



NORTH ISLAND COLLEGE  
INDIGENIZATION PLAN  
2021-2026

# Working Together Dashboard Year 4 Report

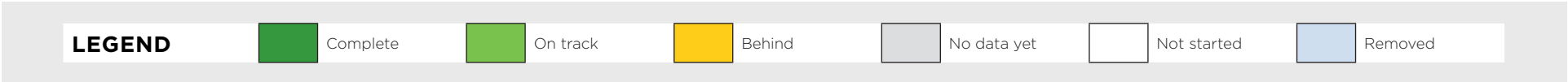
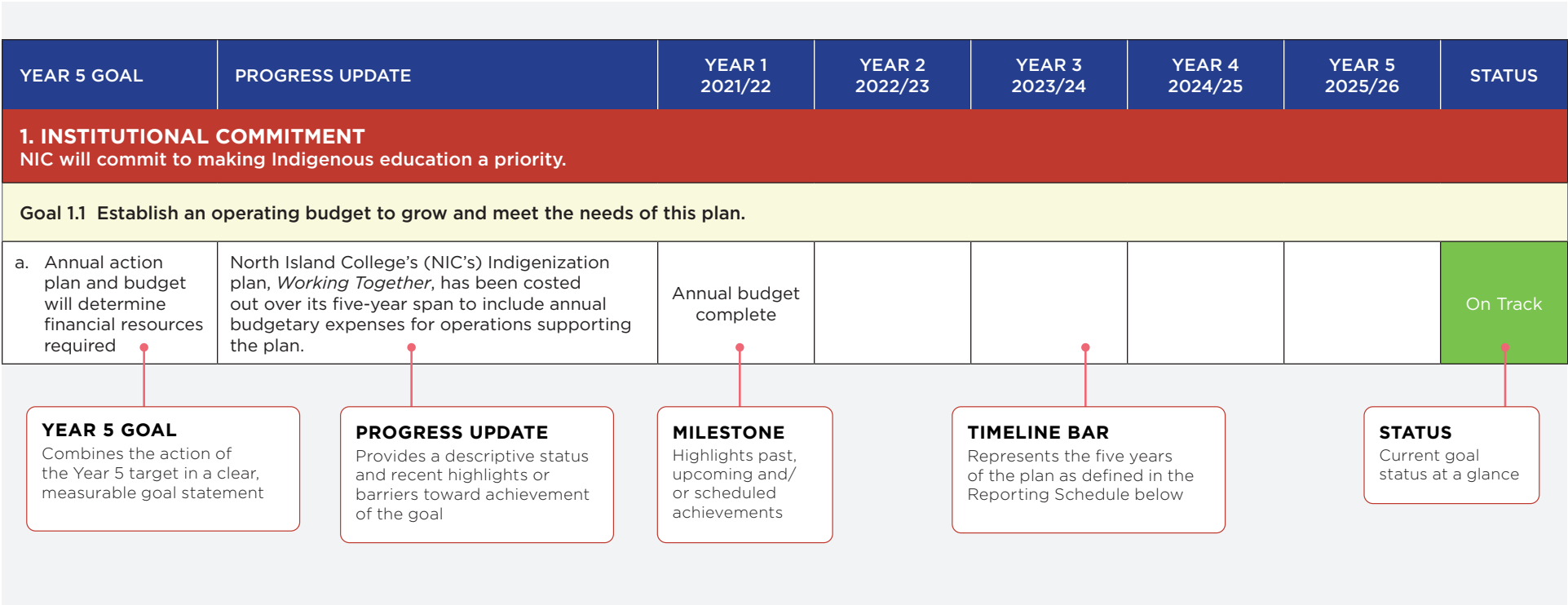
NORTH ISLAND COLLEGE



**NIC**

INDIGENOUS EDUCATION

# How the Dashboard Works



## WORKING TOGETHER REPORTING

PLAN YEAR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2021/22	2022/23	2023/24	2024/25	2025/26
Reporting Period	July 2021-June 2022	July 2022-June 2023	July 2023-June 2024	July 2024-June 2025	July 2025-June 2026
Reporting Date	June 2022	June 2023	June 2024	June 2025	June 2026

# WORKING TOGETHER 2026 DASHBOARD

## YEAR 4 REPORT

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	STATUS
<b>1. INSTITUTIONAL COMMITMENT</b> NIC will commit to making Indigenous education a priority.							
<b>Goal 1.1</b> Establish an operating budget to grow and meet the needs of this plan.							
a. Annual action plan and budget will determine financial resources required	North Island College's (NIC's) Indigenization plan, <i>Working Together</i> , has been costed out over its five-year span to include annual budgetary expenses for operations supporting the plan.	Annual budget complete					Complete
b. Source and secure funding	<p>NIC's Office of Global Engagement (OGE) has earmarked funding through 2026 to assist in the delivery of key aspects of the <i>Journeying Together</i> plan which support <i>Working Together</i> goals.</p> <p>NIC's Continuing Education Department has committed a 5% administrative fee on all contracts to support <i>Working Together</i>.</p> <p>\$77,000 was earmarked by the Indigenous Education Council (IEC) for Indigenous Pathways and Partnerships (formerly ASP) dollars.</p> <p>The Manager of Indigenous and Regional Partnerships for Mixelakwila campus took on a campus administration role, which is 50% base funded.</p> <p>NIC continues to commit base funding to support the following positions:</p> <ul style="list-style-type: none"> <li>• Executive Director</li> <li>• Elders</li> <li>• Associate Director, Indigenous Regional Partnerships</li> <li>• Project Analyst</li> <li>• .5 FTE Indigenous Leadership Instructor</li> <li>• .5 FTE Indigenous Education Facilitator and Navigator Positions (50% base funded)</li> </ul>	<p>\$345,500 committed to Year 1</p> <p>Additional \$211,500 committed to Year 2</p> <p>Elders in Residence program moved to base funding</p>			<p>Additional \$80,000 committed to Year 4</p> <p>\$77,000 from IPP</p> <p>\$63,000 from CET</p>	\$77,000 from IPP	Behind



YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	STATUS
<b>1. INSTITUTIONAL COMMITMENT</b> continued							
<b>Goal 1.2 Ensure departments/faculties identify and act on specific commitments to Reconciliation and Indigenization.</b>							
<p>a. Departments create a base-line report for the Indigenous Education Committee (IEC) indicating:</p> <p>i) where they currently stand in Indigenization efforts</p> <p>ii) annual goals to be met</p> <p>Annual updates regarding successes/barriers/results to be reported to the IEC and community</p>	<p>NIC's annual Institutional Accountability Plan and Report (IAPR) includes program-area reports on the <i>TRC Calls to Action</i>, UNDRIP and <i>In Plain Sight</i>. The IAPR report will be published in Fall 2025.</p> <p>Build 2026, Journeying Together, Working Together, Widening Our Doorways, the Accessibility Plan and The CARE<sup>2</sup> Plan can be accessed on the NIC website at <a href="#">Plans and Publications</a>.</p> <p>The Centre for Teaching and Learning Innovation (CTLI) continues to support programs through the program-review process and resulting action plans.</p>		OGE report on Indigenous activity in international education (July 2023)	Ongoing data collected via program review	IAPR report published Fall 2024		On Track
<b>Goal 1.3 Commit ongoing/multi-year funds to support Indigenous Education programming, services and Indigenization efforts.</b>							
<p>a. Establish a base-funded program delivery model</p>	<p>18 students started the Indigenous Leadership Certificate in Fall 2024.</p> <p>Seven sections of ABG 100 (Histories and Impacts of Colonization) and one section of ABG 103 (Vision, Values, Philosophies and Ethics) were added to support the enrolment of international and domestic students through the Office of the VP Academic.</p> <p>Additional language courses offered through base funding:</p> <ul style="list-style-type: none"> <li>• 1 of ILF 101 (Kwak'wala Immersion 1)</li> <li>• 4 of KWA (Kwak'wala)</li> <li>• 2 of NCN (Nuu-Chah-Nulth)</li> </ul>		Aboriginal Leadership Certificate begins		Indigenous Leadership (ABG) Certificate intake plan	Additional ILF 101 and ILF 121 offered	On Track

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	STATUS
<b>1. INSTITUTIONAL COMMITMENT</b> continued							
<b>Goal 1.3</b> continued							
b. Offer Indigenous-language courses (8-10 sections per year)	<p>This academic year, NIC offered 6 Introductory Nuu-chah-nulth and Kwak'wala language courses from base funding (66 students total). This includes an elective ILF 101 course at the Comox Valley campus (15 students) and ILF 111, offered through an Indigenous Field School in partnership with Nuu-chah-nulth Tribal Council, VIU and Maui Community College.</p> <p>In partnership with Homalco First Nation and the sister nations of K'ómoks, Klahoose and Tla'amin, NIC delivered a blended format of online and in-person Ayajuthem classes (50 students total in Fall and Winter terms).</p> <p>In partnership with Ahousaht First Nation, the Indigenous Language Fluency (ILF) Certificate program was presented in Nuu-chah-nulth beginning Winter 2025 (20 students).</p>	ILF Certificate in Kwak'wala complete	ILF Certificate in Nuu-chah-nulth complete	First delivery of Ayajuthem course	<p>Second delivery of Ayajuthem course and ILF Certificate in Nuu-chah-nulth complete</p> <p>Third cohort of ILF Certificate in Nuu-chah-nulth began</p>	Cohort of ILF Certificate in Kwak'wala/ Liq'wala to begin	On Track
c. Transition Elders in Residence program from ASP to base funding	Through additional funding, the Port Alberni Elder in Residence position was increased to a 50% regularized role.	Elders in Residence program moved to base funding					Complete

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	STATUS
<b>2. GOVERNANCE MODEL</b> NIC will ensure governance structures recognize and respect Indigenous peoples.							
<b>Goal 2.1 Encourage and advocate for increased Indigenous representation on NIC boards, councils, and committees.</b>							
a. Board of Governors – report on how members are chosen and identify strategies to promote Indigenous representation	IEC has formally requested that the Board of Governors (BOG) join them in advocating for changes to the College and Institute Act that would enable IEC representation as part of BOG membership.  Specifically, IEC recommends amending the Act to include at least one appointed IEC member on the Board, ensuring Indigenous perspectives are consistently represented at the governance level. In the 2024/25 academic year, John Jack (elected Chief Councilor of Huu-ay-aht First Nation) joined NIC's Board of Governors.		Presentation to IEC for discussion	New Board member appointed	New Board member appointed		On Track
b. Develop an awareness campaign to promote participation (awareness, benefits in participating, etc.)	The following efforts support this goal: <ul style="list-style-type: none"> <li>• Student opportunities to participate in the IEC, BOG and Education Council (EdCo) are shared in the student newsletter</li> <li>• IEC is developing a membership drive and strategy to enhance membership               <ul style="list-style-type: none"> <li>– Currently producing a video on the role of the IEC and their decision-making processes at the college</li> </ul> </li> <li>• IEC to make recommendations to the BOG on potential new members</li> </ul>		Summer symposium  Joint meeting: BOG, EdCo, IEC		IEC to recommend potential new members to BOG annually	IEC to implement a membership drive	On Track

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	STATUS
<b>2. GOVERNANCE MODEL</b> continued							
<b>Goal 2.2 Explore and utilize decolonized and Indigenized decision-making processes.</b>							
a. Research and identify decolonized and Indigenized decision-making processes	<p>The IEC reviewed and updated the Commitments document at the annual retreat in March 2025.</p> <p>At the direction of the IEC, the Framework for Indigenous-Led Education and Training (FILET) was developed, providing direction for ethical engagement with Indigenous communities and organizations. The framework ensures consistency in developing and maintaining respectful relationships with rights-holders and Indigenous partners, while aligning with NIC's vision, mission, values and commitments.</p> <ul style="list-style-type: none"> <li>By guiding the college in exploring, planning, and delivering education and training, the framework supports accountability and the success of in-community programming.</li> </ul> <p>A video is in production that speaks to the role of the IEC and its decision-making processes at NIC.</p> <p>A graphic design was created as a visual representation of IEC.</p>		<p>Summer symposium</p> <p>Joint meeting: BOG, EdCo, IEC</p>		<p>Framework developed for Indigenous-Led Education and Training</p> <p>Filmed/edited IEC video</p> <p>IEC graphic design complete</p>	<p>FILET fully implemented through NIC</p> <p>Share IEC video</p>	On Track
b. Trial identified processes across a variety of areas	<p>IEC began implementing Indigenized decision-making processes – as outlined in its Commitments document – in September 2024.</p> <p>At the March 2024 retreat, IEC changed the decision-making membership protocols to a distinctions-based approach:</p> <ul style="list-style-type: none"> <li>Consensus First: if those present at a meeting believe a decision requires broader input, consensus may be facilitated electronically (e.g., via email) to include additional IEC members not present</li> </ul> <p>This model emphasizes respectful collaboration and Nation-level equity in voice, transparency and the decision-making and documentation processes.</p>				<p>IEC Indigenized decision-making pilot</p>	<p>IEC commitments document updated to recognize distinction-based approach in decision making</p>	Behind

