

ANNUAL REPORT

2020-2021



INDIGENOUS ADULT
& HIGHER LEARNING
ASSOCIATION



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.

LETTER FROM THE CHAIR



On behalf of the Indigenous Adult and Higher Learning Association (IAHLA) Board, I am pleased to present our 2020-2021 Annual Report. This report details IAHLA's activities and initiatives in 2020-2021

to advocate on behalf of Indigenous-controlled institutes in BC, support our members through the COVID-19 pandemic, and ensure that their needs were reflected in discussions with our partners.

The period between April 2020 and March 2021 presented numerous challenges for Indigenous-controlled institutes as the COVID-19 pandemic fundamentally changed the nature of post-secondary education and training. In the face of the pandemic, our member institutes demonstrated resilience and strength, working to respond to the needs of their learners and continue to provide post-secondary education and training programming in their communities. In light of these challenges, IAHLA advocated for emergency funding and worked with the First Nations Education Steering Committee (FNESC) to administer it. We also provided support for our members through professional development opportunities, as well as timely and responsive communication on relevant developments and initiatives. I am happy to report that despite the hardships and uncertainty, IAHLA made advancements on a number of key priorities under the BC First Nations Tripartite Post-Secondary Education Model, including taking significant steps towards the provision of ongoing core and capacity funding for First Nations-mandated institutes.

IAHLA appreciates the funding provided by the Department of Indigenous Services Canada and the BC Ministry of Advanced Education and Skills Training, which supported many activities included in this report. IAHLA, working with FNESC, administered federal Post-Secondary Partnerships Program funding and provincial

economic recovery funding to support community-based programming, and distributed federal emergency COVID-19 funding for IAHLA Institutes. This funding also supported IAHLA in ensuring that our members' needs and perspectives were represented in discussions with our partners. Our activities also included administering provincial funding for the first Indigenous Language Proficiency/Fluency Degree Framework pilots, working with the Province on towards the provision of core and capacity funding for First Nations-mandated institutes, and conducting our annual Data Collection Project and External Institutes Evaluation projects.

There is significant work ahead to be done to advance reconciliation, implement the *Declaration on the Rights of Indigenous Peoples Act* and address the longstanding systemic gaps put into focus by the COVID-19 pandemic. I am pleased to say that our advocacy activities secured one-time core and capacity funding for First Nations-mandated institutes in 2021-2022, but there is still a need for ongoing recognition for our institutes through core funding and legislation. Moving forward, the IAHLA Board will continue to work to advance our priorities under the BC First Nations Tripartite Post-Secondary Education Model and advance First Nations control of First Nations education.

I am grateful for the dedication and hard work that all of our members exhibited in the face of exceptionally challenging circumstances in 2020-2021. It is thanks to you that our sector has continued to support First Nations learners and communities in these trying times. We look forward to continuing to build on our achievements to advance and build the capacity of the BC Indigenous-controlled institutes sector.

Sincerely,

A handwritten signature in black ink, appearing to read "Verna Billy-Minnabarriet". The signature is written in a cursive style.

Dr. Verna Billy-Minnabarriet
IAHLA Chair



Native Education College

INTRODUCTION

IAHLA is the lead advocacy and support organization for Indigenous-controlled post-secondary and training institutes in BC. It supports its member institutes by providing professional development opportunities, advancing strategic partnerships, conducting projects that build Indigenous institute capacity, and serving as a voice for Indigenous-controlled institutes. IAHLA's activities are directed by a 10 member board that meets regularly to advance IAHLA's advocacy, research and services.

The 44 IAHLA member institutes play a unique role in the BC post-secondary education system, working to deliver community-based, culturally relevant and responsive post-secondary programs and services to their learners. Most of IAHLA's members are directly mandated by one or more First Nations to provide educational opportunities in their communities.

IAHLA's members work both independently and in collaboration with BC's 25 public post-secondary institutions to deliver a wide range of programs, including:

- College and university programs leading to certificates, diplomas, and degrees;
- Adult Basic Education;
- Occupation-specific skills training and upgrading, including programs leading to trades certifications; and
- Language and culture instruction.

