



Saskatchewan
Education



The Joint Evaluation of The Core Grant Contract



Recycled Paper

October 1991



**The Joint Evaluation of
The Core Grant Contract**

**The Gabriel Dumont Institute of
Native Studies and Applied Research
and
Saskatchewan Education**

1988-89

October, 1991

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1. Joint Evaluation of the Core Grant Contract

1.1 Introduction

Since 1980, Saskatchewan Education has provided the Gabriel Dumont Institute of Native Studies and Applied Research (GDI) with funding to support certain core activities. This money has been granted on an annual basis under contract agreement between Saskatchewan Education and the Institute. A copy of the 1988-89 Core Grant Contract can be found in Appendix A.

The most recent Core Grant Contract, a three-year agreement signed in January, 1988, required joint evaluation of the GDI activities funded through the Core Grant. This report details the findings of the first joint evaluation of the Core Grant Contract. A Steering Committee with equal representation from Saskatchewan Education and GDI was entrusted with this task. Membership of the Committee is shown in Table 1.

The specific activities examined by the joint Steering Committee were those that were funded, wholly or in part, by the \$775,200 Core Grant made to the Institute from April 1, 1988 to March 31, 1989. This initial evaluation has been particularly challenging in that it has entailed the development of the framework and performance criteria that will form the basis of future Core Grant evaluations.

1.2 Activities Supported by the Core Grant

The Core Grant Contract recognizes the interest of both the Gabriel Dumont Institute and Saskatchewan Education in promoting the increased participation and retention of Métis and Non-Status Indian students within Saskatchewan's K-12 and post-secondary education systems. In recognition of this mutual goal, the preamble the Core Grant Contract acknowledges that:

". . . the Dumont Institute's mandate, as articulated by its Métis and Non-Status Indian membership, is to promote the renewal and development of Native culture through appropriate research activities, material development, collection and distribution of those materials, and by the design, development and delivery of . . . specific educational and cultural programs and services . . ."

The preamble to the Contract further states that education and training, from kindergarten through to post-secondary levels, "are regarded as key aspects of facilitating equal participation of Aboriginal people in Canadian society."

Table 1
Core Grant Evaluation
Joint Steering Committee and Project Team Membership

Steering Committee

Gabriel Dumont Institute:

Christopher LaFontaine (Co-Chair), Executive Director

Donavon Young, Director
Research and Development

Saskatchewan Education:

Donna Krawetz (Co-Chair), Executive Director
Planning and Information Services Division

Al Hergott, Senior Project Officer
Adult Education Development Project

Project Team

Gabriel Dumont Institute:

Elizabeth Troyer
Senior Researcher

Saskatchewan Education:

John Biss, Director
Institute Liaison and Curriculum Development

Barry Eidsness, Director
Indian and Métis Education Branch

Paulette Mazenc, Research Analyst
Policy and Planning Branch

Linda Smith, Director
Policy and Planning Branch

In order to achieve these mutual goals, the Core Grant Contract specifies the types of activities on which the funding may be spent. These include activities which:

- pertain to cultural and historical research aimed at the development of an educational system positively adapted to the needs of Métis and Non-Status Indian people;
- support the development and operation of a library resource unit which will collect, catalogue and distribute materials related to Native people in Saskatchewan;
- promote curriculum development focusing on Native Studies;
- support the development of educational programs which complement programs provided to existing provincial educational systems; and
- facilitate the organization of an annual cultural conference to enable grassroots input into educational policy and needs identification.

1.3 Components of the Core Grant Evaluation

This report details the process, findings and recommendations of the Core Grant Evaluation. As identified in its Terms of Reference, the evaluation included the following components:

- a description of the activities that the Gabriel Dumont Institute had undertaken during the 1988-89 fiscal year under the first and second clauses of the Core Grant Contract;
- an assessment of the effectiveness of those activities based on performance criteria developed by the Joint Steering Committee and determination of the appropriateness of the allocation from the Core Grant to each of the activity areas identified in the Contract; and,
- the development of a framework and performance criteria to be used in conducting future evaluations within the Core Grant Contract.

The Steering Committee was also charged with recommending:

- a process and structure for future joint evaluations of the Core Grant;
- general performance criteria by which future activities undertaken by the Gabriel Dumont Institute, under the terms of the Core Grant Contract, can be assessed; and,
- future directions for the Gabriel Dumont Institute within the parameters of the Core Grant Contract.

2. An Overview of the Gabriel Dumont Institute

2.1 The Need for Special Education/Cultural Incentives for Aboriginal People

The urgent demand for education, training, counselling, cultural research and community services designed to meet the special needs of Saskatchewan's Aboriginal population has long been recognized. Over the years, statistics, surveys and field observations have portrayed the severe social and economic disparity of Aboriginal people in comparison to the general population of the province. These same studies have demonstrated that people of Aboriginal ancestry view education as the foremost means of achieving the goals they have set for themselves and their children.

2.2 The Founding of the Gabriel Dumont Institute

In 1976, the Association of Métis and Non-Status Indians of Saskatchewan (A.M.N.S.I.S.) secured funding from the federal Department of Secretary of State to organize a province-wide Cultural Conference. More than 250 delegates and guests attended. The purpose of this conference was to develop a strategy to renew and strengthen the Aboriginal community within Saskatchewan.

Delegates to the conference determined that the creation of a native-controlled institution for the advancement of research, culture and employment-oriented programming related to Aboriginal people would provide a positive first step. The Institute became known as the Gabriel Dumont Institute of Native Studies and Applied Research, Inc., named for the heroic Métis leader, General Gabriel Dumont. The Institute was formally incorporated in December, 1976 under *The Societies Act*. In the spring of 1979, after more than two years of discussion, the Saskatchewan Minister of Continuing Education and A.M.N.S.I.S. reached agreement for the funding of the Institute. In 1981, with the dissolution of *The Societies Act*, the Institute was continued under *The Non-profit Corporations Act*. Operations began in Regina in January of 1980, and that September, the Institute accepted its first students in Saskatoon and Regina.

As a completely Native-directed educational and cultural establishment, the Gabriel Dumont Institute is unique in Canada. At its inception, the Gabriel Dumont Institute focused on education through cultural research as a means to renew and strengthen the heritage, self-esteem and achievement of the Métis and Non-Status Indian people of Saskatchewan. It soon became apparent, however, that the Institute would need to become more directly involved in education if it were to fully serve the multifaceted needs, including the employment needs, of Saskatchewan's Métis and Non-Status Indian community.

The Institute pursued the development of curriculum and historical educational materials, training of Aboriginal teachers and the delivery of programming contracted from the universities and technical institutes in the province. The first, and in the long-term the most significant, of these efforts was the Saskatchewan Urban Native Teacher Education Program (SUNTEP), a four-year teacher education program leading to a Bachelor of Education Degree. In essence, SUNTEP trains Aboriginal teachers to meet the needs of Aboriginal students.

2.3 The Gabriel Dumont Institute Today

When the Métis and Non-Status Indian people of Saskatchewan voiced the desire to have their own educational institution in 1976, it was difficult to foresee the Gabriel Dumont Institute as it is known today.

Since 1989, and the dissolution of A.M.N.S.I.S., the Institute has been recognized as the official education arm of the Métis Society of Saskatchewan. Through more than a decade of existence, the Institute's mission has been to promote the renewal and development of Aboriginal culture. This continues to be accomplished through appropriate research activities and by the design, development and delivery of specific educational and cultural materials, programs and services.

By 1989, the Gabriel Dumont Institute had 931 students; 581 in GDI programs and 340 under the Saskatchewan Institute of Applied Science and Technology (SIAST) Native Services Division Agreement. During that year, the Institute delivered nine preparatory programs, six technical programs and six university programs. Although the main office of the Institute remains in Regina, with sub-offices in Saskatoon and Prince Albert, Gabriel Dumont programs are delivered on a needs basis in communities all across the province.

In addition to direct program delivery, and in keeping with its goal of enhancing cultural and community educational opportunities for Aboriginal people, the Institute provides library and resource information centres in Regina, Saskatoon and Prince Albert, revolving mini-library satellite centres across the province, Research and Development Division, a Finance and Administration Division, a

Curriculum and Native Studies Division and community liaison services. In 1989, the Institute further expanded its operation to undertake the development and operation of the first Community Training Residence for female offenders in Saskatchewan.

2.4 GDI Management Structure and Guiding Principles

The Gabriel Dumont Institute is managed by a Board of Governors comprised of twenty-four members. The membership on the Board includes four representatives from the Métis Society of Saskatchewan, one representative from each of the eleven Métis Society districts, two representatives from the Aboriginal Women's Council of Saskatchewan, one representative from each of the two universities in the province, one representative from each of the federal and provincial governments and two GDI student representatives.

The full Board meets six times yearly to determine policy and to supervise the affairs of the Institute. The Executive Committee meets on a more frequent basis as dictated by need. The day-to-day operations of Gabriel Dumont Institute are overseen by an Executive Director and seven Department Directors.

The growth, expansion and increasingly significant accomplishments of the Gabriel Dumont Institute throughout the 1980's have been achieved by keeping the Institute's guiding principles at the forefront of all consultation, negotiation and decision-making:

- all training and professional education delivered by the Institute must be fully accredited and recognized;
- all activities of the Institute must be of the highest quality; and,
- all activities undertaken by the Institute will be directed toward the self-determination, self-reliance and independence of Métis and Non-Status Indian people.

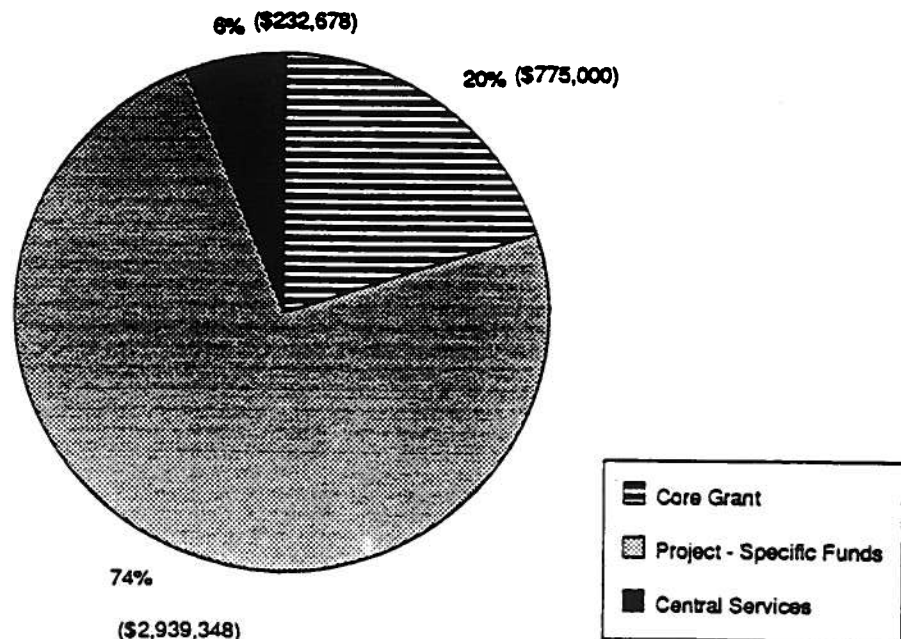
2.5 Funding of Core Grant Related Activities

An overview of funding sources for the Gabriel Dumont Institute's Core Grant related activities is helpful in understanding the role the Core Grant plays within the Gabriel Dumont Institute. GDI identifies three sources of funding that are used to support those activities identified within the Core Grant contract (see Chart 1 below). These are:

- **The Core Grant** itself provided by Saskatchewan Education. In 1988-89, the Core Grant of \$775,000 accounted for approximately 20% of the revenue for Core Grant related activities.
- **Project - Specific Funds** received from the federal government and other external sources that are allocated for the development and delivery of particular programs or projects. In 1988-89, this accounted for approximately 75% of Core Grant related revenue or \$2,939,348.
- **Central Services**, referred to as Core Services within GDI, made up approximately 6% of the Core Grant related revenue in 1988-89 or \$232,678. It includes funds provided by external sources such as Employment and Immigration Canada to support or supplement GDI's services for particular programs. Those services could include a portion of library expenditures or some proposal development costs.

Chart 1

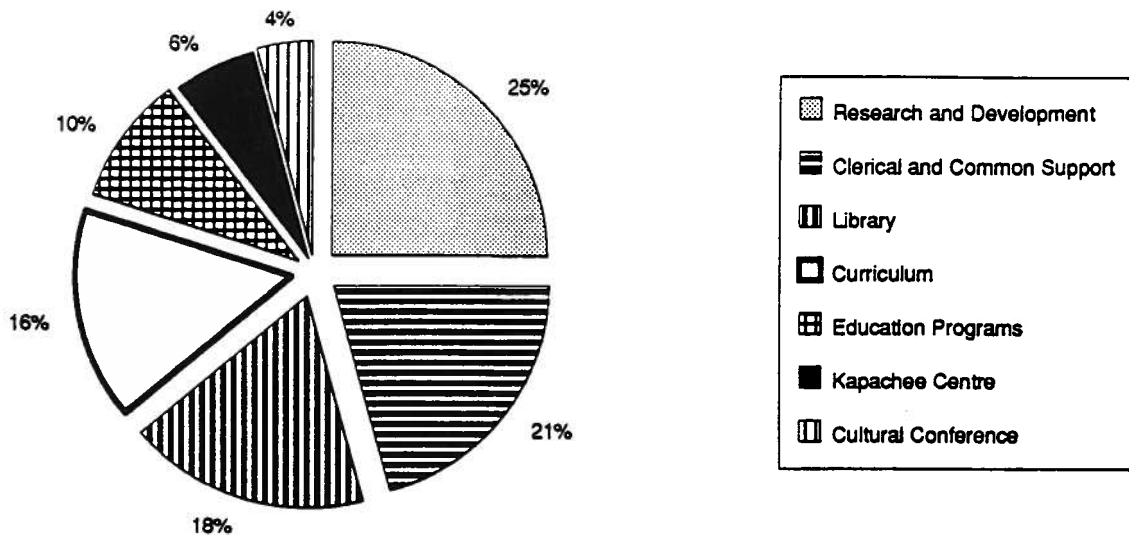
Gabriel Dumont Institute: Funding Sources for Core Grant-Related Activities
1988-1989



Within the Core Grant itself, GDI identifies seven areas of expenditures (see Chart 2). As indicated below, 46% or \$356,986 of the 1988-89 Core Grant was allocated to research and development (25%) and clerical and common support costs (21%). The library accounted for 18% (\$139,713) of Core Grant funding, the curriculum area for 16% (\$124,136), education program support for 10% (\$78,317), the Kapachee Centre for 6% (\$49,000) and the Cultural Conference for 4% (\$27,048).

Chart 2

Gabriel Dumont Institute:
Core Grant Expenditures by Activity, 1988 - 89



A further overview of both Core Grant related activities and funding sources for each activity is provided in Table 2 below.

Table 2
Gabriel Dumont Institute Core Grant Related Expenditures
and Funding Sources, 1988-89

Funding Sources								
Core Grant Related Activities	Core Grant		Central Services		Specific Project Funds		Total	
	\$	%	\$	%	\$	%	\$	%
Curriculum	124,136	62%	39,774	20%	36,957	18%	200,867	100%
Library	139,713	64%	44,765	21%	32,647	15%	217,125	100%
Education Programs	78,317	3%	25,093	1%	2,661,320	96%	2,764,730	100%
Research and Development	194,436	45%	62,298	15%	172,210	40%	428,944	100%
Clerical/ Common Support Costs	162,550	76%	52,082	24%	-	-	214,632	100%
Cultural Conference	27,048	38%	8,666	12%	36,214	50%	71,928	100%
Kapachee Centre	49,000	100%	-	-	-	-	49,000	100%
Total	775,200	20%	232,678	6%	2,939,348	74%	3,947,226	100%

3. The Changing Context of the Core Grant

While the elements of the Core Grant Contract have changed slightly over time through agreements signed in 1980, 1984 and 1988, the range of programs and services provided by both the Gabriel Dumont Institute and Saskatchewan Education for Indian and Métis students has increased significantly. Both organizations are now functioning in an environment which is very different from the one in which the Core Grant was established.