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	STATUS
<b>2. GOVERNANCE MODEL</b> continued							
<b>Goal 2.3 Review policies and operational practices to ensure they support the recognition of Indigenous people's human rights and the equity and inclusion of Indigenous students, faculty, staff and community members.</b>							
a. Review and update three existing NIC policies annually	<p>The Office of Indigenous Education (OIE) provided an Indigenous lens on the following policy and procedure reviews:</p> <ol style="list-style-type: none"> <li>1. Flag Usage Policy - updates to flag protocol recommendations presented and approved at Leadership Team (LT)</li> <li>2. Use of NIC Facilities and Campus Grounds Procedures - including Gathering Places</li> <li>3. DEI Policy</li> <li>4. Student Conduct Policy</li> <li>5. Exploration into the development of a new policy to support FILET</li> </ol>	Began review of Student Complaint Policy				Development of Indigenous Education Policy	On Track
b. Indigenous member on Policy and Standard Committee	OIE has assigned a member to sit on the Policy and Standards Committee.			To begin attending meetings		New member to attend meetings	On Track



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<b>3. TEACHING AND LEARNING</b> NIC will implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.							
<b>Goal 3.1 Develop and implement an Indigenous curriculum sub-committee.</b>							
a. Develop Terms of Reference, identify members and invite community members to participate	<p>The Working Together Working Group (WTWG) met monthly and developed its draft terms of reference, which includes supporting <i>Working Together</i> goals, outside of curriculum.</p> <ul style="list-style-type: none"> <li>OIE and CTLI are implementing the Indigenous-curriculum subcommittee to begin work in September 2025.</li> </ul> <p>WTWG presented the concept of the development of an Indigenization, Reconciliation and Decolonization Curriculum Committee (IRDCC) to LT and the Education Team.</p> <ul style="list-style-type: none"> <li>This has been infused into the SEM-E planning, with IRDCC to guide, review and support the integration of Indigenous knowledge systems, histories, languages and pedagogies into the curriculum at NIC.</li> <li>The committee will ensure curriculum development aligns with the principles of reconciliation, decolonization and Indigenization and reflects respectful collaboration with local Indigenous communities.</li> </ul>		Summer symposium  Funding required for 1 FTE Faculty	Monthly meetings scheduled	Monthly meetings scheduled  IRDCC concept developed	IRDCC TOR developed	On Track

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	STATUS
<b>3. TEACHING AND LEARNING</b> continued							
<b>Goal 3.1 Develop and implement an Indigenous curriculum sub-committee.</b>							
b. Identify scope of work	<p>The WTWG will serve as:</p> <ul style="list-style-type: none"> <li>• A resource to those taking action in support of the <i>Working Together</i> Indigenization Plan</li> <li>• A hub for Indigenization efforts, reducing institutional siloing</li> <li>• A liaison between faculty, staff and relevant knowledge keepers and/or resources in community</li> <li>• A resource to support faculty and staff through their own Indigenization efforts</li> <li>• An advisory group on policy review, ensuring a pan-Indigenous perspective is incorporated into NIC policies – both new and existing</li> </ul> <p>Scope of work for Indigenous Sub-Curriculum Committee will be developed in summer 2025.</p> <p>The IRDCC will:</p> <ul style="list-style-type: none"> <li>• Review and provide recommendations on all NIC curriculum proposals</li> <li>• Ensure curriculum aligns with the <i>Truth and Reconciliation Commission's Calls to Action</i>, the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> (UNDRIP), and NIC's <i>Working Together</i> Indigenization Plan</li> <li>• Support faculty and departments in developing culturally safe and responsive curriculum</li> <li>• Promote the inclusion of Indigenous languages, worldviews and land-based learning</li> </ul>		Action plan developed		IRDCC scope drafted	Assess and update IRDCC scope	On Track

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<b>3. TEACHING AND LEARNING</b> continued							
<b>Goal 3.1</b> continued							
c. Implement sub-committee as a required Education Council process	IRDCC will begin its role of reviewing and providing recommendations to the EdCo on all NIC curriculum proposals, as of Fall 2025.					IRDCC pilot	On Track
d. Create a protocol guide that addresses the importance of co-development/ facilitation/ delivery of Indigenized programming	The Framework for Indigenous-Led Education and Training (FILET) was developed, approved and implemented in March 2025 at the direction of the IEC.				FILET document approved by IEC	FILET fully implemented through NIC	Complete
<b>Goal 3.2</b> Ensure Indigenous histories, worldview, knowledge, and pedagogies are relevantly, accurately and respectfully integrated.							
a. Undertake college-wide, department-level curriculum reviews to ensure Indigenous histories, worldviews, knowledge and pedagogies are relevantly integrated in programs	<p>Indigenous Education is now a key element in the credential-program review and renewal process and is integral to all program review during:</p> <ol style="list-style-type: none"> <li>1. Data Gathering and Analysis</li> <li>2. External Review Process</li> </ol> <p>CTLI has developed a set of questions to be utilized during program review to guide the Indigenization of program content.</p> <p>To date, Indigenous Education has consulted on the Electrical Trades and Office Administration programs.</p>		Review departments' program renewal plans		Moved to a formal review process	Continue to support program review	On Track

