



2020-21

REPORT  
TO THE  
COMMUNITY



Delmore "Buddy" Daye  
Learning Institute  
*Excellence in Africentric Education & Research*

Our People, Our Passion

# Lift Every Voice and Sing

(The Black National Anthem)

*poem by: James Weldon Johnson*

*music by: John Rosamond Johnson*



Lift every voice and sing  
till earth and heaven ring  
ring with the harmonies of Liberty;  
let our rejoicing rise,  
high as the listening skies, let it resound loud as the rolling sea.

Sing a song full of faith that the dark past has taught us,  
sing a song full of the hope that the present has brought us;  
facing the rising sun of a new day begun,  
let us march on till victory is won.



Stony the road we trod,  
bitter the chast'ning rod,  
felt in the day that hope unborn had died;  
yet with a steady beat,  
have not our weary feet,  
come to the place for which our fathers sighed?  
We have come over a way that with tears has been watered,  
we have come, treading our path through the blood of the slaughtered,  
out from the gloomy past, till now we stand at last  
where the white gleam of our star is cast.



God of our weary years,  
God of our silent tears,  
Thou who has brought us thus far on the way;  
Thou who has by Thy might,  
led us into the light,  
keep us forever in the path, we pray.  
Lest our feet stray from the places, our God, where we met Thee,  
lest our hearts, drunk with the wine of the world, we forget Thee,  
shadowed beneath Thy hand,  
may we forever stand,  
true to our God,  
true to our native land.





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# Message from the Chair

Jocelyn Dorrington



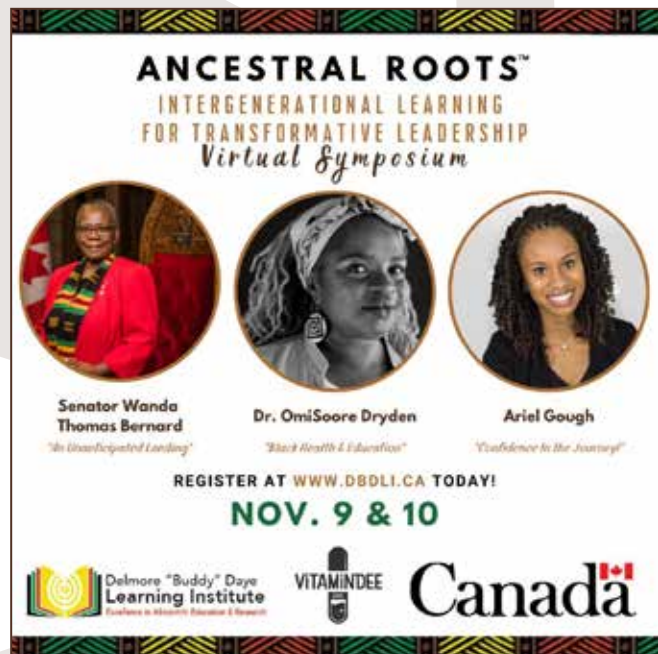
Paul Adams

As we continue to be available to assist the African Canadian Services Branch meet its mandate to provide culturally representative resources for African Nova Scotian learners we have built relationships with established and budding authors and illustrators. Our educational resources continue to sell well, and many school boards now use them as a part of their curriculums. Of course, the pandemic made things challenging for students, especially younger students, so we are happy to announce a new book called Q is for Quarantine: The ABC's of COVID-19. This book is available for purchase now through our website.

**W**e ended our operational year in March 2021 partly challenged due to the COVID-19 pandemic however, like so many people and businesses, we stayed determined to persevere and adjust – and we continue to adjust – to ensure our working structure and our program delivery methods continue on as close to normal as possible. We provide important services and initiatives to our communities so it was crucial that we remained operational, even if it is in a more virtual setting.

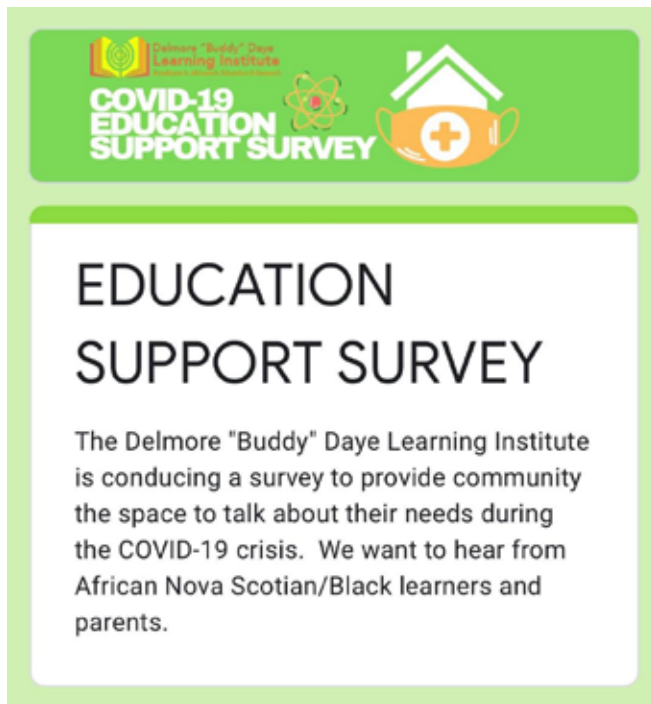
Unfortunately, we are yet again devastated by the losses experienced by our community, and by Nova Scotians broadly. We were horrified that our quaint little province became a story all over the world as the worst mass shooting ever recorded in Canada occurred in April 2020. Like all Nova Scotians, we are moving forward with the memory of those losses and our community's courage and resiliency.

The Delmore "Buddy" Daye Learning Institute has delivered programming and initiatives throughout the year, continuing what was working well, adjusting what needed tweaking, starting some new initiatives, broadening our reach, and deepening our impact. The Ancestral Roots Summits, the Black Excellence Conferences our new docuseries honouring Viola Desmond are just a few examples of what how DBDLI is connecting with our communities. The end results include a deeper engagement with Regional Centres of Excellence and enhanced collaboration with university partners and other like-minded organizations.



We have accepted invitations to provide advice and direction based on our Africentric research and education experts. For instance, our research team as been steadily studying the impact of COVID-19 on African Nova Scotian communities. Initial research indicates that COVID-19 has a disproportionate impact on Black communities, which further indicates the need for stronger policy measures and more attention given to our communities.

Another significant event for the Delmore "Buddy" Daye Learning Institute was hosting a virtual lecture regarding the Implications of Nova Scotia Inclusive education policy.

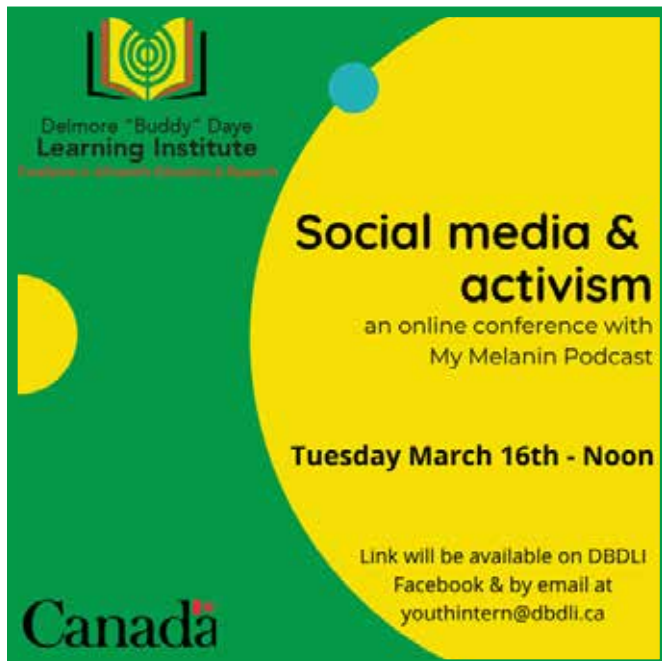


**COVID-19 EDUCATION SUPPORT SURVEY**

**EDUCATION SUPPORT SURVEY**

The Delmore "Buddy" Daye Learning Institute is conducting a survey to provide community the space to talk about their needs during the COVID-19 crisis. We want to hear from African Nova Scotian/Black learners and parents.

We appreciated the collaboration with the Canadian Anti-Racist educator, Dr. George Dei of the University of Toronto. The lecture and interactive conversation with Shaniqwa Thomas, law student, author and emerging scholar, helped all attending the webinar to explore decolonizing education and its implications for the Nova Scotia Inclusive Education Policy. For those who were not able to attend, the video of the lecture, summary and presentation slide can be found on our website.



Delmore "Buddy" Daye Learning Institute  
Education, Research, Community & Support

**Social media & activism**  
an online conference with My Melanin Podcast

**Tuesday March 16th - Noon**

Link will be available on DBDLI Facebook & by email at youthintern@dbdli.ca

Canada

We are proud that African Nova Scotian learners are able to see themselves in resources in the public school system and in the community broadly. Our policy focus work, professional learning experiences, and research are impacting how educators engage with our learners and how programs are designed. We understand that our research on alternative discipline influenced a willingness to embrace Africentricity in the schools to support our learners of African descent in feeling more included. For example, some Regional Centres for Education have invited the Institute to be part of their planning as they develop programming that supports students feeling included in their schools.

