



Indigenous
Institutes
Consortium

Developing A Funding Strategy For Indigenous Institutes

**REPORT TO THE MINISTRY OF TRAINING,
COLLEGES AND UNIVERSITIES**

Submitted by the Indigenous Institutes Consortium

January 9, 2019

Leaders in lifelong learning



“

*What we are doing is
Mshiigaade – clearing,
opening the path to where
we want to be.*

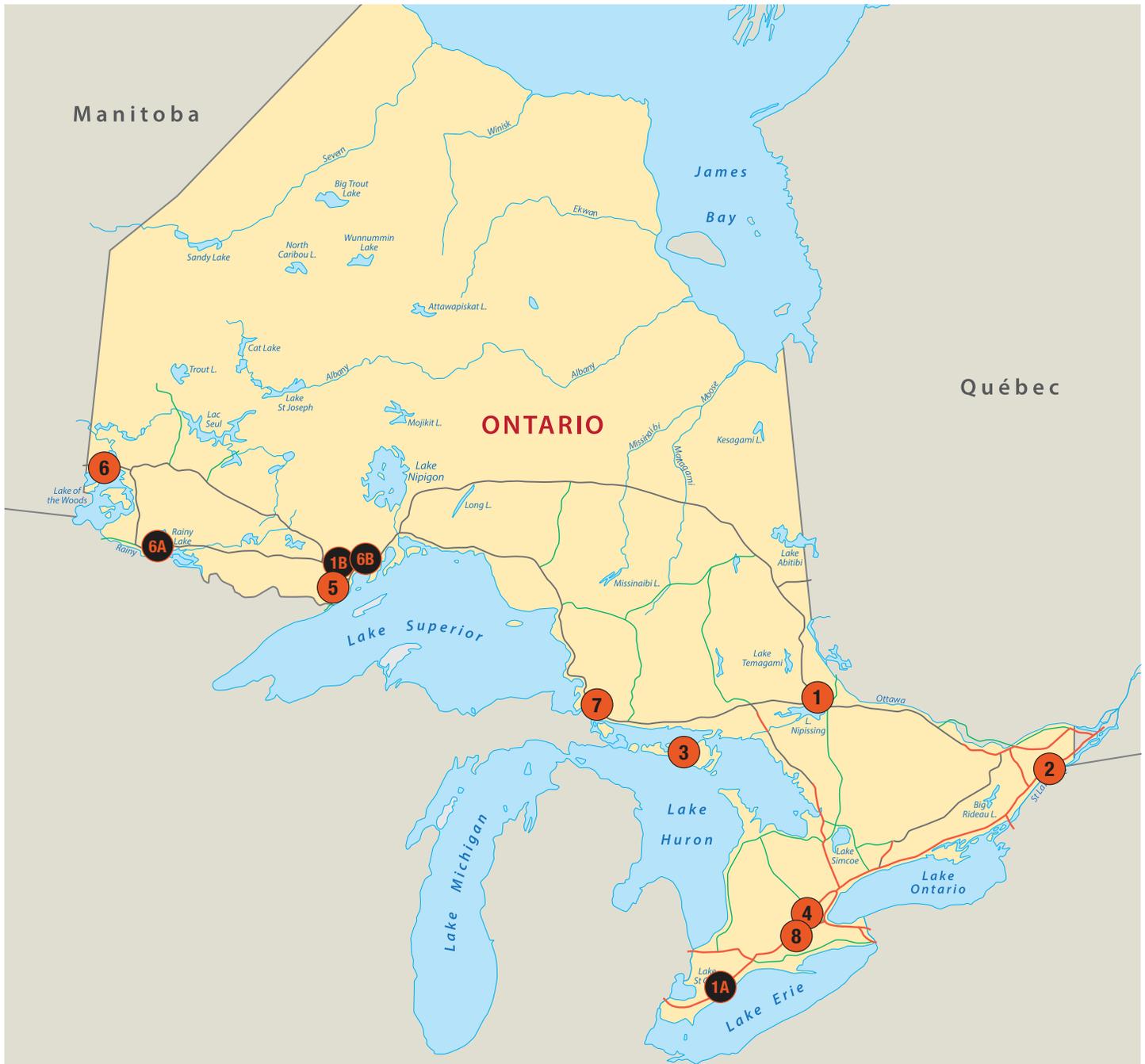
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IIC Member, Planning session, April 2018