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	STATUS
<b>3. TEACHING AND LEARNING</b> continued							
<b>Goal 3.2</b> continued							
b. Begin by piloting with one program area to develop model and reporting template  * <b>Note:</b> This goal will be refined to align with the program-review process.	This goal will be refined to align with program review and support program areas in their action plans for the formal review process. <ul style="list-style-type: none"> <li>The <a href="#">program review schedule</a> is posted on the NIC website.</li> </ul>		Initiate pilot program		Moved to a formal review process	Continue to support program review	On Track
c. Identify areas that require growth and develop a plan to address	Areas are being identified through the program-review process and associated program action plans.			Begin program-wide assessment	Moved to a formal review process	Continue with program review and IRDCC	On Track
<b>Goal 3.3</b> Departments address and respond to the Truth and Reconciliation Commission's Calls to Action.							
a. Each Call to Action will have an action plan in place	Program areas with clear, measurable commitments to address specific <i>TRC Calls to Action</i> are identified in the Institutional Accountability Plan and Report (IAPR).  All students in Health and Human Services are presented with the <i>Truth and Reconciliation Commission of Canada: Calls to Action</i> booklet by the National Centre for Truth and Reconciliation in a ceremony with Elders.			Identify action plans	IAPR report published in Fall 2024	IAPR report to be published in Fall 2025	On Track

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<b>3. TEACHING AND LEARNING</b> continued							
<b>Goal 3.4 Provide college-wide mentorship and support to faculty members to Indigenize teaching and learning.</b>							
a. Provide mentorship and support to faculty members to Indigenize teaching and learning via: i) resources located on an Indigenization website ii) regular workshops iii) professional development (PD) iv) annual Indigenization work across departments	Five workshops with Indigenous and Intercultural Learning Outcomes (IILO) were hosted by the Indigenous Education Facilitator and Intercultural Learning Facilitator in Winter 2025.  An IILo was developed through the formal EdCo process and is now included in many program and courses.  NIC hosted a Community Connections and Learning Day, which included a keynote from Kory Wilson and a panel on Regional Indigenization and Decolonization.  CTLI continues to regularly share external Indigenization PD opportunities.			Completion of the Indigenization resource website	IILo workshops	IEC to explore Indigenous program and institutional learning outcomes	Behind
b. Develop a local “cultural resource person” list	On hold, at the direction of the IEC.						Not Started
c. Work with OGE to explore and support faculty partnership/ exchange opportunities	Three faculty, one Elder and three administrators were engaged in various study-abroad activities and international collaboration with partners in Hawaii, New Zealand, Costa Rica and Romania.  NIC hosted four guests from Te Rito Maioha Early Childhood, New Zealand.				CO[IL] project with Kapiolani in Fall 2024		On Track

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<b>3. TEACHING AND LEARNING</b> continued							
<b>Goal 3.5</b> Develop a website that assists faculty, staff and students to access resources, information, publications and reports about Indigenous issues, pedagogy, practice and knowledge.							
a. Create a WordPress site	On hold, while the Core Competency course is being developed.			Completion of the Indigenization resource website			Not Started
<b>4. UNDERSTANDING AND RECIPROCITY</b> NIC will support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.							
<b>Goal 4.1</b> Develop and incorporate a multi-tiered local core competency training experience.							
a. Develop digital learning modules	<p>OIE continues to make steady progress on the development of NIC's Core Competency course for staff and faculty. The initial timeline has been extended as a reflection of our commitment to doing this work in a good way – one that honours community voices, respects local Nations and allows for meaningful engagement in content development.</p> <p>The mandatory course is now on track for completion by August 2025 and will provide foundational learning for all NIC employees. It includes both general and place-based content to help ground staff and faculty in the histories, protocols and knowledge systems of the Indigenous communities we serve.</p> <p>The six-module course includes:</p> <ul style="list-style-type: none"> <li>M1 – Foundations: Indigenous peoples in Canada and the impacts of colonization</li> <li>M2 – K'ómoks</li> <li>M3 – Ligw'ildaxw</li> <li>M4 – Kwakiutl</li> <li>M5 – Tseshah, Hupacasath, and Nuw-chah-nulth</li> <li>M6 – Bringing it All Together: Reconciliation and actions</li> </ul> <p>This course is a starting place designed to spark curiosity, support deeper understanding and encourage ongoing relationship building with Indigenous communities and each other.</p>		Develop local modules	Continue to develop local modules and review with Nation	Pilot delivery with Human Resources	Pilot with key staff at NIC	Behind



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<b>4. UNDERSTANDING AND RECIPROCITY</b> continued							
<b>Goal 4.1</b> continued							
b. Offer multiple training opportunities throughout each year	To pilot in Fall 2025.					Pilot to key employees	Behind
c. Develop a roll-out plan to ensure all employees have the opportunity to complete training	OIE is consulting with NIC's Human Resources (HR) on a multi-year rollout plan to ensure all current employees have the opportunity to complete Core Competency training and all new employees receive the training as part of their orientation.				Consultations with HR	Develop multi-year rollout plan	Behind
<b>Goal 4.2</b> Ensure academic programs include content in at least one course, which explores Indigenous histories and identifies how Indigenous issues intersect with the field of study.							
a. Develop list of courses with relevant content	Data is being gathered and reviewed through the program-review process.		Continue work with decanal areas			Continue to support program review	Behind
b. Departments to work with Indigenous curriculum subcommittee to ensure content is appropriate	Progress in this area will be led by the Indigenization, Reconciliation and Decolonization Curriculum Committee (IRDCC).  The committee will review, support and guide the integration of Indigenous knowledge systems, histories, languages and pedagogies across the curriculum and ensure alignment with principles of reconciliation, decolonization, Indigenization and respectful collaboration with local Indigenous communities.				IRDCC Scope drafted	Pilot IRDCC	Behind
c. Identify gaps and develop plan to address	Data is being gathered and reviewed as part of the program-review process.			Completion of Indigenous content review		Continue to support program review	Behind

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<b>4. UNDERSTANDING AND RECIPROCITY</b> <i>continued</i>							
<b>Goal 4.3</b> Develop a communications strategy to ensure that every current and prospective student, faculty and staff member at NIC is aware of the traditional territories and Indigenous Nations on whose land NIC campuses and facilities are situated.							
a. Communication Strategy to include: i) Teaching and protocols re: Territorial acknowledgments ii) Territorial acknowledgment videos iii) Territorial acknowledgment on each campus iv) Territorial acknowledgment within student services and common spaces v) Update of course outline policy to include territorial acknowledgment vi) Commitment to start meetings and events with acknowledgment	All NIC employee, administrative, board, committee and working group meetings begin with a territorial acknowledgment.  International-student orientations are opened by an Elder with a land acknowledgment.  An Indigenous-education component was built into the international student-orientation module on Brightspace.  All post-study-abroad debrief meetings with students start with land acknowledgment and incorporate reflections, story telling and graphic recordings.  Angie Price added an Indigenous language/culture session at each OGE staff meeting.		Resource development completed				On Track

