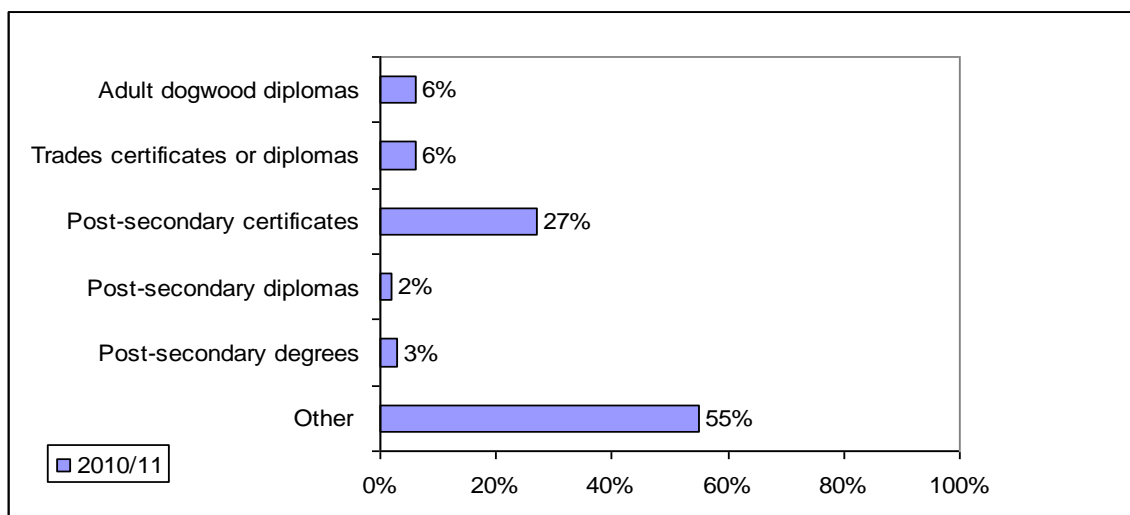
Exhibit 3.5 – What Last Years' Learners are Doing This Year



Base: 861 2009/10 learners at 21 institutes; 587 2008/09 learners at 18 institutes; 781 2007/08 learners at 21 institutes.

In 2010/11, 19 (86%) responding institutes provided the number of certificates, diplomas, degrees or other credentials awarded to students in the last academic year (2009/10)²¹. Of the 855 such awards, 6% were trades certificates or diplomas and 6% were Adult Dogwood diplomas. About one-quarter (27%) were (non-trades) post-secondary certificates, 2% were (non-trades) post-secondary diplomas, 3% were post-secondary degrees. More than one-half (55%) were other awards (including first aid, crew boss and computer training awards).

Exhibit 3.6 – Credentials Awarded to Students Last Year



Other awards and post-secondary certificates were also common in previous years.

²¹ By, or in affiliation with, a public post-secondary institution (these awards include those made by NVIT).

In 2009/10, more than three-quarters of the awards made to students in the last academic year were certificates. In 2009/10, 19 (90%) responding institutes provided the number of certificates, diplomas, degrees or other awards made to students in the last academic year (2008/09)²². Of the 1,081 such awards²³, 75% were industry-specific certificates, 14% were post-secondary certificates, 5% were post-secondary diplomas, 1% were post-secondary degrees and 5% were other awards (including Adult Dogwoods and course-specific awards).

In 2008/09, 20 (80%) responding institutes provided the number of certificates, diplomas, degrees or other awards made to students in the last academic year (2007/08). Of the 681 such awards²⁴, 48% were industry-specific certificates, 27% were post-secondary certificates, 8% were post-secondary diplomas, 2% were post-secondary degrees and 14% were other awards (including Adult Dogwoods and course-specific awards).

3.1.4 Learner Ratings of Learning

In 2010/11, 77% of learners agreed they had been better able to learn since beginning at their institute – they either strongly agreed (35%) or somewhat agreed (42%). Seventy-two percent of learners (72%) agreed they had been helped to prepare for their further education and 43% agreed that they had been helped to prepare for getting a job.

Most learners agreed they had gained problem solving skills (67%) and/or research skills (64%), and about one-half (44%) agreed they had gained computer skills.

More than two-thirds (70%) agreed they had learned to seek help for their needs.

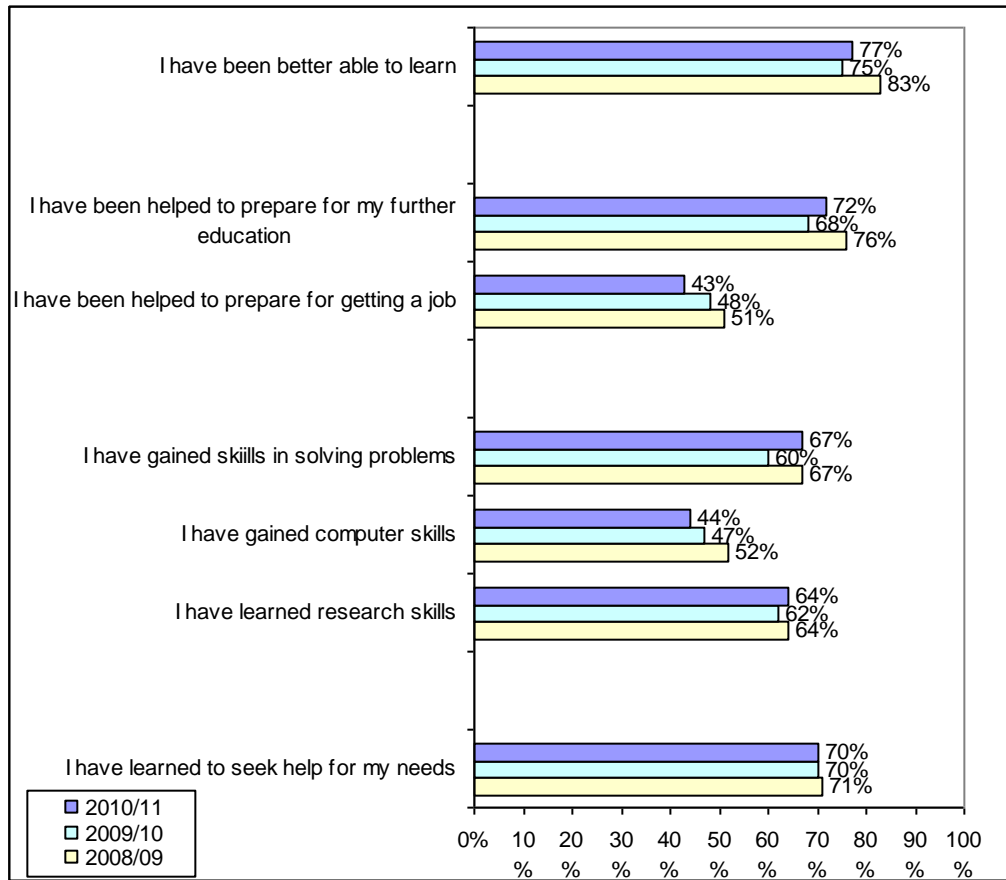
In 2009/10 and 2008/09, learners agreed similarly with their learning in most areas.

²² By, or in affiliation with, a public post-secondary institution (these awards include those made by NVIT).

²³ One institute reported an exceptionally high number of industry-certificates. If this one number is excluded from the analysis, the results are very similar to the previous year's awards. Of 526 awards, 48% were industry-specific certificates, 29% were post-secondary certificates, 10% were post-secondary diplomas, 2% were post-secondary degrees and 10% were other awards (including Adult Dogwoods and course-specific awards).

²⁴ In 2008/09, the wording on this question changed. In 2007/08, the number of awards for 12 categories were requested. In 2008/09 the number of awards for 6 categories were requested. This had the result of focusing responses on the categories requested, and reducing the number of other types of awards reported (e.g., course completion certificates).