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Indigenous Institutes

1

Anishinabek Educational Institute (Nipissing)

1A

Muncey-Delaware Campus

1B

Fort Williams Campus

2

Iohahi:io Education and Training Centre (Akwasasne)

3

Kenjgewin Teg Educational Institute (Manitoulin Island)

4

Ogwehweh Skills and Trades Training Centre (Six Nations of the Grand River)

5

Oshki-Pimache-O-Win: The Wenjack Education Institute (Thunder Bay)

6

Seven Generations Education Institute (Kenora)

6A

Fort Francis Nanicoost Campus

6B

Thunder Bay Office

7

Shingwauk Education Trust (Garden River First Nation)

8

Six Nations Polytechnic (Six Nations of the Grand River)



Introduction

The overall goal of the Indigenous Institutes Consortium (IIC) funding framework project was to develop a funding framework for long-term, secure, sustainable and predictable funding that addresses both operating and capital needs of Indigenous Institutes.

The funding framework project included several outcomes: the development of a proposed funding strategy and common fiscal priorities for Indigenous Institutes. The project was also intended to develop principles/methodologies for funding allocations.

The IIC engaged two external consultants to undertake this project in close co-operation with the Indigenous Institutes, IIC staff and ministry staff. The IIC engaged William Summers of Summerlee and Associates and Peter Wright of Peter Wright and Associates to undertake this project.

An important aspect of the project was the consultations/site visit with the members of the IIC. The sessions were conducted between June and November 2018. Seven consultation sessions were attended by Beverley Roy, previous Director of Policy, IIC and William (Bill) Summers. This process assisted the consultant in understanding the strategic directions, priorities and needs of each of the Indigenous Institutes.

This report is also based upon the data contained in the survey responses received from the Indigenous Institutes (a survey regarding programs, space, staffing and fiscal needs). Due to time constraints, not all Indigenous Institutes completed and returned the survey. The consultants were, however, able to use the collected data to assist with the preparation of the recommendations.

The recommendations in this report are based upon the advice from the consultants and represent the views of the IIC.

Background

Priorities of the Ontario Government

The government's priorities were outlined in its first Speech from the Throne in July 2018. Highlights of the government's priorities include:

Job Creation and Business Competitiveness

- The government committed to reducing the regulatory burden on businesses and, specifically, to reducing gas prices and lowering taxes for businesses.

Government and Fiscal Accountability

- The government announced its intention to take steps to “restore faith” in Ontario's public institutions, beginning with a Commission of Inquiry into the Province's finances.

Health Care

- The government's commitments include long-term and stable funding for health care, the promise of 15,000 new long-term-care beds over the next five years and an investment of \$3.8 billion in mental health and addictions services.

The government's goals of promoting Ontario's economic competitiveness and creating jobs is very relevant for the Indigenous Institutes. As the Indigenous Institutes are meeting local and regional labour force needs by providing a qualified labour force, they play an essential role by contributing to the development of human capital in the Indigenous population. Strengthening post-secondary qualifications of Ontario's Indigenous population will support Ontario's future economic growth and competitiveness.