3.1 The Changing Demographics of the Aboriginal Population

The demographic profile of Saskatchewan's Métis and Non-Status Indian population highlights the importance of the Gabriel Dumont Institute's mandate as identified within the terms of the Core Grant contract. Estimates of the number of Métis and Non-Status Indian people within Saskatchewan vary from approximately 35,000 to 57,000. It is generally agreed, however, that the Aboriginal population is increasing at a faster rate than the provincial population as a whole and will represent an increasingly significant portion of Saskatchewan's population in the future. For example, it is projected that by 2010 approximately 40% of all babies born in the province will be of Aboriginal ancestry as compared to approximately 24% of births in 1990.

It should also be noted that the Aboriginal population has a higher proportion of young people than the provincial population. Approximately 40% of Aboriginal people are under the age of 15 as compared to 24% of the Saskatchewan population as a whole (Statistics Canada, 1986). Moreover, seven out of ten Aboriginal people in Canada are under 30 years of age as compared to five out of ten for the general Canadian population. Statistics such as these point to the necessity of increasing the participation and retention of Métis and Non-Status Indian people within both the K-12 and post-secondary education systems.

3.2 The Core Grant as a Percentage of GDI Income, 1980-1989

By 1988-89, the Core Grant was no longer GDI's main source of funding. Tables 3 and 4 show GDI's funding sources and the Core Grant as a percentage of total revenues. It is estimated that the \$775,200 Core Grant represented only thirteen percent of all monies received by the Institute in 1988-89 as compared to 100% in 1980. However, the significance of the Core Grant to the continued operation, credibility and leveraging ability of the Institute should not be discounted. An examination of the income sources for the Institute shows that the Core Grant

continues to represent virtually the only broad-based funding received by the Institute. All other monies are received on a contractual, short-term or project-specific basis.

Table 3
Core Grant As a Percentage of
Total GDI Revenues, 1980-1989

Year	Core Grant	Total Revenue	Core as a % of Revenue
1980 (Jan. 15-May 31)	\$51,000	\$51,000	100
1980-81 (June 1-Mar. 31)	405,000	445,984	91
1981-82	560,000	684,544	82
1982-83	881,900	1,932,736	46
1983-84	873,630	2,987,593	29
1984-85	873,630	4,896,072	18
1985-86	943,630	4,583,998	21
1986-87	943,630	4,170,577	23
1987-88	763,000	5,427,516	14
1988-89	775,200	5,890,668	13

Table 4
GDI Revenue Sources
Year Ended March 31, 1989

Grant Revenue

Government of Saskatchewan	
Core Grant	\$775,200
SUNTEP	896,860
Subtotal	\$1,672,060

Government of Canada	
Employment and Immigration	\$2,477,277
Secretary of State	19,500
Corrections Canada	114,522
Subtotal	\$2,611,299

Other Revenue

Donner Canadian Foundation	\$135,000
Prince Albert District Chiefs	156,565
Métis Economic Development Foundation	53,000
Teaching Income	84,688
Tuition Income	591,143
Sales and Royalties	29,401
Donations	9,257
Interest	3,473
Miscellaneous	132,476
SIAST	412,306
Subtotal	\$1,607,309

TOTAL	\$5,890,668
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3.3 Major Landmarks in the Evolution of Aboriginal Programs and Services of GDI and Saskatchewan Education, 1980 - 1990

In addition to the changing financial profile of the Gabriel Dumont Institute from 1980 to 1989, the Institute's programs and services are also much broader than in 1980. Highlights of the major contractual agreements for programming through the Institute are as follows:

- 1980** Approval from Saskatchewan Education for a Core Grant to fund the Gabriel Dumont Institute of Native Studies and Applied Research;
- Saskatchewan Urban Native Teacher Education Program established in cooperation with Saskatchewan Education and the Universities of Regina and Saskatchewan;
- 1983** Implementation of Saskatchewan Training for Employment Program (STEP) through federal funding;
- Initiation of federally-sponsored preparatory, credit skill training and university programs (Skills Growth Fund and direct course purchase);
- 1985** Gabriel Dumont Scholarship Foundation developed;
- 1987** Agreement for GDI to undertake the joint management of the Native Services Division within SIAST;
- Donner Canadian Foundation grant for Human Justice Program;
- 1988** Native Economic Development Program (NEDP) contract signed with the federal government to deliver the Native Management Program;
- 1989** Historical agreement signed with the RCMP to train suitable candidates for policing;
- Cooperative agreement signed with the Ile-à-la-Crosse School Board for a High School Completion Program;
- Contract awarded, through Saskatchewan Justice, to develop and deliver the first residential Community Training Program for female offenders in Saskatchewan;

1990 Agreement signed with Employment and Immigration Canada to consult with Métis people in Saskatchewan regarding the training needs within their communities;

Agreement signed with the Métis National Council, funded through the Secretary of State, for a National Survey of Literacy programming for Métis people.

Saskatchewan Education also expanded the types of services it provides for Indian and Métis students over the last ten years. Its initiatives to promote the increased participation and retention of Indian and Métis students over the last decade are summarized as follows:

1980 Support for the Community Schools Program to improve Indian and Métis student achievement through family and community involvement;

Continued support for the Northern Teacher Education Program (NORTEP) originally established in 1978;

Initiation of Core Grant to the Gabriel Dumont Institute and SUNTEP;

1981 Provision of incentive grants to school divisions through the Indian and Métis Education Development Program (IMED) to develop, implement and maintain Indian and Métis educational programming;

1982 Establishment of Native Curriculum Review Committee;

1983 Establishment of the Special Incentives Plan within the Saskatchewan Student Loans Program;

1984 Establishment of Indian-Métis Curriculum Advisory Committee;

Development of Indian and Métis Education curricula as outlined in *The Five Year Action Plan for Native Curriculum Development*;

1987 Initiation of SIAST's Native Services Division in partnership with GDI;

1988 Establishment of the Northern Education Task Force and adoption of the Task Force's recommendations (1989).

1989 Adoption of the Indian and Métis Education Policy from Kindergarten to Grade XII.

Establishment of the Indian and Métis Education Advisory Committee (IMEAC) to provide advice to the Minister on the development and implementation of improved programs of instruction for Indian and Métis students.

NORTEP structure enhanced to offer first and second year university courses in the North.

3.4 Implications for the Core Contract Evaluation

While the previous section indicates that both organizations are actively committed to initiatives leading to increased participation and retention of Indian and Métis students, it is important to note some fundamental differences in their perspectives and approach.

The mandate of the Gabriel Dumont Institute as identified by the membership of, initially, the Association of Métis and Non-Status Indians of Saskatchewan and, now, the Métis Society of Saskatchewan, is to provide education for Indian and Métis people in order that they might develop the *"required skills, commitment and confidence to make the . . . goal of self-government a reality."*

Thus, the Institute's education and training initiatives are somewhat broader than those of the established provincial education system. The preparation of Indian and Métis people for entry into the RCMP, the development of a national Métis Literacy Strategy and more recent interest in the training needs of incarcerated Indian and Métis adults are evidence of the expanding role of the Gabriel Dumont Institute as it strives to meet its mandate of self-determination.

Saskatchewan Education's position is that GDI, as a Native-controlled institution, can provide culturally and historically relevant supports for the existing education system in order to promote the increased participation and retention of Indian and Métis students within it.

Within the context of the Core Grant Evaluation, both of these perspectives have been included. The Core Grant itself is a means of acknowledging and supporting the mutual goals of the Gabriel Dumont Institute and Saskatchewan Education.

4. Evaluation Methodology and Process

4.1 Overview

In conducting this study, the Steering Committee first established the principles and objectives for the Evaluation. This was followed by the development of an activities description framework and the specification of general performance criteria that could be used to assess each of the activity areas.

4.2 Principles and Objectives

The principles used to guide the Evaluation of the Core Grant Contract are outlined below; the Evaluation's objectives are identified in Appendix B.

1. The review of the Core Grant Contract should be guided by the preamble to the contract which states:
 - the Dumont Institute's mandate, as articulated by its Métis and Non-Status Indian membership, is to promote the renewal and development of Native culture through appropriate research activities, material development, collection and distribution of those materials, and by the design, development and delivery of the specific educational and cultural programs and services;
 - education and training levels K to 12 through post-secondary are regarded as key aspects of facilitating equal participation of Aboriginal people in Canadian society and an objective of the Dumont Institute is that equal participation be achieved in the educational system.
2. The primary clients of the Gabriel Dumont Institute are the Métis and Non-Status Indian peoples of Saskatchewan.
3. Consultation with the Métis and Non-Status Indian community and other individuals and organizations deemed appropriate by the Steering Committee will be an integral part of the Evaluation.
4. The Steering Committee may want to seek the advice of the Board of Governors of the Gabriel Dumont Institute on key aspects of the Evaluation.

5. The Executive Committee of Saskatchewan Education and the Board of Governors of the Gabriel Dumont Institute will be consulted about the principles and the conceptual framework of the Evaluation. These two management structures will be given the final draft of the Evaluation for review and consideration before the submission of the final report to the Minister of Education and the Chairperson of the Gabriel Dumont Institute Board of Governors.
6. It is the intent that the findings and recommendations from the Evaluation are reflective of the "real world" for both Saskatchewan Education and the Gabriel Dumont Institute. The Evaluation must be developed in the context of the external environment as it impacts upon the delivery of education to Aboriginal peoples. It will also recognize the different context and policies affecting both organizations.
7. The joint Evaluation will be used as a developmental tool whereby both the Institute and the Department of Education will grow in their knowledge of each other's policies and activities with regard to the education of the province's Métis and Non-Status Indian peoples.
8. While recognizing the need to complete the Evaluation in a reasonable length of time, it will be conducted in a manner which is not disruptive to the current obligations and the day-to-day operations and services of the Gabriel Dumont Institute.

4.3 Activities Description

As required by the evaluation's Terms of Reference, GDI was asked to provide a detailed description of the activities undertaken in each of the five general areas identified in the Core Grant Contract. These areas are:

- Cultural and historical research,
- Library resource unit,
- Curriculum development,
- Support for development of education programs which complement programs provided to existing provincial education systems, and
- Annual cultural conference.

The Steering Committee agreed that, for individual activities in each of these areas, the following characteristics would be identified:

- Rationale,
- Objectives,
- Product/service provided, and
- Cost.

4.4 Performance Criteria

The performance criteria developed for this Evaluation are listed below. A complete description including a generic definition of each of the criteria and specific questions applicable to each were identified as a general framework that could be adapted to the requirements of each area of activity. The major aspects of each of the performance criteria are given below. A more detailed outline of specific aspects of each of the criteria is provided in Appendix C.

- **Rationale for Activity**
 - Does the activity and its objectives make sense?
 - Does the activity address an unmet need?
- **Current Status of the Activity**
 - Is an evaluation of the activity appropriate at this time?
- **Efforts and Resources Necessary to Plan and/or Make the Activity a Success**
 - What were the amounts of time and types of Institute and external resources necessary to realize the activity in both the planning and implementation phases?
- **Distribution**
 - For the purposes of this evaluation, distribution refers to the extent to which the product/service reached its intended audience and the manner in which the product/service was provided.
- **Quality**
 - Quality is defined as a measure of the use of and response by users to the product/service as well as the intrinsic quality of the product or service.

- **Appropriate and Efficient Use of Resources**

- This is defined as the cost effectiveness of providing the product/service and the extent to which the delivery of the product/service produced change in the desired direction.

- **Impact Assessment**

- Impact and effect on the primary client group: Métis and Non-Status Indian people of Saskatchewan.

Impact here refers to the extent to which the product/service has had an effect on Non-Status/Métis students in relation to knowledge of their history and culture, academic success, employment status and pursuit of further training.

- Impact and effect on other users.

To what extent have the activities taken involved other users besides the primary client of the Gabriel Dumont Institute? Other users could include non-Aboriginal students and teachers as well as school divisions, post-secondary institutions and other government departments.

- Impact and effect on the Institute and other products/services of the Institute.

To what extent have the activities had an impact on the Gabriel Dumont Institute and its other products or services?

- Anticipated future impact of the programs/service.

What is the likely future result of a particular product or service?

- **Unanticipated or Unintended Outcomes**

- For the purposes of this evaluation, "other or unintended outcomes" refers to the effects, positive or negative, that were not defined as part of the objectives of the activity.

5. Core Grant Contract Activities: Description, Findings and Recommendations

5.1 Introduction

As part of the Evaluation design, the Steering Committee decided to assess each of the five areas of activities on an individual basis. Therefore, for each of those areas, this chapter will outline the following:

- Rationale,
- Goals and objectives;
- Description of activities;
- Assessment of GDI's activities based on the performance criteria established for the evaluation; and,
- Recommendations.

5.2 Area One: Cultural and Historical Research and Curriculum Development

Introduction

Although cultural and historical research was identified as a separate area within the Core Grant Contract, the Steering Committee agreed that it should be combined with the curriculum development component. The majority of the cultural and historical research activities identified were undertaken as the initial stage of the curriculum development process. For ease of presentation, the term "Native Studies materials development" will be used.

The Gabriel Dumont Institute's role in Native Studies materials development emerged from the Culture Conference of 1976. The Conference closed with a very important message from the Métis people of Saskatchewan. In essence, they said, "We want our story told."

Coincidentally, in 1978, the federal *Freedom of Information Act* made available, for the first time, the archival documents of the Métis people. With access to this information, the newly-founded Gabriel Dumont Institute, through its Native Studies Division, was able to direct its efforts toward the compilation of a research base and general information packages highlighting the historical background of Métis people. Projects completed by the Institute, 1980 to 1987, included:

- a series of five books for high school students and adults examining the development of the Métis culture and the role of the Métis in Western Canada from the seventeenth to the nineteenth centuries;
- a book (at Division IV level) exploring the political career of Louis Riel;
- a set of six historical booklets (high school and adult level) including a biography of *Gabriel Dumont*, the events of the *Skirmish at Seven Oaks*, *The Red River Insurgence 1869-70*, *The Northwest Resistance of 1885*, *Louis Riel* and a booklet describing the activities of the *Buffalo Hunt*;
- a 300-page *History of the Métis in Western Canada*;
- a book on *The 1885 Métis Resistance*;
- a collection of *Fifty Historical Vignettes* or human interest stories of Metis History;
- development of a 40-hour non-credit Native Studies Course for STEP programs;
- a book on the Métis from the Depression to the late sixties;
- fully-illustrated children's books on *The Flags of the Métis* and *A Métis Wedding*;
- a *Saskatchewan Historical Atlas of Aboriginal Settlement*; and,
- a kit of 36 study prints on historical aspects of the Métis, together with a Teachers' Guide.

The institution of the Indian and Métis Curriculum Advisory Committee (IMCAC) in 1984, and the invitation by Saskatchewan Education for the Gabriel Dumont Institute to participate on IMCAC, facilitated the approval and use of materials developed through the Institute for curriculum support in Saskatchewan schools.

Rationale

GDI has focused on Native Studies materials development since its inception as a means to renew and strengthen the heritage, self-esteem and achievement of Métis and Non-Status Indian people. Over time, this emphasis has been reaffirmed and given new direction in response to priorities identified by the Métis and Non-Status Indian community. The Cultural Conference of January, 1988, was a turning point for the direction of Native Studies material development at the Gabriel Dumont Institute. At this conference, the membership stated three priorities for the Native Studies Division. The membership asked for:

- Native Studies appropriate for use at the K-12 level;
- books for Métis and Non-Status Indian children; and,
- materials to foster positive role models for Métis and Non-Status Indian children.

Before affirming this direction, the priorities were carefully considered by the Board and reviewed by the Institute management relative to required resources and provincial policies for aboriginal education. As a result, the 1988-89 fiscal year marked a turning point in the Native Studies materials development of the Gabriel Dumont Institute. Historical research "lost place" to priorities aimed at the younger school-age population.

Goals and Objectives

In pursuing Native Studies materials development, the Gabriel Dumont Institute strives to heighten self-identity within the Aboriginal population and to develop, among all peoples, an appreciation and understanding of historical, cultural and contemporary Aboriginal issues.

Table 5 below, highlights the goals and objectives specific to this area in the 1988-89 fiscal year.