Exhibit 3.7 – Learner Ratings of Learning



Base: Total 2010/11 Learners Responding N = 435, Total 2009/10 Learners Responding N = 361, Total 2008/09 Learners Responding N = 405

3.2 Learners' Personal Development

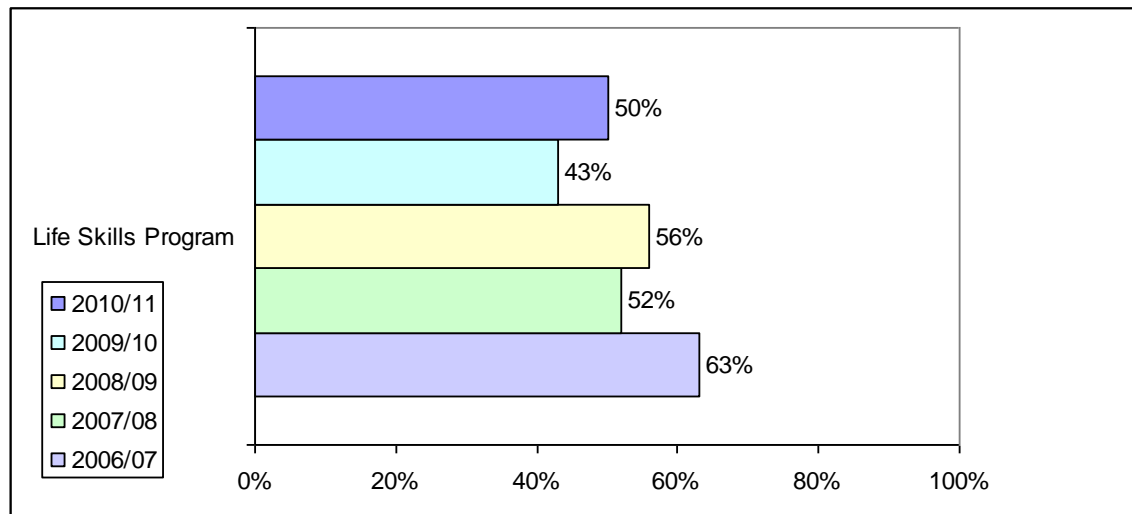
First Nations institutes support learners' personal development through:

- Delivering life skills programs;
- Offering short, non-credit, courses and short-term workshops;
- Providing interventions and referrals for learners; and,
- Linking with a wide range of other providers.

3.2.1 Life Skills Programs

In 2010/11, 50% of the responding institutes provided life skills programs (including planning, goal setting, time management, etc.). This is a similar proportion of responding institutes as in most of the previous years.

Exhibit 3.8 – Institutes Providing Life Skills Programs



In 2010/11, eight of the eleven responding institutes that offered a life skills program reported the number of learners who participated in their program last year (in 2009/10). In total, 119 learners participated in these programs last year. This was usually between 80% and 100% of the learners reported as enrolled in their programs in 2009/10 where these data were available.

In the three previous years, life skills program participation was reported for 158 to 294 learners at 8 to 12 institutes. Usually 50% or more of an institute's total enrolment participated in these programs each year.

Among the learners surveyed in 2010/11, 36% were or had been enrolled in a life skills program since beginning their studies at the institute. Of these learners, 92% reported they had benefited from the skills and information they learned and 3% said they did not benefit (the remainder did not respond to this question).

While somewhat fewer learners had been enrolled in life skills programs as compared to some earlier years, they were just as likely to report that they had benefited from them.

Exhibit 3.9 – Learners Enrolled in Life Skills Programs

	2010/11	2009/10	2008/09	2007/08	2006/07
	N=435	N=361	N=405	N=404	N=255
Percent enrolled in a Life Skills program since beginning their studies	36%	42%	45%	49%	26%
Did Benefit	92%	94%	90%	94%	80%
Did Not Benefit	3%	1%	8%	4%	15%
No response	5%	5%	2%	2%	5%

3.2.2 Short Non-Credit Courses or Short-Term Workshops

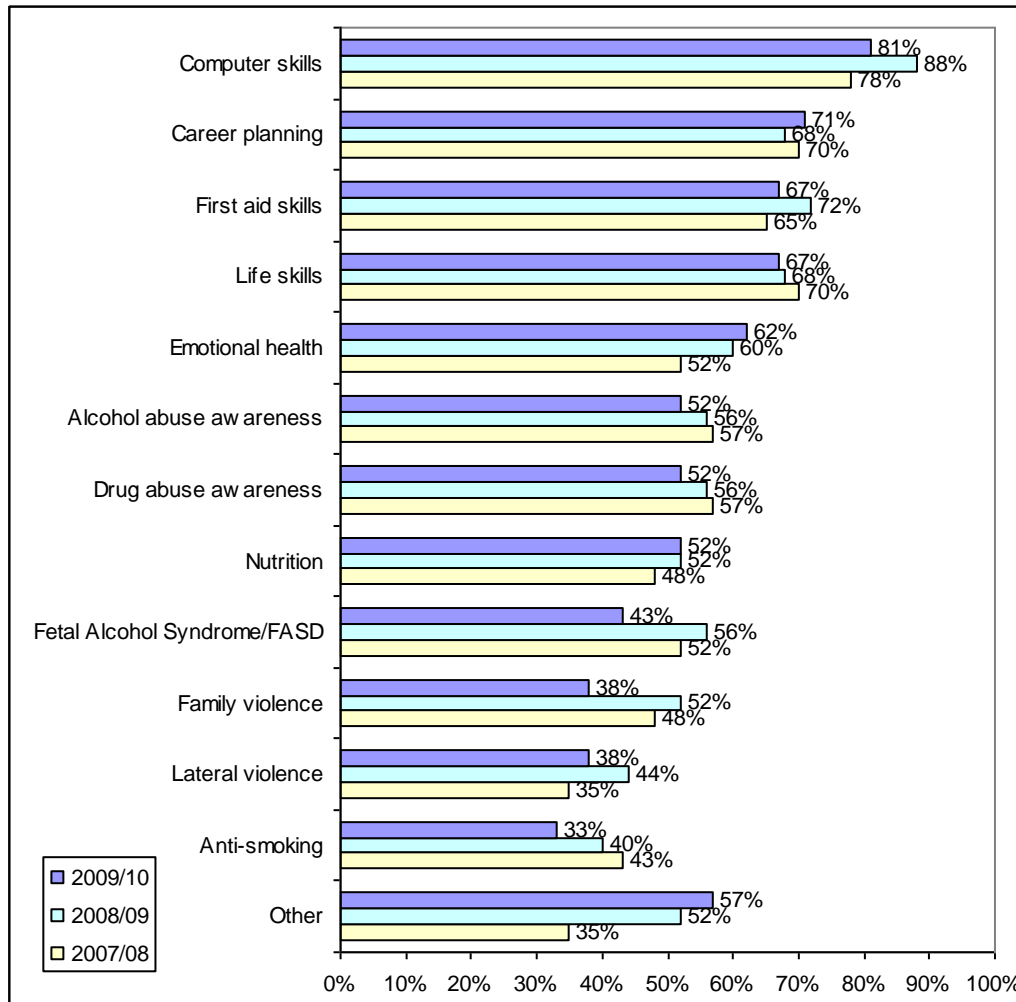
In 2009/10, life skills were also the subject of short non-credit courses and short-term workshops at two-thirds (67%) of the institutes. Eighty-one percent of institutes offered courses or workshops on computer skills, 71% on career planning and 67% on first aid skills.

More than one-half of the institutes also offered short courses or workshops on emotional health, drug or alcohol abuse awareness and nutrition. One-third or more of the institutes offered short courses or workshops on other topics.

“Other” courses or workshops offered by institutes included those on bursaries, Workplace Hazardous Materials Information System (WHMIS), cultural awareness, First Host and Essential Skills.

Almost all (20) of the responding institutes offered at least one or more short, non-credit courses or short-term workshops.

Exhibit 3.10 – Institutes Providing Short Non-Credit Courses or Short-Term Workshops



In the 2008/09 IAHLA Data Collection Project survey, computer skills, first aid skills and career planning courses and workshops were also most common. In 2007/08, computer skills, life skills and career planning courses and workshops were most common.

