

# IIC Annual Report

*Leaders in lifelong learning*





# Message from the Chair

Hello!

The Indigenous Institutes Consortium (IIC) would like to take this opportunity to thank all of those who make it possible for IIC to be a successful and impactful organization. A special acknowledgement goes out to the Indigenous Institute Members, their staff, instructors and learners for their continued support in the IIC's collective efforts.

In Ontario, the Indigenous post-secondary education (PSE) sector is well developed, well governed and has a track record of success, despite insufficient resources and a lack of core institutional funding. Indigenous Institutes remain differentiated from other post-secondary, trades, and training institutes in this country by honouring the history, knowledge, and the resilience of our people. Indigenous Institutes in Ontario know that they are well placed to serve the needs of their communities.

The IIC works to raise awareness, and elevate the profiles of Indigenous Institutes, learners and communities to advance recognition, growth, and capacity of member Indigenous Institutes. The IIC conducts and shares research in order to strengthen the Indigenous PSE sector and provide the quality of education and services provided by Indigenous Institutes.

We extend our gratitude to all who have a part in the success of Indigenous Institutes and their communities. The strength in our collective collaboration will have positive impacts on the Indigenous PSE sector for generations to come!

Regards,

**Chair of the Indigenous Institutes Consortium**



# About The Indigenous Institutes Consortium (IIC)

Indigenous Institutes constitute one of the Pillars of Ontario's post-secondary education and training system that are recognized under the *Indigenous Institutes Act, 2017*. The IIC is a unique secretariat that is in place to support the collective efforts and direction of the Indigenous owned and operated community based post-secondary education and training Institutes that are centred on local, accessible, and culturally appropriate programming.

Indigenous Institutes provide culturally responsive and safe-learning environments grounded in Indigenous ways of knowing and living that honour Indigenous traditions and the IIC promotes and supports the success, advancement and growth of the Institutes.

## Mandate and Members

As a collective, the IIC facilitates and champions recognition and relationships that advance Indigenous control over Indigenous post-secondary education in Ontario by:

- Representing the common interests of the institutes with governments, funders, nations, and political entities;
- Assisting Institutes in capacity building: data, professional standards, research and best practices;
- Increasing the awareness of and promotes Institutes to support recruitment efforts;
- Facilitating and increases awareness of additional resource opportunities;
- Providing guidance and direction around the development of professional standards; and
- Enhancing collaboration between the Institutes to create opportunities for learners.

### VISION

Leading Post-Secondary Education Indigenous Institutions of Choice for Life Long Learning in a Culturally Supportive Environment for All Learners.

### MISSION

IIC Facilitates and Champions Recognition and Relationships that Advance Indigenous Control Over Indigenous Post-Secondary Education in Ontario.

### VALUES

The IIC Strategic Plan describes "Our Shared Values" (Indigenous Institute Members and Secretariat) based on The Seven Grandfather Teachings as a solid foundation for its core values: Truth, Humility, Respect, Love, Honesty, Courage, and Wisdom.



# IIC's Year-At-A-Glance

The IIC Secretariat focuses on initiatives that fit in the categories we have referenced as key indicators of growth, capacity and recognition. The indicators are essential because they are necessary components of building out the model of Indigenous post-secondary education to transform the Third Pillar into an equitable option for post-secondary education in Ontario.