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<b>4. UNDERSTANDING AND RECIPROCITY</b> <i>continued</i>							
<b>Goal 4.4</b> Develop ongoing annual events that celebrate Indigenous people and culture and build awareness on Indigenous topics.							
a. Ensure Indigenous representation is included on NIC planning committees	<p>Indigenous representatives participate in the following teams/committees/groups:</p> <ul style="list-style-type: none"> <li>• Education Team</li> <li>• Leadership Team (as needed)</li> <li>• Marketing Committee</li> <li>• Student Housing Committee</li> <li>• Mental Health Committee</li> <li>• Equity, Diversity and Inclusion Committee</li> <li>• Graduation Committee</li> <li>• Open House Committee</li> <li>• Port Alberni Orientation Committee</li> <li>• Community Engagement Strategy Working Group</li> <li>• NIC Faculty Association (NICFA)</li> <li>• Student Case Management Team</li> <li>• Academic Integrity Committee</li> <li>• Orientation Committee</li> <li>• Campus Life Committee</li> <li>• Orientation Steering Committee</li> <li>• Community Engagement Strategy Working Group</li> <li>• Digital Student Services Committee</li> <li>• Conduct Sub Committee</li> <li>• Education Council</li> <li>• RAPT</li> <li>• Integrated Enrollment Management</li> <li>• Working Together</li> <li>• Joint Job Evaluation Committee/ Accessibility Advisory Committee</li> </ul>						On Track

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<b>4. UNDERSTANDING AND RECIPROCITY</b> continued							
<b>Goal 4.4</b> continued							
b. Host an annual event or challenge to explore reconciliation	<p>OIE and OGE launched a successful Indigenous Speaker Series at the Campbell River Campus. Speakers included Chief Janice George, (Squamish Nation Hereditary Chief), Randy Fred (Tseshah First Nation) and Dr. Laura Cranmer (Namgis First Nation). OIE and OGE are working together on hosting the next series of talks in Port Alberni.</p> <p>At the 2024 annual gathering of the two teams, OIE and OGE collaborated in developing the <i>Journeying Together Year 2 Annual Report</i>. Graphic recorder, <a href="#">Carla Duffey created a visual record</a> of the event, and the image hangs in both the OIE and OGE offices in Comox Valley and Campbell River, reminding us of the work needed for Indigenization and reconciliation of international education at NIC.</p> <p>OGE annual reports and dashboards highlight our collaborative work in support of the Indigenization of international education.</p>				Launch Indigenous Speakers Series	Run Indigenous Speaker Series in Port Alberni	On Track
c. Engage with OGE to host events that celebrate and share local and international cultures	<p>Indigenous language celebration is part of the International Education Week and International Development Week. Elders and language speakers were invited to speak to cohorts of international students (i.e., ECCE) about culture, history and language.</p> <p>OGE supported OIE in organizing and implementing the Indigenous Speaker Series at the Campbell River campus. Three Indigenous speakers led events in November 2025, January 2026 and March 2026, with each event captured in a graphic recording.</p>						On Track

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<b>4. UNDERSTANDING AND RECIPROCITY</b> continued							
<b>Goal 4.4</b> continued							
d. Plan events for: <ol style="list-style-type: none"> <li>1) Orientation</li> <li>2) Graduation</li> <li>3) Open House</li> <li>4) Moosehide Campaign</li> <li>5) Orange Shirt Day</li> <li>6) National Indigenous Day</li> <li>7) Sisters in Spirit</li> <li>8) Stolen Sisters</li> <li>9) Red Dress campaign</li> <li>10) Cultural Day</li> </ol>	<ol style="list-style-type: none"> <li>1. Orientation               <ul style="list-style-type: none"> <li>Elders in Residence provided a traditional welcome, and Navigators hosted info sessions</li> </ul> </li> <li>2. Graduation               <ul style="list-style-type: none"> <li>Ceremonial paddles were commissioned for each campus from local artists and carried in by the Executive Director of Indigenous Education, an Elder or Hereditary Chief from the local First Nations</li> <li>Elders in Residence or Nation representatives offered a traditional welcome</li> <li>Drummers led the procession by singing in faculty and students, marking the beginning of each convocation with deep cultural significance and respect</li> </ul> </li> <li>3. Open House               <ul style="list-style-type: none"> <li>Indigenous Navigators and Elders hosted info booths</li> </ul> </li> <li>4. Moosehide Campaign               <ul style="list-style-type: none"> <li>Shared community-based activities</li> </ul> </li> <li>5. Orange Shirt Day               <ul style="list-style-type: none"> <li>NIC web page: <a href="#">Orange Shirt Day and the National Day for Truth &amp; Reconciliation 2024</a></li> </ul> </li> <li>6. National Indigenous Day               <ul style="list-style-type: none"> <li>Student Life team participated in local Indigenous Day events.</li> </ul> </li> <li>7. Sisters in Spirit - TBA</li> <li>8. Stolen Sisters - TBA</li> <li>9. Red Dress campaign               <ul style="list-style-type: none"> <li>Information and dresses were on display in lounges at each campus</li> </ul> </li> </ol>				Ceremonial paddles introduced at convocation ceremonies		On Track

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<b>4. UNDERSTANDING AND RECIPROCITY</b> <i>continued</i>							
<b>Goal 4.5</b> Develop educational tools and resources that promote the implementation of the United Nations Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation.							
a. Create resources, videos and handouts for the Indigenous Education website	To follow the completion of the Core Competency course.						Behind
b. Website to include tools for addressing racism in the classroom	To follow the completion of the Core Competency course.						Behind
<b>5. INDIGENOUS EMPLOYEE RECRUITMENT</b> NIC will commit to increasing the number of Indigenous employees with ongoing appointments throughout the institution, including Indigenous senior administrators.							
<b>Goal 5.1</b> Baseline current, self-identified Indigenous employees.							
a. Create process for employees to self-identify	The DEI Advisory Committee was formed in April 2024 and plays a significant role in the development of the new DEI Strategic Framework, scheduled for launch in Fall 2025. HR has included a request for self-identification of Indigenous ancestry within job postings. If a successful applicant indicates "yes", the Indigenous Ancestry Declaration form is then included in the onboarding package to support accurate baseline data collection.					DEI Strategic Framework to launch	On Track