We continue to explore and implement new opportunities to enhance our resource development for both institutional and community use. Our research component is engaged in provincial and national research projects.

I would like to express much thanks to my fellow board members, both past and present, for their commitment, hard work, contributions, and dedication to building the Delmore "Buddy" Daye Learning Institute. As well, I offer much thanks to our dedicated and creative staff, consultants, and service providers for all that they do to heighten and build awareness of the Institute through the programs and services that they carry out. Thanks, also, to our funders, our donors and partner organizations for their continued support of the work we do to build brighter futures for African Nova Scotians and the broader Nova Scotian community. Lastly, I want to thank community members for their on-going support of the Institute and the programs and services we deliver.

To everyone I say: Stay safe, stay strong, stay committed and inspired. ☺

*"When the music changes, so does the dance"*

- Tanzanian Proverb

# Message from the CEO

Sylvia Parris-Drummond



Paul Adams

**D**uring 2020/2021 we were centered in multiple pandemics, punctuated by the health pandemic COVID-19 and the reveal of the extent of anti-Black racism revealed through the tragic death of George Floyd (murdered May 25, 2020). Our community has been so deeply impacted by both. The staff and board teams took their own breaths for resilience and continued on to support each other, our African Nova Scotian learners and communities and the broader Nova Scotian communities.

The horrors of a Muslim family be targeted and killed and the finding of 215 remains of First Nation children weigh heavy on our hearts. In solidarity, we grieve with the Muslim and Indigenous communities at the unimaginable sorrow they are experiencing. There is a deliberate space left in the written lines of this Report in acknowledgement of taking time for silence to reflect and imagine a personal call to action to contribute to a better more humane world void of systemic racism, discrimination and hatred.

At the writing of this report, we are supporting our communities and bringing forward resources, via a hybrid model - virtual and onsite, and not yet, formally reopened. We work in ways to engage and centre our community voice and Africentricity. We know that what we do and how we do it can transform lives - thus we continue to strive toward the aspirations of our vision.

Throughout our operational year, our program departments—Research, Youth, Community Engagement and Publishing—via Institute leadership and collaborations, offered services to all African Nova Scotian communities across the Province and engaged with African Nova Scotian learners in all Regional Centres for Education. We

have served as a policy influencer by contributing advice that impacts the experience of Black Canadians. We collaborated via Meeting of the Minds and CAFCAN to complete the Canadian Institute for People of African Descent (CIPAD) Feasibility Study and presented the final report, which included implementation recommendations, to the federal government. As a nod to the stature of the DBDLI and our community's longevity, we have led and collaborated in dialogues hosted by all levels of government.

As relates to all programming, we met the challenge of COVID-19 with innovative creative programming. We built from strengths already in play and nurtured responsive projects and initiatives. Through leadership from our Youth department, we delivered our final, in the series of three, regional Ancestral Roots Summits. We collaborated with our Research department to develop and execute an education survey so that we could hear from parents and students as to what was going well and what was needed to support their success. One of the findings, we took up with earnest was the need for students to be able express their feelings and the importance of creatively supporting academic success. Our initiatives: Power of the Pen, Power of Digital Media and African Nova Scotian Voices Speaking filled that need. We are appreciative of the partnerships with the Regional Centres for Education (RCEs) for these and ongoing projects.

We learned a lot about the various virtual platforms and how best to use them. We hosted youth conferences, and workshops such as addressing racial injustices through art (visual and spoken word) and financial literacy. We also provided learning and sharing spaces for well-being through our lunch and learn series. Social media continues to grow as a vehicle for learning - Did You Know, Teaching Tuesdays and African Heritage Month posts, as well as promotion of our events and DBDLI broadly. We continue to look to the DBDLI Youth Advisory Council for their advice and input. We are looking forward to working with those Council members who can continue with us and to filling the vacant seats. As we round up current youth engaged initiatives and embark on new ventures we welcome their advice as to how to be most relevant for our youth.

While we were not able to host our annual Report to Community event, we were able to engage with our African Nova Scotians and the broader communities, virtually. For example, we launched our Viola Desmond Community Talks and were able to host two episodes (available at: [www.dbdli.ca](http://www.dbdli.ca)). We continued our partnership with local, national and international post-secondary institutions by playing supporting roles such as panel presentations (e.g. Munk School - Breaking the Glass Ceiling) and workshop moderator (e.g. Angela Davis Talk).

As a means of providing a space for community to tell their "schooling during COVID-19 stories" that could provide advice for policy makers and influencers, we launched the COVID Education Survey. The findings were shared with our education partners in government and community. It led us to enhance our online resource offerings, promoted the distribution in the rural communities of school learning resources such as laptops, and the development and delivery of well being resources and programming for parents and students. The pivot to engagement via virtual was embraced in our Research department, as we held our Black Excellence conference - Black in Academia, and the inaugural annual Deveau/DBDLI Lecture via zoom. The lecture featured a scholarly dialogue on the Inclusive Education Policy (Nova Scotia) led by Dr. George Dei. This extended our reach and impact.

The Institute's publishing arm continues its theme of "Excellence in Education" through the publication of Africentric educational resources. With the development, in collaboration with the Department of Education and Early Childhood Development, and distribution of the Social Studies Profile Resource, we now have an educational resource at all levels of the public-school system. We are continuing to support the sharing of our community first-person voice stories. We published My Grandmothers Days - the first of the historical African Nova Scotian Community Stories Series. A special acknowledgement goes to Tony Colaiacovo, our publishing consultant, for his publishing expertise and his role as a historian. Our flagship event, the African Nova Scotian History Challenges, was taken up in earnest by students and educators across the Province.

While we were not able to gather in person we did so virtually. We were appreciative of all the Challenge category presenters to help present an Awards Ceremony that came as close as you could to being there.

We are thankful to the Department of Education and Early Childhood Development for their significant annual contribution toward our programming and operations. This year we also achieved grant support from other provincial departments and from federal government departments. This support allowed us to enhance our ongoing programs, and to provide services in response to community-identified concerns. We are appreciative of the generous donations from individuals and organizations. It is heartening to know that our work is seen as valuable and impactful.

Thank you to the DBDLI Board for its leadership and ongoing support. I am pleased to work with such dedicated individuals who collectively provide governance and oversight in support of our mission. We bid farewell to three staff members: Victoria Lake, Chanae Parsons and Samuel Provo-Benoit. It is heartening to imagine them all as influencers and champions for our community in their chosen new spaces. We welcomed two new staff members to our Team: Kevin Harrison to the role of Community Engagement and Public Relations Coordinator and Mc'Edward Jones, Manager Finance. I want to acknowledge and thank staff members Ramona Hill, George Frempong, Kevin Harrison, Mc'Edward Jones and Tony Colaiacovo (Effective Publishing) for their commitment to excellence and their contributions to the ongoing success of the Institute. We have also had episodic staffing growth through various grant staffed opportunities and volunteers. They have provided expertise to implement innovative community facing programs. Additionally, this also helped us to continue to build capacity within community, spread the ideology of Africentricity and Ubuntu.

As we progressed through our year of COVID, our community and organizational resilience and innovation shone through. I close with this proverb and encourage all to keep dancing. 🌀





# DBDLI Habari Gani\*

## Financial Report

**James Makonyere**  
Chair, Finance Committee

**2020-21** was a year of change for our financial management. In October 2020 I joined as the Treasurer and in March 2021 we hired a new Manager of Finance: Mc'Edward Jones to replace Ferdinand Makani who was brought in temporarily while we searched for a replacement for our former Finance Officer Victoria Lake.

Much of the latter half of the fiscal year was dedicated to managing the smooth transition of financial responsibilities. I want to thank the CEO Sylvia Parris-Drummond, the Executive Assistant Ramona Hill and Ferdinand Makani for ensuring bills continued to be paid in a timely manner, cash flow was managed, and funding was tracked appropriately during the transition period.

I also want to thank our former Finance Officer Victoria Lake for her years of service as well as her leadership and continued assistance during the transition. Before Victoria left, she moved our accounting system on to the cloud making it accessible remotely.

DBDLI begins the new fiscal year with a new Manager of Finance, Mc'Edward Jones, who's wealth of experience will be an asset to the Institution.

In early 2021, the opening phase of work to replace the HVAC system of the building began. This would not have been possible without the hard work to securing funding and the financial planning of our staff. Work on the HVAC (phase one) was completed in March.

Through the hard work of our staff and Board, we were able to obtain additional grants totaling over \$393,710, and \$55,200 in charitable donations in the year.

This fiscal year saw excess revenue over expenses of 112,982, up by \$58,634 from last year effectively increasing our net assets or saving to \$375,611.

We would like to acknowledge, with thanks, the work of PricewaterhouseCoopers (PwC) for their work in completion of our 2020-2021 financial audit. They have acknowledged that it was a clean audit, and have issued an unqualified audit report. 🌀

\* Swahili for "What's New"



# Human Resources Report

**Gilbert Daye**

Chair, Human Resources Committee

I am pleased to submit the 2021 annual report of the DBDLI Human Resources Committee. This committee consisted of 3 board members, Chairperson Gilbert Daye, Jocelyn Dorrington, and Randy Headley

The focus of this committee's work since the last AGM has been on reviewing and revising the organization's Human Resources Manual, addressing changes in staffing, and addressing internal staff relations issues.