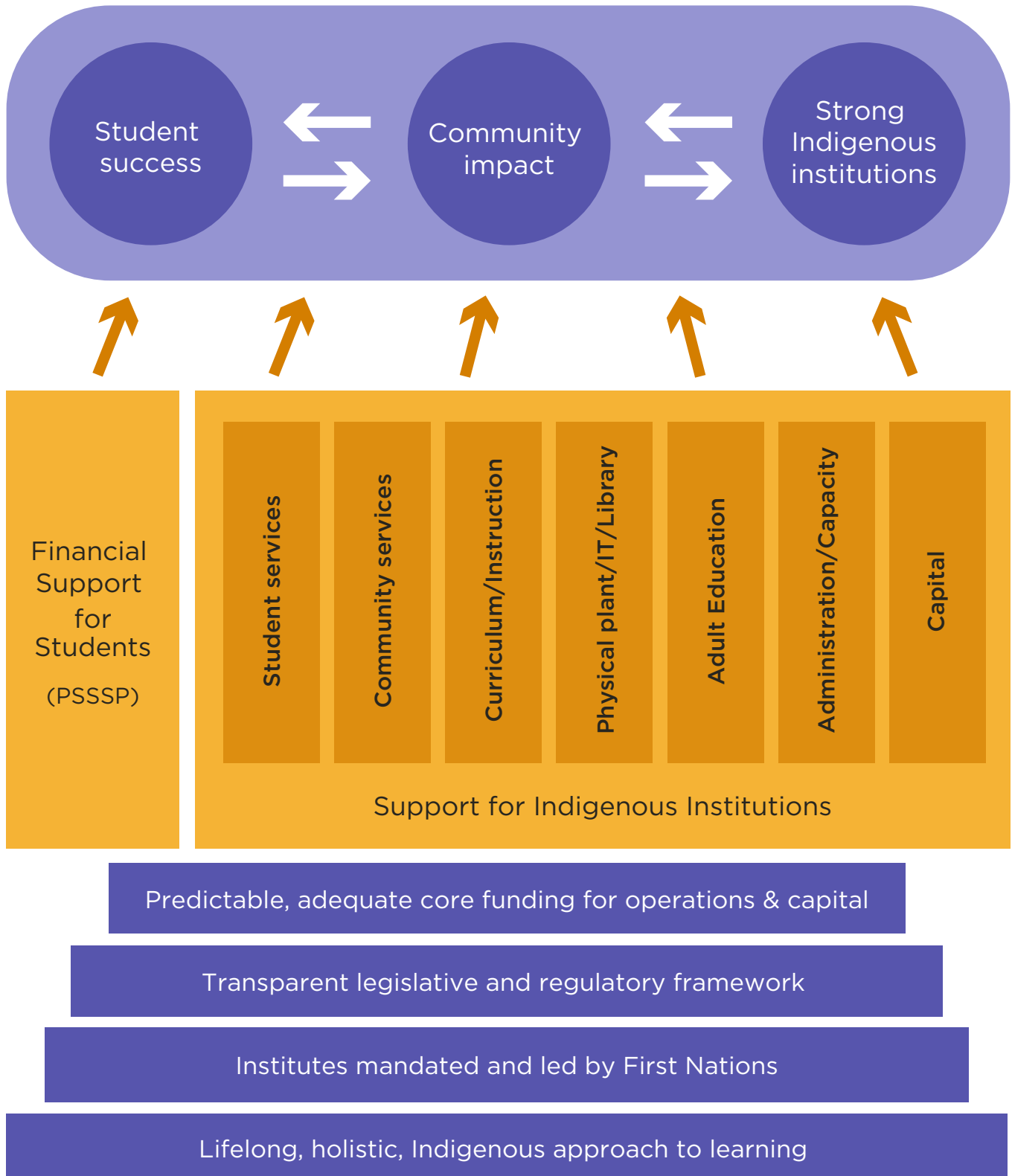
## Development of IIC Regional Model for First Nations Post-Secondary Education: Engagement Report and Proposal, Framework for Micro-credentials, Student Supports in e-Learning and Best Practices

- This federally-funded Indigenous PSE Engagement process, led by IIC with its Members, included interviews, literature reviews, international comparisons, a full-day workshop and digital town hall with key stakeholders and First Nations educators, administrators, researchers and students, as well as an additional engagement session with the Province of Ontario. The results of this engagement, along with the details of the existing Ontario regional model are the basis of the IIC's model and approach proposed in this report.
- The IIC Regional model is designed for community impact, strong institutions, and student success. The model contributes to economic, social, spiritual and community development.
- The model rests on four foundations
  - A lifelong, holistic, Indigenous approach to learning;
  - Institutions that are mandated and led by First Nations;
  - A sound and transparent legislative and regulatory framework; and
  - Core funding to institutions for operations, at the moment provided by the Province but not the federal government
- Depending on the methodology adapted, this report estimates an annual ongoing funding gap of about \$52 million for the seven member institutions in Ontario, which should be filled by the Government of Canada.