By delivering First Nations-directed community-based programming, IAHLA's members ensure that their programs and services are responsive to the needs of both individual learners and of communities. They also offer alternatives for students who face systemic barriers to accessing

educational opportunities in the public post-secondary system through the provision of meaningful, accredited post-secondary programs. IAHLA's research indicates that our member institutes are critical in bringing adults back into the education system to complete high school, post-secondary education or training programs. This was particularly important during the COVID-19 pandemic, as IAHLA institutes could provide opportunities for First Nations students who decided to remain in communities.

Despite their unique and critical role in the BC post-secondary system, most First Nations-mandated institutes lack stable, ongoing funding. The majority rely on proposal-based funding to deliver programming, which hinders their ability to offer sustainable programming from year-to-year. Staff and faculty at our member institutes have ensured that their institutes continue to operate through their dedication and hard work over decades. IAHLA continues to provide them with vital support in this work; as a result of our advocacy, many institutes received additional funding during the pandemic for programming and services through First Nations-directed processes. These were critical stepping stones as we strive for recognition and ongoing core funding for First Nations-mandated institutes under the BC First Nations Tripartite Post-Secondary Education Model.

This annual report summarizes the activities that took place in fiscal year 2020-2021. Support for these activities was provided by the Department of Indigenous Services Canada (ISC) and the BC Ministry of Advanced Education and Skills Training (AEST). IAHLA appreciates funding from these organizations, as well as our ongoing partnership, which has been critical to advancing the Indigenous institutes.

PROGRAMS & INITIATIVES

BC FIRST NATIONS TRIPARTITE POST-SECONDARY EDUCATION MODEL

IAHLA continued to work with the First Nations Education Steering Committee (FNESC) in 2020-2021 on the development of the BC First Nations Tripartite Post-Secondary Education Model. The Model encompasses funding, policy, and program delivery models for students, First Nations-mandated institutes and community-based program delivery, as well as mechanisms to ensure the public post-secondary system is respectful and responsive to the needs of First Nations students and communities. IAHLA advanced several projects in 2020-2021 to contribute to the development of the Model, which are detailed in the following sections.

POST-SECONDARY EDUCATION AND TRAINING POLICY FRAMEWORK REFRESH

The *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan: 2020 Vision for the Future* (Policy Framework) was released in 2012 to guide the development and implementation of policies, programs and services related to Indigenous post-secondary education in BC. While some progress has been made on advancing the goals under the Policy Framework, it has fallen short of the vision set out in the Framework, in particular due to a lack of federal and provincial investments in First Nations institutes.

In 2020-2021, IAHLA worked with AEST and FNESC towards a new iteration of the Policy Framework. The new Policy Framework is to align with the BC First Nations Tripartite Post-Secondary Education Model and key provincial commitments to First

Nations, such as the Truth and Reconciliation Commission's 94 Calls to Action, the *Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples*, and the IAHLA will continue to work with AEST to conduct engagement with its member institutes on the updated Policy Framework for their consideration and feedback through 2021-2022.

CORE-FUNDING AND CAPACITY FUNDING FOR FIRST NATIONS-MANDATED INSTITUTES

For many years, IAHLA has advocated for the recognition and funding of First Nations-mandated institutes. Significant progress was made on this front in 2020-2021.

In July 2020, IAHLA and FNEC submitted a proposal to AEST for three years of core and capacity-building funding, to provide interim funding for institutes while we work with the Province on a long-term funding model. In March 2021, AEST confirmed that it would provide \$4M to cover one year of core funding for 2021-2022, consistent with the amount set out in the proposal. This funding has now been allocated to institutes which met the eligibility criteria jointly agreed upon by IAHLA, FNEC and AEST.

DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ACT ACTION PLAN

In fall 2020, IAHLA worked with FNEC to develop a list of proposed post-secondary and training actions for inclusion in the *Declaration on the Rights of Indigenous People's Act* Action Plan. These were submitted to the First Nations Leadership Council (BC Assembly of First Nations, Union of BC Indian Chiefs and First Nations Summit), and included actions calling for core funding and recognition, anchored in legislation, for First Nations-mandated institutes and for

the development of equitable, First Nation-led approaches to the delivery of community-based post-secondary education programs. This builds on the Province's previous commitments to work towards core funding and recognition in the *Post-Secondary Education and Training Policy Framework and Action Plan*, and is informing IAHLA's ongoing work with the Province secure ongoing funding and recognition for First Nations-mandated institutes in legislation.

COVID-19 PANDEMIC RESPONSE

IAHLA supported a number of initiatives and projects in 2020-2021 to address the challenges posed by the COVID-19 pandemic. In August 2021, IAHLA collected information from its members on their engagement with the public post-secondary sector and their experiences working with public post-secondary institutions during the pandemic. This informed conversations with AEST, the Indigenous Post-Secondary Education and Training Partners Table and the Continuity of Learning Working Group on the response to the pandemic in post-secondary education in BC. In these discussions, IAHLA ensured the needs and concerns of IAHLA members were reflected in discussions and resources, including the *Go-Forward Guidelines for BC's Post-Secondary Sector*. IAHLA also articulated the needs of IAHLA institutes to AEST through letters and bilateral meetings.

IAHLA also ensured that information that AEST sent to the public post-secondary institutions was shared with IAHLA institutes through communiques. IAHLA worked with AEST to organize information sessions for our members on supports available for students and institutes during the pandemic, including the Here2Talk mental health line and economic

recovery funding administered through the Community Workforce Response Grant Program.

In October 2020, the federal government announced it would be providing emergency COVID-19 funding for Indigenous institutes, and IAHLA worked with FNEC to administer BC's \$4.1M allocation. This supported eligible First Nations-mandated institutes with expenses related to the COVID-19 pandemic, including adapting courses for online learning, implementing public health guidelines and the development of COVID-19 resources to assist staff in providing culturally-relevant counselling and services to students. In addition, our advocacy resulted in AEST committing an additional \$2M of COVID-19 funding to IAHLA and FNEC to administer in 2021-2022.

IAHLA also advocated for its members to receive Indigenous Emergency Assistance Funding to support individual students with emergency expenses. Public post-secondary institutions have had access to this funding for many

years, while IAHLA institutes have not, and the pandemic made the need for this funding even more acute. Following conversations with AEST, IAHLA secured \$150,000 of Indigenous Emergency Assistance Funding in March 2021, for administration in 2021-2022, for IAHLA institutes to better support their students.

POST-SECONDARY PARTNERSHIPS PROGRAM

Following advocacy by IAHLA, FNEC and First Nations across Canada, the National Program Guidelines for the Post-Secondary Partnerships Program (PSPP) now enable the program to be administered regionally by First Nations. BC is the first and only region in which this has been implemented, and in 2020-2021 IAHLA worked with FNEC to administer the funding to First Nations and First Nation-mandated institutes for the development and delivery of community-based programming. IAHLA and FNEC received \$2.2M of federal funding for this program, and were successful in accessing another \$5M of



economic recovery funding from AEST, for a total budget of \$7.2M. This sponsored 16 projects in 2020-2021. IAHLA's work on the PSPP advances First Nations control of First Nations education and laid the groundwork for future First Nations-led administration of federal and provincial community-based program funding, in accordance with the BC First Nations Tripartite PSE Model.

INDIGENOUS LANGUAGE FLUENCY/PROFICIENCY DEGREE

The Indigenous Language Fluency/Proficiency Degree was developed in response to concerns from First Nations and First Nations-mandated institutes that existing post-secondary Indigenous language education programs were not increasing the number of fluent speakers of BC Indigenous languages. IAHLA worked with FNEC and a consortium of public post-secondary institutes, First Nations-mandated institutes and First Nations to develop the Indigenous Language Fluency/Proficiency Degree framework. This sets out a model in which the first two years of instruction, leading to a certificate/diploma, are completed in community while the second two years, leading to a degree, are completed in partnership with a public post-secondary institution.