The committee oversaw a contract awarded to a consultant in the previous fiscal year, to review, revise and update the Human Resource Manual. This manual is the working document which provides the organization's direction, oversight and afri-centric relevance to the day to day staff relationships. The consultant was tasked with making recommendations to the board of directors on:

- how to achieve consistency with HR related policies and governance documents of the DBDLI;
- how and where to include afri-centric relevance throughout the document;
- compliance with relevant laws, statutes and regulations,
- and improving processes for efficiency.

The board approved a revised Human Resources Manual with the intent to keep it as a fluid document which will need to evolve and be revised as the organization grows.

A number of staffing changes occurred through this reporting period. The Finance Officer and the Youth Coordinator both left the organization to take advantage of career opportunities. An administrative position was vacated and the publishing contract no longer received support from the funder, resulting in the loss of another long-time staff person.

During this period of COVID 19 related uncertainty, the HR committee recommended that the organization put a priority on filling the Finance Officer position with a new Manager of Finance. Consultants are currently engaged to bring the DBDLI through a process through which to better identify the staffing needs related to filling the Youth Coordinator position. A staffing review has been recommended to take place prior to filling other long-term positions.

With regard to internal staff relations issues, the HR committee provided input and analysis to staffing situations addressed by the CEO. ☺

*"He who does not seize opportunity today, will be unable to seize tomorrow's opportunity."*

*- African Proverb*



# Communications Report

Missy Searl

Chair, Communications Committee

The Communications Department tells the Institute's story, shares our vision, and supports the promotion and celebration of our programs and initiatives. It also intersects with all the DBDLI Office operations and programs, and supports our internal workings.

While the COVID-19 pandemic presented challenges for the Institute to have a more direct outreach to our community, we were able to continue to virtually grow our presence within the community and beyond. Enhancement of our presence as an Africentric Institute is our focus as we incorporate Africentricity in all aspects of community engagement.

Sales of our education resources remain strong and many school boards now rely on them as a crucial part of their curriculums. The Black History: Africa, The Caribbean and The Americas textbook in particular has been a top seller, while sales of The Times of African Nova Scotians (volumes 1&2) and The ABC's of Viola Desmond are also strong sellers. The level of interest in our education resources is encouraging as we consider adding more resources for the next fiscal year.

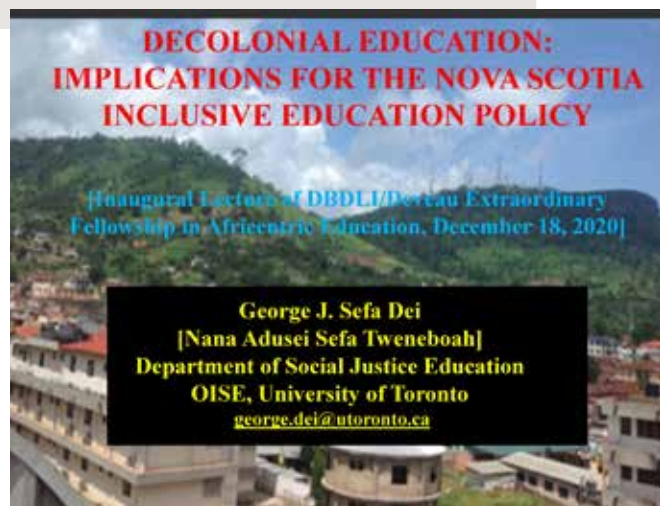
We produced our first three-part docuseries on the legacy of Viola Desmond. Two episodes have already aired on Eastlink TV, and are hosted on our YouTube channel, while the third episode will conclude the series in June 2021. The goal was to not only educate and inspire audiences regarding Ms. Desmond's legacy, but to paint a broader picture of who she was. She was not only an activist that stood up for what was right, but she was also a teacher, an entrepreneur, a beautician and a feminist who directly gave back to her community. These stories are told with the help of notable community figures such as former Lieutenant Governor, Her Honour, Dr. Mayann Frances, Former Minister of African Nova Scotian Affairs, the Honourable Percy Paris and



local small business owner and award winner, Samantha Dixon. We are grateful to have the series hosted by Dr. Kesa Munroe-Anderson.

For African History Month we recognized influential people in our communities, including our Institute's namesake. We highlighted various events, Africentric worldviews and more.

The Institute's main contributions/focus was the Viola Desmond Series along with presenting the lecture from Dr. Dei for his lecture on Decolonizing Education: Implications for the NS Inclusive Education Policy. The lecture slides, the full video of the lecture and a summary of the lecture were all promoted and can still be found on our website.



Despite the pandemic, we received a large number of submissions this year for the African Nova Scotia History Challenges. This is encouraging and it shows that our annual challenges are something that resonates within many schools and communities across the province. The pandemic will limit a traditional ceremony, which celebrates the winning submissions; however, we will still do something virtual, which will likely take place next fiscal year.

Our donations are continuing to come in strong as we develop strategies to increase fundraising. For this fiscal year, we have received over \$25,000 donations through Canada Helps alone. I would like to sincerely thank all of our donors, especially those who donate to the Institute on a regular basis.

Through strategic initiatives and partnerships, we have constantly looked to find innovative ways to engage with our community. Part of our Communications file includes the management and implementation of sponsorship requests and activities. Key sponsorships continue to connect the Institute with groups and events that link to and help advance our mandate. Our traditional media relations efforts garnered strong and consistent coverage for the Institute over this past year. We continued to capitalize on print, radio, and television stories around our work, objectives, and connections to our community.

The Communications Committee, with support of DBDLI staff, have lots to look forward to in the next fiscal year including developing a podcast that will discuss elements of The Black History: Africa, The Caribbean and The Americas textbook, hosting our first Africentric conference and creating our own magazine tentatively named The LION.

I want to thank my fellow committee members for their support and work on behalf the committee and the Institute overall. Thank you also to DBDLI's staff who are on the ground making all our achievements possible. I look forward to another successful upcoming year. ☺

## Youth and Initiatives Report

**Marcus Marsman**

Co-chair, Youth and Initiatives Committee

I am pleased to submit the second annual report of the Youth and Initiatives Committee. The Committee members are Jennifer Desmond, Nicholle Morrison, Missy Searl, Co-chairs Marcus Marsman and Gilbert Daye, and Delmore "Buddy" Daye Learning Institute Board Chair, Jocelyn Dorrington.

Through 2020-2021, the activities of the DBDLI have been affected by the emergence of the COVID-19 virus and ensuing restrictions. The Youth and Initiatives (Y&I) Committee remains firmly committed to contributing to initiatives, despite pandemic-related impediments to our programming. The primary focus of this committee over this year has been on the Youth Council.

The Youth Advisory Council was established in 2019 with a mandate to support the Board of Directors on their strategic planning objectives, and on program initiatives for young learners of African ancestry. Newly appointed members of the council struggled over their desire to contribute to DBDLI operations and policy making, as well as their ability to reach youth in all areas of the province. To begin to address these concerns, the Y&I committee led by the youth member, reviewed and revised the Youth manual, led discussions at the board level on practical roles the council can perform at the board, staff and committee levels; and deliberated on how to enhance the effectiveness of youth initiatives.

The DBDLI is in the process of replacing the Youth Coordinator, who left the organization earlier this year to pursue other professional opportunities. Once this staff position is filled, Youth Council members will have the opportunity to pick up where they left off, to develop projects with provincial reach for youth, young adults and community. ☺



# Publishing and Special Projects Report

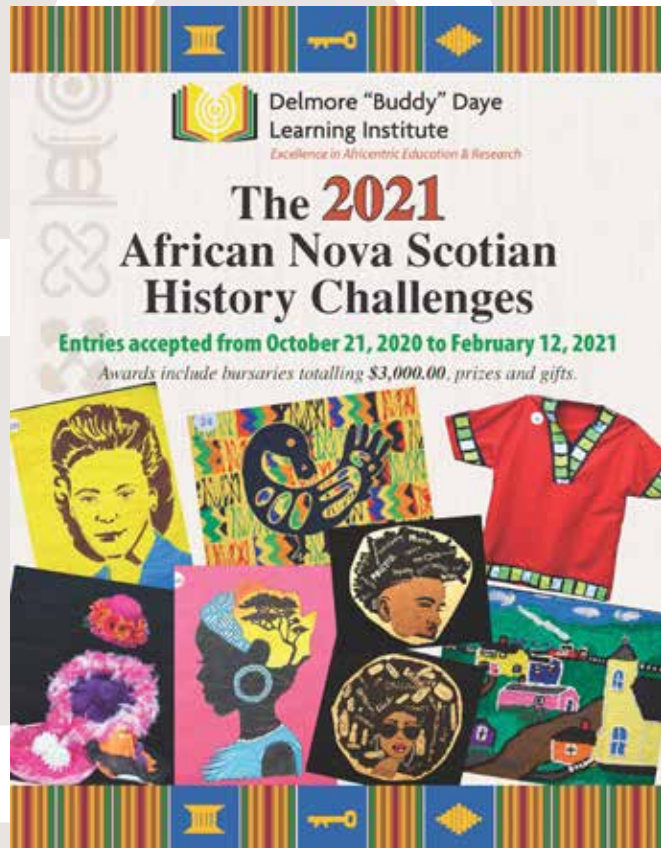
Tony Colaiacovo  
Effective Publishing

Despite the pandemic, it has been a remarkable year for the Publishing and Special Projects team. The pandemic has had an impact on everyone, everywhere and, as with all publishers, the DBDLI has had to find creative and innovative ways to survive and do business during what are unprecedented times. Perhaps counterintuitively, this past year has been our best year for book sales, for publishing new titles, and for accessing publishing grants. We also had a record participation rate to this year's annual African Nova Scotian History Challenges.