Indigenous Institutes in Ontario: An Overview

- Indigenous Institutes are a unique and complementary pillar in Ontario's PSE that provide accessible post-secondary education and training to Indigenous students in culturally responsive learning environments.
- All Indigenous Institutes are mandated by their communities and reflect a rich diversity of educational purposes; while all Indigenous Institutes offer post-secondary programs and courses, some also delivery secondary education, and several have a strong focus on trades training.
- Indigenous Institutes play a critical role in increasing the post-secondary education (PSE) participation and completion rates for Indigenous students. Increasing the PSE completion rates for Indigenous students will positively impact Indigenous communities and the province as a whole.
- Indigenous Institutes develop and deliver programs in response to student demand and local and regional labour market needs and collaborate with community partners, including private sector employers.
- All the Indigenous Institutes support learners to acquire the skills and education needed to participate more fully and actively in the changing labour market.
- All the Indigenous Institutes are deeply and passionately committed to preserving and strengthening Indigenous languages, traditions and culture; the Indigenous Institutes' contribution to cultural sustainability is the fundamental distinguishing characteristic between the Indigenous Institutes and other PSE institutions in Ontario.
- Learners experience both a culturally holistic, small-scale learning environment where Indigenous knowledge is integrated into all aspects of the student experience as well as programming that provide graduates with advanced-level skills.
- Indigenous Institutes are an important pathway for many Indigenous learners to successfully advance their education and career goals, a critical and common dimension of institutional programming is academic and skills upgrading.
- The Indigenous Institutes are highly accountable to their students, communities and their governing boards and are prepared to develop a mutual accountability framework between the Indigenous Institutes and government.
- The Indigenous Institutes complement Ontario's colleges and universities. Given the diversity and complexity of educational needs throughout Ontario, there is a need for multiple models. Indigenous Institutes intend to expand partnerships with colleges and universities while developing their own programs and credentials.



Fiscal Needs of Indigenous Institutes

Severe fiscal challenges identified by the Indigenous Institutes that require urgent attention include:

- **Core Functions and Capacities** – Indigenous Institutes are unable to support core functions and capacities that are essential to function as effective post-secondary education providers. Indigenous Institutes operate with absolutely minimal full-time staff. Many of the Indigenous Institutes, for example, do not have full-time registrars, information-technology staff or financial-aid advisors. As a result, the Indigenous Institutes are challenged to plan effectively, collect and analyze data, ensure technology currency and meet many of the normal expectations of publicly funded post-secondary institutions.
- **Full-time Faculty** – With the exception of a few positions, there are no full-time faculty employed to deliver the programs. This deficiency severely limits program-development work, curriculum renewal and support for students, which in turn, negatively impacts the capacity of Indigenous Institutes to meet student and community needs.
- **Funding Limitations** – Student access to programs is compromised as the mix of programs is limited by resource limitations and uncertainty about future funding levels. There is both a great need and an opportunity to expand the programs delivered by Indigenous Institutes, but Indigenous Institutes have not been able to achieve their potential program expansion plans due to funding limitations.
- **Exceeded Capacity** – Enrolment has not grown to the extent possible because several Indigenous Institutes have reached or exceeded capacity in their existing facilities.
- **Funding Limitations** – Reinforcing the identity of Indigenous people throughout the learning process such as through language and arts has significant financial implications. Fully delivering on this responsibility and providing robust student services has been compromised due to funding limitations.
- **Capital Projects** – The maintenance, upgrading and renewal of the physical facilities and equipment are seriously compromised because Indigenous Institutes do not have access to a secure funding source for capital projects.
- **Funding Challenges** – Inordinate amounts of time, resources and energy of the Indigenous Institutes are devoted to funding challenges that take time away from educational delivery needs and opportunities.
- **Long-Term Funding** – Federal funding is not a secure or predictable source. While the federal government is reviewing its funding program, it is currently not designed as a long-term source of funding for Indigenous Institutes.



Proposed Funding Principles

During the consultations with the Indigenous Institutes in the summer of 2018, there was considerable discussion about the need for funding principles to guide the fiscal relationship between the province and the Indigenous Institutes.

The consultations determined that funding principles must include the autonomy of the Indigenous Institute; the need for secure, sustainable, and predictable funding; flexibility for needs and priorities; and the need to respond to diversity.