### Key indicators

Collaboration
Partnerships
Relationships
Resource Sharing
Restore & Revitalize Wellness
Decolonize
Anti-racism

# An IIC Regional Model of Indigenous Post-Secondary Education





# Strategic Objectives



**Championing long term adequate, stable, predictable funding for Institutes**



**Supporting improved data collection and management with a goal of moving to a common data system**



**Nurturing and growing IIC's partnerships across the post-secondary education and training landscape**



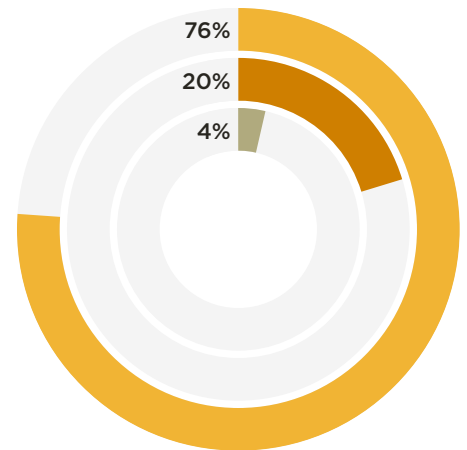
**Developing and disseminating best practices to support building the capacity of Indigenous Institutes**



# Revenues & Expenditures

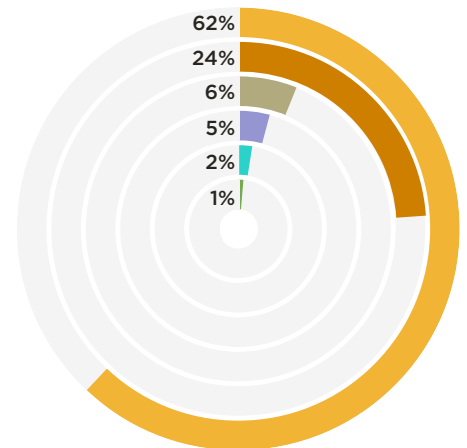
## Revenue 2022

● Ontario Ministry of Colleges and Universities	\$ 718,640
● Other funding	\$ 190,077
● Membership fees	\$ 35,000
	<hr/>
	\$ 943,717



## Expenses 2022

● Professional services	\$ 554,690
● Administration costs	\$ 212,004
● Communications and marketing	\$ 54,721
● Mandatory employer related costs	\$ 38,939
● Rent	\$ 20,000
● Travel, meal & accommodations	\$ 12,502
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	\$ 892,856



Excess of revenue over expenses	\$50,861
Unrestricted net assets, beginning of year	\$356,334
Unrestricted net assts, end of year	\$407,195

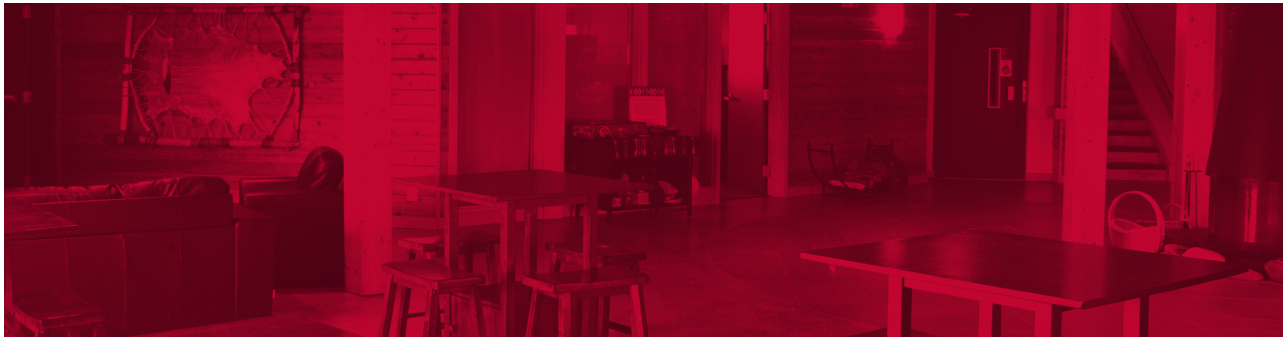


# Statement of Financial Position

<b>Indigenous Institutes Consortium Statement of Financial Position</b>	<b>2022</b>		<b>2021</b>	
<b>Assets</b>				
<b>Current</b>				
Cash	\$	586,531	\$	877,051
Accounts receivable		80,961		100,790
Prepaid expenses		22,230		-
	<b>\$</b>	<b>689,722</b>	<b>\$</b>	<b>977,841</b>
<b>Liabilities</b>				
<b>Current</b>				
Accounts payable and accrued	\$	54,327	\$	382,963
Scholarship funds held in trust		66,200		85,800
Deferred revenue		162,000		152,744
		<b>282,527</b>		<b>621,507</b>
<b>Unrestricted net assets</b>		<b>407,195</b>		<b>356,334</b>
	<b>\$</b>	<b>689,722</b>	<b>\$</b>	<b>977,841</b>

For a complete copy of the 2021 Audited Financial Statements, please reach out to the Indigenous Institutes Consortium at [info@iicontario.ca](mailto:info@iicontario.ca).