In 2020-21, IAHLA and FNEC began allocating \$2 million to six institutes and communities developing and delivering programming conforming the Framework. These are:

- En'owkin Centre
- Lake Babine Nation
- Lillooet Tribal Council
- Nicola Bands
- Saanich Adult Education Centre
- Wilp Wilxo'oskwhl Nisga'a

In a major milestone, in March 2021, the Bachelor's of Nsyilxcn Language Fluency, delivered by En'owkin Centre in partnership with the Nicola Valley Institute of Technology (both IAHLA members) and the University of British Columbia Okanagan, became the first degree to be approved and launched under the framework. IAHLA is continuing work with the Indigenous Language Proficiency/Fluency Degree Partnership Table to identify ongoing resources for this initiative.

POST-SECONDARY EDUCATION AND TRAINING PROTOCOL AGREEMENT

The Post-Secondary Education and Training Protocol Agreement was signed on July 8, 2016 by then Minister of Advanced Education Andrew Wilkinson, FNEC President Tyrone McNeil, and IAHLA Chair, Dr. Verna Billy-Minnabarriet. The Protocol formalizes the relationship between AEST and IAHLA and FNEC. It requires regular meetings of the signatories to advance First Nations post-secondary education and training, including biannual meetings with the Minister and quarterly meetings with the Deputy Minister.

In 2020-2021, work began to update the Protocol to reflect existing and emerging commitments to BC First Nations, including the *Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples* and the *Declaration on the Rights of Indigenous Peoples Act*, as well as work underway on the development of the BC First Nations Tripartite Post-Secondary Education Model.

ACTIVITY HIGHLIGHTS

Contributed to the development of the BC First Nations Tripartite Post-Secondary Education Model and the new Policy Framework.

Submitted a proposal for core and capacity funding to the Ministry of Advanced Education and Skills Training, securing one year of interim funding for First Nations-mandated institutes.

Made recommendations to include core funding and recognition, rooted in legislation, for First Nations-mandated institutes in the Province's Declaration on the Rights of Indigenous People's Act Action Plan.

Disseminated relevant information related to the COVID-19 pandemic to IAHLA institutes.

Communicated needs and concerns of IAHLA institutes during the COVID-19 pandemic to the provincial government, federal government and other partners.

Worked with FNEC to administer \$4.1M in federal emergency COVID-19 funding to IAHLA institutes.

Advocated for the provision of \$2M of COVID-19 funding and \$150,000 of Indigenous Emergency Assistance Funding from the Province for the 2021-2022 fiscal year.

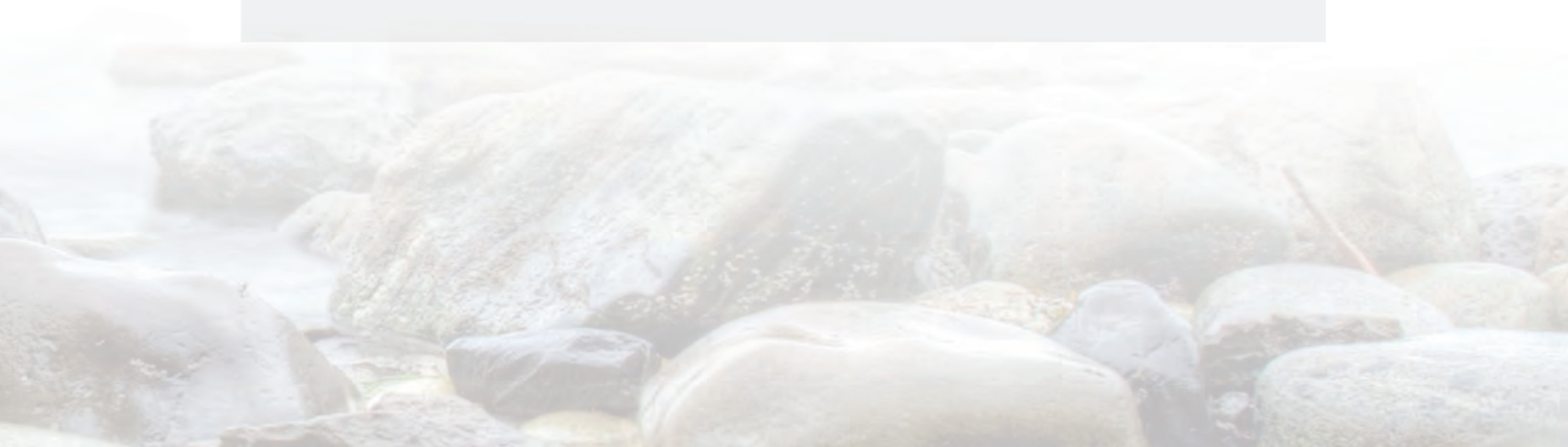
Administered, with FNEC, the first round of funding for the PSPP to be allocated through a BC-specific, First Nations-led process, supporting the advancement of the third pillar of the BC First Nations Tripartite PSE Model.

