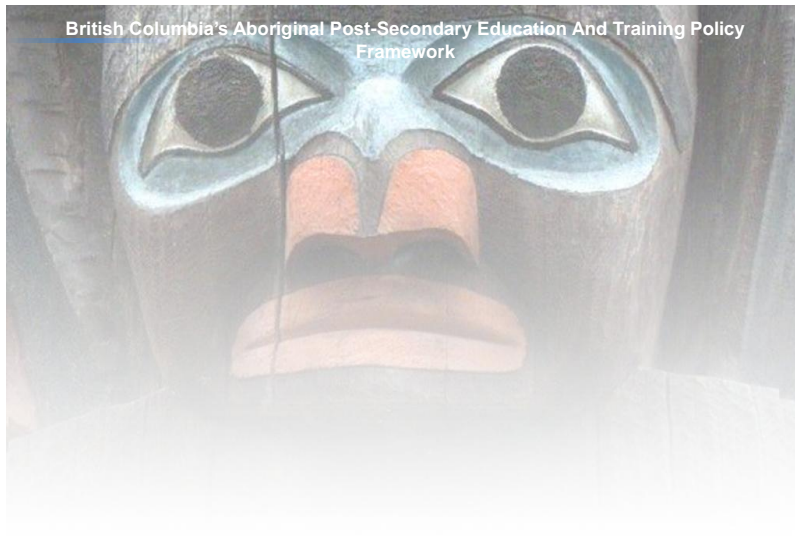

DEVELOPING A NEW POLICY FRAMEWORK FOR ABORIGINAL POST-SECONDARY EDUCATION AND TRAINING

Through Engagement and Dialogue



Report on
The Aboriginal Post-Secondary Education Forum
By the B.C. Ministry of Advanced Education

Morris J. Wosk Centre for Dialogue
580 West Hastings Street, Vancouver, BC

Friday, February 3, 2012

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EXECUTIVE SUMMARY

The Ministry of Advanced Education (AVED) has engaged with Aboriginal post-secondary partners and stakeholders on a draft Aboriginal Post-Secondary Education and Training Policy Framework. The process included face-to-face and social media engagement all of which led up to a one-day Forum.

This report provides a summary of the Aboriginal Post-Secondary Forum, "*Developing a New Aboriginal Post-Secondary Education and Training Policy Framework through Dialogue and Engagement*," held February 3, 2012, in Vancouver on Coast Salish Territory.

Over one hundred people attended the 2012 Aboriginal Post-Secondary Forum. Participants included Aboriginal leaders, educators and Elders, students and youth interns. There were also representatives of public post-secondary institutions, Aboriginal-controlled post-secondary institutes, the Federal Government, the First Nations Education Steering Committee, the First Nations Summit, the Union of BC Indian Chiefs, the First Peoples' Heritage, Language and Culture Council, and the Indigenous Adult and Higher Learning Association.

The intent of the dialogue at the Forum was to receive feedback on the vision, principles, goals, objectives and strategies of the proposed Aboriginal Post-Secondary Education and Training Policy Framework that had been developed by a working group of the Aboriginal Post-Secondary Education and Training Partners. A secondary purpose was to encourage the participants to carry out the necessary change in the post-secondary system in order to support Aboriginal learners.

Participants received copies of the draft policy framework in advance of the Forum and a Workbook in which to provide additional comments.

INTRODUCTORY REMARKS

Honourable Naomi Yamamoto, Minister of Advanced Education

The Honourable Naomi Yamamoto opened with an acknowledgement of Coast Salish traditional territory. She thanked Elder Mary Thomas for her blessing and thanked the attendees for their participation in developing a new vision and policy framework for Aboriginal post-secondary education.

The Minister emphasised the need to ensure that Aboriginal people in British Columbia are positioned to take advantage of the economic opportunities that exist in the province.