**Indigenous  
Institute  
Member  
Profile:**

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**ANISHINABEK  
EDUCATIONAL INSTITUTE**

## Anishinabek Educational Institute

The Anishinabek Educational Institute (AEI), established in 1994 through resolution at the Anishinabek grand council on the rocky Bay First Nation by the chiefs and assembly. AEI provides programming letters responsive to the Anishinabek member communities, as well as common needs amongst other indigenous communities in Ontario. AEI provides a comfortable, supportive learning environment that promotes the traditional values of sharing, caring and respect. AEI is committed to assisting its students to achieve their highest potential. AEI Offers full time diploma, certificate an postgraduate certificate programs. AEI programs are designed with students in mind and are delivered in a way that reduces the high stress levels which can develop when students are away from their family, community and workplace responsibilities.

**IIC Governance Circle Member: Mindy Taylor**



## Indigenous Institute Member Profile:

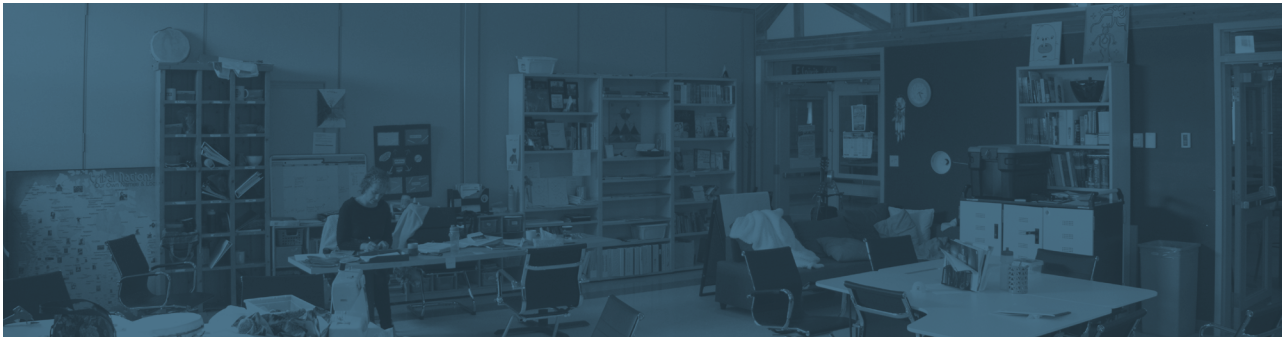
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## Iohahi:io Akwesasne Education and Training Institute

Established in 1989, Iohahi:io Akwesasne Education & Training Institute (IAETI) Was founded to provide greater access to postsecondary education for the Akwesasne Mohawk people. In Mohawk, Iohahi:io means “the good road.” IAETI functions “to provide the best possible education and training services to the members of Akwesasne. Courses are offered based on community need and in a setting that offers both comfortable and culturally supportive learning environment, with which Akwesasro:ni are familiar. Iohahi:io Times and courses of study which promote individual and collective economic and social well-being; address issues and needs from an Akwesasne Mohawk perspective; serves as a centre of excellence for indigenous community based learning; and enables learners to gain knowledge and skills needed to be self-sufficient, educated and employable.