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<b>5. INDIGENOUS EMPLOYEE RECRUITMENT</b> <i>continued</i>							
<b>Goal 5.2</b> Ensure institutional hiring and human resource development strategies identify goals and approaches for increasing the number of Indigenous staff and faculty.							
a. Review Human Rights Exemption – expand to include other positions as necessary	<p>OIE reviewed the current Human Rights Exemption with IEC in June 2024 and received a letter of support for its renewal in Fall 2024.</p> <ul style="list-style-type: none"> <li>The exemption allows specific positions to be filled only by persons of self-identified Indigenous ancestry, with job postings clarifying and supporting this criteria.</li> </ul> <p>Additionally, postings may identify a requirement for Indigenous-specific experience (e.g., knowledge and experience of Indigenous communities, history, ethics, protocols and pedagogies) and also specify that, "Preference will be given to qualified applicants with Indigenous ancestry."</p> <p>In April 2025, the BC Human Rights Commissioner granted NIC Special Program renewal to April 24, 2030.</p>				NIC granted Special Program renewal to 2030		On Track
b. Review current hiring process with focus on ways to decolonize	<p>In consultation with OIE, HR identified goals for hiring that align with decolonization and shared these in its <i>Thriving Together – People Plan</i>.</p> <p>HR is additionally developing hiring guidelines that incorporate FILET recommendations, emphasizing the inclusion of Indigenous representation on hiring committees.</p> <p>The development of a new employee-orientation program will include consultation with OIE and an option for OIE to participate in orientations to ensure culturally informed onboarding experiences.</p>			People Plan launched	People Plan implementation	Align hiring guides with FILET	On Track

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<b>5. INDIGENOUS EMPLOYEE RECRUITMENT</b> continued							
<b>Goal 5.2</b> continued							
c. Review minimum education requirement for Indigenous knowledge keepers – develop a best practice to ensure NIC values Indigenous knowledge	<p>Language has been developed for some key faculty positions:</p> <ul style="list-style-type: none"> <li>• Elder in Residence <ul style="list-style-type: none"> <li>– Must be an Indigenous Elder with the respect and recognition of his or her own community and other communities in mid- to-northern Vancouver Island</li> <li>– Good knowledge of Indigenous cultural practices and protocols is required</li> <li>– Local knowledge is an asset</li> <li>– A working knowledge of an Indigenous language is desirable</li> </ul> </li> <li>• Indigenous Medicines Knowledge Instructor <ul style="list-style-type: none"> <li>– The Indigenous Medicines Knowledge Holder (IMK) must be recognized by their community as knowledgeable in the field</li> <li>– Experience in Indigenous methodology and land-based learning</li> </ul> </li> </ul> <p>As a part of FILET, additional language for the posting of in-community programs is under development.</p>			People Plan launched	People Plan implementation	Develop language for in-community job postings	On Track

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<b>5. INDIGENOUS EMPLOYEE RECRUITMENT</b> continued							
<b>Goal 5.3 Integrate language within job descriptions and postings that speaks to a commitment to developing competency towards Indigenization.</b>							
a. Develop Indigenous competence language	<p>In accordance with its goals in the <i>Thriving Together – People Plan</i>, HR will review the education, experience, knowledge and ability requirements on job postings to ensure they reflect a demonstrated commitment to Indigenization, decolonization and reconciliation. The intention is to support the hiring of individuals who understand and value these principles.</p> <p>HR has also begun incorporating language into job postings – particularly for Indigenous Education roles – that reflects a commitment to Indigenous-led, in-community programming. This includes clearly defined duties and responsibilities that support these values.</p> <p>Following internal review of hiring guides and orientation programs, HR will consult OIE to ensure strategies align with the <i>Working Together</i> strategic goals.</p>				People Plan implementation	HR to review the alignment of job posting language with commitment to Indigenization	Behind
b. Include competence language in job descriptions	See 5.3.a, above.				People Plan implementation		Behind
c. Include competence language in NICFA and CUPE posting templates	See 5.3.a, above.				People Plan implementation		Behind

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	STATUS
<b>6. LEARNING ENVIRONMENT AND HOLISTIC SERVICES</b> NIC will establish Indigenous-centred holistic services and learning environments for learner success.							
<b>Goal 6.1 Embed ceremony, language and culture into all aspects of the college environment.</b>							
a. See where spaces on campus could be enhanced, such as incorporating Indigenous-language signage on campus	<p>The K'ómoks Connections Committee held monthly meetings to discuss the operation, construction and design of tul'al'txw: NIC Student Housing Commons.</p> <p>Artists were chosen to create Indigenous artwork and design which has been integrated in the buildings' exteriors and interiors.</p> <p>In Spring 2025, eight names were gifted to the housing project, and installation of the respective Indigenous-language signage throughout public spaces has been confirmed.</p> <p>Graphic recordings of the <i>Journeying Together</i> team exercise are hung in the OIE and OGE offices, serving as a reference – for employees and visitors – of the foundational work we are doing.</p>				New student housing – infused language, ceremony		Behind
b. Develop an annual schedule of events which incorporates Indigenous ceremony and culture	<p>Indigenous Navigators and Elders hosted two monthly events at each campus. These included lunches, medicinal walks, smudging and wellness.</p> <p>The calendar of events has been developed for 2025/26.</p>			OIE and OGE co-host monthly events at each campus	Indigenous Navigators hosted two events each month	Continue to host events for students on campuses	On Track

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	STATUS
<b>6. LEARNING ENVIRONMENT AND HOLISTIC SERVICES</b> continued							
<b>Goal 6.1</b> continued							
c. Promote and support study abroad, field schools and virtual exchange opportunities for Indigenous students	<p>Hawaii</p> <ul style="list-style-type: none"> <li>15 Indigenous NIC/VIU students participated in an Indigenous field school at University of Hawaii, Maui College, delivered by NIC, in partnership with Nuu-chah-nulth Tribal Council and Vancouver Island University.</li> <li>Three Indigenous NIC students attended the Kapi'olani Community College, Oahu field school in support of an Indigenous sustainability COIL project.</li> </ul> <p>Costa Rica</p> <ul style="list-style-type: none"> <li>Five Indigenous students and one faculty member participated in "Language, Land and Resilience" – a project on language revitalization and reconcili-ACTION that fostered a connection between Indigenous communities on Vancouver Island, Nova Scotia and the BC Interior and the Costa Rican communities of Boruca and Ngabe.</li> </ul> <p>New Zealand</p> <ul style="list-style-type: none"> <li>Four Indigenous students joined Early Childhood Care and Education students in attending a specialized ECCE field school in Te Rito, Maioha, New Zealand.</li> </ul> <p>Between January 2 and March 31, 2025, a total of 26 Indigenous students, three faculty members, one Elder and two administrators participated in international experiences in Hawaii, New Zealand and Costa Rica.</p> <p>OGE developed three videos and two graphic recordings that capture stories and experiences of students participating in study-abroad programs. These storytelling tools, along with community-level media releases, share these journeys more broadly to promote study-abroad opportunities and engage students who might not otherwise consider international education as a viable learning pathway.</p>				Partnership with NIC, VIU sent 15 Indigenous students to Maui	OGE to continue relationship building with International partners to benefit students' experiences	On Track