Draft Aboriginal Post-Secondary Education and Training Policy Framework

Draft Aboriginal Post-Secondary Education and Training Policy Framework

Vision: Aboriginal learners succeed in an integrated, relevant, and effective British Columbia post-secondary education system that enhances their participation in the social, cultural and economic life of their communities, the province, and global society

Goal 1: Systemic change means that the public post-secondary education system is relevant, responsive, respectful, and receptive to Aboriginal learners and communities

Goal 2: Community-based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutes and communities

Goal 3: Financial barriers to accessing and completing post-secondary education and training are reduced for Aboriginal learners

Goal 4: Aboriginal learners transition seamlessly from K-12 to post-secondary education

Goal 5: Continuous improvement is based on research, data-tracking and sharing of leading practices

Minister Yamamoto overviewed the vision, goals and strategies of the proposed framework. She spoke about the importance of an integrated post-secondary system where Aboriginal institutes and public post-secondary institutions work together to meet the needs of Aboriginal people and their communities.

She invited discussion about how to improve access, retention and success in post-secondary education and training for Aboriginal students.

Dan Smith, First Nations Summit

Grand Chief Edward John of the First Nations Summit was unable to attend due to the services on February 3rd and 4th for those killed in the Babine FP sawmill explosion in Burns Lake. He provided a briefing note with his feedback and in his place Dan Smith represented the First Nations Summit.

Dan Smith spoke about the social and political history of First Nations in BC that has contributed to systemic barriers to post-

secondary education which still exist today. He indicated that the post-secondary system needs to play a role in changing these systemic barriers and that it needs to change its current approach to one that recognizes First Nations territory, governance and people.

He spoke to the role of post-secondary education in supporting economic development and capacity building in First Nations communities. He stressed the importance of the draft framework's emphasis on language and culture including the recognition of Indigenous Traditional Knowledge.

Chief Bob Chamberlin, Union of British Columbia Indian Chiefs

Chief Bob Chamberlin acknowledged the work that was done with the First Nations Education Steering Committee and the Indigenous Adult and Higher Learning Association to develop the draft framework. He explained that the worldview differences of First Nations are distinct from non-Aboriginal people, and that First Nations identity flows from the land, forest and sea, First Nations territories, and origin stories.

Without deviation from the norm, progress is not possible.

Chief Bob Chamberlin, Union of British Columbia Indian Chiefs

Chief Chamberlin advocated for the collective responsibility to foster an understanding of First Nations issues to inform and educate in order to engender meaningful attitudinal changes. He spoke of the need for appropriate support for First Nations languages, referencing the present reduction in resources. He closed by indicating that the task at hand is to prepare and create an

environment where First Nations children flourish.

PANEL PRESENTATIONS AND SUMMARIES

COMMUNITY-BASED DELIVERY IN PARTNERSHIP

Panelists: Pauline Waterfall, Indigenous Adult and Higher Learning Association (IAHLA) Executive, Heiltsuk College, Fran Hunt-Jinnouchi, Founding IAHLA Member, John Chenoweth, Nicola Valley Institute of Technology (NVIT).

This panel was preceded by the Indigenous Adult and Higher Learning Association DVD Presentation¹

IAHLA Mission The Indigenous Adult and Higher Learning Association's mission is to support quality post-secondary educational institutes that leverage Indigenous language, culture and knowledge to create adaptable, competent, skilled citizens who are able to contribute to local, provincial, and national advancement.

Pauline Waterfall – Heiltsuk Nation – Indigenous Adult and Higher Learning Association

Pauline Waterfall described the Indigenous Adult and Higher Learning Association as a provincial association with a membership of 39 Aboriginal post-secondary institutes. She indicated that this is IAHLA's seventh year of operation and that it has grown in scope and depth. IAHLA has supported and enhanced the continued development of Aboriginal-controlled, culturally-appropriate, and credible services for IAHLA learners.

...I now see great strides in realizing our goal to enhance Aboriginal post-secondary education and I am confident that the tremendous investment given voluntarily by our board and with the continued support of our membership, that our goals and visions will continue to be met. We are blessed to have a powerful and dedicated team of support staff through the First Nations Education Steering Committee and support from the Ministry of Advanced Education. IAHLA is privileged to support and be a part of these exciting educational times that will build capacity and meet our evolving needs, both at the community level and within the wider society.