Table 5
Goals and Objectives
Native Studies Materials Development, 1988-89

- GOALS**
1. To produce high quality, accurate Native studies curriculum and publications.
 2. To develop and deliver accredited and non-credit Native Studies courses at the post-secondary and community levels.
 3. To produce a high-quality refereed academic journal.

OBJECTIVES

1. Native Studies Support Materials and Publications
 - (a) To prepare, publish and distribute items of Native Studies support materials for the K-12 system.
 - (b) To prepare, publish and distribute materials for use by adults, including post-secondary education and community use in support of Aboriginal issues.
 - (c) To prepare such catalogues, advertisements and displays, and strategies as needed to market and distribute these materials.
 - (d) To develop and implement publication strategies in support of the above objectives.
 - (e) To seek and appoint an appropriate advisory editorial board for Native Studies-related curriculum and publications.
2. Development and Delivery of Native Studies Curriculum
 - (a) To develop and teach the Native Studies components of Technical and Preparatory courses (six centres per year).
 - (b) To develop a university credit Native Studies course for Gabriel Dumont Institute students (Métis History 366, offered through SIFC).
 - (c) To develop and offer short (two-day) "modules" of Native Studies/Cross-Cultural Awareness to the community, to school boards, to the public and private sectors.
3. Journal of Indigenous Studies
 - (a) To seek and appoint a suitable academically qualified editorial board for the *New Journal of Indigenous Studies*.
 - (b) To produce the first volume of the *Journal of Indigenous Studies* by January 1989.
 - (c) To plan and produce subsequent volumes of the *Journal* on a bi-annual basis.

Use of Core Grant Resources

Sixteen percent (\$124,136) of the Core Grant monies in 1988-89 was directed toward the development of Native Studies materials. This \$124,136 in Core Grant funding represented 61.8 percent of the \$200,866 in expenditures by the Institute in Native Studies materials development during that fiscal year. A detailed description of those expenditures is provided in Table 6 below.

Table 6

**Cultural and Historical Research
and Curriculum Development Expenditures
1988 - 1989**

Wages	\$ 98,292
Reprints	22,646
Administration Services	19,381
Material Development	17,196
Travel and Sustenance	12,750
Staff Benefits	10,071
Contract	5,514
Publications	5,679
Office Supplies	2,332
Telephone	1,694
Promotions	1,612
Duplicating	1,305
Courses	800
Recruitment	683
Equipment Rental	600
Reference Materials	185
Miscellaneous	65
Postage and Courier	62
TOTAL	\$ 200,867

The remaining 38 percent of the funding to undertake materials development activities in 1988-89 was received through several sources. These included: Saskatchewan Alcohol and Drug Commission (SADAC), Saskatchewan Teachers' Federation, Secretary of State, GDI Central Services and revenue from publication sales.

Activities Description

Completed and Ongoing Activities

Overall, the Gabriel Dumont Institute was involved in fourteen specific projects or activities within the area of Native Studies materials development during 1988-89.

With respect to publications and the support materials, the following were produced:

- *Keep Your Spirit Free*: design and production of 5,000 posters and accompanying teacher's guide with a strong message about alcohol and substance abuse;
- *Home From the Hill*, a history of the Métis in Western Canada: reprint of this textbook. Used for university-level Native Studies and Social Studies. Improved cover and index added;
- *Métis: Two Worlds Meet*: reprint of 250 sets of 36 study prints accompanied by a teacher's guide (on Saskatchewan Education's recommended titles list);
- *Steps In Time Dance Video*: a teacher resource and support material for Saskatchewan Education initiatives within the Core Curriculum in the areas of Arts Education;
- *One and a Half Men*: provision of resource materials, people and information for the production of five videos for television;
- *Le Marriage Métis*: provision of original script and illustrations for the translation and reproduction of Métis materials into French for use in French immersion programs;
- Cree Literacy Project: production of four workbooks in Cree syllabic with a corresponding series of workshops provided at the staff and community levels;
- *Catalogue of GDI Educational Materials*: printing of 15,000 catalogues for distribution to schools in Saskatchewan and other provinces;
- the formulation of a new research base for materials development, and
- the collection of knowledge on the origins and distribution of Métis design motifs and the stylistic innovations of our parent Indian cultures.

With funding from the Secretary of State, two staff members from the Institute in April, 1988, began a tour of museums across Canada, Europe and the United States, having notable collections of Métis artifacts. Slides of artifacts were taken in such a way as to allow close-up technique observation on "how to recreate" the items viewed. Over 3,000 slides have been developed, descriptions written and catalogued on a computer database.

As well, the *Beads, Silk and Quills Project*, as the above initiative came to be known, entailed the identification of contemporary Métis artifacts and craftswomen in Northern Saskatchewan. Two research trips yielded 200 slides of contemporary artifacts and recordings of interviews with the artists.

By the end of 1988-89, the Gabriel Dumont Institute was ready to begin making products with the new information. There are plans to do a set of curriculum study prints. Essays or booklets are also anticipated on topics such as the Métis Sash, quill-making techniques and the impact of the fur trade on Aboriginal art forms. The expected culmination of this five-year research project will be a coffee table art book featured as a Métis museum, as no such museum currently exists.

The Native Studies Division also began, in the 1988-89 year, to draft a collection of stories for children around the central theme of horses. All stories have an Aboriginal context and themes vary from legend to "just plain fun." Thirteen of the twenty stories envisioned are now complete and five original illustrations have been painted. Publication has not proceeded due to lack of funds for this purpose.

Two other projects that were initiated by the Native Studies Division in 1988-89 have not gone beyond the research stage to date due to funding constraints and other problems. These include:

- *William Henry Jackson*: A biography of a non-Aboriginal person who supported and worked with Louis Riel during the Resistance of 1885. The draft of this serves as an in-house reference document but would require revision before publication. Decision is to hold the project as a non-priority budget item. To date, only four weeks of staff time (\$3,500) have been spent on the project;
- *Learning About Our Past*: Started in 1987, this is a collection of role model stories about famous Aboriginal people. These stories are designed to support Social Studies and Language Arts at the Division II level. This project was put on hold due to lack of printing budget and some editorial concerns regarding copyright materials. Expenditures to date are estimated at \$8,000, including two months' salary for one staff.

In addition, in January, 1989, the Institute produced and published the first volume of a new scholarly journal entitled the *Journal of Indigenous Studies*. This refereed, semi-annual journal provides an international forum for the dissemination of scholarly research and discussion.

Throughout the year, staff from the Native Studies Division continued to be involved in the process of reviewing manuscripts of outside writers. They also made visits to schools and career days to promote Métis culture. The Institute developed and delivered Native Studies modules in locations across the province including SIAST Palliser Campus.

Assessment

Rationale for the Activities

As outlined in the Evaluation's performance criteria, Native Studies materials development activities were assessed to determine if they made sense relative to the objectives of both the Gabriel Dumont Institute and Saskatchewan Education.

In relation to the provincial K-12 system, the Steering Committee concluded that GDI provides valuable curriculum support materials that reflect the culture, history and perspective of Aboriginal people. While the development of the provincial K-12 curriculum is the responsibility of Saskatchewan Education, GDI is appropriately involved in producing culturally-sensitive resources that support the curriculum. This function is particularly important now due to the ongoing development and implementation of the Core Curriculum. This role should be continued and enhanced by establishing structures to strengthen GDI's link to Saskatchewan Education's curriculum development activities. Some examples of this might include meetings between representatives of GDI's curriculum area and the Indian and Métis Education Branch; the continued membership of a representative on GDI's Curriculum Advisory Board; and, the submission of materials developed by GDI to support the K-12 curriculum to Saskatchewan Education for approval on an ongoing basis.

From the perspective of the Steering Committee, it is beneficial to both organizations to foster a cooperative approach to curriculum activities. While it is recognized that GDI is an independent institution, with priorities of its own to meet the needs of its client group, Saskatchewan schools could constitute a major audience for GDI curriculum support materials. Joint planning of curriculum support materials to meet the needs of both parties is thus seen as desirable.

The Gabriel Dumont Institute considers several factors in deciding which Native Studies projects it will pursue. These include the recommendations of delegates to the Annual Cultural Conference; the suggestions of its advisory board; the availability of necessary resources; and Saskatchewan Education initiatives, including the recommendations of the Indian and Métis Education Advisory Committee (IMEAC). In addition, GDI develops materials that meet an identifiable need and are consistent with the goals and objectives of the Native Studies area as a whole. From Saskatchewan Education's perspective, the Steering Committee's understanding of the Native Studies area would have been further enhanced from a clearer identification of the criteria used to establish priorities among projects. Further evaluations might do well to examine priority-setting processes within this division.

In regard to the post-secondary education system, GDI's activities in 1988-89 focused on the development and delivery of Native Studies modules as part of courses offered through SIAST, the universities and GDI itself. A basic Native Studies module was developed during 1988-89, and adapted to suit the needs of the various courses offered. While the basic module remains the same, the focus and content may change to make it specific to the course being offered. The Steering Committee concluded that the Native Studies modules are a critical component of GDI's mission and its approach to education and training, since they represent a significant part of what makes GDI unique in its support system for Aboriginal students.

One of the most important roles that GDI sees itself as fulfilling is changing Aboriginal peoples' attitudes about education and training. The Native Studies modules are intended to achieve this change by reinforcing cultural learning values as part of the process and building self-esteem. It was pointed out to the Steering Committee that no other institution in the province or Saskatchewan Education have developed similar Native Studies curricula for integration with post-secondary education and training programs.

Distribution

The distribution criterion was particularly appropriate to the Native Studies area since it assessed to what extent the product/service reached the intended client group, and in what manner. The target group, for most of the product or services provided, was Aboriginal students and distribution statistics verify that Aboriginal students are indeed a major user of materials developed by the Institute.

The *Keep Your Spirit Free* material was widely distributed and had received a very positive response. Fifteen hundred copies were distributed to schools, agencies and households, while 5,000 copies were distributed through SADAC. Additionally, the Committee noted, the *Journal of Indigenous Studies* has received international interest and the *One and A Half Men* has aired on prime time television in Saskatchewan, Manitoba and Alberta.

The Steering Committee was also impressed by the initiative of the Gabriel Dumont Institute to produce and publish a *Catalogue of Educational Materials*. The printing budget for the 15,000 copies of the catalogue was \$5,943. The 13,000 catalogues distributed across northern Ontario and the western provinces have caused sales material at the Institute in 1988 to increase by 43%, for an annual total of \$27,083.

GDI has indicated that having their products on Saskatchewan Education's recommended titles list is a very positive step, resulting in greater exposure and therefore, a greater number of orders. The Steering Committee concluded that GDI should utilize the Department's curriculum materials approval process more fully and more consistently. If schools and teachers are major users of GDI materials, it is important that the existing mechanisms are utilized to the fullest to reach these users. More initiative to facilitate the use and approval of GDI materials could come from Saskatchewan Education, and the Steering Committee felt strongly that both partners will have to take a proactive role in this direction.

Overall, it seems clear that there is an established demand or unmet need for the type of materials GDI develops and produces. It is also reasonable to conclude that GDI fills a unique role in meeting this need, as the products/services it provides are not readily available from other sources. Out-of-province orders for GDI materials in 1988-89 numbered over 200. These were from schools, individuals, libraries and bookstores. Within Saskatchewan, over 100 orders were received from schools, bookstores, libraries and individuals. If GDI were to be more effectively connected to the Department's materials approval process, the distribution of some of GDI's resources to schools could be expanded considerably.

Teaching of Native Studies modules, school visits and informational services were also functions of the curriculum area. School visits were not a major component of curriculum development activities but were done selectively. Many requests had to be refused. The development and teaching of Native Studies modules was a more substantial activity. The basic Native Studies module developed during this year was adapted for teaching at each of six course locations in 1988-89.

As well, one course on Métis history was taught at the Saskatchewan Indian Federated College (Métis History 366). GDI staff were involved in updating the basic course and making it specific to the SUNTEP program, as well as delivering it.

The feedback from students, staff and community leaders to these Native Studies modules was extremely positive.

Quality

The criterion of "quality" was applied to those curriculum projects which reached the production and distribution stage. Generally, the assessment of quality in terms of meeting the objectives set for the projects was positive. The number of requests for projects, outlined previously, indicate that they were well received and highly utilized. According to GDI, feedback from users was positive.

Another measure of quality is the number of GDI resources that the Department has approved for use in Saskatchewan schools. Relatively few of the Native Studies materials produced by GDI, in 1988-89, were approved by the Department because relatively few were submitted for approval. In reviewing the Native Studies materials submitted for purposes of this Evaluation, it is the opinion of the Committee that several of the projects may warrant consideration for Departmental approval. In fact, from Saskatchewan Education's perspective, the area has developed some "outstanding material". In particular, the *Keep Your Spirit Free* project, the *Métis: Two Worlds Meet* project, and the *Steps in Time* Dance Video are examples of the high quality, successful materials that GDI has produced. As identified previously, Saskatchewan Education and GDI should establish linkages to ensure that GDI's Native Studies materials are submitted to the Department for approval on an ongoing basis.

Appropriate and Efficient Use of Resources

Generally, the materials produced in the Native Studies and Curriculum area, in 1988-89, were judged to have been an appropriate use of the Core Grant resources. The Steering Committee also noted that the Institute seems to have in place an adequate system for tracking the costs and revenues for each Native Studies product it produces.

While it is evident that some of the materials developed in the Native Studies Division experience a two- or three-year lag time before realizing a profit, the Committee was satisfied that this fit with the mandate of the Institute. That is, as a non-profit organization, the Institute's emphasis is not on money-making but on getting cultural and historical information out into the community. As many of the people and organizations who can benefit most by the materials produced at the Institute experience affordability problems, the prices of products have to be realistically set.

The following points are generally considered in setting a product price:

- consideration is given to the total actual cost to the Institute of publishing 1,000 copies of the product using a standard print-run; and,
- then a price for a single copy of the product is set so that it reflects a modest mark-up above the actual costs of printing, postage and handling.

This policy has generally allowed costs to be recovered at the time that the first print-run is sold out. Subsequent printing, being cheaper to run, begin to realize profits. The advantage that the Native Studies materials have are that they most often represent broad-based cultural and historical issues facing Aboriginal people. Thus, products of the Institute are just as marketable several years after production, given the proviso that marketing strategies employed by the Institute can expand the potential list of buyers.

The Institute holds, as important, the autonomy it has in retaining control over pricing, marketing and distribution of the materials it produces. In reconciling the needs of autonomy and financial stability, the Steering Committee felt that with expanded marketing there may be potential for increasing sales without sacrificing autonomy. As the Institute observed, the cost-recovery phase for those products that are on the recommended reading list of Saskatchewan Education is significantly shorter. Thus, submission of materials to Saskatchewan Education for approval would seem a natural first step in expansion of GDI's market.

As mentioned previously, a few Native Studies projects were begun at GDI in the 1988-89 that were not completed. These projects were long-term in nature, and/or constrained by limited financial resources. Situations of this nature do not in themselves indicate that resources are not being used efficiently. The Steering Committee recognized that for an institution such as GDI, a certain degree of risk-taking is necessary in order to secure funding for projects it wishes to pursue. The Core Grant is seen as essential as the foundation upon which GDI activities are built, and without which activities could not continue. It was the Committee's assessment that while funding for some projects is necessarily "ad hoc", the planning/priorization process used to determine those projects is not. The Core Grant supports GDI's planning process and provides the stability to pursue other funding.

Impact Assessment

The impact of curriculum products/services on Non-Status Indian and Métis students is difficult to assess in an evaluation such as this. Changes in attitude and knowledge of culture and history cannot be easily measured, and certainly not by one "snapshot" in time. What can be assessed is the acceptance and use of the product, the response to it, users' perceptions of the impact of the product and whether or not the product complements other resources.

Regarding the curriculum projects undertaken in 1988-89, response to and use of the products were favourable. In particular, students in the SUNTEP and NORTEP programs utilized GDI curriculum materials a great deal. GDI has stated that there is a lack of culturally-sensitive curriculum materials and that their products help meet a need previously unmet. Materials have been well accepted by teachers and students, and feedback is favourable. From GDI's perspective, Native Studies classes have fostered a better understanding of Native issues, and a wider network of support and openness by society in general.

