



INDIGENOUS ADULT
& HIGHER LEARNING
ASSOCIATION

Indigenous Adult & Higher Learning Association

2022-2023

ANNUAL REPORT

IAHLA ANNUAL REPORT 2022-2023

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**INDIGENOUS ADULT
& HIGHER LEARNING
ASSOCIATION**

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Our Mission

Our 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.

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Letter from the Chair



On behalf of the Indigenous Adult and Higher Learning Association (IAHLA) Board of Directors, I am pleased to present our 2022-23 Annual Report. This report shares details of IAHLA's 2022-23 activities and initiatives to support IAHLA member institutes through advocacy, opportunities, and advancement of the British Columbia First Nations Tripartite Post-Secondary Education Model (BC PSE Model).

The IAHLA Board of Directors welcomed the return to in-person events in 2022-23, which saw member institutes coming together for meetings and gatherings. This included the November 2022 Annual General Meeting and Conference, which set a record for the largest number of attendees to an IAHLA Conference. We acknowledge the resiliency that was shown throughout the COVID-19 pandemic by IAHLA learners, staff, and institutes, and we recognize the strength of our organization in being able to support our members and maintain a sense of community during the last few difficult years.

Throughout 2022-23, IAHLA, in partnership with First Nations Education Steering Committee (FNESC), continued work to implement First Nations control of First Nations education at the post-secondary level through the development of the BC First Nations Tripartite Post-Secondary Education Model (BC PSE Model). Pillar two of the BC PSE Model, First Nations-Mandated Post-Secondary Institutes, envisions our institutes having ongoing core and capacity funding, anchored in legislation that recognizes the integral role of our institutes in the BC post-secondary education system. While First Nations-mandated institutes provide culturally-relevant and responsive community-based education to learners, our institutes have for too long relied on unpredictable and insufficient funding. Through continued advocacy and collaboration, IAHLA is working with FNESC to advance pillar two of the BC PSE Model and see that institutes have consistent access to the supports and resources necessary to thrive.

Efforts to support First Nations-mandated institutes are also grounded in the province's commitments made under the Declaration on the Rights of Indigenous Peoples Act Action Plan (Declaration Act Action Plan), which was published on March 31, 2022. Action 1.8 of the Declaration Act Action Plan commits the province to recognize First Nations-mandated post-secondary institutes through the provision of core funding, capacity funding, and legislation. In 2022-23, IAHLA, with FNESC, began work with the province on the implementation of this action. We are proud of the work we have done thus far, and we look forward to continuing these efforts in 2023-24 to ensure that the funding and legislation meets the needs of First Nations learners and communities.

To further work on securing core funding and other initiatives under the Declaration Act Action Plan, IAHLA and FNESC proposed in Summer 2022 the development of a Post-Secondary Education (PSE) Policy and Legislation Table. IAHLA and FNESC envision this table serving as a vital forum for leadership from our organizations and the province to collaborate on components of post-

secondary policy and legislation required by the province under the Declaration Act Action Plan. IAHLA will continue to work in partnership with FNEC at the PSE Policy and Legislation Table to hold the province accountable to their commitments made under the Declaration Act Action Plan.

Throughout 2022-23, IAHLA continued to partner with FNEC to administer funding and programs to support member institutes. This included the administration of a second grant of \$4M in one-time core funding, continued work on the First Nations-led, BC-specific approach to the Post-Secondary Partnerships Program, and support for member institutes participating in the Indigenous Language Fluency Degree pilot program. IAHLA and FNEC also collaborated to provide feedback on provincial government programs, such as the Aboriginal Service Plan and the Digital Learning Strategy. IAHLA member institutes were provided with professional development opportunities through our annual projects, such as the Data Collection Project and the External Institutes Evaluation, and workshops at the 2022 IAHLA Conference.

Our member institutes continue to show strength and dedication to serving their students and communities. On behalf of the IAHLA Board, I would like to share what an honour it is to be in service of our institutes and our gratitude for the IAHLA membership. I would also like to express the Board's appreciation to the Department of Indigenous Services Canada, and the BC Ministry of Post-Secondary Education and Future Skills for their financial support and collaboration in furthering many of the initiatives included in this report.

There is a great deal more that IAHLA must do to further the shared goals of our member institutes. We look forward to continued engagement with our member institutes and partners to further reconciliation through the fulfilment of the Declaration Act Action Plan, and to advance First Nations control of First Nations education through the ongoing development and implementation of the BC PSE Model.