## The 15th annual African Nova Scotian History Challenges

Since their inception, the African Nova Scotian History Challenges have seen a steady increase in the participation rate but this year, the number of participating schools far exceeded our expectations. At the launch of the Challenges in September, we worked hard to ensure that all teachers and students had digital access to the rules, the six specific Challenges, and the entry forms. The response was fantastic. We had entries from 80 schools, from every region of the province, and from every grade level! This was an increase of almost 40% over last year when we had a record 50 schools participate. There were more than six thousand individual entries adjudicated! This was the 15th year for the Challenges.

There are several factors that have made the Challenges a success: winning a Challenge Award has become prestigious; submission to the Challenges can be made in either official language; they offer a creative learning opportunity for students of all abilities; they provide teachers with a ready-made teaching

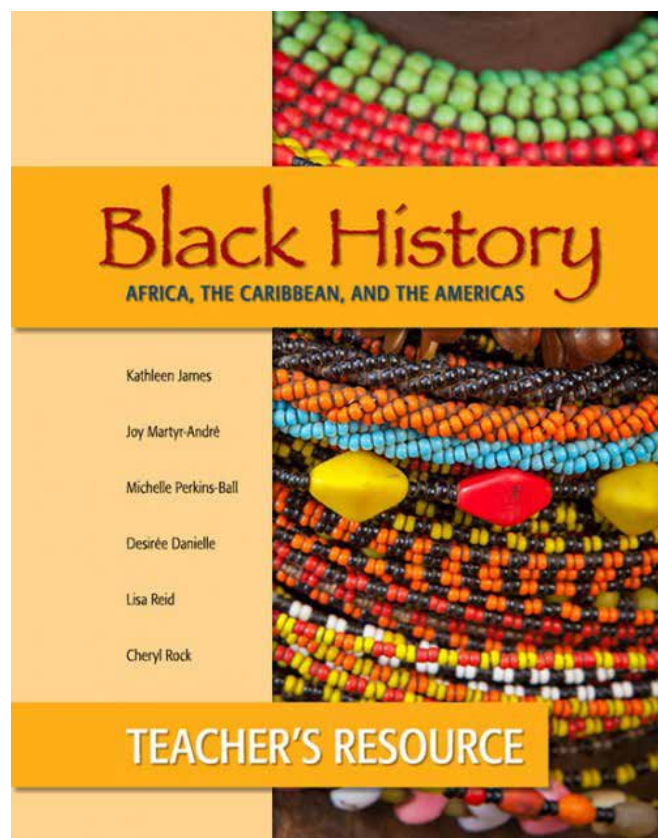


plan; and the DBDLI History Awards ceremony has become an important event on the school calendar. This year's increased participation from grades 6 and 7 teachers may also be due to the inclusion of African Nova Scotian history in the revamped social studies curriculum. The Black Lives Matter movement and other social action activity, both local and national, also fueled the interest to this year's Challenges.

At the Awards ceremony, which were held virtually this year, we were again honoured to have His Honour, Lieutenant Governor Aurthur J. LeBlanc give the opening remarks. Special guests Dr. Wanda Robson, Dr. Susie Brigham, Senator Wanda Thomas Bernard, Dr. Mayann Francis, Member of Parliament Andy Filmore, Deputy Minister Dr. Kesa Munroe-Anderson, and Minister of Education Derek Mombourquette announced the winners for each Challenge. The entries and the DBDLI Awards ceremony are available for viewing on our website. I urge everyone to visit the site and see the fantastic work submitted to this year's edition of the Challenges.

## Book Sales

When the pandemic forced schools to close and classes shifted to the on-line model, teachers were left with fewer classroom resources than ever. At the beginning of the lockdown, the DBDLI took the initiative and provided all Grade 11 African Canadian Studies teachers in Nova Scotia with digital copies of the Teacher's Guide, free of charge. This resource was updated last year and is a teacher-friendly companion to our primary resource, *Black History: Africa, the Caribbean and the Americas*, the textbook used by African Canadian Studies classes. The Teacher's Guide provides teachers with practical, ready-for-class learning activities that brings to life every chapter of the textbook. This promoted the on-going use (and sales) of the textbook in more schools in the province.



Our biggest sales increases have come from schools in Ontario. It is undeniable that there is increased global awareness of issues pertaining to people of African descent. More and more teachers in Ontario are interested and motivated

to teach Black history or include more Black history in their social studies curriculum. As we did in Nova Scotia, we gave free access to the digitized Teacher's Guide for *Black History: Africa, the Caribbean, and the Americas*. This led to a significant increase in sales of the textbook because you can use the textbook without the Guide, but you can't use the Guide without the textbook. The best ideas are always the simplest.

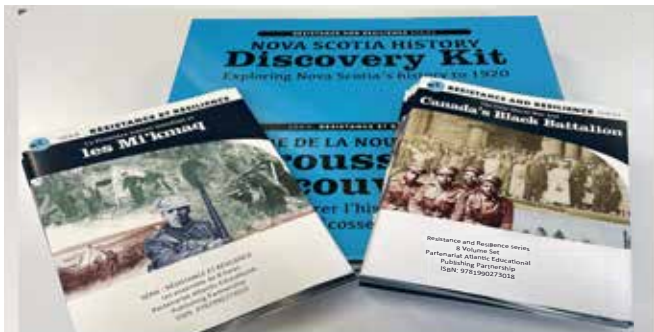
One of the greatest hurdles to selling our textbook is the shipping and mailing charges. Each copy weighs 4 ½ pounds, which makes single copy deliveries cost-prohibitive, particularly for sales outside of Canada. One of our marketing initiatives this year spurred many requests for copies from the Caribbean, where mailing charges are exorbitant. Mailing charges made any sale cost prohibitive. For example, mailing a copy to St. Kitts costs \$145.00 (US). On some Caribbean islands, regular mail is not even available. Our solution was to build a digital subscription platform.

The digital subscription platform is up and running and we have our first subscribers! This is a milestone achievement for the DBDLI. We now can sell instantaneous access to *Black History: Africa, the Caribbean, and the Americas*, anywhere in the world. The advantages of having this subscription-based access are obvious; we incur no shipping and handling charges; and it broadens the geographic market for potential readers and buyers. In short, significantly better profit margins can be realized when we sell electronic access versus hard copies. The first subscribers have come mostly from the Caribbean including St. Kitts, Grenada, Trinidad, and several other Caribbean nations. Without the electronic platform, these sales would have been impossible. I can foresee adding more content and titles to this platform.

This year, we have also made significant sales of *L'Alphabet de Viola Desmond*, our first French title. Most of these sales have come from New Brunswick and Quebec.

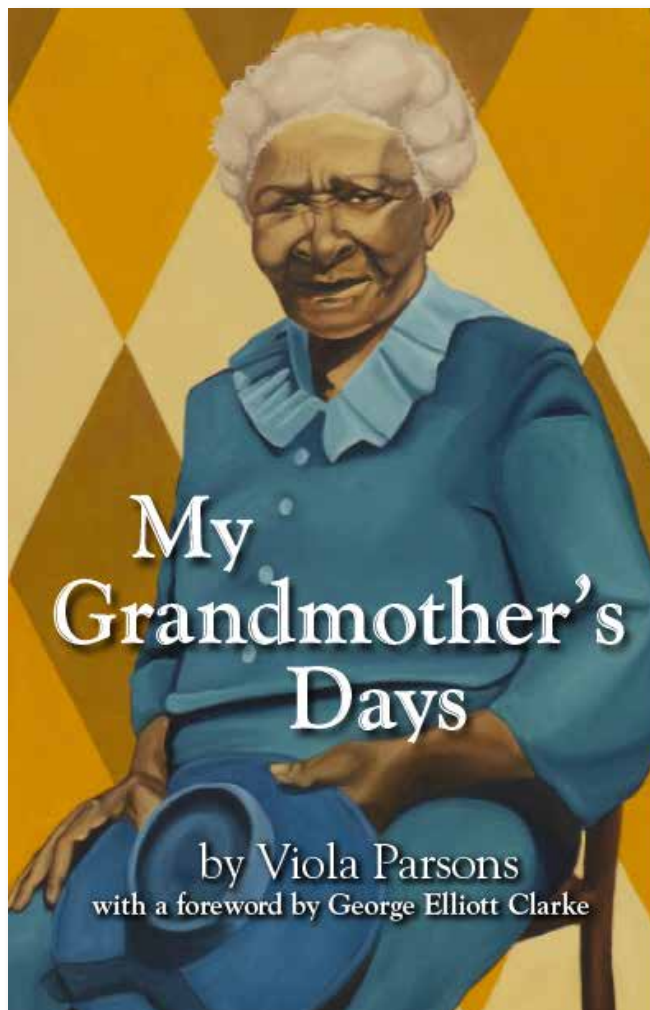
## New Books

Last year, the DBDLI led a consortium of Nova Scotian publishers in winning the public tender to supply classroom resources for the revamped, grade seven social studies curriculum in Nova Scotia. The resource has been completed and early indications are that will exceed initial distribution. The resource is a series called Resistance and Resilience and is distributed by the Nova Scotia School Book Bureau (NSSBB).