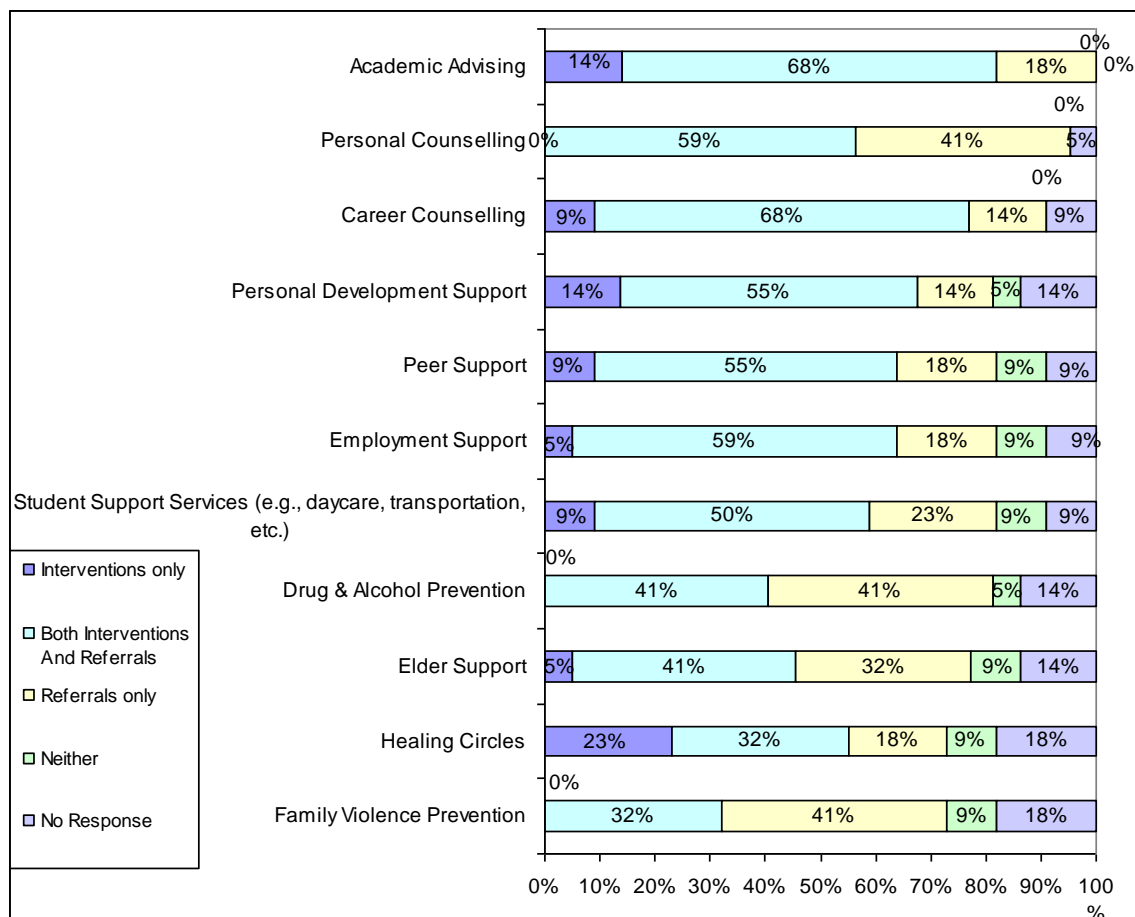
3.2.3 Student Support Services

3.2.3.1 Interventions and Referrals

In 2010/11, most often institutes provided learner *interventions and/or referrals* for academic advising, personal counselling and career counselling. Personal development support, peer support, employment support, student support and drug & alcohol prevention services were also provided by more than 80% of the institutes.

In the 2009/10, 2008/09 and 2007/08 IAHLA Data Collection Project surveys, academic advising *interventions and/or referrals* were also most common.

Exhibit 3.11 – Interventions and Referrals Provided



In 2010/11, *interventions* were most common for academic advising (82%) and career counselling (77%) and personal development (69%) services.

Referrals only were most common for drug and alcohol prevention (41%), family violence prevention (41%) and personal counselling (41%).

“Other” interventions and referrals included those related to mentoring and other counselling.

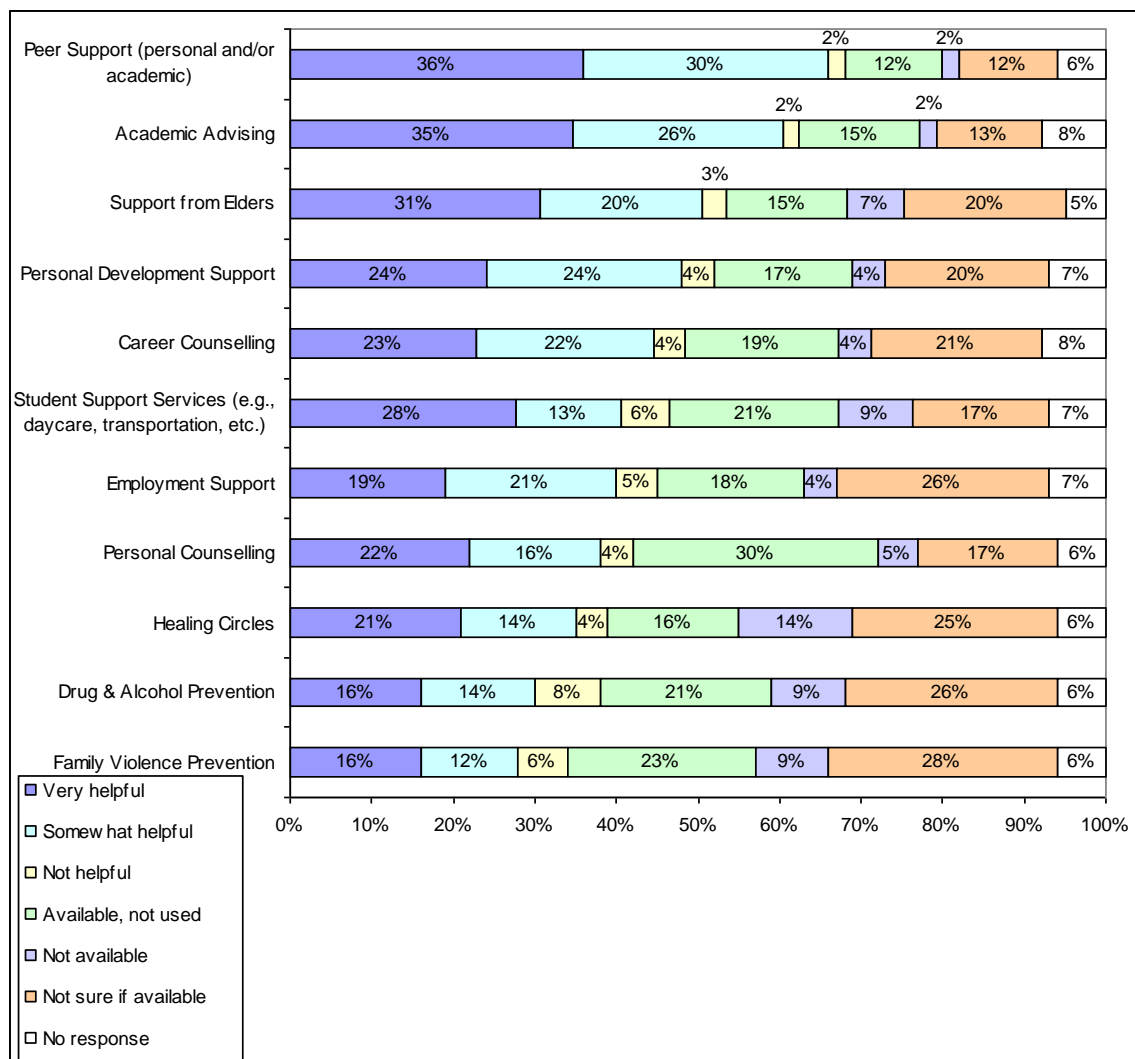
3.2.3.2 Helpfulness of Student Support Services

In 2010/11, most often the learners surveyed have used peer support (68%), followed by academic advising (63%) and support from Elders (54%). About one-in-two have used personal development support (52%), career counselling (49%) and/or student support services (47%). More than one-third have used the other student services asked about.