Based on these determinations, the following statement of principles to guide the fiscal relationship between the government and the Indigenous Institutes is proposed:

- Ontario's PSE principles need to reflect the autonomy of the Indigenous Institutes and recognize the *"third pillar"* of the PSE sector,
- Funding approaches need to provide *secure, sustainable, and predictable* funding,
- The funding model will provide Indigenous Institutes with the *flexibility* to allocate funds as dictated by community needs and priorities; and
- The funding and allocation model must be *responsive to diversity* and the unique needs of the Indigenous Institutes as a sector (e.g. culture and language programming, enhanced student support, PSET preparatory and academic upgrading programs).

The funding principles for a fiscal relationship between the Indigenous Institutes and the government must be further supported by the following policy and other considerations:

- **Diversity** – The funding model must be responsive to the diversity among the Indigenous Institutes such as size, geography, programming and capacity.

- **Capacity and Development** – Funding levels and resulting policy needs to support Indigenous Institutes to develop as a sector with the capacities of publicly funded PSE institutions. Funding needs to support capacity building and development costs.
- **Funding Sources** – Indigenous Institutes must have access to all funding sources, such as capital and research funding which is available to the mainstream institutions.
- **Distinct Role** – The funding model must recognize the distinct role and needs of the Indigenous Institutes and their learners, including unique factors in the delivery of programs to Indigenous communities in rural, northern and remote areas and support for Indigenous cultures and languages.
- **Decision-Making Authority** – Indigenous Institutes need the financial decision-making authority to determine the optimum mix between the joint delivery of programs with partner institutions and the sole delivery of programs by Indigenous Institutes.
- **Funding Allocations** – External fundraising and resource development by Indigenous Institutes should not negatively impact government's allocations to individual Indigenous Institutes.
- **Sufficient Resources** – Indigenous Institutes must have sufficient resources to support their students and contribute to higher employment levels for Indigenous people.



Consistent with the above principles, the funding model needs to take a needs-based approach to ensure that the Indigenous Institutes have secure, sustainable base funding to provide basic institutional infrastructure for greater student and employment successes.

Recommendation #1: Develop a mutually acceptable framework with principles by the government and the Indigenous Institutes to guide the funding strategy.

Considerations: This would extensive discussions with government to secure agreement to the principles.

Variations from current funding structure: A new fiscal framework between the government and the Indigenous sector would be established, providing a sustainable basis for the growth of the institutes.



Development of a Funding Formula/Model

While the development of a formula/model will be challenging, it is a critically important step in securing greater autonomy for the Indigenous Institutes and predictability of provincial funding. The collaborative development of a funding formula will be positive for both the Indigenous Institutes and government.

Additional Factors Incorporated into the Funding Formula/Model

There are many different types of funding formulas and many different factors that can be used within any particular formula.

The distinctive mandate of many of the Indigenous Institutes, geographic factors and Indigenous Institute size requires that a formula/model incorporate several factors beyond enrolment.

While enrolment always plays a key role in funding formulas, there needs to be several other factors built into a formula that moderate the impacts of enrolment on Indigenous Institutional allocations to support the rich diversity of education programs offered by Indigenous Institutes. Those factors include but are not limited to:

- **Cost Variations** – There are significant cost variations among different programs that are offered by Indigenous Institutes. Programs such as health sciences, trades and technology are relatively more expensive to deliver. In a future formula, the enrolment should be “weighted” to adjust for the higher delivery costs of some programs.
- **Enrolment Growth Funding** – Given the sector’s capacity to grow in the coming years and government’s traditional interest in stimulating enrolment growth, enrolment growth funding needs to be provided in addition to the base or core funding. The enrolment grant could be based upon the per-student amount created in the base funding multiplied by the Indigenous Institute’s forecast growth for the upcoming year.
- **Grant Funding** – The base enrolment grant should be supplemented, where appropriate, with funding from the following types of grants:
 - Northern grant to recognize the additional costs and circumstances faced by northern Indigenous Institutes,
 - Small size grant to recognize the higher per student costs of serving students in small institutes; this could also be considered as capacity building funding,
 - Language and cultural preservation funding could be provided on a constant per-student amount or could be fixed amount per Indigenous Institution unless some Indigenous Institutes could demonstrate that they had exceptional costs in comparison with other Indigenous Institutes; and
 - Mission grants to support Indigenous Institutes that have very unique roles that are not directly tied to the costs of program delivery for students, such as research.



