

**Draft
An Internal Document
For Discussion Only**

**A Profile of Métis Education in Saskatchewan:
A Socio-Economic Examination of the Plight of the Métis
and the Beneficial Impact of Post-Secondary Education**

**Prepared by: the Gabriel Dumont Institute of Native Studies and Applied
Research**

Presented to: the Gabriel Dumont Institute Board of Governors

SECTION ONE: A Profile of the Métis

According to Statistics Canada's 1991 Census, there are 55,465 people, age 15 years and older, of Aboriginal origin living in Saskatchewan. Of these, 18,116 individuals, 32.7%, were identified as being Métis. The 1991 Census also determined that the Métis population of Saskatchewan

comprises approximately 3% of the province's total population or approximately 29,281 of Saskatchewan's 976,035 residents. It is also clear that this number, and the province's overall percentage of Métis and First Nations citizens, will grow dramatically over the next few years due to a significantly higher birth rate in the Indian and Métis community.

Source: 1991 Statistics Canada's Census

A Profile of the Métis: Target groups project (1996)

Prepared by: Statistics Canada Housing, Family and Social Statistics Division

Supplemental Statistics Prepared by: Economic services, Human Resources Development Canada, Regina - February 1, 1996

Demographic Highlights:

Statistics Canada has identified the Métis as a target group from the 1991 Canadian Census. As a result of this designation, the 1991 census has enabled Statistics Canada to publish *A Profile of the Métis: Target groups project (1996)* which provides a detailed overview of the Métis people in Canada. The following statistics are excerpts from this report:

Population Distribution and Growth Profile

38% of the Métis population is under the age of 15 in comparison to 20% of the non-Aboriginal population;

56% of the Métis population is under 25 years of age, which is a much higher percentage than the non-Aboriginal population.

The birth rate is higher among Métis women aged 15 to 44 than among the non-Aboriginal population. In 1991, there were 1,541 children born to Métis women in this age group compared to 1,097 per thousand for non-Aboriginal women in the same age group.

Implications:

The significantly higher birth rate of the Métis, combined with the fact that the Métis population is young and either entering, or soon to be entering their child bearing years, leads to the conclusion that the Métis numbers will inevitably, rapidly and dramatically increase. Unless there is a cooperative effort on behalf of all the partners to develop and implement a strong vision as to how to meet the special needs unique to people of Métis descent, a social crisis may be

unavoidable.

Economic and Educational Profile

Economic Situation of the Population at large

According to a report, *Poverty Profile 1994*, prepared for the Federal government of Canada by the National Council of Welfare in the Spring of 1994, the overall national poverty rate is 16.6% while the poverty rate in Saskatchewan was slightly higher than the national average at 17.0%. In their report, the National Council of Welfare did not differentiate people on the basis of race. However, the report did differentiate poverty rates according to factors such as gender, marital status, number of children and age.

Highlights of Poverty Report 1994

The National Council of Welfare's *Poverty Profile 1994* identified a number of areas of concern such as:

In 1994, the plight of single people under the age of 25 was much worse than the national average with a poverty rate of 63.8%. This phenomenon is indicative of a larger pattern that indicates that single people are three times more likely to live in poverty. For example, in 1994 the poverty rate for families was 13.7 percent, and the rate for single individuals was 37%.

Of all societal groups low income single-parent mothers under 65 with children under 18 are the worst off, living \$8,535 below the poverty line in 1994. In 1994, the poverty rate for single-parent mothers who had two children under the age of seven was 82.8%. Education also plays a role in predicting the level of poverty. There is a strong correlation between lack of education and increased likelihood of living in poverty (N.C.W., 1996).

In 1994, the number of poor children in Canada was more than 1.3 million and the poverty rate was 19.1 percent.

In 1991, the same year of the Statistics Canada's census discussed in *A Profile of the Métis*, 61.9% of single-parent mothers who were under 65 with children under 18 lived below the poverty line. Since statistics indicate that the Métis experience poverty, the rate for single-parent Métis mothers would be even higher.

For people living below the poverty line in 1994, government programs of one kind or another provided a high percentage of total income. For

example, government programs provided roughly half the total income for single men and women under 65, 73% of total income for single-parent mothers under 65 with children under 18, and more than 90% of total income for people over 65.