Sincerely,

A handwritten signature in black ink that reads "Tracey Kim Bonneau". The signature is written in a cursive, flowing style.

sumaxatk^w Tracey Kim Bonneau
IAHLA Chair

Introduction

IAHLA is an advocacy and support organization that represents Indigenous controlled adult education centres and post-secondary education and training institutes in BC. The collective goals of member institutes are advanced through advocacy, research, access to resources, professional development, strategic partnerships, and networking opportunities. A 10-member board meets regularly to establish priorities and set direction for staff on project implementation and policy development. The 45 member institutes of IAHLA play a unique and vital role in the BC post-secondary education system by delivering community-based, culturally relevant, and responsive post-secondary programs and services to their learners. Many of these institutes are governed or operated by one or more First Nations. Through both independent efforts and in partnership with BC's 25 public post-secondary institutions, member institutes deliver a variety of programs, including:

- > College and university programs leading to certificates, diplomas, and degrees;
- > Adult basic education and adult upgrading;
- > Language and culture instruction;
- > Trades; and,
- > Occupations specific training.

By delivering programming within First Nations communities and under the direction of First Nations, IAHLA member institutes contribute directly to the economic and social wellbeing of their communities. Despite inconsistent and inadequate funding, dedicated staff at our member institutes have ensured the continuation of educational opportunities for learners who face systemic barriers in accessing post-secondary education, and therefore, fill a critical need for First Nations and First Nation learners that cannot be met by public post-secondary institutions. Supporting this vital programming through legislation to recognize and provide ongoing funding to First Nations-mandated institutes has been a longstanding priority of IAHLA, and was a significant aspect of IAHLA's work in 2022-23.

This annual report summarizes the activities that IAHLA undertook in the 2022-23 fiscal year. These activities were supported with funding from the Department of Indigenous Services Canada (ISC) and the BC Ministry of Post-Secondary Education and Future Skills (PSFS). IAHLA appreciates this ongoing financial support for our work.

Programs and Initiatives

BC First Nations Tripartite Post-Secondary Education Model

Throughout 2022-23, IAHLA continued to work with the First Nations Education Steering Committee (FNESC) on the development and implementation of the BC First Nations Tripartite Post-Secondary Education Model (BC PSE Model). The four pillars of the BC PSE Model guide the advocacy and projects that IAHLA and FNESC undertake. These four pillars are: First Nations Learners, First Nations-Mandated Post-Secondary Institutes, Community-Based Program Delivery, and a Respectful and Responsive Public Post-Secondary System.

Development of the BC PSE Model has been endorsed by the First Nations Leadership Council. In 2022-23, IAHLA and FNESC continued to engage with First Nations to receive direction and ensure that the BC PSE Model reflects the priorities and needs identified by First Nations. On March 10, 2023, a provincial Post-Secondary Education Gathering was held in Vancouver that was attended by 116 participants from 64 First Nations and First Nations-mandated institutes. Of the attendees who participated at the 2023 PSE Gathering:

- 95% supported the development of a funding formula that reflects the unique needs and circumstances of First Nations-mandated institutes.

- > 93% believe that funding for community-based programs should be administered by local First Nations under guidelines that have been developed by First Nations.
- > 97% agreed IAHLA should receive funding to continue its support of First Nations-mandated institutes in BC.
- > 99% support the development and implementation of BC-specific post-secondary policies and guidelines to be approved by First Nations.

Further details on other BC PSE Model initiatives and work completed towards them in 2022-23 is provided in the following sections.

Declaration on the Rights of Indigenous Peoples Act Action Plan

The *Declaration on the Rights of Indigenous Peoples Act* (Declaration Act) requires that the province prepare and implement an action plan to achieve the objectives of the *United Nations Declaration on the Rights of Indigenous Peoples*, in consultation and cooperation with Indigenous peoples in British Columbia. On March 30, 2022, the province released the *Declaration on the Rights of Indigenous Peoples Act Action Plan* (Declaration Act Action Plan). Throughout 2022-23, IAHLA collaborated with FNEESC and the BC Ministry of Post-Secondary Education and Future Skills (PSFS) on initial work required to advance the five post-secondary and two language revitalization initiatives included in the Declaration Act Action Plan. In 2023-24, IAHLA and FNEESC will continue to work with the province to advance actions under the Declaration Act Action Plan.