The development of a formula that is fair to all Indigenous Institutes and recognizes the unique role of the sector in preserving and promoting Indigenous language and culture will not be simple and will not happen quickly.

It is recognized that the sector needs to finalize the development of enrolment data systems that provide timely, comparable and accurate data. It is also recognized that there is a need to develop a plan to do program costing at multiple Indigenous Institutes in order to have a basis for the eventual “weighting” of enrolments to reflect variable program delivery costs.

Recommendation #2: Develop a funding formula/model that would base the distribution of funds among the Indigenous Institutes upon the following factors: enrolment, northern, rural and remote, small-size, language and cultural preservation and mission.

Considerations: This would require a long-term investment of the sector’s leadership to develop a new funding model and the process would likely take up to two years.

Variation from current funding structure: A funding model would drive the annual Indigenous Institutional grant allocations developed by the Indigenous sector in collaboration with government, rather than resulting from annual decisions from government. This would strengthen the autonomy/independence of the sector and the ability of Indigenous Institutes to use operating funds to meet local priorities.



Funding Requirements

While there is considerable variability in institutional resources within the sector, there is also a common systemic fiscal issue facing all the Indigenous Institutes. The Indigenous Institutes lacks a secure, sustainable, and predictable funding base to enable them to support core functions, build capacity and provide more quality educational experiences to the students and communities.

During the consultations, there was widespread agreement that the absence of adequate operating and capital fiscal resources poses a risk to the

continuity of the Indigenous Institutes and severely limits their capacity to grow a highly educated and skilled Indigenous labour force for current and emerging jobs and develop as the “third pillar” in the Ontario PSE landscape.

It is important to understand the gap between the current operating and capital funding investments and the projected operating and capital funding requirements, and how special purpose grant funding can provide significant financial support to the Indigenous Institutes.

Operating Funding

Ontario’s Current Investments in the Sector

The following chart shows the fiscal operating funding commitments made over a three-year period by the last government in the 2017 Budget and the pre-existing base funding:

Annual Breakdown of Investment in Indigenous Institutes **1				
	2017-18	2018-19	2019-20	Total
Base	\$4.0M	\$4.0M	\$4.0M	\$12.0M
2017 Budget Investment	\$17.0M	\$18.5M	\$20.0M	\$55.5M
Total	\$21.0M	\$22.5M	\$24.0M	\$67.5M

* Includes investments in other priorities in support of the Indigenous Institutes, including operations of the Indigenous Institutes Consortium.

¹ Source: MTCU.



Operating Funding Requirements

All members of the IIC were asked to complete a survey that included projections outlining optimum future operating budgets over the next four years. The following chart outlines the magnitude of the budget increase forecast by the five Indigenous Institutes that provided the data:

Optimum Budget Increases in the Indigenous Institutes Sector			
	Current Year	2022-23 Forecast	2022-23 Increase Over Current
Institute A	\$1.6 million	\$3.4 million (only to 2021-22)	2.1 times greater
Institute B	\$1.0 million	\$2.5 million	2.5 times greater
Institute C	\$1.7 million	\$2.8 million	1.6 times greater
Institute D	\$5.8 million	\$26 million	4.5 times greater
Institute E	\$7.5 million	\$15 million	2 times greater
Total	\$17.6 million	\$49.7	2.8 times greater