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<b>6. LEARNING ENVIRONMENT AND HOLISTIC SERVICES</b> continued							
<b>Goal 6.2 Complete, on a regular basis, service-level reviews with Indigenous students, faculty and staff to ensure supports and services increasingly meet their holistic needs.</b>							
a. Address barriers to Indigenous student success	<p>OIE conducted an Indigenous-student-satisfaction survey in Fall 24 to identify barriers to student success and other factors impacting Indigenous students. A total of 370 students were invited to participate, and 106 responded (29% response rate).</p> <p>KEY FINDINGS (change from 2023):</p> <ul style="list-style-type: none"> <li>79% of respondents chose to attend NIC because it was "close to home/local" (↑13%)</li> <li>95% said they were "Satisfied" or "Very Satisfied" with the Indigenous student lounge(s) (↑11%)</li> <li>48% reported using the services of an Indigenous Education Navigator, primarily for course/program information</li> <li>90% of those were "Satisfied" or "Very Satisfied" with their experience (no change)</li> <li>25% reported using the services of Elders in Residence (no change)</li> <li>96% of those were "Satisfied" or "Very Satisfied" (↑1%)</li> <li>65% reported using the Library &amp; Learning Commons (↑8%)</li> <li>56% used advising services (↑13%)</li> <li>25% attended a cultural event</li> <li>84% of those were "Satisfied" or "Very Satisfied"</li> <li>97% preferred future events to be in person or a hybrid format</li> <li>90% indicated they are "Satisfied" or "Very Satisfied" with NIC in helping them meet their educational goals (no change)</li> <li>94% reported being "Satisfied" or "Very Satisfied" with their overall experience at NIC (↑8%)</li> </ul>		Work with Marketing to increase awareness		Indigenengous Student Satisfactiion Survey amended to include IEC priorities	Continue review and revision of survey to better align with IEC priorities	On Track



YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	STATUS
<b>6. LEARNING ENVIRONMENT AND HOLISTIC SERVICES</b> <i>continued</i>							
<b>Goal 6.2</b> <i>continued</i>							
a. <i>continued</i>	<p>OIE submitted a proposal for Education and Wellness Readiness: Indigenous Identity &amp; Resilience Microcredential. This program is designed to support Indigenous learners in developing foundational skills for success in post-secondary education and training programs.</p> <p>Rooted in trauma-informed practice, Indigenous ways of knowing and being and community wellness, the program addresses the historical and ongoing impacts of colonization, intergenerational trauma, grief, loss and lateral violence, while fostering resilience, identity and overall well-being.</p> <p>It provides essential life skills for learners to navigate their educational journeys, their relationships within academic and professional settings and their responsibilities within their communities.</p> <p>The program takes a holistic approach to personal, academic and community well-being, with a focus on Indigenous healing and strength.</p>		Work with Marketing to increase awareness		Microcredential Proposal submitted: Education and Wellness Readiness		On Track ( <i>cont.</i> )

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<b>6. LEARNING ENVIRONMENT AND HOLISTIC SERVICES</b> continued							
<b>Goal 6.3 Create culturally safe and culturally responsive campuses.</b>							
a. Continue to enhance support and services for Indigenous students across all campuses	NIC provides the following supports/services for Indigenous students: <ul style="list-style-type: none"> <li>• Designated BC Human Rights Tribunal seats for Indigenous students in Health &amp; Human Services and Trades programs</li> <li>• Access to Indigenous Navigators for academic and personal counselling needs</li> <li>• Elders in Residence on campus to provide support and guidance and deliver cultural teachings through guest presentations in the certificate and diploma programs</li> <li>• Guest speakers with Indigenous backgrounds supporting the work students are doing in the classroom</li> </ul>						On Track
b. Hire Indigenous service providers, including a counsellor		Indigenous Counsellor hired					Complete
c. Create supports and education around cultural safety, racism and diversity	A member of the Indigenous Education team sits on the EDI committee.						Behind

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	STATUS
<b>6. LEARNING ENVIRONMENT AND HOLISTIC SERVICES</b> continued							
<b>Goal 6.3</b> continued							
d. Indigenous lens and consultation when creating services, supports and processes	<p>FILET – central to the <i>Working Together</i> Indigenization Plan and BUILD 2026 – supports programs that are developed and delivered with and by Indigenous communities. It emphasizes Nation-based decision making, cultural relevance and relational accountability.</p> <p>Key features include:</p> <ul style="list-style-type: none"> <li>• Community-driven program development, in partnership with First Nations, Tribal Councils and Indigenous organizations</li> <li>• Delivery through in-community and land-based learning approaches rooted in local knowledge and language</li> <li>• Ongoing guidance from the IEC to ensure governance, relevance and accountability</li> <li>• Support for student success through wraparound services, Elder involvement and culturally aligned instruction</li> </ul>				FILET document approved by IEC	FILET fully implemented	On Track