In the **Resistance and Resilience series**, readers will learn about the cultural perseverance of African Nova Scotians, the Mi'kmaq, Acadians, and the Gaels up to 1920. The eight-booklet set covers more than a century of Canadian nation-building that saw many discriminatory and racist policies enacted by the government. Four booklets focus on the 1820–1920 period, and the legacy of resistance that each group built through decades of official oppression, racism, and sexism. The prejudicial social and economic treatment people faced outside of their communities is also discussed. Four booklets explore the experiences of the different groups during the First World War. Readers will learn about the recruitment and deployment of segregated fighting units including the 165th Acadian Battalion, the Gaelic 185th Cape Breton Highlanders, the all-Black No. 2 Construction Battalion and the Mi'kmaq soldiers who voluntarily enlisted. A Discovery Kit of eight artefacts and a resource guidebook which complements the series is also included. The artefacts connect to the historical experiences of the Mi'kmaq, Acadians, African Nova Scotians, and the Gaels during the 1820-1920 period. The set is also available in French.

The DBDLI has now developed and published curriculum resources for 5 grades in Nova Scotia; grade 3 Guided-Reading; grade 6 Social Studies; grade 7 Social Studies, and grade 11 African Canadian Studies. Each of these resources includes African Nova Scotians in the narrative of the history, heritage and culture of our province and our country. They allow African Nova Scotian learners and readers to see themselves reflected in the resources and books available to them. All have been integrated into the curriculum of all provincial schools and have been approved to be listed on the Nova Scotia School Book Bureau (NSSBB) website.



**My Grandmother's Days** was written by Mrs. Viola Parsons and describes life in the

community of Lucasville at the turn of the 20th century. My Grandmother's Days is the first in what is envisioned as a series of books about Black communities in Nova Scotia. The goal is to eventually publish one book for every Black community in the province (52). Each book will be a first-person account about the community as told by someone from that community. These books will capture both the history and the essence/spirit of each community. They will recount the practical history about life "back-in-the-day". What did folks eat and where did their food come from? Where did they work? What did they wear? What did they do for fun? What was life really like? How did they make a living? My Grandmother's Days has garnered positive book reviews and is on sale on our website.

manage quarantine. The idea for this book came while we were on the fourteen days of quarantine in Nova Scotia. Every day we would spend some time talking about all the things we could do to get through COVID. There was no road map to help families during these challenging times, but we managed. Writing about what we did actually helped us to look back as we moved through quarantine, and this book is the result."

This timely book is important for two reasons; African Canadian children can see themselves reflected in the book; and one of the young authors, Gavin, has autism. The DBDLI partnered with Autism Nova Scotia for on-line release of this book. Autism knows no racial bounds. This may be the first children's book to feature an African Nova Scotian child with autism.

## Grants

The DBDLI applied for and received two grants this year. One was from the Nova Scotia Creative Industries Fund (CIF) and facilitated some of our publishing projects. The other was from Canadian Culture and Heritage and was used to offset some of the costs for the History Challenges. The reporting criteria for both grants have been completed and submitted. ©



Our newest title, **Q is for Quarantine** was written by Damon Roker and Gavin Roker. The afterword was provided by their grandmother, Senator Wanda Thomas Bernard. Senator Bernard wrote "when we learned that summer camps were cancelled [in Ontario], we decided to take the boys [grandsons] to Nova Scotia for several weeks. We had no idea just how challenging it would be to

*"If your only tool is a hammer, you will see every problem as a nail."*

*- Gambian Proverb*

# Research and Initiatives Report

**Dr. Susan Brigham,**  
Chair, Research Committee

The Delmore “Buddy” Daye Learning Institute has seen tremendous research activity over the past year despite the ongoing pandemic and the Nova Scotia State of Emergency, which began in March, 2020. Many research projects pivoted to online data collection and virtual dissemination of findings at community events, conferences, and in peer-reviewed articles. Several new research studies have been developed in partnership with Canadian scholars and institutions, and are funded by prestigious research grants. Below is a list of highlights regarding research projects as well as recent events and announcements.

The Research Committee members are Dr. Susan Brigham (Committee Chair), Jocelyn Dorrington, Randy Headley, and Tunde Awoyiga. Dr. George Frempong, Director of Research, is the main staff person on this committee.

## I. Current Research Projects

### 1. “Ubuntu Pedagogy of the Community”

The study is in partnership with Professor Susan Brigham, Mount Saint Vincent University (MSVU), and Dr. George Frempong, Delmore “Buddy” Daye Learning Institute (DBDLI), with assistance from Randy Headley as well as MSVU graduate student research assistants, Rajean Willis and Ajoke Laseinde. It is funded by the Inter-University Research Network (IURN). It explores the role Elders can play in developing frameworks and teaching strategies for schools that can benefit Black students. The data collection is complete and analysis is underway. Data were collected using Microsoft Teams due to the pandemic restrictions on face-to-face interviewing.

### 2. The African Nova Scotian COVID-19 Education Support Survey.

This is SSHRC funded project. With the help of the DBDLI Community Data Collectors (CDCs) we had a very good response rate to the ANS households survey. The survey closed at the end of March 2021. A draft report will be shared soon with the community. The report presents a disturbing picture of Black learners on Individual Program Plans (IPPs) (about half of all Black learners). The Cultural Academic Enrichment (CAEP) program seems to be very popular and needs resources. We intend to develop special reports about the IPP and CAEP programs that we hope will lead to productive discussions with the ANS communities to help us re-imagine innovative solutions to these educational challenges. The findings will also be useful for the Dept. of Education and Early Childhood (EECD).

### 3. New Mitacs funded projects in partnership with the DBDLI

We have 2 Mitacs projects underway:

- Evidence-driven strategies for successful schooling outcomes of learners of African descent in Nova Scotia. Co-supervisors: Pawan Lingras & Joyline Makani. Intern: Raavee Kadam at Department of Mathematics and Computing Science, & School of Information Management, SMU & Dal;
- It takes a village: Investigating the scaffolding strategies of writing development employed by ANS communities to support early literacy development. Supervisor Susan Brigham. Intern: Sylvia Chanda Kalindi, Mount Saint Vincent University.

### 4. “Developing Data Systems for evidence-based policymaking and implementation: A study of the Nova Scotian Student Attendance and Engagement Policy” in partnership with Professor Joyline Makani at Dalhousie University



This study, funded by IURN, assesses the impact of the Student Attendance and Engagement Policy on African Nova Scotian students. A report has been presented to the Tri-County Regional Centre for Education (TCRCE), and a policy brief from the report has been developed.

**5. "Using Elders to support the educational experiences of Black Communities" in partnership with Professor George J. Sefa Dei, University of Toronto**

This is a three-year, SSHRC-funded project involving Black communities in Toronto, Halifax, South Africa, and Ghana. Data collection from Elders in Nova Scotia has been completed, but the data collection with youth has been put on hold until after COVID-19.

**6. "Using Data to track Promising Educational Experiences of African Nova Scotian Students" in partnership with the African Canadian Services Branch (ACSB)–Promising Schools.**

This project's goal is to identify schools where all learners, including African Nova Scotians, are successful. The project is linked to the "Attendance and Engagement" project with Dr. Joyline Makani, and has ethics approval for data collection from Dalhousie University. The first data set—students' assessment data linked to their school and background characteristics—has been assembled. Due to COVID-19, this project is on hold.

## **II. Recent research events and announcements**

1. The BESH symposium, a virtual event, was held on March 27, 2021. The Canadian Black Scientist Network (see <https://www.blackscientists.ca/>) provided funding and collaborated with the DBDLI on this event. The network's main objective is "to Elevate, make Visible, Celebrate and Connect Black Canadians in Science, Technology, Engineering, Mathematics & Medicine (STEMM) across sectors." With this collab-

oration, the event that the DBDLI initiated three years ago as Black Excellence in STEM symposium held at the Discovery Centre is now becoming a national event with the support of Black professors in STEM and Medicine across Canada.

## **2. DBDLI International Journal**

We are accepting research papers for this journal's first issue. We have a draft journal policy, a journal editorial board, and a research assistant trained on the Dalhousie journal management system/processes.