An assessment of the longer term, more direct impact on students in terms of improving their "success" is beyond the capability of this Evaluation.

Recommendations

Out of the Joint Evaluation of the Core Grant Contract between GDI and Saskatchewan Education, the following recommendations are made regarding the Native Studies materials development area.

1. That, within the Native Studies materials development area of the Core Grant contract, the Gabriel Dumont Institute continue to develop curriculum support materials for the K-12 system and curricula and curriculum support materials for the post-secondary system that focus on an Aboriginal perspective.
2. That GDI and Saskatchewan Education establish structures or mechanisms to strengthen GDI's link with Saskatchewan Education's curriculum development activities specific to Indian and Métis education. These mechanisms should include:
 - a) at least two formal meetings per year between representatives from GDI's Native Studies area and the Indian and Métis Education Branch;
 - b) the permanent appointment of a representative from Indian and Métis Education Branch to GDI's Curriculum Advisory Board; and
 - c) the submission of materials developed by GDI to support the provincial K-12 curriculum to Saskatchewan Education for departmental approval on an ongoing basis.
3. That future Core Grant evaluations examine GDI's planning and prioritization process within the Native Studies materials development area and its relation to funding received by GDI.

5.3 Area Two: Library Information Services

Introduction

In January, 1976 the Association of Métis and Non-Status Indians of Saskatchewan began what was to become one of the foremost library collections on Métis history in Canada. Research for the Aboriginal Rights/Métis Historical collection began in the Saskatchewan Archives in Regina and was then expanded to include all eighteen archives in Canada. As well, archives in the United States and Britain were researched.

The result was a political, social and economic history of Indian and Métis people, documented from such sources as the British colonial records, Hudson's Bay Company records, Selkirk Papers, and Canadian Government records and transcripts. As well, papers of individuals who, in different capacities, influenced Métis history were included.

Four years later, in May 1980, this landmark collection of uncatalogued materials on Aboriginal Rights and Métis History formed the cornerstone of the newly-opened Gabriel Dumont Institute Library, in Regina. (The Library also had a modest collection of 35 books!) This wealth of historical material, right within the Institute walls, proved a great boon to the immediate need for the production of curriculum development and Native Studies materials at the Institute.

Rationale

Library Information Services at the Gabriel Dumont Institute have continued, through a decade of service, to fulfill the very important role in the provision of resource services for students, staff and community.

While photograph files, oral history tapes, audio-visual materials, news clippings, computerized indexing, elaborate inter-library loan connections and a book collection numbering over 10,000 are a far cry from its origins, the mandate of the Gabriel Dumont Institute Library/Information Services has changed very little. From the Institute's perspective, the GDI Library provides library information services required to support the Institute's educational, training, curriculum, research and other program initiatives in program locations.

Saskatchewan Education, through the Library portion of the Core Grant, seeks to assist the Gabriel Dumont Institute in "the provision of a resource unit to collect, catalogue and distribute materials related to the culture and history of Aboriginal people."

Goals and Objectives

Table 7 lists the goals and objectives of the Library Resource Division of the Gabriel Dumont Institute for 1988-89.

Table 7 Goals and Objectives Library Resource Division 1988 - 89

Goals

1. To provide the technical library services needed to effectively support Gabriel Dumont Institute curriculum, research and training initiatives.
2. To provide planning and development of Gabriel Dumont Institute library extension services to community locations, and automation of the library database.
3. To administrate library policy, planning and procedures throughout the GDI network, and through the academic, special library community, Reg-Lin consortium, Saskatchewan inter-library lending system and Unibase networks.

Objectives

1. Technical Service:
 - (a) To order, invoice, process, catalogue, distribute inventory and store all materials for control/access, within the library system.
 - (b) To investigate option of joining sophisticated Notis library system with University of Regina and Reg-Lin Consortia in library network database for purposes of resource sharing.
 - (c) To train staff for automation through I.A.S. strategy.
2. To provide planning and development of Gabriel Dumont Institute library extension services to community program locations and automation of library database.
 - (a) To join automated library system (Notis-University of Regina), sign agreements, for network.
 - (b) To design and implement appropriate library services to extended program locations both existing and new.
 - (c) To develop library standards by which to evaluate library services.
 - (d) To develop a "rotating" extension collection of Native Studies materials for centres within the network.
 - (e) To upgrade and expand operations in Prince Albert - collections, staffing and space.
 - (f) To decentralize Regina collection.
3. To administer library policy, planning and procedures throughout the Gabriel Dumont Institute network, academic and special library community, Reg-Lin consortium Saskatchewan inter-library loan system and Unibase networks.
 - (a) To secure funding to build library collections of a high standard.
 - (b) To provide reference and information services.
 - (c) To effectively control circulation of library items.
 - (d) To provide an audio-visual service to Gabriel Dumont Institute network.
 - (e) To maintain communications between centres and main library.
 - (f) To maintain up-to-date expenditure information to library programs in communities.
 - (g) To participate in provincial and national conferences, and represent the Gabriel Dumont Institute Library in Reg-Lin, Sask-library and other library meetings.

Use of Core Grant Resources

In the 1988-89 fiscal year, \$139,713 of the Core Grant was directed to the Library Services Division. This represented 18 percent of the total Core Grant.

The total expenditures of the Library in 1988-89 were \$217,125. Thus, the Core Grant of \$139,713 subsidized 60 percent of the Library Services expenditures during that year. The remaining 40 percent of the funding came from programs and Core Services.

Expenditures in the Library Services Division in 1988-89 are detailed in Table 8.

Table 8
Library Services Expenditures, 1988-89

Administrative Services	\$24,029
Computer	6,613
Contract	911
Duplicating	1,063
Equipment Maintenance	974
Automation	5,709
Library Acquisitions	41,463
Library Maintenance	1,366
Miscellaneous	81
Office Supplies	2,340
Renovations	2,019
Staff Benefits	10,966
Telephone	3,473
Travel and Sustenance	5,877
Wages	110,242
TOTAL	\$217,126

Activities Description

GDI's information on the services provided by the Library was grouped into six general areas:

- information support for education, training and research activities;
- technical library services;
- development of library services for 15 locations across Saskatchewan;
- automation and staff training;
- communications with branches and main library; and,
- administration of the collection.

Activities undertaken within these general areas were numerous. Many of the activities were based upon the ongoing, routine tasks of managing the GDI collection. Others, such as the development of an automated library system, were more specific. Following is a list of the activities undertaken by the GDI Library in 1988/89, and a brief description of what each activity entailed.

- Establishment of operational satellite libraries in 14 program locations, with reference services, circulation, audio-visual services, inter-library loans and electronic information transfer and storage to support Native Studies and program specialities. The fourteen locations where GDI established satellite libraries in the 1988/89 fiscal year included six northern communities (Pe-a-la-Crosse, Buffalo Narrows, LaLoche, Cumberland House, Meadow Lake and LaRonge); five urban centres (Regina, Saskatoon, Prince Albert, Moose Jaw and Yorkton); and, three rural communities (Archerwill, Fort Qu'Appelle and Esterhazy).
- Implementation of an automated library network (hardware and software) database for GDI, including automated acquisitions, cataloguing, reference, circulation and administration services. Another activity that arose out of the automation initiative was staff training and skill development to operate the system.
- Through the implementation of the automated system, the library also provided access to the University of Regina library database and to Notis consortium members database.
- Management of GDI library collection: routine inventory control, budget administration, audio-visual training, consultation, processing, circulation, reference services.

- Regular communication with branches and main library for staff meetings, training sessions and consultations.
- Establishment of a new permanent Learning Resource Centre in Prince Albert to provide materials and services for northern programs.
- Successful negotiation of collection agreements with SIAST and the Prince Albert District Chiefs to borrow materials for specified period of time so that Aboriginal students with these organizations could benefit from GDI resources.

Assessment

The library area of GDI undertook a wide range of activities in 1988/89. While much of the Library's work is related to the usual ongoing tasks of a library in the management of its collection, the GDI Library has some rather unique activities, such as the mini-libraries established to support GDI program in various locations across the province.

As with the previous area, the information on GDI Library services was assessed through the performance criteria. The findings of the assessment are as follows:

Distribution

Intended users of library materials and services are on- and off-campus GDI students and teachers, Status Indians, the Métis and Non-Status Indian communities at large, writers, educators and the general public. The Library provides a collection of materials, resources and literature that promote culturally appropriate information on Aboriginal topics and issues. In addition, the GDI Library is intended to provide equal access to materials for northerners and Aboriginal people outside the two main centres of Regina and Saskatoon. Through its operatives, the GDI Library meets a need that might not otherwise be met. The concept of "mini-libraries" in program locations is seen as an innovative way to support GDI programs and students.

The Library services offered by GDI help guarantee accessibility to GDI programs and its client group. The community-based orientation of decentralizing library services is positive. In 1988/89, library collections and related equipment were established for eighteen different programs in fourteen different locations.

The Steering Committee takes positive note of the fact that GDI established Satellite Libraries in six northern and three rural communities. Each collection consists of a Native Studies reference collection, a general reference collection, a subject specialty according to the local GDI programs, audio-visual equipment and juvenile materials. Most of the satellite collections are worth \$10-12,000.

GDI has serviced communities where library services have been non-existent in the past. For example, Cumberland House, the oldest community in the province, does not have a public library. It was discovered that the GDI satellite library in that community served a definite gap as Aboriginal people are often hesitant to use school libraries for a variety of reasons.

Quality

In terms of its collection, the GDI Library provides unique material in cross-cultural education and Aboriginal studies not widely available from other sources. According to GDI, the satellite libraries established in program locations in 1988/89 provided collections of Aboriginal materials superior to those of other educational institutions. For the purposes of future evaluations, there should be an assessment made of the quality of select satellite collections and the gap they fill in the community.

The quality of the Library's collection and services cannot be easily assessed through comparison with established standards, since generally-accepted national standards do not appear to exist. Some of the factors that are accepted components of measuring library effectiveness include budget, staff training and performance, physical facilities, services provided and careful planning of off-campus services to ensure equality of service. In addition, turnover of the collection i.e. how many times materials are used, is also sometimes used as a measure of quality as well as the size of the collection. Data on these factors should be collected.

Historical documentation of the development of the GDI Library's standards and policies which guide it need to be more clearly elaborated. From the Department's perspective, clearer definition of the GDI Library's relationship to the public library system is also required. Comparison with public libraries' standards and performance would also be useful.

Appropriate and Efficient Use of Resources

The Steering Committee concluded that the establishment of mini-libraries to guarantee access to GDI resources for program recipients and other uses is an appropriate use of resources. GDI has stated that effectiveness varies among the mini-libraries, depending upon staffing, funding, etc.

GDI has donated complete Native Studies collections to each of the SIAST campuses, and in that way the Institute's Library Resource Centre provides on-campus outreach services to a student audience much wider than those enrolled at GDI.

The Steering Committee also noted that the satellite libraries available to students of all off-campus GDI programs encourage those students to acquire transferable reference and research skills.

Impact Assessment

The Steering Committee concurred that the primary impact of the GDI Library is on the students of GDI programs. In particular, GDI students in program locations across the province have access through the mini-libraries to information and materials they might not otherwise have access to. This availability avoids delays and provides important support to students. The staff of the GDI Library commented that, particularly for students in isolated programs, the Provincial Library is not fast enough on subject specific material and the content of materials sent out is not always Métis-sensitive.

Although GDI cannot afford to maintain satellite libraries in specific locations upon the completion of a program, the Institute does continue to respond to all requests for sending out materials to the people in the community.

Other users include teachers, both Aboriginal and non-Aboriginal, who benefit from access to a professional, automated library database of culturally-relevant materials.

While no formal evaluation of the impact of library services has been done, GDI reports positive feedback from users.

The GDI Library has inter-library loans reciprocity, and complements the existing Provincial Library system. Feedback from other libraries was not addressed by GDI in their information and would be useful for future evaluations. An assessment of the overall effect on library services and the mini-libraries in particular through surveys or tracking of student success in programs would be useful for both GDI and Saskatchewan Education.

Unintended Outcomes

GDI reported several unintended outcomes. A demand for additional services in northern areas was one. People are not content to have a satellite library in place for only one or two years.

SUNTEP graduates and interns, who are made more aware of stereotyped materials and the need for replacement with culturally-sensitive materials, create pressure on schools, public libraries and school libraries to upgrade collections.

More demand that can be met with current resources is experienced by GDI Library staff for the education of non-Aboriginal groups, teachers and students.

A great need has been identified in the area of archival studies research, genealogical searching and history. A need for Aboriginal librarians in the school and public library systems has been identified.

Specialized materials for SIAST programs must often be available on campus in the classroom. Thus, GDI cannot always readily "borrow" SIAST materials and must fund through the program budget extension collections.

Recommendations

The Steering Committee's recommendations regarding GDI's Library are as follows:

1. While recognizing that policies of this nature do exist, that GDI compile a written acquisitions policy document that includes the following:
 - an identification of the collection's purpose;
 - a process for prioritizing acquisitions;
 - guidelines for the enhancement of the Native Studies component of the collection, particularly in relation to cultural and historical research and curriculum support materials development; and,
 - historical documentation of the development of GDI's Library standards and policies.
2. That externally-funded programs continue to be charged appropriately for their use of GDI library services and technical resources, and that the Core Grant continue to provide resources which support Native Studies.

3. That GDI continue to promote, when possible, the use of library services among Indian and Métis people and continue to include part-time library positions for students in its various programs.
4. That future evaluations select a sample of GDI central and satellite libraries for an in-depth analysis of the need that they fulfill for the students, staff and community.
5. That, within the context of negotiating future Core Grant contracts, GDI and Saskatchewan Education establish a joint committee to develop appropriate standards for the evaluation of the Library.
6. That, in future Core Grant evaluations, GDI's role within the provincial library system, including the use of GDI's materials by other libraries, be examined in more detail.

5.4 Area Three: Support for Development of Educational Programs

Introduction

The educational achievement of Aboriginal people in Saskatchewan falls well below that of the non-Aboriginal population. Aboriginal people are under-represented in both the K-12 and post-secondary educational systems (GDI, 1980). Statistics provided by Saskatchewan Education (1984) show that ninety percent of inner-city Aboriginal youth do not complete high school. It is further estimated that approximately 40% of Aboriginal people have less than a grade nine education, a commonly-cited criterion for functional literacy (Statistics Canada, 1986 Census). In Northern Saskatchewan, where some forty-one percent of identified Saskatchewan Métis and Non-Status Indian people live, the median level of educational achievement for adults is estimated at grade six or lower (GDI, 1988).

The consequences of the educational achievement levels of Métis and Non-Status Indian people are evident in socio-economic and labour force statistics. In 1980, 50 percent of Métis and Non-Status Indians between the ages of 15 and 64 were participating in the labour force. This compares with 64 percent of the general Canadian working age population. For those Aboriginal people who are working outside the home, seasonal and temporary employment predominate. As a result, average family incomes for Aboriginal households in Saskatchewan are considerably less than that of the general provincial population. Similarly, the proportion of income received by Aboriginal peoples in the form of government transfer payments is considerably higher than that for non-Aboriginal people.

For many of the students of the Gabriel Dumont Institute, the chance to obtain an education in an accredited program that is culturally and academically stimulating is a chance for a brighter future. Most of the Institute's students represent not only the first generation to achieve post-secondary accreditation, but the first to achieve high school or its equivalency.

Rationale

In order to address this lack of educational achievement, GDI provides educational programs targeted to meet the needs of Métis and Non-Status Indian people in communities all across Saskatchewan. These programs are offered at three levels: university, technical and preparatory.

The university and technical programs delivered by the Institute are fully accredited through the University of Saskatchewan , the University of Regina, or the Saskatchewan Institute of Applied Science and Technology (SIAST). Students who successfully complete these programs are awarded degrees, diplomas or certificates from the accrediting institution. Preparatory programming at the Gabriel Dumont Institute is designed to prepare Aboriginal students to meet the entry-level requirements of fully-accredited programs.