Almost all those who have used these services have found them “very helpful” or “somewhat helpful”.

In 2009/10, 2008/09 and 2007/08, most often the learners surveyed had also used peer support and academic advising services.

Exhibit 3.12 – Helpfulness of Student Support Services



Base: Total 2010/11 Learners Responding N = 435

3.2.4 Links to Other Service Providers

Institutes establish links with other service providers (within and outside the community) in order to support learners.

In 2009/10, institutes most frequently linked with traditional/spiritual advisors and Elders (95%), health services (95%), public colleges/universities (90%) and social development services (90%). These were followed by links with child and family services and employment services.

“Other” service providers which linked with institutes to provide support to learners include: community agencies and contacts, educational associations, counselling services and First Nations governments.

In the 2008/09 and 2007/08 IAHLA Data Collection Project surveys, traditional/spiritual advisors and Elders, public colleges/universities and social development services were also among the most frequent links to learner support.

Exhibit 3.13 – Service Providers Linking with Institutes

	2009/10	2008/09	2007/08	2006/07
	N = 21	N = 25	N = 23	N = 19
Traditional/spiritual advisors & Elders	95%	84%	91%	84%
Health services	95%	80%	91%	74%
Public colleges/universities	90%	88%	96%	89%
Social development services	90%	88%	87%	84%
Child and family services	81%	64%	61%	58%
Employment services	76%	80%	78%	58%
First Nations schools	71%	72%	78%	63%
Other First Nations institutes	71%	68%	74%	74%
Public school district or schools	62%	64%	65%	68%
AHRDA ²⁵ or On-Reserve Training Society	62%	60%	48%	42%
Off-Reserve agencies	62%	60%	70%	63%
Tribal Council	62%	56%	48%	47%
Economic Development Corporation	48%	48%	39%	37%
Other	24%	24%	30%	37%

²⁵ An AHRDA is an Aboriginal Human Resources Development Agreement. AHRDAs are a strategy of Human Resources and Skills Development Canada.

3.2.5 Learner Ratings on Their Personal Development

In 2010/11, most learners agreed they felt better about themselves (80%) and/or more confident (79%) since beginning at their institute.

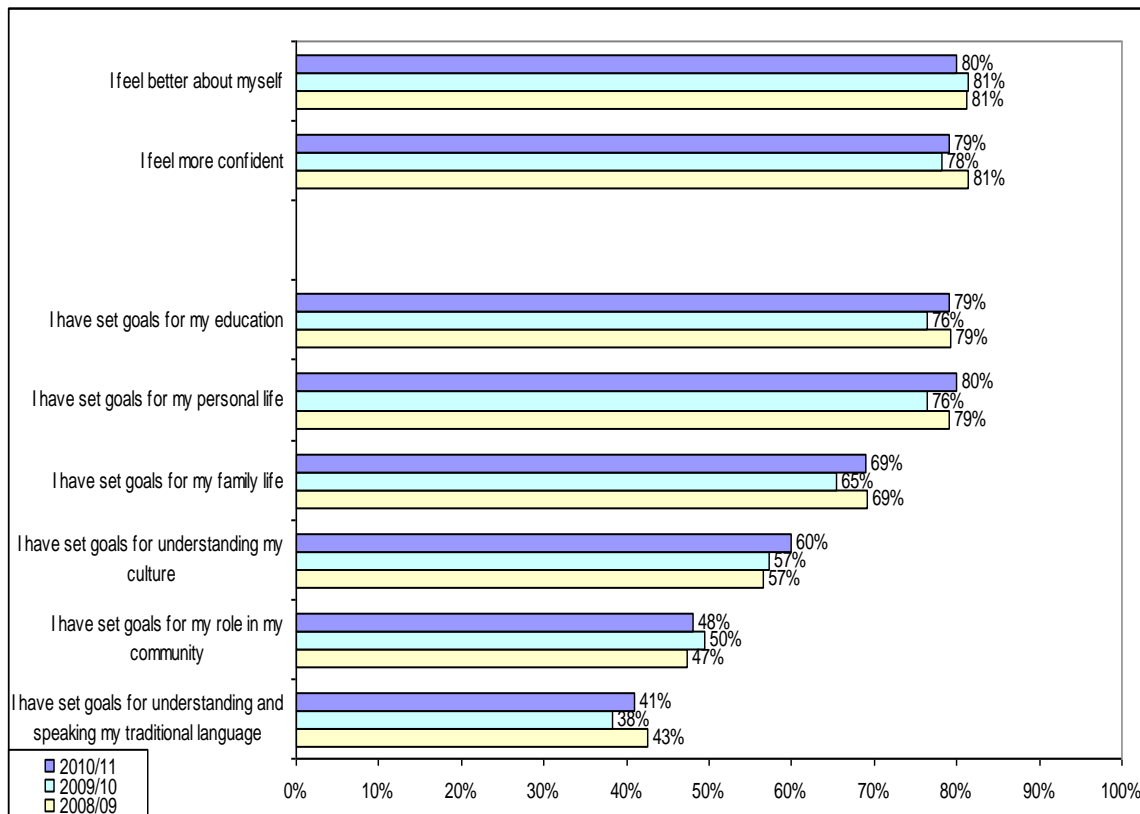
Similarly, large groups of learners had set goals for their education (79%) and/or for their personal lives (80%).

Many had also set goals for their family life (69%), for understanding their culture (60%) and/or for their role in their communities (48%).

Forty-one percent had set goals for understanding and speaking their traditional language.

In 2009/10, 2008/09 and 2007/08, 75% or more of learners agreed they feel better about themselves and/or more confident since beginning at their institutes. Most frequently, learners had consistently set goals for their education and personal lives (among the future goals asked about in the Project).

Exhibit 3.14 – Learner Ratings on Their Personal Development

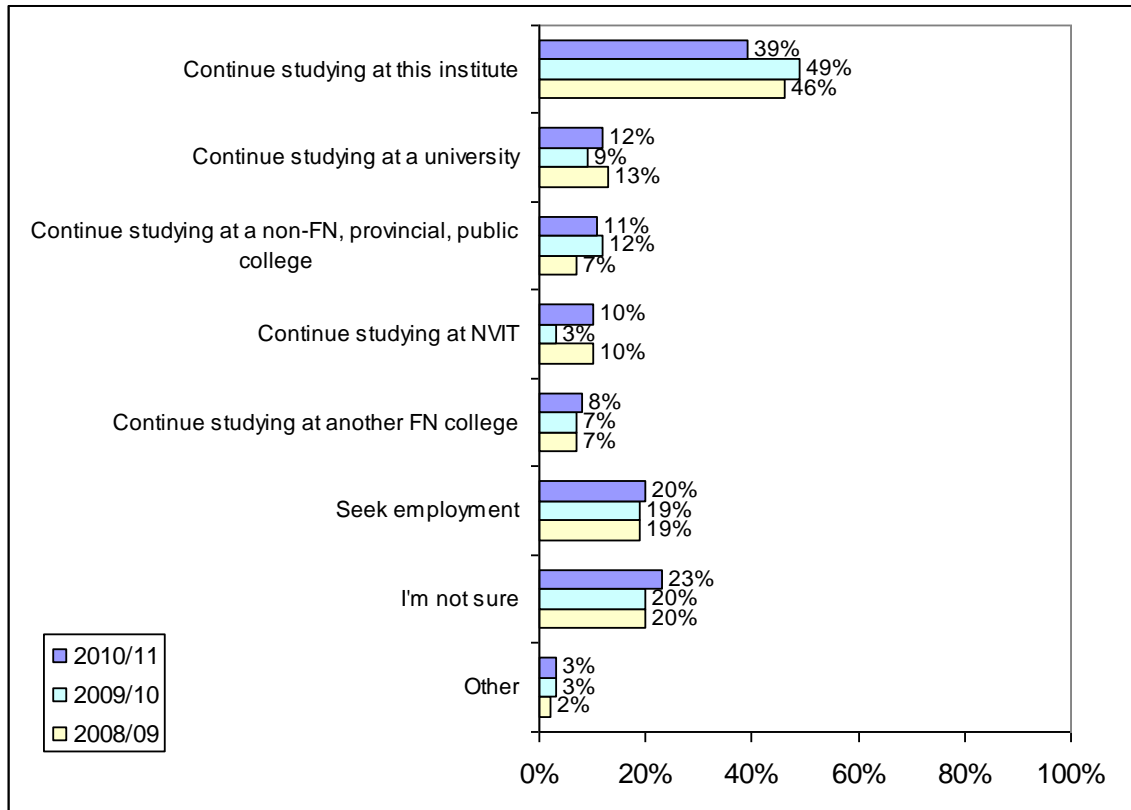


Base: Total 2010/11 Learners Responding N = 435, Total 2009/10 Learners Responding N = 361, Total 2008/09 Learners Responding N = 405