Pauline Waterfall, IAHLA Executive

Research projects, which leveraged resources, have been undertaken to inform policy makers and support transitions, retention and outcomes of Aboriginal post-secondary learners. Collaboration with IAHLA's various colleagues continues to be

¹ Available at <http://www.iahla.ca/about-iahla>

vital to networking and extending IAHLA's expertise and resources for common benefit. Pauline Waterfall emphasized that reciprocal relationships involve equal dialogue, not top-down dialogue, and are crucial in order to meet the needs of Aboriginal learners.

Fran Hunt-Jinnouchi, Founding IAHLA Member

Fran Hunt-Jinnouchi spoke about the importance of community-based education, reciprocal partnerships and Aboriginal adult education centres. These centres support students to make the critical first step on their educational journey, while allowing them to build dual world competencies.

She indicated that reciprocal relationships need to be established on principles of trust, mutual benefit, equality and learning by both parties. Like a marriage, these need to be relationships that look far ahead into the future and not just focussed on the pot of money in front of the parties today.

Why is community-based delivery important? Because communities say it is. At the community level our people are able to offer something that is uniquely ours...that can't be duplicated at a public post-secondary because of the sense of place and belonging.

Fran Hunt-Jinnouchi, IAHLA Founding Member

Education was once a key that opened only one door – the mainstream one. She closed saying that reciprocal partnerships change the paradigm where partners are seen as equals in developing programs that meet community needs.

John Chenoweth, Nicola Valley Institute of Technology

John Chenoweth stated that as an Aboriginal public post-secondary institution NVIT seeks to serve Aboriginal communities and help them to build their capacity. NVIT continues to work with Aboriginal organizations, friendship centres, health centres and other community organizations to collaborate and leverage their resources.



John Chenoweth indicated that NVIT looks to find ways to support Aboriginal communities. Fundamental Math and English, College Readiness and Essential Skills continue to be high priorities for Aboriginal communities. He indicated that community-based programs like bridging to trades, university transfer and health programs have helped to build student confidence.

Language programming continues to be a high priority for all First Nations given that many First Nations languages in BC are endangered.

SYSTEMIC CHANGE IN ABORIGINAL POST-SECONDARY EDUCATION

Panellists: John Bowman and Marlene Erickson from College of New Caledonia (CNC); and, Ralph Nilson and Sharon Hobenshield from Vancouver Island University (VIU).

John Bowman, President, College of New Caledonia

John Bowman spoke about the importance of systemic change and leadership in Aboriginal post-secondary education. He emphasized that it is the right thing to do for society, Aboriginal people and for institutional survival and sustainability.

John Bowman stated that the College of New Caledonia has made a paradigm shift. In the past, they had an Aboriginal policy but they hadn't assigned resources to it or developed an action plan. That has changed: there is leadership for bringing about change and the college has reallocated significant resources.

President Bowman outlined two keys to systemic change for improved overall outcomes in Aboriginal post-secondary education:

1. *Leadership needs to be broadly distributed.* Decision-making needs to be broad-based and not top-down. Boards, vice-presidents, deans, campus directors, staff and community education leaders have to be like-minded. Presidents and chief executive officers must take a lead role in challenging the status quo. They are responsible for redesigning roles, revisiting institutional structures and allocating or re-allocating resources.
2. *Relationships with communities need to be long-term and based on values.* Values need to be developed and set-out as priorities. Institutions need to reflect on core beliefs and values, and be willing to

An Aboriginal Service Plan is a three year rolling strategic plan for enhancing the post-secondary educational experiences and outcomes of Aboriginal learners.

Aboriginal Service Plans are developed and implemented collaboratively by public post-secondary institutions and Aboriginal communities, organizations and post-secondary institutes. The goals are to:

- Increase access, retention, completion and transition opportunities for Aboriginal learners;
- Strengthen partnerships and collaboration in Aboriginal post-secondary education; and
- Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.

number of themes and issues arose, which included student support, cultural inclusion, community-driven and community-based programs, and program relevance.



become learning organizations. Trust, patience with timetables, courage to change, to decentralise, and accept different ways of knowing, being and doing are all values that CNC follows.

John Bowman concluded that CNC has seen significant outcomes and results since the implementation of their Aboriginal Service Plan.