Administered, with FNEC, funding to IAHLA institutes to support the piloting of certificates and diplomas conforming to the Indigenous Language Proficiency/Fluency Degree Framework.

Conducted the annual IAHLA Data Collection Project, gathering information to inform IAHLA's advocacy efforts and developing a system-wide report and institute-level reports on the programming and services offered by IAHLA institutes.

Provided support to one IAHLA institute for the completion of an external evaluation to assess its programs, services and areas of strength and growth.

More details regarding IAHLA initiatives and research are available at www.iahla.ca.





PROJECTS

IAHLA DATA COLLECTION PROJECT

IAHLA conducts an annual Data Collection Project through which it gathers data on IAHLA institute programs and services and IAHLA student experiences. The project provides data and analysis to support evidence-based policy, programs, and supports for IAHLA institutes. This is summarized in a system-wide report, which demonstrates the collective needs of IAHLA's members, as well as the sector's unique strengths. IAHLA also provides institution-level reports to responding institutes, which contain data they can use to make decisions and report back to their communities and funders.

The 2020-2021 IAHLA Data Collection Project was conducted by *Directions Evidence and Policy Research Group*. *Directions* worked with the IAHLA Board and staff to update the survey, which included adding questions to

inform IAHLA's advocacy around the COVID-19 pandemic. The Final System-Wide IAHLA Data Collection Report was completed on July 21, 2021, followed by institute-level reports. The Final System-Wide IAHLA Data Collection Report can be accessed at: <https://iahla.ca/projects/>.

IAHLA EXTERNAL INSTITUTES EVALUATION PROJECT

IAHLA invites members annually to apply for a grant to complete an evaluation of their programs and services. This follows the IAHLA External Institutes Evaluation process, including the completion of an Internal Self-Study and an External Evaluation Report. These activities support institutes in conducting a comprehensive assessment of their programs, services, policies and infrastructure, in order to inform a final report identifying areas of strength, areas for growth and opportunities for capacity-building. In 2020-2021, IAHLA provided a \$14,000 External Institute Evaluation grants to support the evaluation of Kyah Wiget Education Society.

PARTNERSHIPS

IAHLA works with a variety of partners to advance Indigenous post-secondary education and training in BC. Through regular meetings and correspondence, IAHLA effectively shares information and resources, collaborates on relevant projects, and promotes a coordinated approach to relevant policy issues.

FNESC & FNSA

IAHLA works closely with FNESC and the First Nations Schools Association (FNSA) on First Nations education in BC. FNESC is a non-profit society that works to support First Nations in their efforts to improve the success of all First Nations students and advance First Nations education in BC. It is recognized by the First Nations Leadership Council as the lead advocacy and policy body for First Nations education in BC. The FNSA is a provincial-level non-profit society with a mandate to work on the collective needs of First Nations schools in this province.