In 2010/11, most learners planned to continue to study the next academic year (in 2011/12) – most often at the same institute (39%), but also at provincial public colleges, First Nations institutes or universities. In comparison, 20% intended to seek employment the next academic year and 23% were not yet sure of their goals for the next academic year.

In 2009/10, 2008/09 and 2007/08, learners also planned primarily to continue to study the next academic year at the same institute.

Exhibit 3.15 – Learner Goals for Next Year



Base: Total 2010/11 Learners Responding N = 435, Total 2009/10 Learners Responding N = 361, Total 2008/09 Learners Responding N = 405

In 2010/11, 85% of the learners surveyed felt that their program of study was adequately preparing them to pursue their goal for the next academic year. Only 3% did not feel prepared (13% were unsure or did not respond to this question). Between 83% and 87% of surveyed learners also reported feeling adequately prepared in previous years.

Exhibit 3.16 – Learner Goals for Next Year

	2010/11	2009/10	2008/09	2007/08	2006/07
	N=435	N=361	N=405	N=404	N=255
Adequately prepared for next year's goal	85%	87%	84%	83%	86%
Not adequately prepared	3%	4%	3%	3%	5%
Did not respond	13%	9%	12%	15%	9%

3.3 Cultural Development

First Nations institutes advance learners' cultural learning by:

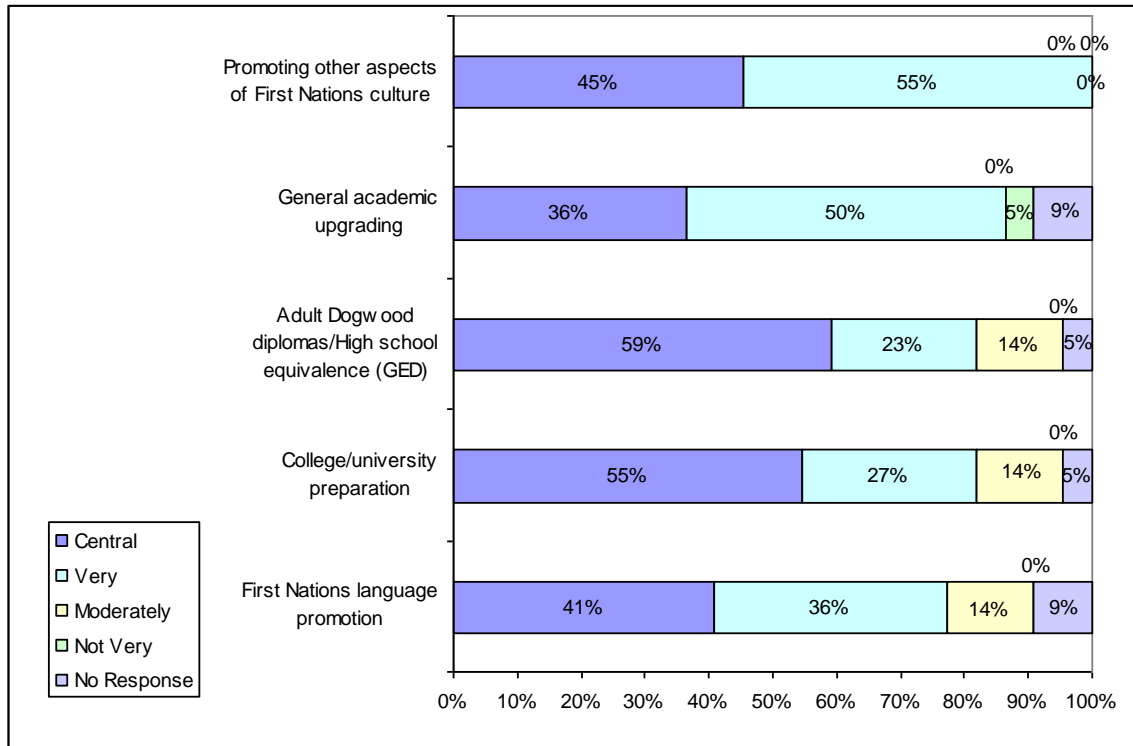
- Placing a high level of importance on promoting aspects of culture, in addition to academic goals;
- Embedding traditional values and celebrations into their programming;
- Delivering language courses; and,
- Being involved in language revitalization projects.

3.3.1 Cultural Promotion as an Institutional Goal

First Nations institutes place a high level of importance on promoting aspects of culture, in addition to academic goals. Promoting aspects of culture was centrally or very important to 100% of the institutes in 2010/11.

General academic upgrading (86%), high school completion (82%) (either Adult Dogwood diplomas or GED completion) and college/university preparation (82%) were also of high importance to institutes. Seventy-seven percent of institutes reported First Nations language promotion was centrally or very important to them. Seventy-three percent reported certificate, diploma or degree completion was this important to them.

Exhibit 3.17 – Importance of First Nations Institute Goals



Cultural promotion also ranked highly in previous years.

Exhibit 3.18 – Importance of First Nations Goals

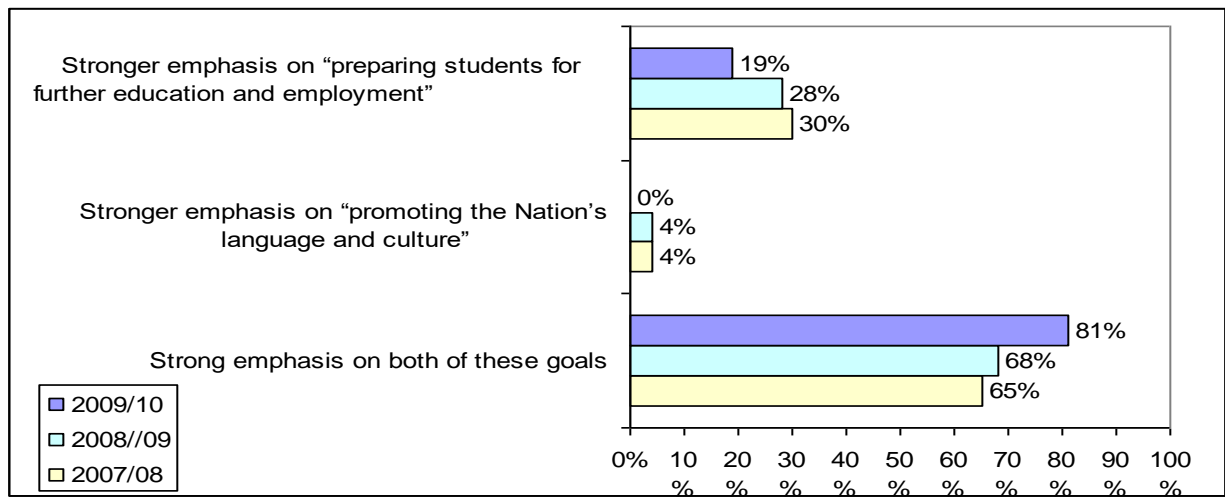
% of central importance or very important	2010/11	2009/10	2008/09	2007/08	2006/07
	N = 22	N = 21	N = 25	N = 23	N = 19
Promoting other aspects of culture	100%	100%	88%	83%	84%
General academic upgrading	86%	86%	84%	79%	79%
Adult Dogwood diplomas/ High school equivalence (GED)	82%	81%	72%	74%	n/a
College/university preparation	82%	81%	92%	83%	85%
First Nations language promotion	77%	81%	84%	74%	74%
Certificate/diploma/degree completion	73%	86%	84%	74%	74%

3.3.2 Emphasis on Language and Culture vis-a-vis Education and Employment

When asked specifically about their emphasis on culture and language vis-a-vis education and employment in 2009/10, 81% of responding institutes reported they placed an equally strong emphasis on both goals. In comparison, 19% placed a stronger emphasis on preparing learners for further education and employment. No institutes reported placing a stronger emphasis on promoting the Nation's language and culture in 2009/10.