Post-Secondary Education Policy and Legislation Table

In summer 2022, IAHLA and FNEESC called for the creation of a First Nations-specific policy and legislation table to support the development of post-secondary policy and legislation required under the *Declaration Act Action Plan*. We envision that the table will be a platform for IAHLA and FNEESC to meet and work with the province on the development of post-secondary education policy and legislation that will impact First Nations learners, institutes, and communities. IAHLA and FNEESC expect that work with the province at this table will adhere to the *Interim Approach to Implementing the Requirements of the Declaration on the Rights of Indigenous Peoples Act* (Interim Approach), particularly that work be addressed through a distinctions-based approach that reflects the unique rights, interests, and priorities of First Nations.

Core and Capacity Funding for First Nations-Mandated Institutes

The institutes that make up IAHLA's membership are uniquely suited to respond to the needs of First Nations learners and communities, and are a vital component of BC's post-secondary education system. A longstanding priority of IAHLA's advocacy efforts has been to secure ongoing, consistent funding to support the long-term stability and growth of these institutes. In 2022-23, the Ministry provided another grant of \$4M in funding to support the 10 IAHLA member institutes who received core funding in 2021-22. Working in partnership with FNEESC, IAHLA was

pleased to administer this funding. The two years of core funding from the province has been a great benefit to First Nation learners at the funded institutes. However, one-time funding for two years does not fulfill IAHLA's call for ongoing, sustained funding for our institutes. As such, legislation is additionally required to secure core funding, and recognize the role of First Nations-mandated institutes. We were pleased to see that this legislation was included as action 1.8 of the *Declaration Act Action Plan*:

“Recognize the integral role of Indigenous-led post-secondary institutes as a key pillar of B.C.’s post-secondary system through the provision of course funding, capacity funding and the development of legislation. This includes institutes mandated by First Nations, as well as a Metis post-secondary institute being developed by Metis Nation BC.”

On January 31, 2023, representatives from the core funded institutes attended a discussion on legislation and funding hosted by IAHLA and FNEC. This meeting served as an opportunity to gather representatives for discussions on the path forward on core funding, and to receive feedback from institutes on work done thus far. Institutes who have received core funding continue to emphasize that consistent funding is required to effectively meet the needs of students and communities and engage in long-term planning and advocacy. IAHLA looks forward to working with FNEC and the province to respond to these concerns and support institutes through the advancement of the legislation included under action 1.8.





BC Post-Secondary Partnerships Program

In 2022-23, IAHLA continued work with FNEC to administer a First Nations-led, BC-specific approach to the Post-Secondary Partnerships Program (PSPP). This approach aligns with pillar three of the BC PSE Model: Community-Based Program Delivery. Through the PSPP, funding received from both the federal and provincial governments is allocated to First Nations, who in partnership with public post-secondary institutions, are developing and delivering community-based education programming for First Nations learners.

The overall aim of the PSPP is to increase the number of First Nation students pursuing post-secondary education. Projects funded through this program include language proficiency and revitalization, adult basic education, university entrance preparation or transfer courses, early

childhood education, construction, and holistic wellness.

Throughout the year, IAHLA worked with FNEC to administer funding to the 23 successful proposals from the 2022-23 PSPP Call for Proposals. Additionally, on January 25, 2023, IAHLA and FNEC issued the 2023-24 Call for Proposals.

More information on the BC PSPP can be found at: <https://iahla.ca/pspp/>.

Indigenous Language Fluency/Proficiency Degree

The Indigenous Language Fluency/Proficiency Degree (ILFD) is a framework that was developed by IAHLA, FNEC, a consortium of public post-secondary institutes, First Nations-mandated institutes, and First Nations in response to concerns that Indigenous language

education programs were not increasing the number of fluent speakers of BC Indigenous languages. In 2022-23, IAHLA worked with FNEC to support six ILFD pilot programs through the continued administration of funding provided by the province.

In November 2022, the second ILFD, the Bachelor of Ntɛkɛpmx Language Fluency Degree offered in partnership between the Nicola Valley Bands, Nicola Valley Institute of Technology and University of British Columbia – Okanagan, was approved by the provincial Degree Quality Assurance Board.

Action 4.3 of the *Declaration Act Action Plan* requires the province “support Indigenous language revitalization through sustainable funding.” In 2023-24 IAHLA will continue to collaborate with FNEC to ensure that the province responds to this action through fulsome support of the ILFD.