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<b>7. RELATIONSHIP BUILDING AND SELF-DETERMINATION</b> NIC will build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.							
<b>Goal 7.1 Create opportunities to meet with Nations and Indigenous people informally and in community to foster meaningful relationships, dialogues and commitments to action.</b>							
a. Support Indigenous Education Navigators to visit First Nations when requested by community	Continuing to visit Indigenous Communities upon request.		Begin visits to Indigenous communities upon request				On Track
b. NIC attendance at community events	Indigenous Navigators from Comox Valley, Campbell River, Mixelakwila and Port Alberni campuses participated in the following events: Jul 2024 <ul style="list-style-type: none"> <li>Namaxsala canoe launch in Cape Mudge               <ul style="list-style-type: none"> <li>Carved using traditional methods by Max Chickite, Junior Henderson and Karver Everson</li> </ul> </li> <li>We Wai Kai Nation day trip to Jackson Bay, including visit to Tekya, site of Nation's flood story</li> </ul> Sep 2024 – Apr 2025 <ul style="list-style-type: none"> <li>Provided ongoing one-on-one support at Carihi Secondary for Indigenous students in applications, course planning and funding referrals</li> </ul> Nov 2024 <ul style="list-style-type: none"> <li>Co-hosted “Post-Secondary 101” session at Robron               <ul style="list-style-type: none"> <li>Provided one-on-one support to Indigenous students on funding and program options</li> </ul> </li> <li>Nala'atsi School visit</li> </ul> Dec 2024 <ul style="list-style-type: none"> <li>Nala'atsi School (ISW + student) tour of CV campus</li> </ul>						On Track

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	STATUS
<b>7. RELATIONSHIP BUILDING AND SELF-DETERMINATION</b> continued							
<b>Goal 7.1</b> continued							
b. NIC attendance at community events <i>continued</i>	<p>Jan 2025</p> <ul style="list-style-type: none"> <li>Supported Homalco First Nation students with applications and registration for English 098 and ECCE courses</li> </ul> <p>Feb 2025</p> <ul style="list-style-type: none"> <li>G.P. Vanier Secondary visit</li> </ul> <p>Mar 2025</p> <ul style="list-style-type: none"> <li>K'ómoks First Nation Career Fair</li> </ul> <p>Apr 2025</p> <ul style="list-style-type: none"> <li>G.P Vanier Secondary (ISWs + students) tour of CV campus</li> <li>Meeting with Indigenous Recruitment &amp; Retention, Island Health</li> </ul> <p>May 2025</p> <ul style="list-style-type: none"> <li>Cultural celebration, including students from Fort Rupert Elementary, Port Hardy Secondary, Eke Me-Xi Learning Centre and many other SD85 and First Nation schools throughout the area</li> <li>Fort Rupert career fair</li> <li>Nala'atsi School visit</li> </ul> <p>Jun 2025</p> <ul style="list-style-type: none"> <li>Orange Crosswalk ceremony at ADSS.</li> <li>Attended Homalco Career Fair; engaged with students and employers including BC Hydro, Langara, and others</li> <li>Participated in cedar harvesting with We Wai Kai Guardians; plans to use and donate cedar for student workshops and campus use</li> <li>We Wai Kai Nation hosts a year end celebration for students who are graduating programs or who have completed courses, etc.</li> <li>Glacier View Secondary (ISW + students) tour of CV campus</li> <li>Nala'atsi Student Celebration &amp; Grad Ceremony</li> </ul>						On Track

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<b>7. RELATIONSHIP BUILDING AND SELF-DETERMINATION</b> continued							
<b>Goal 7.2 Develop partnerships with Nations and Indigenous organizations via formal agreements and a structured approach to consultation and engagement, as identified by the Nation or organization.</b>							
a. Host community consultations and community forums that include Leadership Team and Education Team involvement	NIC has attended and led regional Learning Councils, where a diverse group of individuals and organizations collaborate to improve health and wellbeing through social and economic development.  Learning Councils identify and take action on education and training needs and opportunities that improve the quality of life of people and families in their regions.		Explore hosting community forums				On Track
b. Engage with Métis chartered communities							On Track



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<b>7. RELATIONSHIP BUILDING AND SELF-DETERMINATION</b> continued							
<b>Goal 7.3</b> Continue to partner with Indigenous communities to develop accredited, decolonized post-secondary programs that can be delivered in communities and on campus.							
a. Communicate readiness to support communities' self-determined education and training goals/needs	<p>With the support of NIC's Associate Director, Indigenous, Regional Partnerships and Manager of Indigenous, Regional Partnerships, ten program intakes – including Early Childhood Care and Education, Trades and Indigenous Education and Language – were delivered to over 200 students in partnership with local First Nations in 2024/25. These include:</p> <ul style="list-style-type: none"> <li>• Early Childhood Education Pathways Program in partnership with Homalco First Nation and Nuuchahnulth Employment Training Program</li> <li>• BC Wildfire Training in partnership with Huu-ay-aht</li> <li>• Carpentry Level 1 onsite in Kingcome</li> <li>• Indigenous Language Fluency Certificate in Nuuchahnulth language in partnership with Ahousaht First Nation</li> <li>• Ayajuthem language courses in collaboration with the Homalco, K'ómoks, Klahoose and Tla'amin Nations (32 students)</li> <li>• Pathways to Teacher Training in partnership with Beaufort Delta Divisional Education Council</li> <li>• Pre-employment and computer literacy skills training in partnership with Mowachaht/Muchalaht First Nation</li> </ul>		Completion of rural, remote packages for First Nations communities		10 program intakes	Continued support of Nations	On Track

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<b>7. RELATIONSHIP BUILDING AND SELF-DETERMINATION</b> continued							
<b>Goal 7.4</b> Develop a strategy to support Indigenous communities with program exploration, proposal preparation and securing funding to develop and deliver self-determined programs.							
a. Explore and develop a business model to best support Nations in securing funding – this could include expanding the Indigenous Education team to include a Manager, Indigenous and Regional Partnerships	<p>As a key step in fulfilling this goal, NIC's Framework for Indigenous-Led Education and Training (FILET) was completed and implemented.</p> <p>The framework serves as the business model for how NIC will engage with Nations to support funding acquisition and deliver Nation-led, in-community programs.</p> <p>Key features of the framework:</p> <ul style="list-style-type: none"> <li>• Finalized and approved by the IEC in March 2025</li> <li>• Outlines a structured, Nation-driven approach to developing programs, including steps for early engagement, collaborative funding-proposal development, planning committee formation and co-delivery models</li> <li>• Provides tools and templates to support Nations and NIC departments in jointly preparing funding proposals, agreements and culturally aligned program-delivery plans</li> <li>• Reinforces the commitment to co-governance, transparency and community readiness and aligns with NIC's <i>Working Together</i> Indigenization Plan and its priorities</li> <li>• Shared with internal teams and community partners to ensure alignment in process and expectations</li> <li>• Has already guided the development of multiple Indigenous-led programs</li> </ul>		Explore funding opportunities for MIRP position in Northern and Central regions				On Track