In attempting to provide employment training opportunities which are accessible and appropriate for Saskatchewan's Aboriginal peoples, programs run through the Gabriel Dumont Institute have been designed with a number of features which make them unique. These include the following:

- Gabriel Dumont Institute programs are, for the most part **community-based**. Courses leading to diplomas, normally attainable only by attending classes on campuses, are offered in towns and urban centres across Saskatchewan. Students are encouraged to live in their own communities, to maintain political awareness and to become bi-cultural citizens.
- Most of Gabriel Dumont Institute programs offer a 16 -week **preparatory phase** which includes upgrading in skills related to the specific program. This may include preparation in reading, writing and mathematics so that students whose previous academic history or literacy skills have not been strong, or whose studies have been interrupted, may gain access to training that they would not qualify for through mainstream institutions.
- Gabriel Dumont Institute programs offer a strong **Native Studies component** to enable students to grow in knowledge and pride in their heritage and cultural identity. It has been the Institute's experience that Aboriginal students often lack pride in and knowledge of their culture.
- Gabriel Dumont Institute programs provide a comprehensive **student support** system. A counsellor is available for both group and individual counselling. Assistance is also provided in the areas of housing, child care, income maintenance, personal financial planning, tutorials, recreation and referrals to specialized services such as family counselling. Students of the Institute have a sense of not being cast into a large institution without any support.
- The Institute includes, if at all possible, an **applied practicum phase** in each of its programs. This allows students a practical application of the skills learned within the program as well as experience with the workplace.

With the introduction of the federal government's Canadian Jobs Strategy, GDI became increasingly involved in program development and delivery. Other changes may occur as a result of new agreements between Aboriginal groups and the federal government for the provision of training for Aboriginal people.

Goals and Objectives

University programs and technical and preparatory programs offered by the Gabriel Dumont Institute in 1988-89 were planned and delivered within the context of a specific set of goals and objectives. These goals and objectives, summarized in Table 9 are categorized into three areas: Management, Instruction and Curriculum Development, and Student Services.

Table 9

**Goals and Objectives Educational Programs
1988 - 89**

GOAL: To make available to Métis and Non-Status Indian peoples quality educational opportunities at the University, Technical and Preparatory levels.

Management Objectives

- a. To provide efficient management to university, technical and upgrading programs.
- b. To plan a management system of policies and procedures for university, technical and upgrading programs.
- c. To recruit, staff, plan and otherwise manage the implementation of new programs and supervise ongoing instructional programming.
- d. To evaluate university, technical and upgrading programs.

Instruction and Curriculum Development Objectives

- a. To deliver quality instruction.
- b. To develop a roster of excellent teachers in required areas of instruction.
- c. To develop and provide courses and upgrading to better prepare students to benefit from post-secondary, college and university level work.
- d. To modify existing college and university courses and to develop new ones that reflect Aboriginal needs and content.

Student Services Objectives

- a. To provide access to a comprehensive support service to students based on need including income support, housing, child care and counselling.
- b. To develop and maintain a system of student records.
- c. To develop a follow-up service for student placement and employment.

Use of Core Grant Resources

The core grant is intended, in part, for "supporting the development of educational programs which complement programs provided to existing provincial educational systems." In the 1988-89 fiscal year, the Gabriel Dumont Institute spent \$2.8M on the delivery of twenty-one educational programs. Direct program expenditures are itemized below. Note: This figure excludes SUNTEP.

Table 10

GDI Educational Programming Expenditures 1988-89	
Program Delivery	\$2,662,190
Wages	62,849
Administration Services	21,620
Travel and Sustenance	9,727
Duplicating	2,470
Staff Benefits	4,870
Telephone	868
Office Supplies	80
Miscellaneous	29
Total	\$2,764,730

In 1988-89, \$78,316.51 or 10% of Core Grant funds was used to enhance the delivery of education programs (see Table 11).

Table 11

GDI Educational Programming Revenue 1988 - 89	
Core Grant	\$ 78,317
Core Services	25,093
Project Specific Funds	2,661,320
Total	\$2,764,730

Each of the programs delivered by the Gabriel Dumont Institute in the 1988-89 fiscal year was wholly sponsored by an external funding agency such as Employment and Immigration Canada, the Donner Canadian Foundation, the Northern Economic Development Subsidiary Agreement (NEDSA) or the Native Economic Development Program (NEDP). Monies available through the Core Grant enabled maximum linkages between the support services of the Institute, and individual programs funded by these agencies.

The portion of the Core Grant allotted to direct program delivery, i.e., \$78,316.51, covered some of the expenses incurred by the two GDI Directors responsible for programs. These expenses included portions of the Directors' wages as well as other costs incurred in the coordination of GDI support services for the program. It is the Director's responsibility to ensure that each program is linked with all the core support services of the Institute.

Each of the education programs offered through the Gabriel Dumont Institute is supported by a number of special services within the Institute, i.e., Research and Development, Administration and Finance, Library, Native Studies and Curriculum Development, Clerical and Common Support. The support provided by each of those areas is identified below.

- The Research and Development Division, which received \$194,436 or 45 percent of its funding through the Core Grant in 1988/89, undertook labour market needs and analyses; preparation of program proposals; program planning and implementation; field recruitment of program staff and students; and provision of a program evaluation framework.

- The Library Resource Centre, which received \$139,713 or 64 percent of its funding through the Core Grant in 1988/89, ordered and processed all student textbooks, resource and audio-visual materials. In addition, the library was responsible for maintaining library collections for all Institute programs, with provision and maintenance of audio-visual equipment; shelving assembly and dismantling; and the maintenance of a comprehensive automated library loan system.
- The Native Studies and Curriculum Division, which received \$124,136 or 62 percent of its funding through the Core Grant, provided instruction for most non-credit and credit Native Studies courses within Institute programs. This division was also responsible for the provision of cultural enhancements to programs. As well, it researched, developed and piloted some of these culturally-appropriate materials within Institute programs in 1988/89.
- The Clerical and Common Support area of the Institute received \$162,550 or 76 percent of its funding through the Core Grant in 1988/89. The Administration and Finance Division is funded indirectly through the Core Grant by charging a flat rate to all Divisions of the Institute based on expenditures. Both areas provide a broad base of support services to GDI programs such as typing of program proposals, staff and student recruitment, provision of equipment, disseminating financial and accounting information to all programs, and other services.

Activities Description

The activities of the Institute, in relation to educational programming in 1988/89, fall into three broad categories:

- The delivery of twenty-one education programs;
- Future program planning; and,
- Educational endeavors which support the efforts of other organizations relative to the needs of Métis and Indian people.

Educational Program Delivery

A description of each of the 21 programs is included in Appendix D. Table 12 is a summary of the programs by: type, location, funding agency, student intake, retention rate and accrediting institution.

Table 12

Preparatory Programs

Name & Location	Duration	Funding Source(s)	Enrolment	Graduates	Accrediting Institute
Pre-Management La Loche	10 Months (Jan. 1988)	CEIC	18	14 (78%)	5 Non-Credit Classes
Pre-RCMP Fort Qu'Appelle	26 Weeks (Jan. 1988)	CEIC RCMP	22	17 (77%)	Complete GED XII
Pre-Nursing Ille-a-la-Crosse	52 Weeks (July 1987)	CJS	19	11 (58%)	Home Care Certificate SLAST High School Credits or Diploma Food Handling - 7 Non-Credit St. John's First Aid CPR
Pre-Nursing Regina	26 Weeks (Jan. 1988)	CEIC	18	7 (47%)	Challenged Grade XII Departmental Exams
Academic XII Regina	9 Months (July 1987)	CEIC	18	14 (78%)	Challenged Grade XII Departmental Exams

Technical Programs

Name & Location	Duration	Funding Sources(s)	Enrolment	Graduates	Accrediting Institute
Business Administration Fort QuAppelle	2 Years (Nov. 1986)	CEIC	25	Not available	SIAST Credits or Diploma
Radio/TV Electronics Esterhazy	1 Year (Nov. 1986)	CJS	20	11 (55%)	SIAST Credits or Diploma
Early Childhood Development Saskatoon	84 Weeks	CEIC	24	10 (42%)	SIAST Credits or Diploma
Early Childhood Development Prince Albert	17 Weeks (Oct. 1988)	Native Coordinating Council	10	10 (100%)	SIAST Credits or Diploma
Pre-Forestry LaRonge	6 Months (Jan. 1988)	CEIC	25	19 (76%)	SIAST Credits
Pre-Forestry LaLoche	6 Months (Feb. 1989)	CEIC	14	13 (93%)	SIAST Credits

University Programs

Name & Location	Duration	Funding Source(s)	Enrolment	Graduates	Accrediting Institute
Native Management Regina	8 Months (Dec. 1987)	CEIC	28	12 (43%)	Pre-University of Regina/5 Non-Credit 2 "90" Level Classes, University of Regina 3 "1st" Year University of Regina Classes
Native Management Prince Albert	12 Months (Dec. 1987)	CEIC	23	18 (78%) 7 (30%)	Pre-University of Regina/5 Non-Credit 2 "90" Level Classes, University of Regina 3 "1st" Year University of Regina Classes University of Regina Certificate
Business Administration Buffalo Narrows	45 Weeks (Mar. 1988)	CJS	20	9 (45%)	University of Regina Certificate
Native Human Justice Prince Albert	2 Years (Sept. 1988)	Donner Foundation	25	14 (56%)	University of Regina Certificate
Native Social Work Meadow Lake	39 Weeks (Oct. 1987)	CJS	29	18 (62%)	University of Regina Certificate
Native Social Work Cumberland House	84 Weeks (Nov. 1986)	CEIC	25		University of Regina Certificate
Community Economic Development	42 Weeks (Feb. 1988)	CJS	14	10 (71%)	8 University of Regina Credit Classes Matriculation Algebra 6 Non-Credit Classes/Practicum

Program Planning

A significant portion of the Core Grant is allocated to GDI's Research and Development Division each year. In 1988-89, this allotment was \$194,436 or 25% of the total Core Grant. The Core Grant accounted for 45 percent of the Research and Development Division budget that year.

Research and Development's mandate includes responsibility for planning new educational programs for the Institute. The process used to determine the programs to be offered in various communities includes a review of:

- the educational needs of Métis and Non-Status Indian people as identified through the following: surveys, personal contact by GDI field staff in local communities, feedback at the annual cultural conference or general meeting and relevant statistical data or studies;
- labour market analyses to determine skill shortages;
- previous results of particular types of programming;
- the availability of accredited, quality programs in specific communities;
- the availability of funding from sponsoring agencies.

In the 1988-89 fiscal year, the Research and Development Division used this process to develop a number of proposals for further educational programming through the Institute. These proposals are summarized in Table 13.

Table 13
Proposals Developed by GDI

Proposal	Submitted To	Approved
• Science Skills Development (Pre-Health Careers)	SIAST, Wascana Campus 1988	Yes
• Radio/Television Electronics	Saskatchewan Education, HRLE, CEIC March, 1989	No
• Grade 12 High School Completion Program at Ile-à-la-Crosse	Saskatchewan Education April, 1989	Yes
• Saskatchewan Native Skills Development Program	Social Services November, 1988	No
• Beef Production Training Program	CEIC, CJS September, 1988	No
• Pre-Forestry/Business Program in LaLoche	CEIC December, 1988	Yes
• North Battleford Native Admin. Program	CEIC December, 1988	Yes
• Native Management Training Program in Saskatoon	CEIC, CJS June, 1988	Yes

Educational Programming Within the Native and General Community

Educational programming efforts through the Gabriel Dumont Institute are not limited to formal classroom instruction. In 1988-89 the Institute, through its Research and Development Division, interfaced with both the Aboriginal and general communities to promote awareness of the Métis culture. For example, in June, 1988, the Senior Citizen's Provincial Council released its *Study of the Unmet Needs of Off-Reserve Indian and Métis Elderly in Saskatchewan*. The Gabriel Dumont Institute sat on the Steering Committee for this nationally-distributed study and provided the Cree interviewer for the northern phase of the survey.

In 1988, the Institute assisted the Athabasca Training Council in developing an Athabasca Basin Education and Training Plan for 1989-90. The Institute also assisted the Cumberland House High School Completion Committee in its efforts to establish a grade twelve completion program in that community. Similar assistance was offered to the communities of Pinehouse and Ile-à-la-Crosse. The Institute's commitment to the education of northern people was further established in a brief submitted to the Northern Education Task Force in October of 1989.

The Institute completed negotiations in 1988-89 in the field of education and cultural enrichment for incarcerated adults in Saskatchewan. An agreement with Saskatchewan Justice to operate a Community Training Residence and Program for female offenders, 80% of whom are Aboriginal in Saskatchewan, was reached early in 1989. The Institute also secured positions for Aboriginal Elders and Liaison Officers within the provincial and federal correctional facilities.

Assessment

The Steering Committee has reviewed the educational program activities of the Institute in 1988-89. The following describes its assessment of those activities using the performance criteria established for the evaluation.

Efforts and Resources Necessary to Support Education Programs

Varying educational needs, physical isolation and the distribution of the Métis/Non Status population across the province make implementation and coordination of the Institute's mandate an expensive undertaking. In addition, the Steering Committee recognizes that political realities and the needs of the local constituencies do not always mesh well with economies of scale and sound educational planning.

Given the economic climate, 1988-89 was a particularly challenging time for leveraging money for educational programs and initiatives. In the opinion of the Steering Committee, the fact that the Institute was able to use its core funding to attract over \$2.5M direct program funding in 1988-89 (excluding SUNTEP) is highly noteworthy, and the Committee is supportive of this effort.

Distribution

In the Steering Committee's opinion, the location of GDI's programs reflect the geographical distribution of its client group within the province. Of the twenty-one educational programs offered by GDI in 1988-89, 33% (N=7) were offered in urban centres, 33% (N=7) were offered in northern communities and 33% (N=7) in smaller cities and towns in southern Saskatchewan.

These programs, offered in ten locations, attracted students from 36 communities throughout the province. Approximately one-half (49%) of GDI's students came from urban centres, one-third from northern communities and 17 percent from southern towns, villages and rural settlements.

The student distribution correlates well with the geographical distribution of Métis and Non-Status Indian peoples in the province. The Métis and Non-Status Indian population in Saskatchewan is widely distributed throughout the province, a factor which proves particularly challenging to the provision of a comprehensive educational system. In 1981, the Census showed the north to contain 40.9 percent of the identified provincial Métis/Non-Status Indians. The urban centres (primarily Regina, Saskatoon and Prince Albert) contained an additional 35.5 percent of the Métis/Non-Status Indian population and the remaining 23.6 percent were scattered across the rural sectors of the province (Hikel and Corbishley, 1984). This finding speaks well to the Institute's provincial mandate and recruiting methods.

The high representation of Aboriginal people in northern communities, i.e., approximately 70 percent, and the distance between communities makes a 'community by community' approach to the delivery of culturally-appropriate educational programs the most sensible. A community approach to education of northern Aboriginal adults can also be specifically targeted to local needs and labour force demands.

A major challenge in rural Saskatchewan lies in the geographic identification for educational purposes of specific 'pockets' of Métis/Non-Status people. Recruitment of students for adult training courses and community input into matters concerning the education of K-12 Native students is difficult with a widely-dispersed population base. The annual Cultural Conference thus becomes a very important forum in this respect, and the Institute has remained satisfactorily committed to this event.

For any one program, there is a wide variation, i.e., from 5% to 100%, in the percentage of students in GDI programs who are from the community where the program is offered.

The apparent willingness of students to move to take specialized programs such as Native Pre-RCMP Training, Pre-Forestry, Business Administration and Radio-Television Electronics is of importance for GDI's future planning.

A challenge facing the delivery of GDI adult education programs, in both the northern and rural areas, are the opposing needs for a progression of courses in specific districts versus the need to distribute programs equitably among many districts. For example, the Institute might question whether it is better to offer one basic skill-attainment course in one district, and later supplement this with a management-level course in that same district. As the Institute becomes progressively more sophisticated in its appraisal of market needs and demands, it may be increasingly difficult to justify equal geographical distribution of adult programming. On the other hand, a different approach may lead to concerns at the local level.