Marlene Erickson, College of New Caledonia

Marlene Erickson indicated that CNC's Aboriginal liaison positions have been important. They have engaged with communities and steering committees at each campus to determine community needs. A

CNC's Aboriginal Service Plan has moved Aboriginal education from the margins to the mainstream of CNC's institutional priorities. It also advanced partnership development with Aboriginal communities and supported Aboriginal liaison positions, indigenization, curriculum development and Aboriginal teaching strategies.

Marlene Erickson indicated that CNC now has Human Rights Special Program exemption status which allows for hiring people of Aboriginal ancestry. Exempted positions could include faculty, administration, support, programs with significant Aboriginal content, programs from an Aboriginal organization, and positions with "Aboriginal" in their title.

Ralph Nilson, President, Vancouver Island University

Ralph Nilson indicated that Vancouver Island University has focused on systematic change within Aboriginal post-secondary education by increasing and strengthening the Aboriginal voice within the institution and supporting collaborative partnerships. Dialogue continues to be a priority on an on-going basis across VIU and with communities.

Ralph Nilson emphasized that leadership and governance is key. Institutions need to ensure that Aboriginal voice is part of decision-making. Assembly of First Nations National Chief Shawn Atleo (A-in-chut) brings that voice to VIU's board and senate as Vancouver Island University's first Chancellor.



VIU is looking to strengthen Aboriginal voice further, including looking at the role of its Aboriginal Advisory Council in governance. President Nilson indicated that including Aboriginal voice ensures challenges are identified and that the community has ownership.

He iterated that VIU's role is to provide a place for dialogue; most pressing in its region are discussions regarding capacity building, access to education and Aboriginal student success. VIU also must be a place of dialogue on challenging community issues. For instance, VIU recently hosted a Douglas Treaties Conference to discuss treaty interpretation, implementation, and partnerships.

Sharon Hobenshield, Director of Aboriginal Education, Vancouver Island University

Sharon Hobenshield spoke about how VIU's Hwulmuxw Mustimuxw Siiem Advisory Group evolved from a First Nations advisory group. While the terms of reference took 4 years to develop, that amount of time was necessary for the process.

Sharon Hobenshield indicated that systemic changes at VIU included making room to recognise Elders in respectful ways. She mentioned that Elders are the heart and soul of the institution.

She said that after three years of Aboriginal Service Plan funding, the university has committed to use base funding for Aboriginal post-secondary priorities. Their next steps include creating dialogue on the Indigenization of curriculum and program development.

ABORIGINAL STUDENT SUPPORTS AND TRANSITIONS

Student Panel: Don Edbom from the College of New Caledonia, Adrienne Charlie and Theo Assu from Langara College, Atoine Archie and Alison Eustache from Thompson Rivers University and Lindsey Morin from Vancouver Island University.

Student panel members shared their personal experiences regarding financial challenges, transitions from secondary to post-secondary education, and the distance from their home communities. They offered advice on support for students and their families. Their suggestions included: providing information about funding options and eligibility, the importance of culture and community, and the importance of mentorship.

Distance from Home Community: Several panel members identified disconnection from their communities as a challenge. It was suggested that bands could increase efforts to contact members to let them know about education funding and that they are wanted back as part of their communities.

Funding Information and Options: Many students have no knowledge about Financial Aid Offices. They were also unaware of scholarships, bursaries and awards available to them. Students had faced financial and housing challenges.

Education coordinators at the post-secondary institutions have often advocated and taken action on their behalf. It was mentioned that Aboriginal Friendship Centres are also a good resource for students needing assistance.

Students sometimes lack knowledge of the eligibility requirements for band funding which poses a challenge. There are a limited number of semesters in which students may apply for scholarships, bursaries, and band funding. It was suggested that this time frame be broadened.

One student shared that they had lost their band funding following the withdrawal from one of four courses that they had taken at a public institution due to medical reasons. The BC Aboriginal Award and bursaries at their institution provided support to stay in school.

Importance of Culture and Community: Students indicated that Aboriginal culture plays an important role for them and that they desire to be part of an Aboriginal community. Some students with strong cultural training enjoyed sharing culture and language, while others found it difficult to live in a city and practice their culture. The students considered Gathering Places as essential and good places to find support.