Aboriginal Service Plan

Throughout 2022-23, IAHLA regularly met with province to provide feedback on the reconceptualization and expansion of the Aboriginal Service Plan (ASP). The ASP provides funding to public post-secondary institutions to improve the educational experiences and outcomes of Indigenous students. The ASP is referenced under action 4.5 of the *Declaration Act Action Plan*, which requires that the province “co-develop a policy framework for Indigenous post-secondary education” that will include “expanding the Aboriginal Service Plan program to all 25 public post-secondary institutions.”

In meetings with the province, IAHLA and FNEC continue to advocate that the reconceptualized ASP support greater shared decision-making between public post-secondary education institutions and the local First Nations on whose territories the institutions’ campuses are located, and that the ASP be implemented through an appropriate distinctions-based approach.

Provincial Digital Learning Strategy

The Provincial Digital Learning Strategy (DLS) aims to provide recommendations and enhance the use of digital technologies in post-secondary education. The DLS was developed in response to the emergency pivot to online learning during the COVID-19 pandemic. A Digital Learning Advisory Committee (DLAC) was established to develop the strategy and is comprised of subject matter experts from across B.C.’s post-secondary education system. Since October 2022, a representative of the IAHLA Board of Directors sits on DLAC to ensure the needs and priorities of First Nations and First Nations-mandated institutes are accounted for during the implementation of the DLS.





Projects

IAHLA Data Collection Project

In 2022-23, IAHLA conducted the annual Data Collection Project, which compiles information via surveys directly from institutes and their students regarding programming, services, and experiences. The information received is then analyzed to understand the opportunities and challenges that exist for the institutes. This information and analysis are summarized in both a system-wide report, which is shared with all IAHLA members, and institute-level reports that are distributed to the individual participating members.

IAHLA worked with *Directions Evidence and Policy Research Group* to conduct the 2022-23 Data Collection Project. Work undertaken by *Directions* on this project included updating the surveys distributed to institutes and students and collaborating with the IAHLA Board and staff to increase project participation. The final system-wide IAHLA Data Collection report can be read at <https://iahla.ca/projects/>.

IAHLA External Institutes Evaluation Project

Each year IAHLA provides two-member institutes with grants to engage in an evaluation of the programs and services offered by their institutes. Work undertaken through this project follows the IAHLA External Evaluation Process, which includes the completion of an Internal Self-Study conducted by the institute, and an External Evaluation completed by qualified external evaluators. Data and analysis shared in the final External Evaluation report identifies areas of strength, as well as opportunities for growth, to inform capacity-building for the participating institute.

Student Information Systems Project

In 2022-23, IAHLA initiated work on a new project with *Directions Evidence and Policy Research Group*, to research and explore potential options for Student Information Systems for IAHLA member institutes. IAHLA looks forward to sharing the findings of the research project with our member institutes in 2023-24.

Activity Highlights

- ▶ Continued to develop and implement the BC First Nations Tripartite Post-Secondary Education Model (PSE) in partnership with FNEESC.
- ▶ Collaborated with FNEESC and the BC Ministry of Post-Secondary Education and Future Skills (PSFS) to advance the five post-secondary and two language revitalization initiatives included under the province's Declaration Act Action Plan.
- ▶ Called for the creation of a First Nations-specific Policy and Legislation Table to support the development of post-secondary policy and legislation required under BC's Declaration Act Action Plan.
- ▶ Advocated for the recognition of First Nations-mandated institutes through the provision of core and capacity funding and legislation, in alignment with pillar two of the BC First Nations PSE Model.
- ▶ Allocated one-time core funding to ten IAHLA member institutes.
- ▶ Worked with FNEESC to administer provincial and federal funding through the BC Post Secondary Partnerships Program for 23 projects from the 2022-23 Call for Proposals, supporting the advancement of the third pillar of BC First Nations Tripartite PSE Model.
- ▶ Continued working with FNEESC to support IAHLA member institutes developing or offering certificates, diplomas, and degrees conforming to the Indigenous Language Fluency Degree Framework.
- ▶ Provided feedback to PSFS on the reconceptualization and expansion of the Aboriginal Service Plan.
- ▶ Completed the annual IAHLA Data Collection Project, resulting in a system-wide report and institute-level reports that document the nature of programming and services offered by IAHLA members institutes.
- ▶ Engaged with the province to provide feedback on how the Digital Learning Strategy can meet the needs and priorities of First Nations learners and institutes.
- ▶ Worked with two IAHLA member institutes to support their participation in the External Institutes Evaluation, which will culminate in report that can inform their long-term planning.
- ▶ Initiated work on a new research project on student information systems.