In the 2008/09 and 2007/08 IAHLA Data Collection Project surveys, most institutes also placed equally strong emphasis on both goals (68% and 65% respectively).

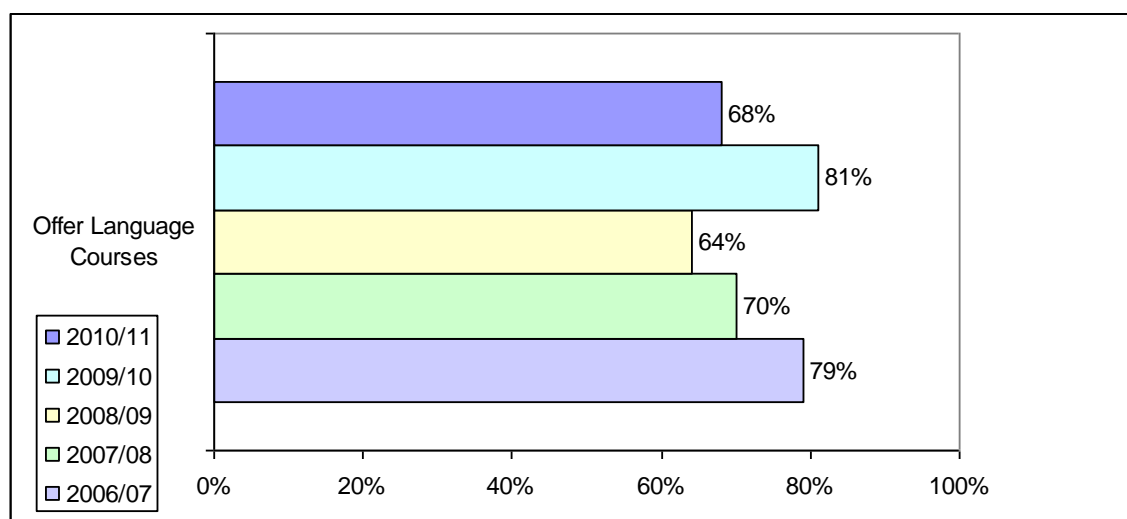
Exhibit 3.19 – Comparative Emphasis of Goals



3.3.3 First Nations Language Courses

In 2010/11, 68% of responding institutes offered First Nations language courses. Between 64% and 81% of institutes in previous years had offered First Nations language courses.

Exhibit 3.20 – Institutes Offering First Nations Language Courses



In 2010/11, 41% of responding institutes offered language courses for credit, while 36% offered non-credit language courses. Between 48% and 58% of institutes in previous years had offered language courses for credit, while between 27% and 48% had offered non-credit language courses.

Exhibit 3.21 – Types of First Nations Language Courses Being Offered

	2010/11	2009/10	2008/09	2007/08	2006/07
	N = 22 ²⁶	N = 21 ²⁷	N = 25 ²⁸	N = 23 ²⁹	N = 19 ³⁰
Credit courses	41%	48%	48%	48%	58%
Non-credit courses	36%	48%	32%	39%	27%

Language courses for credit were optional for most learners. In 2010/11, of the nine institutes that offered First Nations language courses for credit, eight provided enrolment numbers totaling 217 learners enrolled in language courses for credit. Among these institutes, two had between 50% and 100% of their learners enrolled in language courses for credit and six had less than half of their learners enrolled in language courses.

²⁶ These include 9% (two) institutes which offer both credit and non-credit language courses.

²⁷ These include 14% (three) institutes which offer both credit and non-credit language courses.

²⁸ These include 16% (four) institutes which offer both credit and non-credit language courses.

²⁹ These include 17% (four) institutes which offer both credit and non-credit language courses.

³⁰ These include 11% (two) institutes which offer both credit and non-credit language courses.

In the three previous years, credit language course participation was reported for 141 to 367 learners at 8 to 11 institutes. Usually less than 50% of an institute's total enrolment participated in these courses each year.

In 2010/11, learners continue to be more likely to study language for more than three hours per week in courses for credit rather than non-credit courses.

Exhibit 3.22 – Language Courses—Hours Offered Per Week

	2010/11		2009/10		2008/09	
	Credit ³¹	Non-Credit	Credit	Non-Credit	Credit ³²	Non-Credit
More than three hours per week	27%	5%	29%	0%	32%	4%
Three hours or less per week	14%	32%	19%	38%	20%	20%
No courses of this type offered or course characteristics unknown	32%	32%	33%	43%	20%	44%
No language courses offered	32%	32%	19%	19%	32%	32%

Among the learners surveyed in 2010/11, 32% were studying First Nations language(s) as part of their studies at their institutes. Of these learners, 90% were satisfied with the progress they were making – either very satisfied (47%) or satisfied (43%).

One-third to one-half of learners had studied a First Nations language as part of their studies in previous years. They were just as likely to report that they were satisfied with the progress they were making.

Exhibit 3.23 – Adult Learners Satisfaction with Language Courses

	2010/11	2009/10	2008/09	2007/08	2006/07
	N=435	N=361	N=405	N=404	N=255
Studying a First Nations language	32%	47%	37%	40%	31%
Total satisfied with progress they were making	90%	86%	86%	87%	83%
Very Satisfied	47%	41%	32%	40%	45%
Satisfied	43%	44%	54%	47%	38%

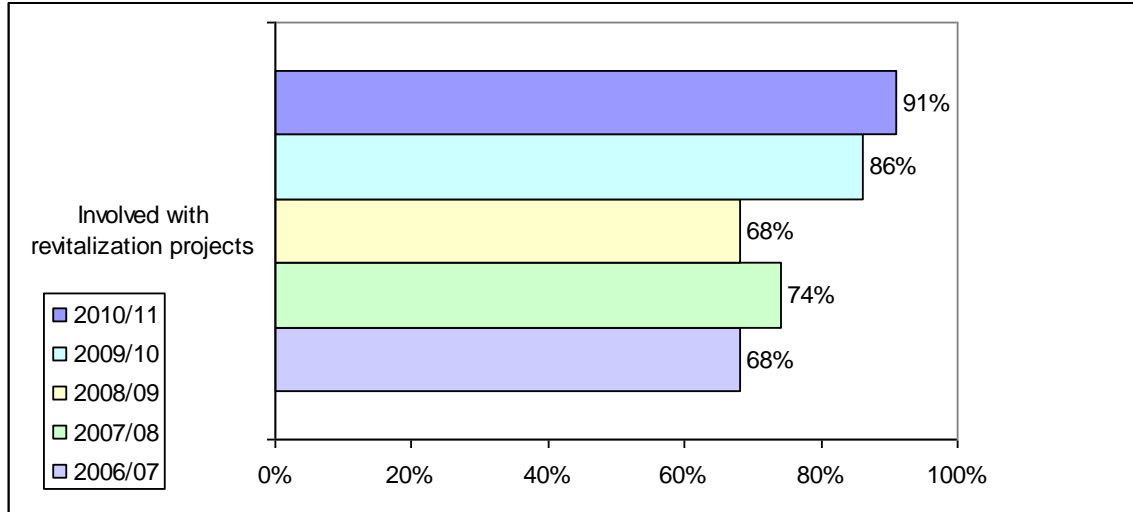
³¹ Please note that one institute offers courses for credit in two categories – for 1 to 3 hours per week and for more than 3 hours per week.