One student remarked on the previous panel on community-based education that it was just as important to bring community to the college/university as it is to bring college/university to the community.

Mentorship: All the students shared that mentorship is important to them, especially if they lack role-models who have graduated. One student shared that there was no one from his community he could draw on for help with his educational experience.

Education coordinators often serve as mentors. They have been key to mentoring, and expanding the number of those positions was recommended.

One student became a mentor in the Gathering Place at his institution. There, he found a sense of community and found he could informally provide guidance to students. His goal is to return to his community and provide guidance to youth pursuing post-secondary education. Yet, he wondered where to find the next mentor in his own transition after completing his post-secondary studies.

The students agreed that mentoring through social media was a good idea but that person-to-person contact is more important. The students agreed that mentorship is best if it occurs face-to-face, one-on-one.

Peer Support: The initial experience encountered when transitioning to post-secondary, including adjustments to a big campus, and large classrooms and classes daunted some students. One student characterised it as going into school “blind-folded”. Another student commented that daily classes seemed to be the size of her entire high school graduating class.

It was recommended that support systems like student groups need to be formed. It was mentioned that peer support where students-help-students is important. Peers help by sharing their personal struggles, determination, and successes. Returning students help new students find out how to get to their classes and how to buy books, etc.

Education Planning: Several students indicated that being informed of college or university pre-requisites would have helped their transition. Some needed to increase their math skills to pursue their chosen career. This information needs to be provided well before high school to help with planning. One recommendation was that student groups host events, but at this time, they lack the ability to work with the school districts.

CLOSING REMARKS

Minister Yamomoto summarized what she had witnessed and learned, particularly from the student panel discussions. “We went on this journey with the Aboriginal Post-Secondary Education and Training Partners over a year ago...we did this in partnership,” she said, and thanked the Aboriginal Post-Secondary Education and Training Partners for their commitment to the development of the draft framework.

The Minister highlighted the imperative for leadership to challenge the status quo and push boundaries and the need for a commitment to partnerships.

It’s very exciting; I think that this is something that hasn’t been truly realized with the development of universities and the development of communities coming together for the benefit of the students. I think there is a tremendous motivation to really make a difference in how universities can serve the Aboriginal students and their communities. That window of opportunity is helped by the economic opportunities that are coming.

Dr. Alan Shaver, President, Thompson Rivers University

Minister Yamomoto maintained that the actions in the new Framework would lead to enhanced education and training outcomes and by extension to social, cultural and economic well-being, not only for Aboriginal peoples, but for all British Columbians.

She went on to state that the Province remains committed to ongoing engagement with Aboriginal partners. This will ensure that Aboriginal perspectives are reflected in the design and implementation of post-secondary policy, programs and services.

In closing, she indicated that the Province and its partners would develop a monitoring and evaluation plan to report on progress towards the goals and outcomes set out to 2020 in the Framework.

...In 30 years now that I have been involved in education, it’s the very first time that I have seen a document that actually has strategies to move forward and to empower Aboriginal students and communities. When we empower Aboriginal students and communities we empower all BC, all Canada.

Deanna Nyce, Chief Executive Officer, Wilp Wilxo’oskwhl Nisga’a Institute

FORUM AGENDA



**Ministry of Advanced Education
Aboriginal Post-Secondary Education Forum**

**Developing a New Aboriginal
Post-Secondary Education and Training
Policy Framework Through Engagement and Dialogue**

Morris J. Wosk Centre for Dialogue
580 West Hastings Street, Vancouver, BC
Friday, February 3, 2012