Finally, GDI continues to be faced with the challenges of attracting quality instructors to northern and rural areas. While the Institute is the first to offer university-level programming in Cumberland House and Buffalo Narrows, it competes with the universities for instructors. The Institute must reconcile the needs in a community with the resources available to offer a quality program. For example, a community may be suited to the first year of a university-level business program. However, as students advance and courses become more specialized, they may have to attend a second-year program in a larger centre.

The Steering Committee concluded that, based on these considerations for planning future programs, the Institute may wish to explore cooperative efforts with SIAST, the Regional Colleges and universities in order to provide programs that will meet the needs of its client group and make efficient use of existing resources.

Quality

As stated previously, one of the Institute's guiding principles is that all of its activities must be of the highest quality. The Steering Committee concluded that the accreditation of GDI's programs by SIAST and the University of Regina is a significant measure of program quality.

Appropriate and Efficient Use of Resources

During 1988-89, GDI used the Core Grant to obtain over two and a half million dollars in federal funding. As this reflects the provincial policy of maximizing federal support, the Steering Committee supports this use of the Core Grant. In addition the Gabriel Dumont Institute is able to access a variety of educational program funding sources that otherwise would likely be unavailable to the Métis and Non-Status Indian people of the province.

In analyzing the Education Programs area, the Steering Committee reviewed related activities undertaken by the Institute's Research and Development Division. It was agreed that, for the purposes of this evaluation, Research and Development's functions and appropriate sources of funding would be categorized as follows:

- Activities such as strategic planning, policy development and identifying the most appropriate educational approaches for Aboriginal people should be supported through the Core Grant.
- Development of proposals to obtain funding from other federal and provincial sources could be supported, initially, through the Core Grant. Those costs, however, would be recovered over the long term as the proposals are accepted.
- Needs assessment in relation to various program initiatives should be cost recoverable from other sources.

Impact Assessment

Based on the results of GDI's 1988-89 Student Follow-up Survey and its student records, the typical student within GDI would be a Métis or Non-Status Indian person under age 35, with one or more dependents. More than half (52%) did not have their grade 12 before entering GDI; 35% had grade 10 or less. Nearly three-quarters (72%) of the respondents to the survey had been unemployed the previous year. (Note: Further student information is provided in Appendix E.)

These statistics indicate a student population that requires significant support. The Institute's objective of providing "access to a comprehensive set of support services including income support, housing, child care and other counselling" is, therefore, an important one.

The ratio of male to female students within GDI is 48:52. This was similar to that in SIAST and the University of Saskatchewan. Female students in GDI programs tend to predominate in the health and service programs while males are over-represented in industrial engineering and technological programs. As is the case with other institutions GDI must work toward the elimination of gender bias in its enrolment.

Criteria for student selection is determined by the mandate of GDI, within the bounds of the program directives of the purchaser of the training. Students taking EIC sponsored programs usually receive EIC training allowances if they have been out of school one year; have been unemployed for 24 out of the previous 30 months; and have not previously received training. In some cases, those employed in low-skilled, low paying positions are considered. Students not eligible for this program usually apply for a Saskatchewan Student Loan or if they are a Status Indian, funding from DIAND. Rarely, students finance the program themselves.

Specific programs may have their own prerequisites, such as eyesight and security clearances for Pre-RCMP training. GDI attempts to screen students of University and technical programs for entry level criteria established by the accrediting institution. An attempt is also made to ensure that the student is missing only those qualifications that can be obtained through the preparatory phase. This is done to avoid setting students up for failure. Generally, the Institute is hesitant to accept students with less than grade nine, although each individual applicant is considered unique and assessed as such.

Although GDI has an exemption from the Saskatchewan Human Rights Commission to accept Métis and Non-Status Indian students ahead of others, it subscribes to the Canadian Charter of Rights and Freedoms and thus offers its services to all students. In 1988-89, approximately one-third of the students were Status Indians while the other two-thirds were Métis and Non-Status Indians.

While it is difficult to assess the impact of GDI's programs for one year only, the 1988-89 Student Follow-up Survey gives some indication of their effects. The retention rate in preparatory programs was approximately 75%. It is noteworthy that by early 1990, 84% of the survey respondents were either employed or furthering their education. Students indicated that their program had had a positive effect on their employability, financial status and pursuit of further education or training. (Note: Further results of the survey are provided in Appendix E).

Students also indicated areas in which GDI could improve. Most commonly, respondents indicated a need for an extension of GDI programs from two-year university diploma to four-year degree programs, and for the extension of the duration of certificate programs to allow more time for students who have been away from school or who are having difficulty. (See Appendix F for more detail on suggested program improvements.)

It was noted that because many of GDI's students are significantly educationally disadvantaged the traditional length of preparatory courses may not be sufficient for them. Although students may need a longer period to successfully complete their courses, program funding cannot be extended. In order to promote the success of some students, program funding needs to be more flexible.

Culturally relevant, community-based high school programming is seen by GDI as necessary to better prepare students for post-secondary education programs. Positive accomplishments in this area include GDI's Academic Grade 12 program in Regina in 1988 and the Ile-à-la-Crosse program run in 1989/90 in conjunction with the school board.

The Steering Committee has concluded that GDI's programs and support services are having a positive effect on its students. The Institute should be commended for the initiative it has shown in developing and delivering programs to meet the educational needs of Métis and Non-Status Indians in the province.

It is the Committee's opinion that the Gabriel Dumont Institute should use Core Grant funding, to the greatest extent possible, to concentrate on those supports and enhancements that can promote the success of Métis and Non-Status Indian students. Such activities could include:

- greater emphasis on native studies curriculum development, including the inclusion of the cultural and historical perspectives of Aboriginal people in specific program areas such as forestry, early childhood development, nursing and social work;
- given the critical importance of the teacher in the success of Non-Status Indian and Métis students, research and development strategies to support instructors' effectiveness in teaching Aboriginal students;
- continuing emphasis on supports for students including counselling, promotion of cultural awareness, community referrals, tutorials and student support groups; and

- given the educational profile of Aboriginal people, the development of literacy and curriculum support materials for adult basic education programs for Métis and Non-Status Indian people.

The Steering Committee also concluded that an evaluation component, including student follow-up, should be included as part of all programs funded by the federal government. It would be useful to have more specific information on student outcomes and those aspects of the program that contributed most to student success. As well, further data should be gathered regarding factors affecting student retention.

Recommendations

The Steering Committee's recommendations for the Education Programs area are as follows:

1. That the Core Grant continue to be used to provide support for programs for high risk students.
2. That GDI reinforce the functions and funding of the Research and Development Division as outlined by the Steering Committee within Institute policy and in negotiations with external agencies.
3. That, to the greatest extent possible, Core Grant funds continue to be used in those areas where GDI has demonstrated it can make a unique contribution to the participation and retention of Métis and Non-Status Indian students in post-secondary programs. These would include:
 - inservice for instructors on effective teaching strategies for Aboriginal students;
 - support services for students; and
 - development of literacy and curriculum support materials for adult basic education programs for Aboriginal people.
4. That future evaluations of educational programs focus on student outcomes and the effects of the unique aspects of Institute programs on its students.
5. That GDI and Saskatchewan Education continue to emphasize the importance of GDI's offering high quality, accredited programs.

5.5 Area Four: Cultural and Education Conference

Introduction

Since its inception in 1980, the Gabriel Dumont Institute has held an Annual Cultural Conference. Participation is encouraged for all Métis and Non-Status Indian people from across the province. The Conference, which attracts upwards of eight hundred people, has become a major cultural and educational event for Saskatchewan's Métis and Non-Status Indian people.

Rationale

The Cultural and Education Conference provides an opportunity for the Institute to consult with the Aboriginal community and to regularly review its performance, mandate and objectives. As well, representatives from other organizations including Canadian universities and technical institutions, government agencies, Friendship Centres and other Aboriginal cultural and educational organizations are encouraged to attend. This serves to raise awareness in the larger community of the perspective of Aboriginal people on various education and cultural topics.

The Annual General Meeting of the membership of the Gabriel Dumont Institute is strategically planned for the day following the conclusion of the Cultural Conference. The meeting serves to highlight and formalize the views and concerns of the people expressed during the two-day Conference; to review the Institute's performance over the last twelve months; and to articulate direction for the coming year.

The Steering Committee concluded that the annual review of the Institute's activities, the promotion of cultural awareness and the input from the grassroots level are valuable functions of the Conference.

Goals and Objectives

The specific Goals and Objectives of the 1988/89 Cultural Conference are identified in Table 14.

Table 14

Goals and Objectives Cultural Conference, 1988 - 89

- Goal #1** To build and strengthen the cultural heritage and educational status of the Métis community of Saskatchewan by providing a forum which recognizes and reaffirms the grassroots' ownership and direction of the Gabriel Dumont Institute.
- Goal #2** To raise the level of awareness of the general public of the cultural heritage of the Métis community and to promote the mandate of the Gabriel Dumont Institute.

Objectives

- (a) To plan and deliver fund raising activities and proposals to supplement Core funding for the expenses of the Cultural Conference.
- (b) To organize a Conference Planning Committee whose mandate is to ensure that the Conference is systematically planned, publicized, implemented and evaluated.
- (c) To arrange a Conference format that will encourage participation and enhancement of education and culture for all Métis and Non-Status Indian people from across the province.
- (d) To facilitate the review by the membership of reports from the G.D.I. Board and Management regarding the past year's progress, and to receive direction through resolutions, motions from the floor and workshop discussions for future activities of the Institute.
- (e) To encourage, by invitation and general publicity, outside participation of the general public in the workshops and cultural activities of the Conference.
- (f) To celebrate the accomplishments of students of the Institute and to provide them with opportunities to grow in their knowledge and familiarity with the Métis culture and community.

Use of Core Grant Resources

The total cost for the 1989 Cultural Conference was \$71,928. A list of specific expenditures is provided below.

Table 15

1989 Cultural Conference Expenditures	
Travel and Sustenance	\$32,100
Banquet	20,981
Lectures	8,426
Conference Kits	5,337
Awards	2,144
Duplicating	1,785
Daycare	609
Entertainment	711
Office Supplies	476
Equipment Rental	319
Telephone	40
Total	\$71,928

In 1988-89, \$27,048 or approximately 4% of core grant funding was used to support the 1989 Cultural Conference. As indicated below, this amount represented 38% of the \$71,928 spent on the Cultural Conference.

Table 16

1989 Cultural Conference Revenue	
Core Grant	\$27,048
Central Services	8,666
Project-Specific Funds	36,214
Total	\$71,928

Activities Description

The 1989 G.D.I. Annual Cultural Conference was held at the Saskatoon Inn on January 19, 20 and 21. The theme of the Conference was "Values for Our Generations". A Planning Committee was struck for the eleven month period leading up to the conference. It was responsible to the GDI Board for final approval of all decisions.

The organization of the 1989 Conference began in February, 1988. Tasks were assigned early with responsibilities including the organization of fundraising, workshops, displays, speakers and advertising.

The program for the Conference included a talent show, prayer ceremony, a Plenary Session, six concurrent cultural and educational workshops, a banquet and awards ceremony and, finally, the G.D.I. Annual General Meeting. Childcare at the Conference was provided by four graduates of the G.D.I. Early Childhood Development Program. The topics of the workshops were as follows:

- Métis Dancing and Fiddling
- Indian Science and the Knowledge Gap
- Native Control of the K-12 Schools
- Racism in Saskatchewan Schools
- Spiritual Values - Yesterday's Heritage Today
- Community and Parental Involvement in Education.

Assessment

The activities of the 1989 Cultural Conference have been reviewed with respect to the evaluation's performance criteria. The following sections highlight the findings of the Steering Committee.

Distribution

In 1989, the Gabriel Dumont Institute Cultural Conference attracted approximately 800 participants. These included delegates from Métis Society locals, elected student delegates, GDI staff and students, representatives from government and other organizations, media and the general public. Educators from various organizations such as SIAST, Saskatchewan Education and the Saskatchewan School Trustee Association also attended.

From the perspective of the Steering Committee, the 1989 Conference was accessible to, and attracted, representatives from a wide variety of cultural, economic, geographic, social and professional backgrounds. Most important, Métis and Non-Status Indian people were well represented.

Quality

The Gabriel Dumont Institute has held an Annual Cultural and Educational Conference since September, 1980. This Conference has grown from approximately 250 delegates and guests in 1980 to over 800 in 1989. The January, 1989 Conference had the highest degree of outside participation. From the perspective of the Steering Committee, the continued popularity and growth of the Conference reflects well on this annual event.

The Institute judges the quality of the various cultural and educational workshop presentations from the feedback of those attending. (See Appendix G). The 1989 workshops were very well received. Especially noteworthy were the popularity of the Fiddling Workshop, and the opportunity for the general membership of the Institute to articulate their ideas within the the Politics in Aboriginal Education Plenary Session. The workshops were presented in a manner which encouraged audience participation and enhanced both the collective cultural identity and the individuality of the Métis people.

Two sponsors, the Department of the Secretary of State and Saskatchewan Sports Trust, have been very pleased with the quality of the G.D.I. conference. They have each made sizeable grants to the event over a number of consecutive years.

The selection of Mr. John Kim Bell, the Banquet Keynote Speaker, follows the G.D.I. tradition of promoting positive role models for its membership. Mr. Bell, a Mohawk from the Kahnawake Reserve near Montreal, is the first North American Native to become a symphony conductor and composer. This approach should be continued.

The Steering Committee concurs with the Institute's view that the conference can serve as a significant component of its planning and prioritization process. As the Institute changes over time, the input from local Métis and Non-Status Indian people will continue to be of importance to GDI.

Efficiency

During the 1988/89 fiscal year, the Gabriel Dumont Institute raised more than \$30,000 for the 1989 Cultural Conference through fund raising activities such as raffles, proposals for sponsorship of specific Conference events and contacts with public and private corporations.

The Institute has capped its subsidization of Métis local and student delegates at \$30,000. In 1989, this money subsidized six meals for each of the 240 delegates at a rate of \$6.50 per meal over the three-day period. Hotel stays for delegates were subsidized at a rate of \$26 per delegate per night for two nights. The remaining monies were used to subsidize one car from each of the 120 Métis Locals at the rate of 17 cents per kilometre. All other incidental expenses were covered by the delegates themselves.

Other ways of achieving efficiency at the 1989 Conference included the use of GDI staff, equipment and materials whenever possible; cost-sharing of guest-speakers; use of volunteers; and soliciting of donations. As an example, John Kim Bell was made available through a grant from the National Native Role Model Program.

In the Committee's opinion, the Conference is organized and run in an efficient and productive manner. The most difficult problem, in terms of efficiency, is the size of the Conference. There are few facilities within the province that can accomodate a conference of 800 or more people.

Impact Assessment

All G.D.I. students are encouraged to attend the Cultural Conference and to be active participants. In 1989, 187 G.D.I. students were in attendance at the Conference, representing 65 percent of the Institute's student body (N=287) at the time of the Conference. Their attendance is subsidized through the budgets of their specific programs. This is supplemented by bingos, bottle drives, garage sales and other fund raising activities.

Off-campus students of the Institute do not have a lot of opportunity for the interaction that normally takes place on a large university or college campus. The Conference provides an opportune time for personal contact among students. G.D.I. students are also offered the opportunity to interact with students of other Aboriginal educational institutions and non-G.D.I. programs.

The Steering Committee agreed that the recognition of student achievements in particular courses through awards presented at the Banquet was important. The G.D.I. Student Association general meeting was scheduled at the completion of the workshops and plenaries to allow students to respond to issues that have arisen out of the Conference.

The Cultural Conference also provides an annual forum for resolutions from the membership of the Gabriel Dumont Institute. Several resolutions in 1989 pertained to the benefit of young people and students in particular including resolutions calling for:

- the restructuring of technical education programs in the province to include high school training;
- a Native Business Management Program in Cumberland House;
- increased liaison of the Institute with provincial and federal justice systems to ensure employment for the graduates of the G.D.I. Human Justice Program;
- continued efforts to ensure that G.D.I. students meet and are able to question Métis political candidates;
- continued efforts toward the recruitment of Aboriginal people for SUNTEP Faculty positions;
- the addition of a computer literacy training program in all G.D.I. programs;
- negotiations with the University of Regina for a BSW Program at G.D.I.; and,
- the development of a Guidance Counsellor Training Program at G.D.I.