Partnerships

IAHLA maintains strong partnerships with Indigenous organizations, governmental agencies, and other post-secondary partners. These relationships provide a foundation for continued collaboration on research and projects, as well as encourage a coordinated and collective approach to advancing First Nations adult education and post-secondary education in British Columbia.

FNESC and FNSA

IAHLA has worked closely with FNESC and the First Nations Schools Association (FNSA) through longstanding and close relationships since IAHLA's founding in 2003. FNESC is a non-profit society that works to advance First Nations education as a policy and advocacy body, and by providing technical support to BC First Nations. The significant impact of FNESC's work is recognized through its mandate from the First Nations Leadership Council. The FNSA is a non-profit society that supports First Nations schools in BC through collaborating to foster nurturing learning environments that aim to equip learners with cultural pride and a strong academic foundation.

In 2019, IAHLA and FNESC signed a Memorandum of Understanding, which formalizes the relationship between the two organizations, and articulates the shared responsibilities of this partnership. The Memorandum of Understanding also acknowledges the joint role that IAHLA and FNESC have in developing the BC First Nations Tripartite Post-Secondary Education Model.

Government Agencies

IAHLA regularly engages with both the provincial and federal governments to further advocate for the priorities of member institutes. IAHLA has strong working relationships with the Ministry of Post-Secondary Education and Future Skills (PSFS) (formerly the Ministry of Advanced Education and Skills Training) at the provincial level, and Indigenous Services Canada at the federal level.

The relationship between IAHLA and PSFS was formalized through the 2016 Post-Secondary Education and Training Protocol Agreement. This agreement establishes regular meetings between IAHLA, FNESC and PSFS staff and leadership to engage in discussions on provincial policies, programs, and initiatives that apply to First Nations institutes and learners. Throughout 2022-23 this partnership has been integral to advancing a number of joint initiatives including:

- > Continued discussions regarding core and capacity funding for IAHLA member institutes;
- > Funding for community-based programming through the BC Post Secondary Partnerships Program;
- > The implementation of the *Declaration on the Rights of Indigenous Peoples Act Action Plan*; and,
- > The creation of the Post-Secondary Education Policy and Legislation Table.

Partnership Highlights

- ▶ Continued to work in partnership with FNEC to support the administration of programs to advance First Nations education in BC, including the Indigenous Language Fluency Degree and the BC Post-Secondary Partnership Program.
- ▶ Worked with FNEC on the call for the creation of a First Nations-specific Policy and Legislation Table.
- ▶ Engaged in continued advocacy with FNEC to implement initiatives under the BC First Nations Tripartite Post-Secondary Education Model, including participating in discussions with the province to recognize the role of First Nations-mandated institutes through legislation and ongoing core and capacity funding.



Board Members 2022-2023 (As of March 31, 2023)

Tracey Kim Bonneau, Chair
Kootenay/Okanagan Region
En'owkin Centre

Nadine Pascal
Coast Salish Mainland/Lower St'atl'imc
Ts'zil Learning Centre

Dr. John Chenoweth
Secwepemc/Northern St'atl'imc/
Nlaka'pamux
Nicola Valley Institute of Technology

Nancy Seward
Coast Salish/Island
Snuneymuxw House of Learning

Dr. Louise Lacerte, Secretary
Tsilhqot'in/Carrier
Lake Babine Nation

Bonita Wallas
Kwakwaka'wakw/Heiltsuk/Nuxalk/
Oweekeno/Nuu-chah-nulth
K'ak'ot'lats'l School, Quatsino First Nation

Priscilla Michell, Treasurer
Gitksan/Wet'suwet'en
Kyah Wiget Education Society

Cathy Warren, Vice-Chair
Kaska/Dene/Tahltan/Tagish/Inland Tlingit
Kwadacha Dune Tiyy

Dr. Deanna Nyce
Haida/Tsimshian/Haisla/Nisga'a
Wilp Wilxo'oskwhl Nisga'a

Kendra Underwood
Director at Large
Saanich Adult Education Centre

Voting Member Institutes

Ahousaht Education Authority

Blueberry River First Nation Adult Centre

Chemainus Native College

Coastal Training Centre

Cowichan Tribes - Quw'utsun Syuw'entst Lelum

En'owkin Centre (Okanagan Indian Educational Resources Society)