In 1994, a high percentage of the poor Canadian single men and woman and the poor single-parent families were on welfare much of the year. About 157,000 families, or half of the total, listed welfare as their primary source of income.

As a result of their report the National Council of Welfare drew a number of conclusions and recommendations regarding poverty in Canada.

The conclusions of the National Council of Welfare were:

- 1) "Children are poor because their parents are poor, and one of the main reasons for poverty among parents is a lack of good jobs (p.11)."
- 2) "As might be expected, a good job is the best insurance against poverty for Canadians under the age of 65 (p.37)."
- 3) The better educated a person becomes, regardless of gender or race, the less likely the person will experience poverty. In fact, "the lowest poverty rates were family heads with university degrees (42)."
- 4) "We have seen how poverty rates vary by family type... rates for families led by single-parent mothers are sky-high (p.4)."
- 5) "The poverty rates for children of single-parent mothers were abysmally high. The national rate was 60.5% (p.73)." The Saskatchewan average was even higher at 66.4%.
- 6) For the issue of poverty to be properly and effectively addressed, "government at all levels will have to change their priorities and attitudes toward poor people (p.86)."

To win the war on poverty the National Council of Welfare recommends that government:

- a) look to tax expenditures rather than cuts in social programs as the prime means for reducing their deficits;
- b) stop cutting social programs that provide help to the least fortunate members of our society. It is unfair to ask poor people to pay "their share" of the cost of deficit reduction;
- c) work together in a collaborative effort rather than passing on their own financial problems to other governments;
- d) add fighting poverty to their list of immediate economic priorities.

Economic Situation of the Métis Population

The following findings were reported in the Statistics Canada 1996 document *A Profile of the Métis: Target groups project*. It stated the following:

In 1991, 52% of Métis aged 15 to 64 had jobs in the labor force. However, this is a significantly lower level of employment than the non-Aboriginal population which maintained 70% employment.

In 1991, Métis people aged 15 to 64 experienced 21.8% unemployment which is more than twice the rate of 10.0% for the non-Aboriginal population.

The Métis also have much lower incomes on average than the non-Aboriginal population. The average personal income of Métis aged 15 and over from all sources was \$16,200 in 1990, about 33% less than the income of non-Aboriginal people (\$24,200).

In 1990, one in three (33%) Métis aged 15 and over live with incomes below Statistics Canada's Low Income Cut-off. This is more than twice the 15% average for the non-Aboriginal population.

The Métis are under-educated in relation to the general population. In 1991, 6% of Métis aged 15 to 64 had completed a University degree compared to 15% of non-Aboriginal people.

The Métis population has a higher reliance on government income support programs than the non-Aboriginal population. In 1990, 18% of the total income of the Métis was the result of transfer payments (i.e. Child Tax Benefits, Old Age Security, Spouse Allowance, Unemployment Insurance, Workers Compensation, Social Assistance, etc.).

Gender Inequities

Poverty Profile 1994, a report published in the spring of 1996 for the government of Canada by the National Council of Welfare, states that families headed by single-parent mothers possess a much higher likelihood of living below the poverty line. In fact, the report states that the poverty rate for all single-parent mothers under 65 with children under 18 was 57.3% in 1994 and that in addition to their earnings these family units are dependent upon unemployment insurance and welfare for sustenance. To alleviate this societal problem, the Council of Welfare recommends that the government work towards providing better job opportunities, better income support programs and better pension programs.

The problem of unemployment is significantly worse for Métis women. In 1991, 47% of Métis women were employed in the labor force compared to 57% of Métis men. In addition much of the work Métis women can secure is part-time in nature. In fact, in 1990, 31% of Métis women claiming to be employed reported working only part-time employment.

Métis women tend to have a lower income than Métis men. In 1990, Métis woman aged 15 and over had an average personal income of \$12,600 which is 64% of the Métis male average of \$19,800.

In 1991, 17% of Métis women over the age of 15 years reported having no income for the previous fiscal year. Métis women are also much more reliant on transfer payments. In fact, income from transfer payments accounted for 24% of income of Metis women.

In 1990, 36% of Métis women aged 15 and over lived with income below the Low Income Cut-Offs compared with 30% for the Métis males.