³² Please note that one institute offers courses for credit in two categories – for 1 to 3 hours per week and for more than 3 hours per week.

3.3.4 First Nations Language Revitalization Projects

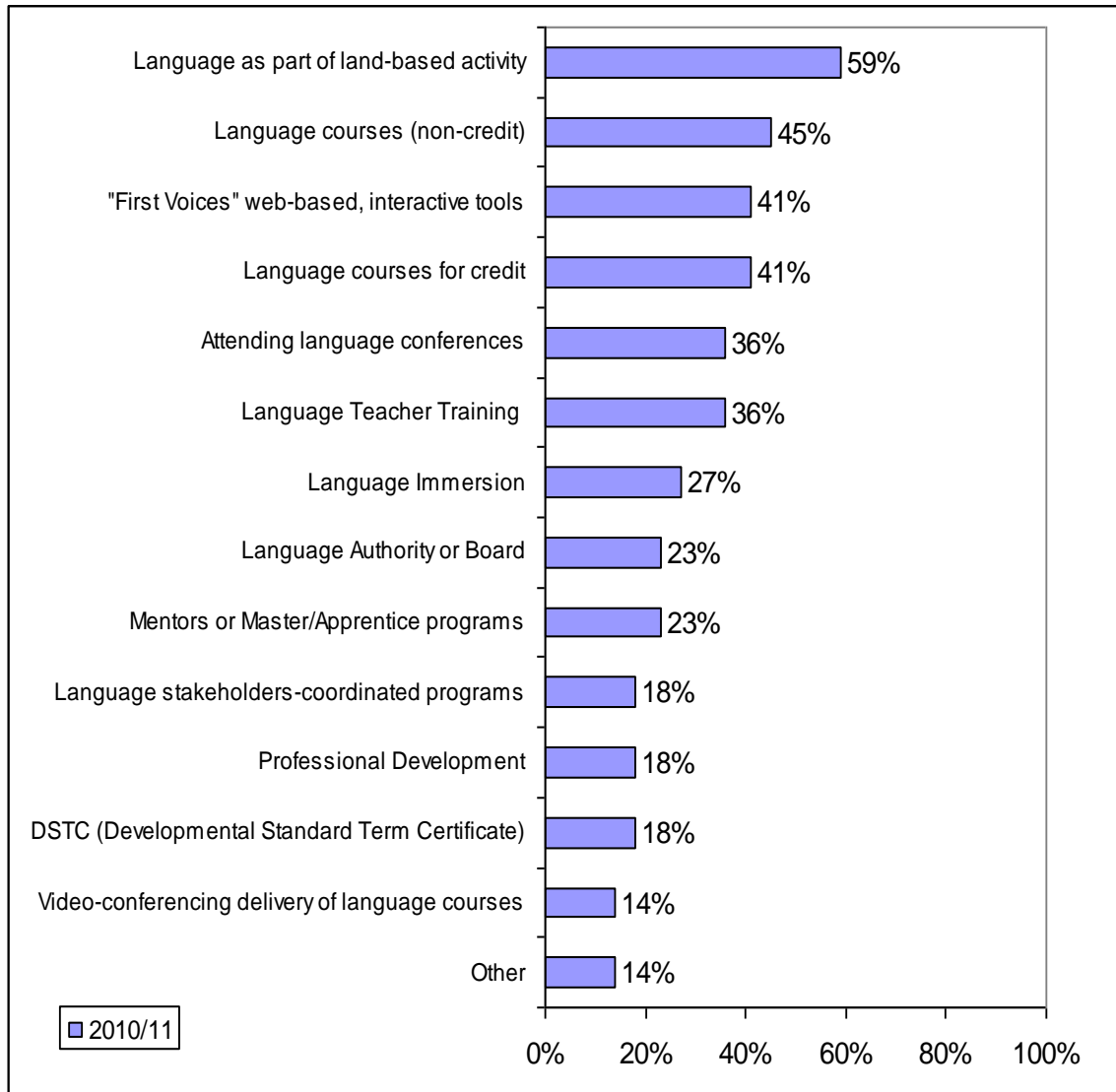
In 2010/11, 91% of the institutes were involved with First Nations language revitalization projects. Between 68% and 86% of responding institutes had been involved with such projects in previous years.

Exhibit 3.24 – Institutes Involved with Language Revitalization Projects



Land-based language projects were most often occurring in 2010/11, followed by language courses, and “First Voices” web-based interactive tools.

Exhibit 3.25 – Language Revitalization Projects in 2010/11

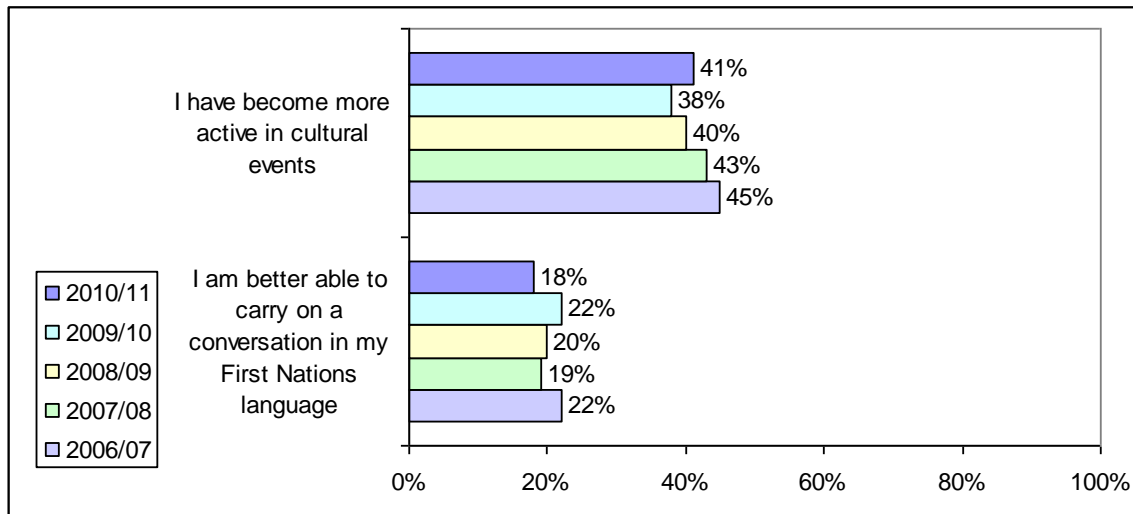


3.3.5 Learner Ratings on Language and Cultural Events

In 2010/11, 41% of learners agreed they had become more active in cultural events. One-in-five (18%) agreed they were better able to carry on a conversation in their First Nations language³³.

In 2009/10, 2008/09, 2007/08 and 2006/07, 38% or more of learners agreed they had become more active in cultural events, while 19% or more agreed they were better able to carry on a conversation in their First Nations language³⁴.

Exhibit 3.26 – Learner Ratings on Language and Cultural Events



Base: Total 2010/11 Learners Responding N = 435, Total 2009/10 Learners Responding N = 361, Total 2008/09 Learners Responding N = 405, Total 2007/08 Learners Responding N = 404, Total 2006/07 Learners Responding N = 255.

³³ In 2010/11, 22% of learners surveyed rated this question as “not applicable”.

³⁴ However, 21% (2009/10), 25% (2008/09) and 22% (2007/08) of learners surveyed rated this question as “not applicable”.