IAHLA and FNESC collaborate closely on matters related to First Nations post-secondary education and training, presenting a united voice for First Nations communities and Indigenous-controlled institutes in the discussion and development of programs, policies and services for First Nations learners, communities and institutes. IAHLA and FNESC's relationship is formalized in our 2019 Memorandum of Understanding, which affirms our joint work on the development of the BC First Nations Tripartite Post-Secondary Education Model and the advancement of quality post-secondary education and training for First Nations learners in BC. Consistent with the Memorandum, IAHLA and FNESC hold joint-executive meetings regularly.

GOVERNMENT AGENCIES

IAHLA has developed positive and effective relationships with several provincial and federal agencies in order to advocate on behalf of IAHLA members and ensure that their needs, concerns and aspirations are reflected in our discussions with provincial and federal partners. IAHLA works most regularly with AEST and the Department of Indigenous Services Canada.

IAHLA and FNESC formalized our relationship with the BC Ministry of Advanced Education and Skills Training in a protocol in 2016. This partnership has been critical to advancing IAHLA's organizational mission and working towards the implementation of the Ministry's commitments under the Policy Framework. Through our continued advocacy and partnership with the Ministry, IAHLA secured significant funding from the Province including economic recovery funding for community-based program delivery, Indigenous Emergency Assistance Funding, emergency COVID-19 funding and one-time core and capacity funding for IAHLA institutes.

IAHLA participates in a range of working groups and committees, including the Indigenous Policy Working Group and the Indigenous Language Proficiency/Fluency Degree Partnership Table. IAHLA also sat on working groups convened by the Ministry on the COVID-19 response, including the Continuity of Learning Working Group, the Go-Forward Guidelines Steering Committee and the Indigenous Reference Group.

INDIGENOUS POST-SECONDARY EDUCATION AND TRAINING PARTNERS

The Indigenous Post-Secondary Education and Training Partners (PSE Partners) was founded in March 2005 by key partners in BC's post-secondary

education sector to improve access and success for all Aboriginal post-secondary students. IAHLA was a founding member of the group, which also includes FNEESC, Métis Nation BC, several provincial ministries and federal departments, and sector organizations from the BC post-secondary system. The PSE Partners' Memorandum of Understanding articulates the group's commitments as follows:

We, the undersigned, acknowledge, that although there has been some progress in recent years, there is a need for improved levels of participation and success for Aboriginal learners in postsecondary education and training in British Columbia. We state our intention to work collectively toward this goal within the mandates of our respective organizations and to bring in other partners as appropriate. This will be accomplished by building on our successes to date, collectively identifying needs, and implementing strategies to improve the success of Aboriginal post-secondary learners in British Columbia.

IAHLA participated in regular meetings of the PSE Partners throughout 2020-2021 fiscal year. This provided a regular forum for discussion and coordination of strategies to address challenges faced by Indigenous students, communities and institutes during the COVID-19 pandemic. Other key topics discussed included measures to implement the United Nations Declaration on the Rights of Indigenous Peoples in the area of post-secondary education and training, as well as anti-Indigenous racism and the implementation of the In Plain Sight report in the post-secondary education system in BC. IAHLA worked to ensure that the perspectives and needs of IAHLA institutes were represented in these discussions.

PARTNERSHIP HIGHLIGHTS

Collaborated with FNEESC to continue the advancement of key priorities under the BC First Nations Tripartite Post-Secondary Education Model.

Worked with the Ministry of Advanced Education and Skills Training to advance IAHLA's key priorities.

Presented the needs and perspectives of IAHLA institutes at COVID-19-related working groups, and advocated on behalf of IAHLA institutes during the pandemic through the PSE Partners table, bilateral meeting with AEST and the Continuity of Learning Working Group.

Continued IAHLA's role as a key member of the PSE Partners, ensuring that IAHLA institutes were included in discussions on key initiatives in the post-secondary sector.

Collaborated with the Indigenous Language Proficiency/ Fluency Degree Partnership Table to support the first pilots of the Indigenous Language Proficiency/ Fluency Degree.