**IIC Governance Circle Member: Norma Sunday**



**Indigenous  
Institute  
Member  
Profile:**

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# KENJGEWIN TEG

## Kenjgewin Teg

Established in 1994 to serve the Mindoro Mnising communities of the Anishinabek people, Kenjgewin Teg offers a multitude of educational programs and services; a pathways approach enables Kenjgewin Teg learners the the ability to explore their goals and choose the pathway that inspires them to find success. At Kenjgewin Teg, Learners can choose from obtaining secondary school credits, literacy and basic skills, academic upgrading, online e-learning courses, college and/or university programs, or general interest/skills development opportunities - everyone, Both indigenous and non indigenous, are welcomed to gain an inclusive understanding of indigenous worldviews within the Anishinabek learning environment at Kenjgewin Teg

**IIC Governance Circle Members: Beverley Roy**



**Indigenous  
Institute  
Member  
Profile:**



**OSHKI-WENJACK**

OSHKI-PIMACHE-O-WIN  
THE WENJACK EDUCATION INSTITUTE

## Oshki Pimache-O-Win: The Wenjack Education Institute

Oshki-Pimache-O-Win Was established in 1996 in Thunder Bay to advance the holistic educational needs of Nishnawbe Aski Nation and others. For twenty years, Oshki-Wenjack has been providing holistic, culturally appropriate, accessible and flexible education and training programs to meet individual, community and organizational learning needs. Oshki Wenjack Promotes lifelong learning for all members of Nishnawbe Aski Nation and is committed to increasing access to, and success in, education and training to the NAN people and other learners. Oshki Wenjack's Innovative postsecondary programs delivered courses that best meet the needs of the indigenous community, blending on campus, online and distance learning, and in community sessions. This approach gives NAN community members the opportunity to earn a postsecondary credential while remaining in their home community and at the same time maintain local employment opportunities.

**IIC Governance Circle Member: Lorrie Deschamps**



**Indigenous  
Institute  
Member  
Profile:**



## Ogwehoweh Skills and Trades Training Centre

The Ogwehoweh Skills and Trades Training Centre (OSTTC) was established in 2003 as a community owned indigenous training and post secondary institute that has been educating, training, and certifying the Six Nations of the Grand River territory and surrounding communities since first opening its doors. OSTTC Was established to address employer needs for skilled workers and the needs of individuals looking to increase employability and employment skills. Specializing in trades training, education, and professional development, allows OSTTC to meet the needs in the labour market, offering employ ability an empowerment to individuals of its programming. The centre provides courses in pre trades/ pre technology, academic upgrading, pre apprenticeship, youth programming, and small business management.

**IIC Governance Circle Member: Erin Monture**



**Indigenous  
Institute  
Member  
Profile:**

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**SHINGWAUK  
KINOOMAAGE GAMIG**

Center of Excellence in Anishinaabe Education

## Shingwauk KinooMaage Gamig

Shingwauk KinooMaage Gamig Was established in 2008 was founded on the Anishinaabe vision of learning as established by Chief Shingwauk in Sault Ste. Marie, Ontario to serve the Anishinaabe people. The institute is founded on an Anishinaabe vision of learning, providing educational tools to support Anishinaabe students to thrive in modern society without compromising the values or integrity of our culture, knowledge, and traditions. SKG, In collaboration with Algoma University offers the only Anishinaabemowin (Ojibwe language) and Anishinaabe Studies B.A. programs in Canada. Language immersion and land based education courses are available throughout the year for full or part time study.

**IIC Governance Circle Member: Lauren Doxtater**



**Indigenous  
Institute  
Member  
Profile:**

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**SIX NATIONS**  
POLYTECHNIC

## Six Nations Polytechnic

Six Nations Polytechnic was established in 1993 to offer first hand indigenous knowledge, education and skills training, through one of the most unique learning experiences in Canada primarily serving the Haudenosaunee Nations. SNP Is unique in its ability to offer firsthand indigenous knowledge, education and skills training in a culturally supportive environment to everyone who is committed to learning. At SNP, Students can earn degrees, diplomas and certificates in a range of a areas including indigenous languages, education, health, Human Services and trades through partnerships with regional colleges in universities and SNP accredited programs.

**IIC Governance Circle Member: Rebecca Jamieson**



The current graduation rate across the seven Indigenous Institutes is **81%**



# The IIC Governance Circle

**Rebecca Jamieson** – Six Nations Polytechnic

**Norma Sunday** – Iohahi:io Akwesasne Education and Training Institute

**Erin Monture** – Ogwehweh Skills and Trades Training Centre

**Mindy Taylor** – Anishinabek Educational Institute

**Beverley Roy** – Kenjgewin Teg

**Lorrie Deschamps** – Oshki Pimache-O-Win: The Wenjack Education Institute

**Lauren Doxtater** – Shinwauk Kinoomaage Gamig

## Strategic Initiatives with the Indigenous Institutes in Ontario

### Indigenous Institutes Filling the Demand for Personal Support Workers in Ontario

The Ontario government is investing \$34 million over four years to increase enrolment in nursing and personal support worker (PSW) programs at six Indigenous Institutes. Funding will support Indigenous Institutes to provide culturally responsive education and training pathways for learners to prepare for careers as registered nurses, registered practical nurses or PSWs.