Indigenous Institutes were also requested to provide forecasts of the optimum number of staff positions by 2022-23. The following chart outlines the results from the four Indigenous Institutes that provided the data:

Optimum Staff Increases in the Indigenous Institutes Sector			
	(2017-18)	2022-23 Forecast	2022-23 Increase Over Current
Institute A	18	76	4.2 times greater
Institute B	16	38	2.4 times greater
Institute C	8	16	2 times greater
Institute D	57	151	2.6 times greater

The budget forecasts suggest that the Indigenous Institutes target for funding increases that range between 1.6 and 4.5 times greater than current budgets. Three of the five Indigenous Institutes project budget increases that are somewhat above 2 times current budgets. In reviewing the staffing forecasts, the increase ranges between 2 and 4.2 times the current staffing levels.

Based upon the needs of the Indigenous Institutes and the opportunities, the sector is seeking, at a minimum, to double its allocation over the next four years.



Recommendation #3: To meet the urgent fiscal needs of the Indigenous Institutes, increase operating funding to \$48 million annually with this increase be implemented over the next four years and announced in the government's next Budget.

Considerations: Securing a major multi-year funding increase would require a sustained advocacy effort by the sector.

Variation from current funding structure: This change would significantly increase the operating funding available. If successful, it is highly likely, that some of the new funds would be tied to enrolment growth and other factors unique to Indigenous Institutes.

Capital Funding

During the summer consultation sessions, all the leaders of the Indigenous Institutes outlined the urgent need for significant capital investments in the facilities, instructional equipment and digital infrastructure.

In the past, the Indigenous Institutes have operated without access to regular capital funding from either the federal or provincial governments. There has only been ad-hoc access to funding for new construction, and there has been no funding support to address the deferred maintenance backlog. As a result of this funding deficiency, the physical infrastructure in many of the institutes needs major repair, replacement, or expansion.

The recognition of Indigenous Institutes as the “third pillar” of Ontario's publicly funded post-secondary sector requires government to ensure that the facilities within the “third pillar” are modern, safe and excellent learning environments, separate but equal to the facilities in other publicly funded post-secondary institutions in Ontario.

Recommendation #4: Commit to and ensure that the Indigenous Institutes are eligible for funding from the ministry's Major Capital Support Program. Ontario must provide new investments to Indigenous Institutes to address infrastructure renewal needs for additional improvements to the student learning environments and to expand capacity to support enrolment growth and student successes.

Considerations: Provision of capital resources would enable the Indigenous Institutes to address some long-standing shortcomings with facilities.

Variation from current funding structure: This would ensure that when there are major capital dollars available, the Indigenous Institutes would not be excluded from applying for funding.



Recommendation #5: Allocate new dedicated funding to Indigenous Institutes for instructional equipment, learning resources and upgrades to digital infrastructure, including hardware and software upgrades.

Considerations: This would likely require new funding, as this fund is limited to the colleges of applied arts and technology.

Variation from current funding structure: Indigenous Institutes would have access to a new source of ongoing funding for instructional equipment, learning resources and digital infrastructure.

Special Purpose Grant Funding

Separate but equal Indigenous Institutes must have access to the special purposes grants that are made available to Ontario colleges and universities. These special purpose grants provide significant additional financial support to PSE institutions to assist them in meeting important and a broad range of public policy objectives.

The major special purpose grant programs are as follows:

- Facilities Renewal,
- Premises Rental and Leases,
- Small, Northern and Rural Grants,
- Accessibility Fund for Students with Disabilities,
- First Generation Institutional Grants,
- Credit Transfer Institutional Grants,
- Performance Funding; and
- Women's Campus Safety.

Recommendation #6: Commit to and ensure that the Indigenous Institutes have access to funding from the special purpose grant funding programs and that the government increase the allocations in these funding programs and make any special provisions necessary to ensure separate but equal opportunities for Indigenous Institutes.