## **3. Research Dialogues/Lectures**

In partnership between DBDLI/CIARS (The Centre for Integrative Anti-Racism Studies), we had several webinars on anti-racism in education. On Nov 27 we had an event called "A conversation with Dr George Sefa Dei" moderated by Ahmed Ilmi and Rukiya Mohamed, discussing The Spatiality of Blacknesses in Academia.

## **DBDLI/Jeanine Deveau Africentric Research Extraordinaire Fellow (eFAR).**

The Inaugural Annual Deveau/DBDLI Lecture "Decolonizing Education: Implications for the Nova Scotia Inclusive Education Policy" was held on 18th December 2020. Over a hundred people attended the zoom presentation by the eFAR, Professor George Sefa Dei, moderated by Shaniqwa Thomas. The presentation slides are available on the DBDLI website. We have made the PowerPoint presentation and zoom video available to the public through DBDLI YouTube. The eFAR is funded by the Jeanine Deveau Education Equity Endowment.

Responsibilities of eFAR include:

- Collaboration with the Institute on proposed school-community partnership research
- Assisting in the research ethics application processes



- Helping to develop and publish academic papers and policy briefs
- Serving as a member of the editorial board of the Delmore “Buddy” Daye Learning Institute
- academic journal (International Journal of Africentric Research)
- Engaging African Nova Scotia communities to help develop productive school-community
- partnerships

#### **4. DBDLI Graduate Fellowship awards 2021-22 recipients**

The Delmore “Buddy” Daye Learning Institute awarded continued funding to Rajean Willis, a Ph.D. student at MSVU and to Crystal Watson, a Ph.D. student at Dalhousie University, in the amount of \$5,000 to each student.

### **Summary**

This has been a very successful year despite the pandemic. The DBDLI continues to demonstrate its strength in the research projects it undertakes for the betterment of African Nova Scotian learners, its ability to disseminate research findings, collaborate with scholars in Nova Scotia and beyond, provide mentoring, support, and learning opportunities for students and new scholars, and engage community in research activities and events. The Research Committee is grateful for the dedication, professionalism, hard work, and networking skills of Dr. George Frempong, as well as Sylvia Parris-Drummond, Chief Executive Officer, and all staff who have contributed to the success of the Institute’s research in the 2020-21 year.

## Independent auditor's report

To the Directors of Delmore Buddy Daye Learning Institute Inc.

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### Our opinion

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Delmore Buddy Daye Learning Institute Inc. (the Entity) as at March 31, 2021 and the results of its operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

#### What we have audited

The Entity's financial statements comprise:

- the statement of revenue and expenses for the year ended March 31, 2021;
- the statement of changes in net assets for the year ended March 31, 2021;
- the statement of financial position as at March 31, 2021;
- the statement of cash flows for the year ended March 31, 2021; and
- the notes to the financial statements, which include significant accounting policies and other explanatory information.

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### Basis for opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's responsibilities for the audit of the financial statements* section of our report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

#### Independence

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada. We have fulfilled our other ethical responsibilities in accordance with these requirements.

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### Responsibilities of management and those charged with governance for the financial statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal

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"PwC" refers to PricewaterhouseCoopers LLP, an Ontario limited liability partnership.



control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

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### Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

*PricewaterhouseCoopers LLP*

Chartered Professional Accountants

Halifax, Nova Scotia  
June 25, 2021

# Delmore Buddy Daye Learning Institute Inc.

## Statement of Revenue and Expenses

For the year ended March 31, 2021

	2021 \$	2020 \$
<b>Revenue</b>		
Provincial government grant (note 8)		
Operating	1,126,750	979,655
Capital	86,604	86,811
Other	51,881	40,583
Federal government grant	141,796	60,358
Rent/lease income	92,690	49,693
Miscellaneous	183,117	135,543
	1,682,838	1,352,643
<b>Expenses</b>		
Amortization of capital assets	180,807	167,013
Audit and accounting	29,002	12,478
Bad debt	409	2,860
Bank charges	5,159	4,670
Board members expenses	3,446	21,394
Cost of goods sold	25,753	8,026
Educator (formal/informal) development	-	1,370
Engagement	15,287	24,275
Equipment leases	2,383	2,770
Federal grant expenses	31,294	60,358
Fellowships and scholarships	10,000	-
General office and administrative	106,354	32,201
Interest on mortgage	47,665	51,811
Legal services	5,477	4,101
Marketing and communications	19,875	12,643
Payroll processing services	1,194	1,415
Professional and consultants services	43,493	25,881
Publishing	375,746	138,853
Rent and building occupancy expenses (note 10)	113,385	125,360
Research	36,432	44,966
Salaries, wages and fringe benefits	425,861	489,973
Special events – community consultations	-	203
Special events – community interactions	-	96
Sponsorships and grant expenses	42,875	-
Staff training and development	445	393
Staff travel	7,432	3,861
Telecommunications	6,912	6,985
Youth	33,170	54,339
	1,569,856	1,298,295
<b>Excess of revenue over expenses for the year</b>	<b>112,982</b>	<b>54,348</b>

The accompanying notes are an integral part of these financial statements.

# Delmore Buddy Daye Learning Institute Inc.

## Statement of Changes in Net Assets

For the year ended March 31, 2021

			<u>2021</u>	<u>2020</u>
	Invested in capital assets \$	Unrestricted net assets \$	Total \$	Total \$
<b>Net assets</b>				
<b>Balance – Beginning of year</b>	1,818,056	(1,555,427)	262,629	208,281
Excess of revenue over expenses for the year	-	112,982	112,982	54,348
Purchase of capital assets	76,895	(76,895)	-	-
Repayment of mortgage	(39,005)	39,005	-	-
Amortization of capital assets	(180,807)	180,807	-	-
<b>Balance – End of year</b>	<u>1,675,139</u>	<u>(1,299,528)</u>	<u>375,611</u>	<u>262,629</u>

The accompanying notes are an integral part of these financial statements.

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# Delmore Buddy Daye Learning Institute Inc.

## Statement of Financial Position

As at March 31, 2021

	2021 \$	2020 \$
<b>Assets</b>		
<b>Current assets</b>		
Cash	464,149	90,082
Accounts receivable (note 4)	46,078	24,137
Accrued interest receivable	-	1,717
Inventory	40,803	43,567
Prepaid expenses	31,416	16,378
	<u>582,446</u>	<u>175,881</u>
<b>Investments</b> (note 5)	116,548	116,362
<b>Capital assets</b> (note 6)	<u>3,185,946</u>	<u>3,289,858</u>
	<u>3,884,940</u>	<u>3,582,101</u>
<b>Liabilities</b>		
<b>Current liabilities</b>		
Bank indebtedness	-	-
Accounts payable and accrued liabilities	159,822	41,742
Funding payable (note 8)	93,594	120,345
Deferred contribution (note 8)	296,634	104,497
Current portion of mortgage (note 11)	98,651	667,648
	<u>648,701</u>	<u>934,232</u>
<b>Deferred contribution</b> (note 8)	1,802,584	1,857,188
<b>Mortgage</b> (note 11)	<u>1,058,044</u>	<u>528,052</u>
	<u>3,509,329</u>	<u>3,319,472</u>
<b>Net assets</b>		
Net assets invested in capital assets	1,675,139	1,818,056
Unrestricted net assets	<u>(1,299,528)</u>	<u>(1,555,427)</u>
	<u>375,611</u>	<u>262,629</u>
	<u>3,884,940</u>	<u>3,582,101</u>

### Commitments (note 7)

### Approved by the Board of Directors

\_\_\_\_\_ Director \_\_\_\_\_ Director

The accompanying notes are an integral part of these financial statements.

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# Delmore Buddy Daye Learning Institute Inc.

## Statement of Cash Flows

For the year ended March 31, 2021

	2021 \$	2020 \$
<b>Cash provided by (used in)</b>		
<b>Operating activities</b>		
Excess of revenue over expenses for the year	112,982	54,348
Charges to operations not involving cash		
Amortization of capital assets	180,807	167,013
	293,789	221,361
Changes in non-cash working capital:		
Accounts receivable	(21,941)	33,439
Accrued interest receivable	1,717	-
Inventory	2,764	(5,291)
Prepaid expenses	(15,038)	172
Accounts payable and accrued liabilities	41,185	(17,904)
Deferred contribution	137,533	(17,314)
Funding payable	(26,751)	76,517
	413,258	290,980
<b>Investing activities</b>		
Acquisition of capital assets	-	(72,614)
Purchase of investments	(186)	(1,309)
	(186)	(73,923)
<b>Financing activities</b>		
Decrease in bank indebtedness	-	(53,251)
Repayment of mortgage	(39,005)	(73,724)
	(39,005)	(126,975)
<b>Net change in cash</b>	374,067	90,082
<b>Cash – Beginning of year</b>	90,082	-
<b>Cash – End of year</b>	464,149	90,082

The accompanying notes are an integral part of these financial statements.

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# Delmore Buddy Daye Learning Institute Inc.

## Notes to Financial Statements

March 31, 2021

---

### 1 Purpose of the institute

Delmore Buddy Daye Learning Institute Inc. (DBDLI) is a not-for-profit organization which, in partnership with the Nova Scotia Department of Education and Early Childhood Development (the Department), works collaboratively with other government departments and community organizations focusing on excellence in Africentric educational research and practice. DBDLI's mission is to advance academic achievement of the African Nova Scotian learners, to conduct and disseminate educational research and to perform policy analysis that informs policymakers, educators, parents and the Nova Scotia general public on how to best improve educational opportunities and outcomes for African Nova Scotian learners and African Canadian learners.