Aside from the knowledge and collegiality inspired by the Conference, the Conference also has had, since 1988, a tradition of recognizing those whose work for Aboriginal people has been outstanding. Those chosen receive an award (medallion and certificate) called the Order of Gabriel Dumont. Implicit in the granting of these awards is the message to the young that some of our best role models are not the rich and famous but people in our own local communities.

Recommendations

1. That Core Grant funds continue to be used to support the cultural conference.
2. That GDI continue to conduct fund-raising activities and to seek sponsorship from outside organizations for the conference.

3. That GDI continue to use the Conference to raise cultural awareness both within and outside the Aboriginal community.
4. That GDI use the Cultural Conference to build linkages with other post-secondary educational institutions.

6. Conclusions and Recommendations

6.1 Introduction

As stated in the evaluation's Terms of Reference, the Steering Committee was to make recommendations regarding the process and structure of future evaluations, the performance criteria for future evaluations and future directions for the Core Grant contract itself. The Steering Committee's conclusions and recommendations for each of those aspects of the evaluation are outlined below.

6.2 Evaluation Structure and Process

Conclusions

In reviewing the evaluation's process and structure, the Steering Committee emphasized the value of the cooperative nature of the evaluation. Both the Gabriel Dumont Institute and Saskatchewan Education gained a greater understanding and appreciation of the other's policies and programs for Aboriginal people. A mechanism to continue this dialogue should be included as part of future evaluations.

The Steering Committee discussed the strategic plan component of the Core Grant Contract and its relation to the Core Grant Evaluation. The Contract requires the Institute to submit a five-year plan to the department outlining the activities that will be supported through the Core Grant. In addition, the Contract states that GDI shall submit annual work plans to the department.

The strategic plans that GDI has submitted to the department are recognized as important planning documents. It was noted that those plans refer to the importance of evaluation; the Steering Committee concurs with that emphasis. A more systematic response from the department would assist GDI in developing and implementing the activities outlined within those plans.

The Steering Committee concluded that GDI should continue to provide a long-term strategic plan and annual workplans to the department. In addition, Saskatchewan Education should advise GDI of its objectives and initiatives related to Indian and Métis education, including those areas where GDI could provide appropriate supports for Indian and Métis students.

A more formalized relationship between the two organizations was seen as desirable in order to more effectively communicate and cooperate in areas of mutual concern. GDI's strategic plan should outline its understanding of its role in relation to the Core Grant contract as well as its expectations of the Department. Similarly, the Department should also identify GDI's role, from the provincial perspective, within the context of the provincial education system as a whole. It was also recognized that GDI's strategic plan must take into consideration a variety of stakeholders such as the federal government that have an interest in education for Aboriginal people.

The Steering Committee supported, in general, the future use of this evaluation's methodology. This would include the following:

- the establishment of Terms of Reference, principles and objectives, and performance criteria;
- the provision of a description of Core Grant activities;
- the assessment of those activities using the selected performance criteria and the development of recommendations related to each area; and
- recommendations regarding future evaluations.

While recognizing the importance of the involvement of both GDI and Saskatchewan Education in all aspects of the evaluation, the Steering Committee did have some concerns about the amount of staff time, particularly at the Project Team level, that each organization had devoted to the evaluation. Therefore, future evaluations may benefit from the use of an external evaluator who could either work independently or report to a joint Steering Committee. Such an approach may also be seen as providing more objective analysis and recommendations than if the two organizations involved in the Core Grant Contract conduct the evaluation themselves.

The Committee concluded that a comprehensive evaluation of the Core Grant should be conducted in the next to last year of the period covered by the contract, i.e, in the fourth year of a five year contract. In addition, GDI and Saskatchewan Education should select specific areas of the Core Grant contract activities that would be jointly evaluated more frequently.

Recommendations

1. That GDI continue to provide Saskatchewan Education with a long-range strategic plan and annual work plans for its Core Grant related activities and that the discussion of those plans provide the foundation for on-going consultation between the two organizations.
2. That a comprehensive evaluation be conducted by an external evaluator reporting to a joint Steering Committee in the next to last year of the Core Grant Contract.
3. That the comprehensive evaluation include the major elements of this evaluation's methodology, i.e., Terms of Reference, principles and objectives, assessment of Core Grant activities against established performance criteria and recommendations for future evaluations.
4. That, in addition, GDI and Saskatchewan Education conduct joint evaluations of selected Core Grant activity areas on an as required basis.

6.3 Performance Criteria for Future Evaluations

Conclusions

The Steering Committee was, generally, satisfied with the performance criteria selected for Core Grant activities. Some difficulties were experienced in gathering the data to assess in relation to those criteria. As the performance criteria had not been identified early in the term of the Core Grant Contract, GDI was unable to gather the necessary information in an easily accessible format on an on-going basis.

In the Committee's opinion, the performance criteria used here have established a foundation for future evaluations. When future Core Grant Contracts are signed, both parties should agree on appropriate performance criteria and the information that will be required to assess each activity area within the Contract. The Institute should then put in place mechanisms to capture that data on an on-going basis.

The Committee also recognized that this evaluation would have been strengthened by greater input from the actual users of the Gabriel Dumont Institute's services. This was not done to any great extent here because of the logistical problems in gathering that type of information in retrospect. The early identification of the data that should be collected, as suggested above, should resolve this issue.

Recommendations

1. That appropriate performance criteria and the data necessary to assess Core Grant activities be identified through discussions between the Gabriel Dumont Institute and Saskatchewan Education as soon as possible after the signing of the Core Grant Contract.
2. That GDI and Saskatchewan Education modify, as required, the performance criteria used here for future evaluations.
3. That the Gabriel Dumont Institute and Saskatchewan Education establish mechanisms to capture the required information as soon as possible after the signing of the Core Grant Contract, including data from the users of GDI's services.

6.4 Future Directions for the Core Grant Contract

Based on the findings of this evaluation, the Steering Committee concluded that the following components should be included as part of future core grants negotiated between the Gabriel Dumont Institute and Saskatchewan Education:

- The core grant should continue to be used to fund activities to promote the participation and retention of Métis and Non-Status Indian students within the provincial K-12 and post-secondary systems.
- The core grant should include the following activities:
 - historical and contemporary research with an Aboriginal focus;
 - development of curriculum support materials for the K-12 system and curricula and curriculum support materials for the post-secondary system with an Aboriginal focus;
 - library resource unit;
 - support for aboriginal students in existing educational programs;
 - support for an annual cultural conference; and
 - support for the Institute's administrative structure.
- The core grant should emphasize the provision of high quality, recognized services and programs by the Gabriel Dumont Institute.

- The core grant should continue to require that the Gabriel Dumont Institute provide a long-range strategic plan and annual work plans to the department for its review and discussion with GDI.
- The core grant should recognize and reflect the evolving role of the Gabriel Dumont Institute and the environment in which it operates. This would include acknowledging use of the core grant to gain access to other sources of funding.
- The core grant should continue to focus on a collaborative approach by the department and the Gabriel Dumont Institute, including the continuation of a joint evaluation and the development of appropriate performance criteria for core grant activities.

Appendix A - Core Grant Contract

THIS AGREEMENT made this 28th day of January, 1988.

BETWEEN:

HER MAJESTY THE QUEEN in right of the Province of Saskatchewan, as represented by the Minister of Education (hereinafter referred to as the "Minister")

- and -

GABRIEL DUMONT INSTITUTE OF NATIVE STUDIES AND APPLIED RESEARCH INC. (hereinafter referred to as the "Dumont Institute")

WHEREAS the Dumont Institute's mandate, as articulated by its Metis and Non-Status Indian membership, is to promote the renewal and development of Native culture through appropriate research activities, material development, collection and distribution of those materials, and by the design, development and delivery of the specific educational and cultural programs and services;

AND WHEREAS education and training at levels K to 12 through post-secondary are regarded as key aspects of facilitating equal participation of aboriginal people in Canadian society and an objective of the Dumont Institute is that equal participation be achieved in the educational system;

NOW THEREFORE the parties hereto agree as follows:

1. Subject to funds being appropriated for the purpose by the Legislature of Saskatchewan in each provincial fiscal year, the Minister will provide core funding to the Dumont Institute in each provincial fiscal year

during the term of this Agreement in an amount determined annually by the Minister, for the purpose of supporting the following activities of the Dumont Institute:

- (a) conducting cultural and historical research aimed at the development of an educational system positively adapted to the distinctive needs of Metis and Non-Status Indian people;
 - (b) development and operation of a library resource unit which will collect, catalogue and distribute materials related to Native people in Saskatchewan;
 - (c) curricula development activities as they apply to Native studies;
 - (d) supporting the development of educational programs which complement programs provided to existing provincial educational systems; and
 - (e) supporting the organization of an annual cultural conference to enable grassroots input into educational policy and needs identification.
2. Subject to funds being appropriated for the purpose by the Legislature of Saskatchewan in each provincial fiscal year, the Minister may provide funding during the term of this Agreement on a fee-for-service basis for services requested by the Minister and provided by the Dumont Institute relating to the following purposes:

- (a) the development of curriculum for use in K to 12 education, regional colleges and for technical institute programming;
- (b) the production of educational materials, such as study guides, slides and film strips;
- (c) the delivery of specific programs as annually contracted through regional colleges, institutes or universities or as identified and contracted through the Department of Education;
- (d) providing research, curriculum development and library support to the Saskatchewan Institute of Applied Science and Technology; and
- (e) research of other projects as identified and contracted for by the Department of Education;

with the amounts of such funding for any services to be agreed to by the parties.

3. Subject to paragraph 5, the term of this Agreement shall commence on the date of this Agreement and continue until March 31, 1991 on which date it shall terminate.
4. In relation to funding and services to be provided pursuant to this Agreement, the following shall apply:

- (a) the Dumont Institute shall, by February 15th, 1988, submit to the Minister a five-year plan covering activities planned during the term of this Agreement and proposed to be funded with core funding provided pursuant to paragraph 1;
- (b) the five-year plan submitted by the Dumont Institute pursuant to clause (a) will be jointly reviewed by the Minister and the Dumont Institute, modified as agreed between the parties and approved by the parties when satisfactory to both parties;
- (c) annually, prior to December 1st in each year during the term of this Agreement, the Dumont Institute shall submit to the Minister any requested changes to the five-year plan approved pursuant to clause (b), with any requested changes to the plan to be reviewed, modified and approved as provided under clause (b);
- (d) the approved five-year plan will form the basis of annual work plans, with the annual period corresponding to the provincial fiscal year of April 1 to March 31, to be submitted to the Minister by the Dumont Institute annually by September 30th of each year relating to the fiscal year commencing the following April 1st;

(e) the Minister will in the course of the regular provincial budget cycle review each annual work plan submitted pursuant to clause (d) and finalize his intentions relating to core funding and fee-for-service arrangements, including any proposed performance criteria, for the upcoming fiscal year (subject to funds being appropriated by the Legislature for the purpose) and advise the Dumont Institute of such;

(f) the Dumont Institute shall provide to the Minister at the end of each provincial fiscal year the following annual reports and statements:

(ii) a report providing full information on expenditures made during the fiscal year from funds provided pursuant to this Agreement, including any specific information that the Minister may request;

(ii) annual audited financial statements relating to expenditures made during the fiscal year from funds provided pursuant to this Agreement;

(iii) a program report identifying activities carried out during the fiscal year and funded wholly or partially by

funds provided pursuant to this Agreement, including information on the attainment of any applicable performance criteria relating to those activities and any other information that the Minister may request;

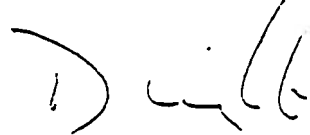
- (g) the activities funded wholly or partially by funding provided pursuant to this Agreement, including any performance criteria relating thereto, shall be subject to an ongoing joint evaluation by the Minister and the Dumont Institute. This evaluation process is to be conducted by a joint committee consisting of two or more persons, with an equal number of the persons being appointed by each of the Minister and the Dumont Institute. The results of this evaluation will be presented annually to the Minister and the chairperson of the Dumont Institute Management Board by September 1st in each year, with the first report to be presented by September 1st, 1988.

5. If either party to this Agreement defaults in the performance of any of its obligations under this Agreement, the non-defaulting party may terminate this Agreement by giving at least six months' written notice of termination, specifying the effective termination date, to the defaulting party. Notwithstanding the termination of this Agreement, the Dumont Institute shall still be required to provide the reports and statements required under clause 4(f) of this Agreement with respect to funding provided, expenditures made and activities carried out prior to the effective date of termination.

6. This Agreement and the rights and obligations under this Agreement shall not be transferable or assignable by either party hereto without the prior written consent of the other party.

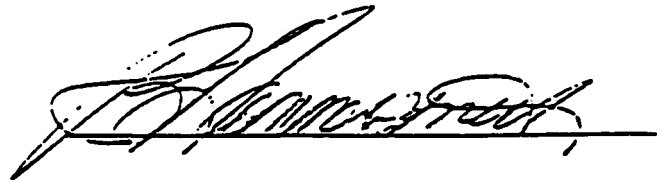
IN WITNESS WHEREOF the parties have executed this Agreement the date and year first above written.

HER MAJESTY THE QUEEN IN
RIGHT OF THE PROVINCE OF
SASKATCHEWAN, AS REPRESENTED
BY THE MINISTER OF EDUCATION



Deputy Minister of Education

GABRIEL DUMONT INSTITUTE OF
NATIVE STUDIES AND APPLIED
RESEARCH INC.



Appendix B - Evaluation Objectives

Evaluation Objectives

1. To provide a documentation and description of the activities that the Gabriel Dumont Institute has conducted or participated in the following areas specified in the first and second clauses of the core contract during the 1988/89 fiscal year:
 - (a) conducting cultural and historical research aimed at the development of an educational system positively adapted to the distinctive needs of Métis and Non-Status Indian people;
 - (b) development and operation of a library resource unit which will collect, catalogue and distribute materials related to Native people in Saskatchewan;
 - (c) curricula development activities as they apply to Native Studies;
 - (d) supporting the development of educational programs which complement programs provided to existing provincial educational systems; and
 - (e) supporting the organization of an annual cultural conference to enable grassroots input into educational policy and needs identification.
2. To reference these activities within the broader context of the work undertaken by the Gabriel Dumont Institute, in the 1988/89 fiscal year and over the last decade, as it reflects the educational and cultural issues, problems and desires of the Métis/Non-Status Indian people of Saskatchewan.
3. To reference these activities within Saskatchewan Education's policies related to Métis/Non-Status Indian education.
4. To identify how GDI's 1988/89 core grant activities complimented and supported the activities of other organizations, institutions and government departments who had the jurisdiction to address the educational, cultural and training needs of the Métis/Non-Status Indian population of Saskatchewan during the 1988/89 fiscal year.
5. To determine the allocation of funds described in the first and second clauses of the core grant contract, to categories of activities undertaken, by the Gabriel Dumont Institute, to fulfil that contract in the 1988/89 fiscal year.

6. To develop a detailed set of performance criteria that can be used to assess the effectiveness of those activities. These performance criteria will include, but not be limited to, the following areas:
 - appropriate and efficient use of financial and other resources;
 - impact on Non-Status/Métis students in relation to knowledge of their history and culture, academic success, program completion, employment rate, length of employment, pursuit of further training;
 - impact on non-Native students in relation to knowledge of the history and culture of Non-Status/Métis people; and
 - acceptance and use of materials developed by GDI within the K-12 and post-secondary systems.
7. To assess the effectiveness of the identified activities, using the performance criteria.
8. To examine the 1988/89 Gabriel Dumont Institute core grant allocation relative to its impact as a leveraging tool to attract other funding which will broaden the educational choices and/or enhance the cultural heritage of Métis/Non-Status Indian people in Saskatchewan.
9. To develop a set of assumptions about the future of education and training as it relates to the growth and perceived needs of the client population and to examine these identified trends and assumptions relative to the core grant allocation.
10. To recommend future directions for Gabriel Dumont Institute and Saskatchewan Education in the context of the core grant contract.
11. To establish a structure and process for conducting future evaluations.