3.4 Leadership Development

First Nations institutes promote learners' leadership within their communities as well as First Nations communities' leadership of their programs through:

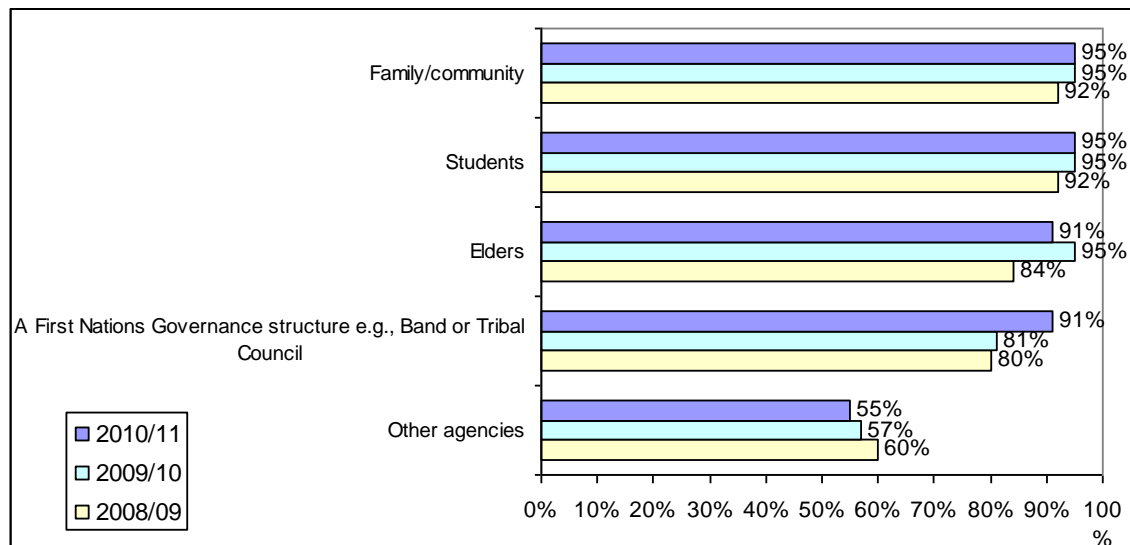
- Involving community members in programming and learning;
- Involving students in programming and learning as well as leadership opportunities;
- Encouraging and/or enabling learners to become more active in their communities; and,
- Participating in formal relationships with other institutions or organizations.

3.4.1 Groups Directly Involved with Programming/Learning

Programming/learning is a collaborative effort. All (100%) of the responding institutes involved other groups directly in their programming/learning in 2010/11. The most common groups directly involved were family/community members, students, Elders and a First Nations governance structure such as a Band or Tribal Council. More than one-half involved other agencies.

In the two previous years, 80% or more of institutes also reported all groups except other agencies as being involved directly in programming and learning.

Exhibit 3.27 – Groups Directly Involved with Programming/Learning



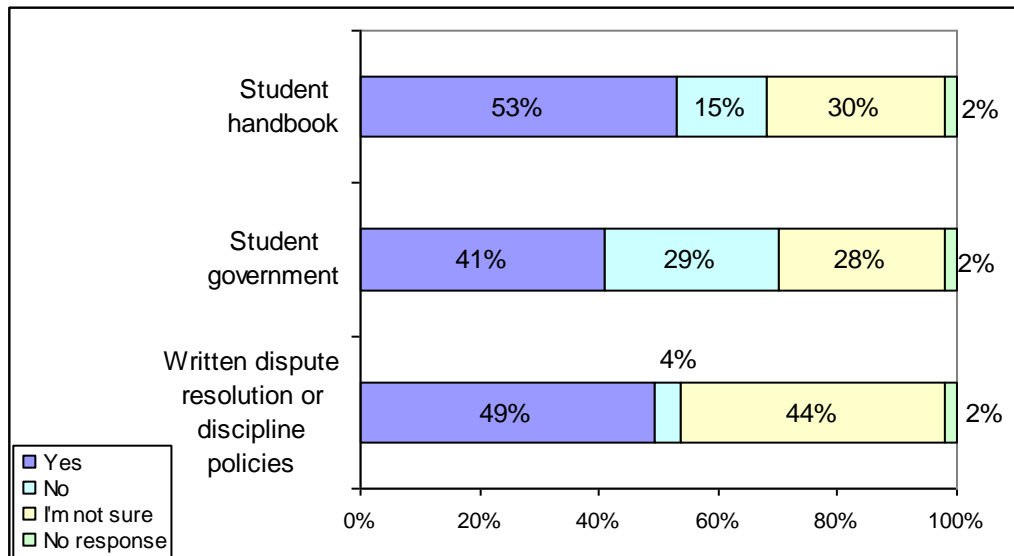
3.4.2 Student Involvement and Communication

Students were also involved in leading their own learning. In 2010/11, 41% of the learners surveyed reported their institute had a student council or other type of student government. A further 28% said they were not sure if such student governance existed at their institute. Twenty-nine percent said it did not.

Many institutes communicated with learners by providing information through a student handbook. Fifty-three percent of the learners surveyed reported their institute had a student handbook and a further 30% were not sure (15% reported they did not).

As well, some institutes had written dispute resolution and/or discipline policies which were accessible to learners. In 2010/11, 49% of learners reported their institutes had such policies and a further 44% were not sure.

Exhibit 3.28 – Student Involvement and Communication



Base: Total 2010/11 Learners Responding N = 435

In previous years, between 37% and 67% of learners surveyed reported their institutes had a student council, student handbook or such written policies.

Exhibit 3.29 – Student Involvement and Communication

	2010/11	2009/10	2008/09	2007/08	2006/07
	N=435	N=361	N=405	N=404	N=255
Student government	41%	47%	53%	37%	40%
Student handbook	53%	56%	60%	51%	67%
Written discipline and/or dispute resolution policies	49%	58%	60%	56%	61%

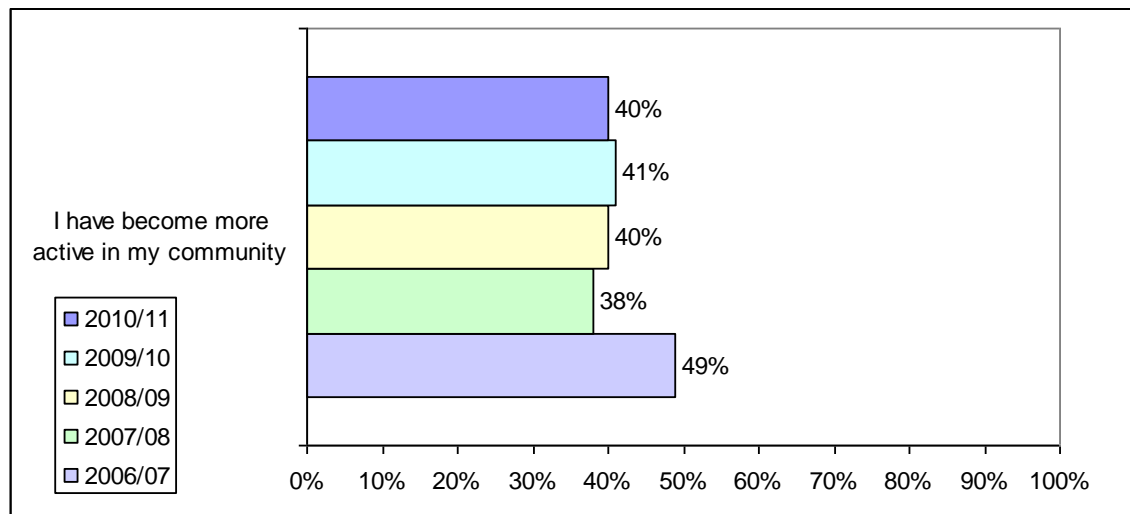
3.4.3 Learner Ratings of Becoming More Active in Community

In 2010/11, 86% of learners said they live in the same community when they are not studying as when they are. Ten percent said they live elsewhere in BC and 2% live outside BC (2% did not answer this question).

In 2010/11, more than one-third (40%) of learners agreed they had become more active in their communities since beginning at their institute. A further 41% were neutral about such activity – possibly because they were active before, or because they felt this question was not applicable to them e.g., their institute was not located in their community.

In previous years, from 38% to 49% of learners agreed they had become more active in their communities since beginning at their institute.

Exhibit 3.30 – Learner Ratings on Becoming More Active in Community



Base: Total 2010/11 Learners Responding N = 435, Total 2009/10 Learners Responding N = 361, Total 2008/09 Learners Responding N = 405, Total 2007/08 Learners Responding N = 404, Total 2006/07 Learners Responding N = 255.