DBDLI was incorporated under the Nova Scotia Companies Act on October 1, 2012. DBDLI is a not-for-profit organization, which became a charitable organization on August 15, 2018, and as such, is exempt from income taxes under the Income Tax Act.

### 2 Economic dependence

DBDLI has a Memorandum of Understanding (MOU) with the Department that is in effect until March 31, 2023. The MOU outlines the Department's commitment to work with DBDLI to advance the academic achievement of African Nova Scotian and African Canadian learners and educators.

DBDLI's operational funding is derived from the Department under a renewable annual funding agreement for each fiscal year. The signed funding agreement for fiscal 2021 expired March 31, 2021. There is currently no signed funding agreement between DBDLI and the Department for fiscal 2022; however, DBDLI has received correspondence from the Department indicating that DBDLI will receive \$1,100,000 in funding for fiscal 2022. The character of any future agreement, including funding arrangements, terms and conditions and reporting requirements have yet to be determined. Any future funding will be contingent on the successful completion of an agreement between the Department and DBDLI.

The impact on future funding and restrictions that could be imposed when the future agreements are signed are not known at this time. Should the Department substantially change its funding or the related terms and conditions with DBDLI in any given future year, there could be a significant impact to the continued viable operations of DBDLI.

### 3 Significant accounting policies

These financial statements were prepared in accordance with the Canadian accounting standards for not-for-profit organizations and include the following significant accounting policies:

#### Fund accounting

The accounts are maintained in accordance with the principles of fund accounting. This method ensures observance of restrictions, if any, on the use of the resources by maintaining separate accounts for each fund. Funds that have limitations placed on their use by internal or external parties are classified as restricted.

The following provides a brief description of each fund group:

- The Unrestricted Fund is for the general operating funds.
- The Invested in Capital Assets is the balance of the capital assets less the associated amortization and the mortgage.

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# Delmore Buddy Daye Learning Institute Inc.

## Notes to Financial Statements

March 31, 2021

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### Cash

Cash includes petty cash and amounts on deposit with financial institutions.

### Investments

Investments include funds held in non-redeemable GICs and mutual funds. Investments are measured at amortized cost.

### Revenue recognition

DBDLI follows the deferral method of accounting for contributions. Restricted contributions are recognized as revenue in the year in which related expenses are incurred. Unrestricted contributions are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured. Endowment contributions are recognized as direct increases in net assets.

### Capital assets

Capital assets are capitalized in the year acquired and are amortized from the month of acquisition on a straight-line basis over the years as indicated below.

Computer hardware	3 years
Computer software	3 years
Website development	3 years
Furniture, equipment and technology	5 years
Building (including elevator)	25 years

Assets not-in-use or under construction are not amortized. Tangible capital assets received as contributions are recorded at fair market value at the date of receipt and also recorded as revenue.

### Contributed services

DBDLI does not record the value of volunteers and contributed material in the statement of revenue and expenses.

### Financial instruments

- **Measurement of financial instruments**

DBDLI initially measures its financial assets and financial liabilities at fair value, adjusted by any financing fees and transaction costs that are directly attributable to its origination, acquisition, issuance or assumption. DBDLI subsequently measures all its financial assets and financial liabilities at amortized cost.

Financial assets include cash, trade and other receivables and investments. Financial liabilities include bank indebtedness, accounts payable and accrued liabilities, funding payable and mortgages.

Borrowings are classified as current liabilities unless there exists an unconditional right to defer settlement of the liability for at least 12 months after the statement of financial position date.

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# Delmore Buddy Daye Learning Institute Inc.

## Notes to Financial Statements

March 31, 2021

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The fair value of cash, accounts receivables, accrued interest, investments, bank indebtedness, accounts payable and accrued liabilities, funding payable and mortgages are approximately equal to their carrying value due to the relevant terms to maturity. Unless otherwise noted, it is management's opinion that DBDLI is not exposed to significant interest, currency or credit risk arising from the financial instruments.

- **Impairment**

Financial assets measured at amortized cost are tested for impairment when there are indicators of impairment. The amount of the write-down is recognized in net income. Any previously recognized impairment loss may be reversed to the extent of the improvement, directly or by adjusting the allowance account, provided it is no greater than the amount that would have been reported as at the date of the reversal had the impairment not been recognized previously. The amount of the reversal is recognized in net income.

### Use of estimates

The preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities as at the date of the financial position and the reported amounts of revenue and expenses during the year. Actual results may differ from the estimates.

## 4 Accounts receivable

	2021 \$	2020 \$
Rent	14,006	-
HST rebate	14,534	(791)
Other	17,538	24,928
	<hr/> 46,078	<hr/> 24,137

## 5 Investments

Investments consist of the following:

	2021 \$	2020 \$
Mutual funds, investment savings accounts and GICs	<hr/> 116,548	<hr/> 116,362

As at March 31, 2021, GICs in the amount of \$50,000 are held as cash collateral for the line of credit with Royal Bank of Canada.

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# Delmore Buddy Daye Learning Institute Inc.

## Notes to Financial Statements

March 31, 2021

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### 6 Capital assets

			2021	2020
	Cost	Accumulated	Net	Net
	\$	Amortization	\$	\$
		\$		
Computer hardware	31,407	31,407	-	2,761
Computer software	1,006	1,006	-	-
Website development	9,406	9,406	-	-
Furniture, equipment and technology	179,230	64,395	114,835	54,005
Building (including elevator)	3,659,552	588,441	3,071,111	3,233,182
	3,880,601	694,655	3,185,946	3,289,858

As at March 31, 2021, capital asset additions of \$76,895 were included in accounts payable and accrued liabilities (2020 – \$nil).

### 7 Commitments

In prior years, DBDLI had agreed to fund selected students to pursue their education at Acadia University (the Acadia Cohort). The amount paid for the year ended March 31, 2021 was \$nil (2020 – \$1,370). This program ended during FY20 with no plans for future commitment.

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# Delmore Buddy Day Learning Institute Inc.

Notes to Financial Statements

March 31, 2021

## 8 Government grant and deferred revenue

Programs/Projects	Deferred contribution 2020 \$	Received 2021 \$	Funding receivable 2021 \$	Revenue earned 2021 \$	Transfer to funding payable 2021 \$	Deferred contribution 2021 \$
<b>Operating grants</b>						
<b>Provincial</b>						
General	-	628,200	-	632,270	(4,070)	-
Youth programming	-	111,767	-	30,083	81,684	-
Research	-	105,000	-	104,482	518	-
Community education development	-	29,500	-	24,854	4,646	-
Publishing and knowledge management	-	345,877	-	335,061	10,816	-
<b>Total operating grants</b>	-	1,220,344	-	1,126,750	93,594	-
<b>Capital grants</b>						
<b>Provincial</b>						
Province of Nova Scotia – building	1,857,188	-	-	85,963	-	1,771,225
Federal Government – Department of Culture – Facilities Improvement Grant	-	32,000	-	641	-	31,359
<b>Total capital grants</b>	1,857,188	32,000	-	86,604	-	1,802,584
<b>Other grants</b>						
<b>Provincial</b>						
Creative Industries Grant # 5014784 – Africentric Printing	21,118	7,040	-	28,158	-	-
Department of Seniors – Age Friendly Grant	-	10,000	-	-	-	10,000
Adult Education – Special Projects – #386685	-	252,530	-	-	-	252,530
Girl child	-	2,000	-	2,000	-	-
Internships – Women’s Day	-	500	-	500	-	-
COVID-19 subsidy	-	7,144	-	7,144	-	-
COVID-19 grant	-	14,079	-	14,079	-	-
<b>Total other grants</b>	21,118	293,293	-	51,881	-	262,530
<b>Federal</b>						
CSRMI Grant - It Takes a Village FY 2020 - 075790- 20190020-1-1	32,748	50,952	-	83,700	-	-
CSRMI Grant - Building Capacity – 075790- 20190020-1-2	31,181	3,000	-	34,181	-	-
Canadian Heritage-ANS History Challenges – 075790-2012020-3-1	9,450	14,465	-	23,915	-	-
<b>Total federal grants</b>	73,379	68,417	-	141,796	-	-

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# Delmore Buddy Daye Learning Institute Inc.