8:00 – 8:55	Registration - Coffee, Tea and Pastries Served
9:00 – 9:30	Opening and Welcome <ul style="list-style-type: none"> • Welcome and Opening Prayer – Elder Mary Charles • Introductory Remarks: Honourable Minister Yamamoto, Minister of Advanced Education • Dan Smith from the First Nations Summit • Chief Bob Chamberlin, Union of BC Indian Chiefs • Draft Aboriginal Post-Secondary Education and Training Policy Framework and Overview of the Day: Don Avison
9:30 – 10:30	Goal 1: Systemic Change in Aboriginal Post-Secondary Education <ul style="list-style-type: none"> • Panel: Vancouver Island University and College of New Caledonia Initiatives (Ralph Nilson, Sharon Hobenshield, John Bowman and Marlene Erickson) • Dialogue
10:30 – 11:00	Refreshment Break
11:00 – 12:00	Goal 2: Community-Based Delivery in Partnership <ul style="list-style-type: none"> • Indigenous Adult and Higher Learning Association DVD Presentation • Panel: Pauline Waterfall, Fran Hunt-Jinnouchi and John Chenoweth • Dialogue
12:00 – 1:00	Buffet Lunch
1:00 – 2:30	Goals 3 and 4: Aboriginal Student Supports and Transitions <ul style="list-style-type: none"> • Student Panel: Adrienne Charlie and Theo Assu from Langara College, Atoine Archie and Alison Eustache from Thompson Rivers University and Lindsey Morin from Vancouver Island University • Dialogue
2:30 – 3:15	Summary of Dialogue
3:15 – 3:30	Closing Remarks and Prayer

BIOGRAPHIES OF PANEL PRESENTERS

John Bowman

John Bowman has been the President and Chief Executive Officer for the College of New Caledonia since 2006 and has served in numerous education posts including Manitoba Department of Education, Winnipeg School District, Kwantlen University College and the Government of the Northwest Territories. CNC has seen increased enrolment, diversified programs and enhanced facilities under his leadership. He believes in collaborative leadership practices and positive relationships to enhance the effectiveness of organizations. He is highly praised by his colleagues and is focusing on CNC's priorities including: Aboriginal education, fostering innovation, strengthening college resources, and responding to communities.

John Chenoweth

John Chenoweth is Dean of Community Education and Applied Programs at the Nicola Valley Institute of Technology. John has been involved in First Nations education at both the K-12 and post-secondary levels for 17 years. He is a member of the Upper Nicola Indian Band and believes that the primary goal of any educational program is to raise the confidence of the learner and to create an atmosphere of inquiry.

Marlene Erickson

Marlene Erickson, Senior Policy Advisor on Aboriginal Education and the Manager of the Aboriginal Resource Centre at the College of New Caledonia is *Yinka Dene/Dakelh* from *Nak'azdli* and a member of the *Lasilyu* (Frog) clan. Marlene has a lengthy background in student services and program development and is deeply committed to working with Aboriginal communities to ensure they have quality programs and services that meet their needs and aspirations. Marlene is a founding member of both the Aboriginal Education Board of School District 57 and the First Nations Education Council of School District 91. Marlene also co-chaired the Task Force on Aboriginal Education established by the Prince George Board of Education in 2007 and was on the Development Team of the first public Aboriginal Choice School in British Columbia. Marlene serves/d as a Director of the *Yinka Dene* Language Institute and the First Peoples Heritage, Language and Culture Council, and also sits on the Aboriginal Advisory Committee for the Emily Carr University of Art + Design. Marlene is Chair of the provincial BC Aboriginal Post-Secondary Council (BCAPSC).

Fran Hunt-Jinnouchi

Fran Hunt-Jinnouchi is a PhD candidate with a focus on Indigenous adult community-based education and transformative learning. Along with her husband Marc Jinnouchi they have two successful restaurants in Greater Victoria. Fran was the inaugural Director of the Office of Indigenous Affairs at the University of Victoria. Previous to that role she was director of the Saanich Adult Education Centre for seven years before becoming acting principal of the K'ak'ot'latsi School in Quatsino, near Port Hardy. She was also elected chief of the Quatsino First Nation. Fran has served on several high profile provincial and national boards and committees, and was founding chair of the Indigenous Adult and Higher Learning Association in British Columbia. Fran specializes in Aboriginal Adult Education program development.

Sharon Hobenshield

Sharon Hobenshield is the Director of Aboriginal Education at Vancouver Island University. Sharon is from the Gitksan First Nation and has studied curriculum development on the Baccalaureate, Masters Level and is currently working on a Doctorate in Education in Educational Leadership and Policy at UBC. She has worked throughout BC to expand social services and education, working and teaching within urban and rural Aboriginal communities. She believes strongly in the spirit and resiliency of Aboriginal people and promotes Indigenous knowledges being built into program development and service delivery in post-secondary education to benefit all learners.