Gitksan Wet'suwet'en Education Society

Gitwangak Education Society

Heiltsuk College

Ittatsoo Learning Centre

Jean Marie Joseph Adult School

K'ak'ot'lats'I School

Ka:yu:'k't'h'/ Che:k'tles?et'h' First Nations

Kitamaat Valley Education Society

Kwadacha Dune Tiyy – Aatse Davie School

Kyah Wiget Education Society

Lip'alhayc Learning Centre

Muskoti Learning Centre - Saulteau First Nations

Native Education College

Neskonlith Education Center

Nicola Valley Institute of Technology

Northern Shuswap Tribal Council

Ntamtqen Snmamayatn Adult Education (Lower Similkameen Indian Band)

Nuuchahnulth Tribal Council

Pacheedaht First Nation

Penelakut Island Learning Centre

Penticton Indian Band Adult Education

Prince George Nechako Aboriginal Employment & Training Association

Saanich Adult Education Centre

Seabird College

Sechelt Indian Band Education Centre

Secwepemc Cultural Education Society

Snuneymuxw First Nation/House of Learning

St'át'imc Education Institute

Stein Valley Nlakapamux School

Sto:lo Nation

St'ucwtewsecmc Education Centre (Bonaparte Indian Band)

Ted Williams Memorial Learning Centre

Tl'azt'en Adult Learning Centre

Tsay Keh Dene Nation Learning Centre

Tsilhqot'in National Government

Ts'zil Learning Centre (Lil'wat Nation)

Wabsuwilaks'm Gitselasu Adult School

Wahmeesh Learning Center

Wilp Wilxo'oskwhl Nisga'a Institute

Indigenous Adult and Higher Learning Association**Statement of Financial Position and Operation
Unaudited****As At March 31, 2023****ASSET**

	<u>\$</u>
Current Asset:	
Cash	76.09
	<u><u>76.09</u></u>

FUND BALANCE

Fund Balance	
Fund Balance - Opening	75.37
Fund Balance - Current	0.72
	<u><u>76.09</u></u>

For the Period Ending March 31, 2023**Fund Balance - Current Comprised of:**

Interest Income	0.72
	<u><u>0.72</u></u>

Approved on Behalf of Indigenous Adult and Higher Learning Association

Lacey Kim Bonneau Chair

 Treasurer

Schedule #19

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**INDIGENOUS ADULT HIGHER LEARNING ASSOCIATION****SCHEDULE OF OPERATIONS AND CHANGES IN FUND BALANCES**

For the year ended March 31	2023 Budget	2023 Actual	2022 Actual
REVENUE			
Membership fees	\$ 11,800	\$ 10,000	\$ 7,300
Other revenue	-	1,000	-
	11,800	11,000	7,300
EXPENSES	-	-	-
EXCESS OF REVENUE OVER EXPENSES	11,800	11,000	7,300
FUND BALANCE AT BEGINNING OF YEAR	115,685	115,685	108,385
FUND BALANCE AT END OF YEAR	\$ 127,485	\$ 126,685	\$ 115,685

The accompanying notes are an integral part of the financial statements

Schedule #26

FIRST NATIONS EDUCATION STEERING COMMITTEE SOCIETY**INDIGENOUS ADULT HIGHER LEARNING ASSOCIATION CORE****SCHEDULE OF OPERATIONS AND CHANGES IN FUND BALANCES**

For the year ended March 31	2023 Budget	2023 Actual	2022 Actual
REVENUE			
Indigenous Services Canada - FNSO	\$ 151,054	\$ 151,054	\$ 151,204
EXPENSES			
Administration	10,539	10,539	10,539
Annual general meeting	70,000	72,495	12,413
Board meetings	45,000	35,977	-
Communications	5,000	689	2,404
External institute evaluation	38,500	10,500	45,498
IAHLA data collection	68,436	30,788	32,938
Insurance	1,015	1,121	1,088
Professional development for institutes	15,000	5,000	-
Professional fees	6,000	3,947	721
Research	60,000	20,380	-
	319,490	191,436	105,601
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENSES	(168,436)	(40,382)	45,603
FUND BALANCE AT BEGINNING OF YEAR	168,436	168,436	122,833
FUND BALANCE AT END OF YEAR	\$ -	\$ 128,054	\$ 168,436

The accompanying notes are an integral part of the financial statements

INDIGENOUS ADULT AND HIGHER LEARNING ASSOCIATION
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