### Capital Assessment Planning

The Indigenous Institutes continue to plan and prepare for improvements to capital investments. Sharing information on the findings from the Facilities Condition Assessment is helping to engage Indigenous Institutes on the design of the capital program for facilities maintenance and renewal announced in the Ontario 2022 budget.

- The Ontario Budget invested \$1.5 million annually from 2022-23 to 2024-25 in a new capital program for Indigenous Institute facilities maintenance and renewal.
- These assessments found that the nine Institutes had a combined Current Replacement Value (CRV) of \$124 million and Deferred Maintenance (DM) of \$12.8 million.







# Marketing and Communications stats

The IIC successfully advanced the recognition of Indigenous Institute through marketing and communications in 2021-2022. 279 direct new followers across all social media platforms (Facebook, Instagram, Twitter, LinkedIn). On Twitter, IIC received over 85,000 impressions in 2021-22, over 20,000 more from last year.


**See our growth from 2020-2021 to 2021-2022!**



**Followers up  
over 20%  
compared to 2020**



**Over 87,000  
Twitter impressions**



**Our top performers**

## Overview

The follow chart shows an overview across all social media channels and compares the results from 2020 and 2021

Channel	Year	Total Followers	Number of Posts	Impressions	Engagements	Profile/ Page Visits	Link Clicks
Facebook	2020	757	250	40,103	3,353	2,445	164
	2021	771	226	13,175	505	1,824	75
Instagram	2020	97	128	5,338	531	133	0*
	2021	167	117	5,302	428	205	0*
LinkedIn	2020	23	109	2,043	101	--	613
	2021	85	138	9,995	515	--	202
Twitter	2020	70	302	67,053	1,008	163	81
	2021	203	251	87,499	1,588	7,532	207

*\*Instagram does not allow link clicks on posts.*



# Indspire – Rose Nolan Memorial Scholarship

The Rose Nolan Memorial Scholarship Fund was established by the Ted Nolan Foundation in 2004. The Fund aims to assist First Nations women in achieving their educational and training goals, while maintaining strong community involvement. The IIC was honoured to have accepted the Rose Nolan Memorial Scholarship fund from the Ted Nolan Foundation in 2019. Following the generous donation, the IIC partnered with Indspire through the Building Brighter Futures program to secure additional matched funding for the scholarship. Each award is valued at \$2,500 per recipient.

**2021-2022**

**12 Recipients**

**\$30,000**

**2020-2021**

**15 Recipients**

**\$37,500**



# Hear from learners who have been positively impacted by this award:

## **Joelle Porter | Early Childhood Education | Iohahi:io Akwesasne Education & Training Institute**

*"I'm overjoyed and excited to show my accomplishments in the next coming years. The support is gonna help me greatly. It will help me accomplish my goals and dreams and help make everything a little less stressful on me and my family."*

## **Courtney Skye | Cayuga Language | Six Nations Polytechnic**

*"In the past, I struggled with racism, sexism, and lack of support in the university I previously attended. Going to a community-based university has been a significant change in community and the level of support I receive. I think that returning to school after a number of years has provided me with perspective on my experiences and made me more tolerant to the challenges I encountered in the past."*

## **Melanie Hill-Jackson | Social Services | Anishinabek Educational Institute**

*"I want to work with mental health, addictions and homelessness, I want to share my knowledge and be a helper to our people. In this society addictions, mental health and homelessness is increasing at a rapid rate in indigenous and non indigenous populations. I want to help people to help themselves to heal and to find alternative ways to cope and live as best they can. I dedicate my life and knowledge to helping all people where ever I go as much as possible. The world needs more caring non judgmental helpers and sometimes all a person needs is just one person to believe in them. I can be that person."*



In the past two fiscal years, with matched funding from Indspire, IIC has distributed **\$67,500** to First Nations women studying full-time at Indigenous Institutes who are members of IIC.



Indigenous  
Institutes  
Consortium