Considerations: This would require sustained advocacy work with both Ministers and senior civil servants.

Variation from current funding structure: This policy change could significantly increase the resources available to meet specific needs of the Indigenous Institutes, such mental health supports, campus safety, among others.



Priorities of the Indigenous Institutes

Additional provincial operating and capital funding will greatly assist the Indigenous Institutes to address many long-standing challenges, improve access for Indigenous students and strengthen the quality of the learning environment and process.

Priorities of the Indigenous Institutes include:

- Support for program and curriculum development; continue to develop enhanced learning experiences and quality-assurance measures.
- Improve access to post-secondary education and training by increasing enrolment levels.
- Strengthen the provision of student supports/ services and academic pathway/transition programs to ensure student success and high graduation rates.
- Focus on language and culture as a foundation for all programs and services; ensure that Indigenous content is incorporated into all programs.
- Establish new delivery methods, such as hybrid and expansion of online learning opportunities.
- Ensure that the physical facilities provide an accessible, supportive and excellent environment to support student learning.
- Enhance internal capacity by establishing core positions (for example, financial-aid officers) while simultaneously developing organizational structures to ensure that Indigenous Institutes are effectively equipped to meet the current and future needs of their learners.
- Expand the integration of technology throughout Indigenous Institutes.
- Become the Indigenous Institutes of choice for Indigenous students and communities.

Governance Circle Key Funding Priority Areas for Indigenous Institutes

Complementing the priorities of the Indigenous Institutes are the Governance Circle's key funding priorities in relation to operating and capital funding that must be addressed in order to enable the Indigenous Institutes to assume their role as the "third pillar" of the PSE sector.

The key funding priorities of the Governance Circle regarding operating funding and capital funding are as follows:

Operating Funding

1. Multi-Year core funding at a high sustainable level is essential to allow for proper and optimal post-secondary education programming on appropriate campus facilities and infrastructure.
2. Funding must be flowed on a timely basis, such as quarterly to allow for proper planning, operations and administration of programs and services. In addition to the base funding, there should be opportunities to seek funding for special needs or projects. If Indigenous Institutes need a new position, it should be considered and funded and ultimately funded through base/core funding.
3. Special funding considerations for operating within, and recruiting in northern, remote and rural settings in northern Ontario.
4. Improved operating funding to be used to address specific needs among the Indigenous Institutes, such as the engagement of a bus and driver.
5. Operating funding should be provided to support capacity development such as program research, development and growth.



6. Improved operating funding would enable greater focus on policy and procedures.
7. Improved operating funding would support greater systems development (i.e. SEM, academic governance, SIS, Libraries).
8. Improved operating funding is needed to support partnership development and implementation, marketing and promotion and quality assurance systems.
9. Require core positions in administration and direct PSE. Such positions include Executive Directors, Finance, Registrar, Director of PSE, Counsellors, Program Elders, Instructor Liaison; Pathways and Strategic Enrolment Officer (recruitment officer); full-time faculty; and communications team leader. There is also the need for new human resource capacity in such positions relating to Quality Assurance and Accreditation (including the cost of Indigenous Institutional and program accreditation in languages).
10. The student learning experience would be strengthened with improved funding. There is a need to enhance and maintain land-based, experiential supported learning environment; i.e. campus beautification, outdoor classrooms, retention programs and activities that support the development of Indigenous identity for students and the community.
11. New investments are needed in Information Technology and e-Learning to increase the online opportunities for students. There is a great need to also build staff and faculty capacity for both PSE and Training activities.
12. New funding and core funding at a high sustainable level is needed for proper and optimal trades and skills programming and facilities.
13. It is essential that funding be available for Transition programs.
14. Better funding will support the vital work to support Indigenous languages and culture.
15. There needs to be responsible reporting requirements/deadlines.
16. Indigenous Institutes need and want to have input into how funding allocations are determined and to work with government to develop a formula.
17. A funding formula must include factors related to geographic considerations.
18. Capacity building funding to allow for adequate staffing and faculty to work on and achieve Indigenous Advanced Education and Skills Council Accreditation for both the initial Organizational Review Phase plus development and approval of college level diploma programs.
19. New funding is required for new construction and/or renovations and replacement. Indigenous Institutes need to expand facilities, such as classrooms, technology/trades facilities, student lounges, conference rooms, and office space.
20. Funding to support Facilities Operation and Maintenance.