Appendix C - Evaluation Framework

I. Rationale For Activity

Does the Activity and its objectives make sense:

- relative to the objectives of the Institute?
- relative to the objectives of Saskatchewan Education through the Core grant?
- in light of 1988/89 social, demographic, economic and political environments?
- relative to past experience of the Institute?
- relative to the human and financial resources of the Institute?

Does the Activity address an unmet need?

II. Current Status of the Activity

Is an evaluation of the activity appropriate at this time?

III. Efforts and Resources Necessary to Plan and/or Make The Activity A Success

What were the amounts of time and types of Institute and external resources necessary to realize the activity in both the planning and implementation phases? May include:

- formulation of initial assessment and rationale for undertaking the activity
- inventory of critical tasks and decisions necessary to plan and achieve the activity
- staff time in both planning and implementation stages
- recruitment of staff and resources
- time and effort needed to recruit clientele
- effort in securing financial commitments
- equipment and space allocations

IV. Distribution

For the purposes of this evaluation, "distribution" refers to the extent to which the product/service reached its intended audience and the manner in which the product/service was provided.

- Who is the client group for this particular activity and why were they selected?
 - determination of need and demand for the product/service
- Manner of accessibility or distribution or location of the product/service relative to the client group.
 - factors enhancing or constraining access to the product/service
 - recruitment efforts and constraints
 - was service community based or centralized
- Actual accessibility and demand for the product/service.
 - cooperation from the community and other interested stakeholders and partners.

V. Quality

"Quality" is here defined as a measure of the use of and response by users to the product/service as well as the intrinsic quality of the product or service itself.

- From the Institute's perspective, what were the expectations or objectives of the product/service?
- Was the delivery/outcome consistent with these objectives?
- Was the service/project delivered as planned?
- Was the product/service sufficient to meet the needs it was designed to serve?
 - ease of use
 - comparison with other services and standards
 - available when and where needed
- If the activity were to be duplicated, what changes might enhance the quality of the outcome?

VI. Appropriate and Efficient Use of Resources

"Appropriate and efficient use of resources" is defined as the cost effectiveness of providing the product/service and the extent to which the delivery of the product/service produced change in the desired direction.

- What was the cost from the core grant of providing the product/service?
- In what manner and to what extent does the product/service complement, duplicate, overlap or work at cross-purposes with other efforts in the community and in the Institute?
- Was the product/service delivered for an acceptable cost?
- What other resources (aside from the core grant) were used to achieve the product/service?
- Cost-effectiveness of providing the service relative to the expenditure of time, energy and resources.
 - Appropriate use of core grant resources?
 - Could the same have been done for less?
 - Could better results have been achieved for the same resource expenditure?
 - Could the service have been significantly better if more resources were available?
- Was the time frame met?

VII. Impact Assessment

1. **Impact and Effect on Primary Client Group: Métis and Non-Status Indian People of Saskatchewan. Impact refers to the extent to which the product/service has had an effect on Non-Status/Métis students in relation to knowledge of their history and culture, academic success, employment status and pursuit of further training.**
 - How many people made direct use of the service/product? (Comment on the duration or frequency of use.)
 - To what extent is the client group represented among those who benefitted from the product/service?

- What was the response to the product/service by the primary client group?
- What was the expected impact on the client group and did this impact occur? Include, if appropriate, impact in relation to knowledge of their history and culture; academic success; program completion, employment rate; length of employment; pursuit of further training; self-esteem; and general life situation.
- From the participants' perspective, what were the objectives of their use of the product/service?
- What are the opinions of the intended client group regarding the product/service?
- How do knowledgeable others, outside of the client group, perceive the impact of the product/service on the client group?
- What effect would there be on the client group if the product/service had not been provided?
- What other factors, external to the delivery of the product/service, may have impacted on the achievement of the initial objectives?

2. Impact and Effect on Other Users

To what extent have the activities undertaken involved other users besides the primary client of the Gabriel Dumont Institute? Other users could include non-native students, teachers, school divisions, post-secondary institutions and other government departments.

- Who else used the product/service and how did they use it?
- What was the response of these users to the product/service?
- Did these other users grow in their knowledge of the history and culture of Non-Status/Métis people?
- How did the activity compliment or support the activities of other organizations?
- What would have been the effect on these other users if the product/service had not been available?

- How did the activity relate to Saskatchewan Education's goals and policies for Métis/Non-Status Indian education?

3. Impact and Effect on the Institute and Other Products/Services of the Institute?

To what extent have the activities had an impact on the Gabriel Dumont Institute and its other products or services?

- Acceptance and use of materials developed by G.D.I.?
- Increased opportunities?
- Realization of anticipated strategic partnerships?
- Increased resources? funding? contracts?
- Integration of services?

4. Anticipated Future Impact of the Product/Service?

What is the likely future result of a particular product or service?

VIII. Unanticipated or Unintended Outcomes

For the purposes of this evaluation, "other or unintended outcomes" refers to the effects, positive or negative, that were not defined as part of the objectives of the activity.

- Unexpected demand for the product/service?
- Unanticipated catalyst for other products, programs or services?
- Unexpected leveraging effects on integration and strategic partnerships?
- Unanticipated efforts on integration and strategic partnerships?
- Unanticipated effects on the client group and other users?
- Has the demand for the product/service resulted in a need for extra resources i.e. , increased number of products/services, more staff, more staff training.

Appendix D - Description of Education Programs

Native Management Training: Regina - An eight-month university-oriented program ending July 1988. The program consisted of three phases: (1) Pre-Management training (2) Academic foundations in management and computer science (3) Applied management training.

Native Management Training: Prince Albert - The Native Management Program at Prince Albert ran parallel to the Regina program as to dates and content. An extension to the Prince Albert program from August 1988 to November 1988 allowed some students to complete a University or Regina Certificate in Administration. Seven of the nineteen July graduates completed this extension phase.

Pre-Management Training: LaLoche - The content of this ten month program was academic studies at the pre-college level, Native Studies, computer science and applied business management training. The program goals were to prepare students for entrepreneurial opportunities, employment in business, or for credit programs in business administration at the post-secondary level.

Business Administration: Buffalo Narrows - This 45 week Program was unique in that it was delivered jointly by the Gabriel Dumont Institute and the Northwest Area #2 Education Board Corporation of the Métis Local, under terms of an affiliation agreement. The program content included a preparatory phase, followed by a number of University of Regina classes in English, mathematics, computer science, economics and administration; this was followed by an applied management session, which included a business field placement practicum.

Native Human Justice: Prince Albert - The Institute's Native Human Justice Program, located at Prince Albert, began in September 1987 and is scheduled to graduate its first class in May 1989. The content was essentially the first two years of the University of Regina Human Justice Degree program, for which the students will receive a Diploma in Human Justice. Fourteen students were enrolled. The program was sponsored by Canadian Jobs Strategy (CJS) and Corrections Services Canada (CSC).

In September 1988 the Institute mounted a second identical program and this one graduated its students in May 1990. The 1988-90 program was sponsored by CJS, CSC and the Donner Canadian Foundation.

Native Social Work: Meadow Lake - The term of the Native Social Work Program at Meadow Lake was from November 1986 to July 1988. The program content included a preparatory phase and the University of Regina Certificate of Social Work program, which is essentially the completion of the first two years of the Bachelor of Social Work Degree, including the practicum.

Native Social Work: Cumberland House - The term of the Cumberland House Social Work Program was from November 1986 to August 1988. The program content was similar to that of the Meadow Lake program.

Community Economic Development (CED): Archerwill - The CED Program at Archerwill was designed to provide students with skills of economic and social development at the community level. The program includes University of Regina Social Work and Administration courses, Native Studies courses, and a Business practicum. The program was forty-two weeks in duration from February - December, 1988.

Business Administration: Fort Qu'Appelle - The term of this program was from summer 1986 to August 1988. This two-year Diploma program was accredited through SIAST Palliser Campus.

Radio/TV Electronics: Esterhazy - This program began in summer 1986 and completed in January 1989. The program included all credits required by SIAST Palliser Campus for completion of their two-year Diploma.

Early Childhood Development: Saskatoon - The term of this program was summer 1986 to October 1988. The program was accredited through SIAST Kelsey Campus.

Early Childhood Development: Prince Albert - The Gabriel Dumont Institute successfully secured a contract to offer Early Childhood Development training to ten students enrolled in the Native Coordinating Council's Crisis Childcare Worker Training Program in Prince Albert. Although contracted to deliver Early Childhood Development modules from SIAST Kelsey Campus, this program offered a Native Studies component and introduced students to the unique aspects of Native childcare education. Upon completion of the Institute's contract from October 1988 to February 1989 the ten students went on to complete the Crisis Childcare Worker Training Program in Prince Albert.

Pre-Forestry Training: La Ronge - This program was offered in La Ronge January 1988 to July 1988. Students completed modules and credits in the SIAST Woodland Campus Forest Products Technology program.

Pre-Forestry Training: La Loche - A program in Pre-Forestry was offered at La Loche during the six-month period from February to August 1989. The program content included academic subjects preparatory to college entrance: interpersonal skills, english, mathematics, and an introduction to mini-computers. The final weeks of the program were devoted to completion of the first ten competencies of the Forestry Technician course through the Woodland Campus of SIAST.

Job Readiness Training: Moose Jaw and Yorkton - The Institute offered two intakes of Job Readiness Training in 1988 and 1989 at separate locations: Moose Jaw and Yorkton. These programs prepared students to challenge Saskatchewan Education's GED examinations. As well, the programs offered students intensive Life Skills, Native Studies, and career planning sessions aimed at developing skills which would assist them to secure fulfilling employment in their communities. Students also participated in a variety of work placement situations which assisted them in identifying potential career possibilities for themselves.

Pre-RCMP: Fort Qu'Appelle - The Pre-RCMP Training Program at Fort Qu'Appelle was offered from January to May 1989, with a second intake occurring in November 1989. This unique program was designed to prepare students to enter RCMP Constable Training program in Regina. Students were provided academic upgrading in order to successfully complete the GED XII. As well, intensive physical education and contemporary policing issues classes were included. Successful students were guaranteed employment in the RCMP Summer Student Program with the option of continuing their police education at the RCMP Training Academy in Regina.

Pre-Nursing: Ile a la Crosse - The Pre-Nursing Program at Ile a la Crosse was designed as a fifty-two week preparatory course to enable students to better access nursing and other health care related programs. The content of the program included high school completion subjects such as Biology 30, Chemistry 30, a portion of Home Care/Special Care Aide Program certified through SIAST Kelsey Campus, Native Studies, Communication Skills, and a four-week pre-nursing practicum.

Pre-Nursing: Regina - The Pre-Nursing Training Program was offered at SIAST Wascana Campus from January 9, 1989 to August 18, 1989. Another intake of this program began in November 1989. Students were given an opportunity to upgrade their education to meet the entrance criteria for the Wascana Campus Nursing Program. Classes included upgrading in communications, sciences and mathematics, as well as comprehensive Life Skills and Native Studies programs. Some time was devoted to introducing students to medical terminology and health career exploration.

Seven students were accepted into the Wascana Campus Diploma Nursing, Psychiatric Nursing and Certified Nursing Assistant programs in August 1989.

Academic Grade XII: Regina - The Academic Grade XII program began in July 1987 and ran for nine months. It was funded by Employment and Immigration Canada. The goal of the program was to graduate a number of Aboriginal students from high school for job readiness in the Co-op Heavy Oil Upgrader Plant.

Appendix E - Student Follow-up Survey Results

E.1

GDI Students By Age Group,* 1988-89		
Age	Number	Percent %
Under 20	16	5%
20 - 24	96	32%
25 - 29	98	32%
30 - 34	36	12%
35 - 39	24	8%
40 - 49	31	10%
50+	3	1%
Total	304	100%

* Excludes SUNTEP, Human Justice, E.C.D.P. - Prince Albert

Source: 1988-89 Student Files

E.2

GDI Students By Marital Status 1988 - 89		
	Number	Percent %
Single, No Dependents	20	28.0%
Single, One to Three Dependents	22	30.6%
Widowed, One or More Dependents	1	1.4%
Divorced/Separated, No Dependents	1	1.4%
Divorced/Separated, One to Three Dependents	10	14.0%
Divorced/Separated, Four or More Dependents	1	4.4%
Married, No Dependents	2	3.0%
Married, One to Three Dependents	9	12.5%
Married, Four or More Dependents	6	8.0%
Total	72	100%

Source: 1988-89 Student Follow-up Survey

E.3

Percentage Of Female Enrolment By Program 1988-89	
Job Readiness, Yorkton	67% female
Native Mangement, Prince Albert	70% female
Business Administration, Fort Qu'Appelle	78% female
Early Childhood Development, Saskatoon	88% female
Radio-TV Electronics, Esterhazy	90% male
Native Social Work, Meadow Lake	76% female
Pre-Forestry, LaRonge	92% male

E.4

Student Status Before Entering GDI* (N= 75)

1. Unemployed**	54	72%
2. Part-time or Seasonal Employment	15	20%
3. Employed full time during all/part of year	10	13%
4. Recent high school graduates	4	5%
5. Recent school dropouts	5	7%
6. Enrolled in upgrading at the time of application	1	1%

* Individuals were allowed more than one response

** Of these 54 individuals, 2 were unable to work because of personal or health reasons

Source: 1988-89 Student Follow-up Survey

E.5

**Retention Rate For Students
Attending GDI Programs, 1988-89**

Preparatory Programs	Intake	Graduation	Retention Rate
Job Readiness, Yorkton	15	13	87%
Job Readiness, Moose Jaw	14	10	71%
Pre-Nursing, Regina	15	7	47%
Pre-Management, LaLoche	18	14	78%
Pre-RCMP, Fort Qu'Appelle	22	17	77%
Academic 12, Regina	18	14	78%
Total	102	75	74%

Programs Containing Technical/SIAST Competencies*

Pre-Forestry, LaRonge	25	19	76%
Pre-Forestry, LaLoche	14	13	93%
Business Administration, Fort Qu'Appelle	22	9	41%
Radion/Television, Esterhazy	20	11	55%
E.C.D.P., Saskatoon	24	10	42%
Total	105	62	59%

University Programs **

Social Work, Meadow Lake	29	18	62%
Native Management, Regina	28	12	43%
Native Management, Prince Albert	23	18	78%
Native Management, Saskatoon	21	14	67%
Total	101	62	61%

* Excludes E.C.D.P., Prince Albert

** Excludes SUNTEP, Human Justice

E.6**Employment/Education Status
Since Leaving GDI Program
(N=75)**

	Number	Percent (%)
Currently Employed	40	53.0%
Currently in School	23	31.0%
Currently Unemployed with Plans	1	1.3%
Currently Unemployed, No Indication of Plans	10	13.4%
On Medical Leave	1	1.3%

Source: 1988-89 Student Follow-Up Survey

Appendix F - Students' Suggestions for GDI Program Improvement

Students' Suggestions for GDI Program Improvement (N=75)		
	Number	Percent (%)
Need Degree Level Programs	8	11.0%
Need Better Screening of Coordinators/Instructors	7	9.0%
Assistance in Job Placements after Program	2	3.0%
More Emphasis on Communication Skills	2	3.0%
Tougher Entrance Requirements	1	1.3%
Improved Course Content	1	1.3%
Programs in More Areas of Province	1	1.3%
More Programs Should be Offered	1	1.3%
Flexibility to Transfer Between Programs	1	1.3%
Better Facilities	1	1.3%
More Promotion of the Institute in the North	1	1.3%
More Native Studies Content	1	1.3%
Uncertainty in Pilot Programs	1	1.3%
 Source: 1988-89 Student Follow-Up Survey		

Appendix G - Results of Workshop Evaluations 1989 Cultural and Educational Conference

Results of Workshop Evaluations 1989 Cultural and Educational Conference			
Workshop Title	Agreed Material Was Interesting	Agreed Presentation Manner and Style Good	Agreed It Was A Learning Experience
Indian Science and the Knowledge Gap	90%	100%	90%
Native Control of the K-12 Schools	100%	100%	100%
Spiritual Values: Yesterday's Heritage Today	86%	93%	N/A
Racism in Saskatchewan Schools	93%	97%	93%
Community and Parental Involvement in Education	100%	100%	100%
Source: GDI 1989 Cultural and Educational Conference Workshop Evaluation Forms			