Ralph Nilson

Ralph Nilson, President and Vice-Chancellor for Vancouver Island University, has a long and impressive career in Health Education and Population Health, and was Dean of the Faculty of Kinesiology and Health Studies (1992-2004) at the University of Regina; Founding Chair, Board of the Saskatchewan Population Health and Evaluation Research Unit (SPHERU); Board member, Canadian Fitness and Lifestyle Research Institute; Board Member; Federal Provincial and Territorial (FPT) Committee on Population; and, Health Canada Committee to assess reinstatement of ParticipACTION. He is committed to supporting Aboriginal health, population health, recreation and sport provincially and nationally through active involvement on committees and advocacy groups. From 2002 to 2004 Ralph served as Director for the Indigenous Peoples Health Research Centre at the First Nations University of Canada, and during his career he has delivered more than 90 provincial, national and international presentations on a variety of topics including, Aboriginal leadership, Physical Activity and Health, and Community Involvement.

Hilistis Pauline Waterfall

Pauline Waterfall is a member of the Heiltsuk Nation, and is a proud ambassador for her people. As a student of the former Indian Day and Residential School systems, Pauline achieved her lifelong goal of becoming a teacher after an extensive educational journey. She has taught First Nation adult learners at both the secondary and post secondary levels for 35 years, knowing that the need to build community capacity would come from this employable target group. She formed Heiltsuk College and Waglisla Adult Learning Centre in Bella Bella to offer employment skills training and post-secondary programs in partnership with provincial post-secondary institutes. These two centres have taught three generations and more than 600 Heiltsuk people. Heiltsuk College is a founding member of Indigenous Adult and Higher Learning Association, and Pauline has served on the Executive Board since its inception. In 2010, Pauline was awarded the Order of BC in recognition of her work. She is known as a “keeper of knowledge” in her community and plays a significant role in revitalizing the Hailhzaqv language. Her vision is to enhance these partnerships for the benefit of both Aboriginal students, as well as society in general.

LIST OF REGISTERED ORGANIZATIONS

a'amaa Learning Place
 Aboriginal Affairs and Northern Development Canada
 British Columbia Association of Colleges and Institutes
 BCCampus
 British Columbia College Presidents
 British Columbia Council for Admission and Transfers
 British Columbia Institute of Technology
 Cape Mudge Band
 Capilano University
 Chemainus Native College
 College of New Caledonia
 College of the Rockies
 Community Futures Development Corporation of Central Interior First Nations
 Douglas College
 Emily Carr University of Art & Design
 En'owkin Centre
 Federation of Post-Secondary Educators of British Columbia
 First Nations Education Steering Committee
 First Nations Public Service
 First Nations Summit
 First Peoples' Heritage, Language and Culture Council
 Gitksan Wet'suwet'en Education Society
 Heiltsuk College
 Indian Studies Support Program
 Indigenous Adult and Higher Learning Association
 Industry Training Authority
 Justice Institute of British Columbia
 k'ak'ot'latsi School
 Kitselas Band
 Kwantlen Polytechnic University
 Kyah Wiget Education Society
 Langara College
 Métis Nation British Columbia
 Ministry of Aboriginal Relations and Reconciliation
 Ministry of Advanced Education
 Ministry of Jobs, Tourism and Innovation
 Mowachaht/Muchalaht First Nation
 Native Education College
 Neskonalith Band
 Nicola Valley Institute of Technology
 North Island College
 Northern Lights College
 Northern Shuswap Tribal Council – Weekend University
 Northwest Community College
 Nuxalk College (Lip'Alhays School)

Okanagan College
Research University Presidents' Council of British Columbia
Royal Roads University
Saanich Adult Education Centre
Selkirk College
Simon Fraser University
Skeetchetsn Band
Thompson Rivers University
Ts'zil Learning Centre
Union of British Columbia Indian Chiefs
University of British Columbia
University of Northern British Columbia
University of the Fraser Valley
University of Victoria
Vancouver Community College
Vancouver Island University
Wilp Wilxo'oskwhl Nisga'a