Capital Funding

The key priorities of the Governance Circle reinforce the recommendations in this report and provide more specific examples of how additional funding will be utilized and important aspects of the funding model.



Summary of Recommendations

The following recommendations to develop a funding strategy for the Indigenous Institutes have been presented in this report:

Recommendation #1: Develop a mutually acceptable framework with principles by the government and the Institutes to guide the funding strategy.

Recommendation #2: Develop a funding formula/model that would base the distribution of funds among the Indigenous Institutes upon the following factors: enrolment, northern, rural and remote, small-size, language and cultural preservation and mission.

Recommendation #3: To meet the urgent fiscal needs of the Indigenous Institutes, increase operating funding to \$48 million annually with this increase to be implemented over the next four years and announced in the government's next Budget.

Recommendation #4: Commit to and ensure that the Indigenous Institutes are eligible for funding from the ministry's Major Capital Support Program. Ontario must provide new investments to Indigenous Institutes to address infrastructure renewal needs for additional improvements to the student learning environments and to expand capacity to support enrolment growth and student successes.

Recommendation #5: Allocate new dedicated funding to Indigenous Institutes for instructional equipment, learning resources and upgrades to digital infrastructure, including hardware and software upgrades.

Recommendation #6: Commit to and ensure that the Indigenous Institutes have access to funding from the special purpose grant funding programs and that the government increase the allocations in these funding programs and make any special provisions necessary to ensure separate but equal opportunities for Indigenous Institutes.



Conclusion

There is consensus in the consultation discussions regarding the outlook for enrolment growth, with all Indigenous Institutes oriented towards growth. Over the next four years, many Indigenous Institutes indicated that enrolment growth is desirable and achievable, provided that necessary operating and capital resources are in place for the Indigenous sector. Indigenous peoples are a huge untapped labour force in Ontario and across Canada, and it is forecasted that the average annual growth rate of Indigenous peoples will exceed 10 percent.

In considering the need and the opportunities for future enrolment growth, the following issues and concerns must be addressed:

- Without an increase in provincial funding through adequate operating grants, it will not be possible to achieve the planned growth.
- As enrolment growth opportunities are limited by physical capacity for some Indigenous Institutes, capital funding will be required to expand capacity.
- The capacity to grow at these levels is also dependent on the establishment of an effective approval process for new Indigenous Institute programs and the continuation of positive partnerships with other PSE institutions in Ontario.

The government's goals of promoting Ontario's economic competitiveness and creating jobs are very relevant for the Indigenous Institutes. Indigenous Institutes are meeting local and regional labour force needs by providing a qualified labour force and play an essential role by contributing to the development of human capital in the Indigenous population. Strengthening post-secondary qualifications of Ontario's Indigenous population will support Ontario's future economic growth and competitiveness.

The development of an appropriate fiscal relationship between the Indigenous Institutes sector and the Ontario Government is a fundamental requirement for the continued positive development and growth of the Indigenous Institutes for greater student successes and greater educated Indigenous labour force.

This report sets out clear recommendations that must be undertaken immediately to achieve secure, sustainable, and predictable funding base to ensure Indigenous Institutes core functions are supported, build capacity and provide more quality educational experiences to Indigenous students and communities.

DEVELOPING A FUNDING STRATEGY FOR INDIGENOUS INSTITUTES
REPORT TO THE MINISTRY OF TRAINING, COLLEGES AND UNIVERSITIES



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