BOARD MEMBERS 2020/2021

Dr. Verna Billy-Minnabarriet, Chair
Secwepemc/Northern St'át'imc/Nlakapamux Region
Nicola Valley Institute of Technology

Robert Schuster, Vice-Chair
Coast Salish Mainland/Lower Stl'atl'imx Region
Ts'zil Learning Centre

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

Cathy Warren, Treasurer
Kaska/Dene/Tahltan/Tagish/Inland Tlingit Region
Kwadacha Dune Ty

Tracey Kim Bonneau
Kootenay/Okanagan Region
En'owkin Centre

Bonita Wallas
Kwakiutl/Heiltsuk/Nuxalk/Oweekeno/Nuu-chah-nulth Region
K'ak'ot'lats'i School, Quatsino First Nation

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

Nancy Seward
Nuu-chah-nulth/Coast Salish Region
Snuneymuxw House of Learning

Priscilla Michell
Gitksan/Wet'suwet'en Region
Kya Wiget Education Society

Mark Aquash
Coast Salish Mainland/Lower Stl'atl'imx Region
Seabird College

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 (Yekooche First Nation)

K'ak'ot'lats'i School

Kitamaat Valley Institute

Kwadacha Dune Tiiy

Kyah Wiget Education Society

Lip'alhayc Learning Centre

Muskoti Learning Centre - Sauteau First Nations

NEC Native Education College

Neskonlith Education Center

Nicola Valley Institute of Technology (NVIT)

Northern Shuswap Tribal Council

Ntamtqen Snmamayatn Adult Education (Lower Similkameen Indian Band)

NTC Nuu-chah-nulth Tribal Council NETP

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'at'imc Education Institute

Stein Valley Nlakapamux School

Sto:lo Nation

Stucwtewsecmc 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 Centre

Wilp Wilxo'oskwhl Nisga'a Institute

Associate Members

Office of Indigenous Academic & Community Engagement, University of Victoria

Indigenous Adult and Higher Learning Association

**Statement of Financial Position and Operation
Unaudited**

As At March 31, 2021

ASSET

	<u>\$</u>
Current Asset:	
Cash	74.93
	<u>74.93</u>

FUND BALANCE

Fund Balance	
Fund Balance - Opening	74.34
Fund Balance - Current	0.59
	<u>74.93</u>


For the Period Ending March 31, 2021

Fund Balance - Current Comprised of:

Interest Income	0.59
	<u>0.59</u>

Approved on Behalf of Indigenous Adult and Higher Learning Association


_____ Chair


_____ Treasurer

Schedule #18

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

	2021 Budget	2021 Actual	2020 Actual
REVENUE			
Membership fees	\$ -	\$ 9,100	\$ 8,700
Other revenue	-	1,000	643
	-	10,100	9,343
EXPENSES	-	-	-
EXCESS OF REVENUE OVER EXPENSES	-	10,100	9,343
FUND BALANCE AT BEGINNING OF YEAR	98,285	98,285	88,942
FUND BALANCE AT END OF YEAR	\$ 98,285	\$ 108,385	\$ 98,285

Schedule #27

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	2021 Budget	2021 Actual	2020 Actual
REVENUE			
Indigenous Services Canada - FNSO	\$ 156,428	\$ 156,428	\$ 97,000
EXPENSES			
Administration	11,732	11,732	-
Annual general meeting	-	-	41,608
Board meetings	5,000	34	15,672
Communications	8,135	1,473	4,930
External institute evaluation	42,185	14,000	13,815
IAHLA data collection	50,250	30,025	40,290
Insurance	1,015	1,088	1,036
Professional development for institutes	8,000	-	-
Professional fees	1,500	6,110	90
	127,817	64,462	117,441
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENSES	28,611	91,966	(20,441)
FUND BALANCE AT BEGINNING OF YEAR	30,867	30,867	51,308
FUND BALANCE AT END OF YEAR	\$ 59,478	\$ 122,833	\$ 30,867

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