## Notes to Financial Statements

March 31, 2021

Programs/Projects	Deferred contribution 2020 \$	Received 2021 \$	Funding receivable 2021 \$	Revenue earned 2021 \$	Transfer to funding payable 2021 \$	Deferred contribution 2021 \$
<b>Miscellaneous grants</b>						
RBC Foundation Donation for DBDLI Youth Brilliance - Lighting Future Paths	10,000	-	-	10,000	-	-
NS Advisory Council – Viola Desmond Community Talks	-	1,500	-	1,500	-	-
United Way Atlantic – Compassion Fund Tier 3	-	6,000	-	6,000	-	-
United Way Atlantic – Compassion Fund Tier 4	-	47,700	-	13,596	-	34,104
<b>Total miscellaneous grants</b>	<b>10,000</b>	<b>55,200</b>	<b>-</b>	<b>31,096</b>	<b>-</b>	<b>34,104</b>
<b>Total deferred contribution</b>	<b>1,961,685</b>	<b>1,669,254</b>	<b>-</b>	<b>1,438,127</b>	<b>93,594</b>	<b>2,099,218</b>

The Department agreed to fund DBDLI with \$1,100,000 relating to operating expenses for the fiscal year (instalments paid quarterly), in addition to the unused amount from FY20 of \$120,345. Per the agreement, any of this funding not used by March 31, 2021 would be payable to the Department upon completion of the audited financial statements. The total funding by the Department relating to FY21 was 1,220,344 (2020 – \$1,100,000). During the year, a total of \$1,126,750 (2020 – \$979,655) was earned during the year. Accordingly, the balance payable to the Department by DBDLI at year end is \$93,594.

### 9 Credit facility

DBDLI has a credit agreement with its bank for a \$10,000 limit on credit card purchases. Also, during the prior year, DBDLI provided a cash collateral of \$50,000 held as investment in GICs to secure a line of credit which has an equal authorized credit limit, bearing interest at bank prime plus 1.85%.

### 10 Rent and building occupancy expenses

	2021 \$	2020 \$
Cleaning	-	19,571
Insurance	5,451	5,089
Property management	-	12,094
Property taxes	19,226	17,876
Rent	32,242	-
Repairs and maintenance	27,866	35,225
Security monitoring	161	3,620
Utilities	28,439	31,885
	<b>113,385</b>	<b>125,360</b>

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# Delmore Buddy Daye Learning Institute Inc.

## Notes to Financial Statements

March 31, 2021

### 11 Mortgage

	2021 \$	2020 \$
Mortgage payable, bearing interest at 2.96%, repayable in blended monthly installments of \$5,556, due August 2023	620,956	644,965
Mortgage payable, bearing interest at 3.86%, repayable in blended monthly installments of \$4,442, due June 2026	535,739	550,735
	<u>1,156,695</u>	<u>1,195,700</u>
Less: Current portion	98,651	667,648
	<u>1,058,044</u>	<u>528,052</u>

Substantially, all of the property and buildings have been provided as security for the mortgage payable.

Subsequent to year-end, DBDLI renewed the mortgage payable due June 2021. The renewed mortgage bears interest at 3.86%, is payable in blended monthly installments of \$4,442 and is due June 2026. The current portion of the mortgage for the year-ended March 31, 2021 and the aggregate amounts of principal payments in each of the next five years reflect the renewed terms of the agreement.

The aggregate amounts of principal payments in each of the next five years to meet retirement provisions is as follows:

	\$
Year ending March 31, 2022	98,651
2023	103,957
2024	574,398
2025	53,300
2026	53,300

### 12 Risk management

Senior management of DBDLI are responsible for setting acceptable levels of risk and reviewing risk management activities as necessary. DBDLI, through its financial assets and liabilities, has exposure to the following risks from its use of financial instruments: credit risk, interest rate risk and liquidity risk. Management is responsible for setting acceptable levels of risk and reviewing risk management activities as necessary.

Provisions are maintained for potential credit losses. Management believes DBDLI is not exposed to significant credit risk, a \$409 (2020 – \$nil) provision for doubtful accounts has been recorded for the year ended March 31, 2021.

DBDLI is exposed to interest rate fair value risk in respect of its mortgages which have fixed rates of interest. The mortgages due in 2021 and 2023 will need to be renegotiated, which results in interest rate risk.

# Delmore Buddy Daye Learning Institute Inc.

## Notes to Financial Statements

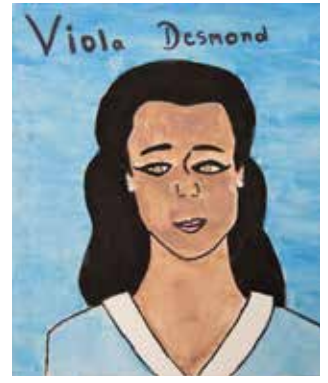
March 31, 2021

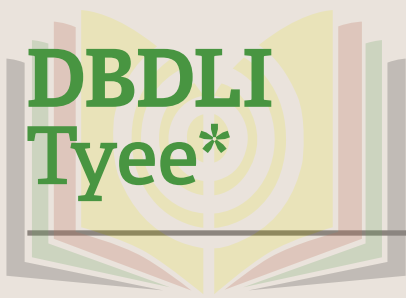
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On March 11, 2020, the World Health Organization characterized the COVID-19 outbreak as a pandemic. States of emergency were declared across Canada with varying degrees of mandatory business closures and operating restrictions, resulting in a complete economic slowdown. The continued spread of COVID-19 and the actions being taken by governments, businesses and individuals to limit this pandemic, including business closures and physical distancing, and the effects of resulting layoffs and other job losses on the available cash flow of governments, organizations and individuals may adversely impact DBDLI's operations and activities, including DBDLI's ability to provide programming and educational opportunities for African Nova Scotians. DBDLI has taken steps to mitigate the impact of the pandemic by pivoting its delivery processes and infrastructure to continue to operate and, in some respects, expand its reach. The duration and impact of the resulting emergency measures taken to prevent the spread of the virus and its impact on DBDLI's financial results into the future are not known. The future impacts to DBDLI are not determinable as at the date of these financial statements; however, they could be material and include impairments of receivables and property and equipment and reductions in revenue for fiscal 2022 and beyond. DBDLI's liquidity and ability to continue as a going concern may also be impacted. In light of these fiscal challenges, DBDLI has the flexibility to adjust the delivery of programs to lessen expenditures.



# The 15<sup>th</sup> Annual African Nova Scotian History Challenges





## DBDLI 2020-21 Board



**Jocelyn Dorrington**  
Chairperson



**Randy Headley**  
Vice-Chairperson



**James Makonyere**  
Finance Chair



**Gilbert Daye**  
Secretary



**Marcus Marsman**  
Board Member



**Susan M. Brigham**  
Board Member



**K-Lee Fraser**  
Board Member



**Babatunde (Tunde)  
Awoyiga**  
Board Member



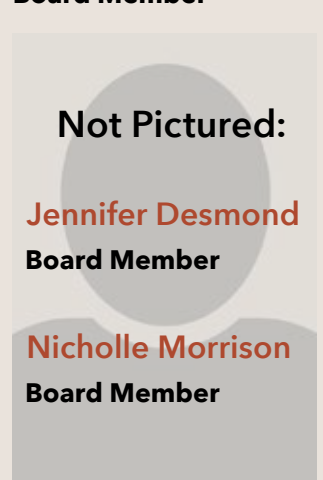
**Lillian (Missy) Searl**  
Board Member



**Mukisa Kakembo**  
Board Member



**Angela Simmonds**  
Vice-Chairperson



**Not Pictured:**

**Jennifer Desmond**  
Board Member

**Nicholle Morrison**  
Board Member

\* Swahili for "the Chieftain - council of chiefs, leadership"

## DBDLI 2020-21 Staff



**Dr. George Frempong**  
Director of Research



**Sylvia Parris-Drummond**  
Chief Executive Officer



**Mc'Edward Jones**  
Manager of Finance



**Kevin Harrison**  
Community Engagement  
& Public Relations



**Ramona Hill**  
Executive Assistant

*"A boat cannot go forward if each rows his own way"*  
- African Proverb



# Delmore "Buddy" Daye Learning Institute

*Excellence in Africentric Education & Research*

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## DBDLI Vision

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The DBDLI, an Africentric institute, creates educational change for learners and communities of African ancestry to have genuine opportunities to reach their full potential.

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## DBDLI Mission

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Improving educational experiences, opportunities, and outcomes for Nova Scotian learners of African ancestry.

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## DBDLI Values

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The DBDLI is guided by the following values:

**Integrity:** We are committed to demonstrate integrity through being ethical, honest, and transparent in all that we do.

**Community:** We hold the interest of the African (Black) community at the forefront of our vision and mission.

**Africentricity:** We are committed to reclaiming and delivering African-derived world views and values.

**Social Responsibility:** We are committed to ensuring our research and activities effectively support and benefit community. We promote engagement and empowerment that leads to societal transformation.

**Access & Equity:** We are committed to advancing our vision/mission by creating pathways towards opportunities that strive to ensure inclusiveness and equity.

**Anti-Oppression:** We are committed to challenging, educating, and raising awareness about oppression in all its forms.

**Excellence in Africentric Education & Lifelong Learning:** We are committed to supporting and advancing the highest qualities and standards in academic achievement and ongoing learning and development for the community, utilizing an Africentric orientation.

**Excellence in Africentric Research:** We are committed to providing research that is informed by data (quantitative and qualitative), understands the community as central, and is grounded in the values and traditions of the African (Black) community. ©





Delmore "Buddy" Daye  
**Learning Institute**  
*Excellence in Africentric Education & Research*

**Dedicated to improving the  
educational experiences,  
opportunities and  
outcomes for African Nova Scotian  
learners and educators.**

**Delmore "Buddy" Daye  
Learning Institute (DBDLI)**

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