Social Implications of Economic, Social and Gender Inequality

(Note: the following statistics were provided by Saskatchewan Social Service's Saskatoon Office and reflect only the Social Service clients within Saskatoon. However, it should be noted that according to the 1991 census, 3% of Saskatoon's population was Métis. Because the Métis comprise 3% of the province's total population and since 64.9% of Métis are believed to live in urban areas, the statistics compiled by Social Services in Saskatoon could be reflective of the larger provincial picture.)

Social Service Statistics

Number of Single mothers receiving benefits

Location: Saskatoon, Saskatchewan

As of October 1, 1994

373 Métis (10.5%)

966 Treaty/Status Indians (26.8%)

97 Non-Status Indians (2.7%)

2162 Non-Aboriginal (60%)

3598 Total Single Mothers receiving benefits

As of October 1, 1995

289 Métis (7.9%)

1050 Treaty/Status Indians (26.8%)
97 Non-Status Indians(2.7%)
2249 Non-Aboriginal (61%)
3685 Total Single Mothers receiving benefits

The average amount paid to single mother families living in Saskatoon for the year 1995 was \$930 per month or \$11,160 per year. Also, although the department of Social Services has not conducted a longitudinal study tracking children raised in a home that relies on Social Assistance Benefits, it is their belief that these individuals would form a greater reliance upon government aid as adults, and therefore, perpetuate the cycle of dependency and poverty.

SECTION TWO: A profile of SUNTEP Students

What is SUNTEP

The Saskatchewan Urban Native Teacher Education Program (SUNTEP) was established in 1980 and has graduated over 320 teachers with their Bachelor of Education Degree. SUNTEP is a four year fully accredited Bachelor of Education program, offered by the Gabriel Dumont Institute in cooperation with the Saskatchewan Department of Education, Training and Employment and the University of Saskatchewan and the University of Regina. The program is offered in three urban centres - Prince Albert, Saskatoon, and Regina and has been designed to meet the education needs of Métis students as well as to address the strong need for trained, qualified educators of Métis descent.

Who Were the SUNTEP Graduates?

This report focuses only on those students who have successfully completed SUNTEP and earned their Bachelor of Education degree. It should be noted that a significant number of those who did not complete the SUNTEP program have gone on to complete their degree with ITEP, NORTEP, the regular college, or in related fields like Social Work or Native Human Justice. Also to be considered, albeit incalculable, is the benefit received by those individuals who for whatever reason did not complete the program but grew on a personal level through exposure to a culturally sensitive university experience.

For the purpose of this report, the financial circumstances of SUNTEP graduates were examined upon entry into the program. Also examined in this report is the employment rates of the graduates upon their completion of the program. This data was collected in the Fall of

1996 and is considered accurate and up-to-date.

The SUNTEP graduates were identified as follows:

Category	Prince Albert		SUNTEP Centre Saskatoon		Regina		total #	Total %
	num ber	perce nt	num ber	perce nt	num ber	perce nt		
Total Graduates	156	100%	126	100%	88	100%	368	100%
Graduates by Gender								
Total Males	24	15.3%	33	26%	19	21.6%	76	20.1%
Total Females	132	84.7%	93	74%	69	78.4%	294	79.9%
Marital Status of Female Students								
Single	33	25%	24	26%	22	31.9%	79	26.9%
Married/Common-Law	43	32.5%	27	29%	17	24.6%	87	29.6%
Single	56	42%	42	45%	30	43.5%	128	43.5%
Employment Status at Enrollment								
Employed	62	39.7%	73	58%	54	61.4%	189	51.1%
Unemployed	50	32%	36	29%	22	25%	108	29.1%
Social Assistance	20	12.8%	8	6%	6	6.8%	34	9.1%
Students	24	15.5%	9	7%	7	6.8%	40	10.7%
Employment Status (Female) at Enrollment								
Employed	50	37.7%	63	67%	46	66.7%	159	54%
Unemployed	44	33.3%	17	18%	11	15.9%	72	24.5%
Graduates by Gender	17	12.9%	8	9%	5	7.3%	30	10.3%
Student	21	15.9%	5	5%	7	10.1%	33	11.2%
Below Poverty Line at Enrollment								
Employed	48	77%	38	52%	23	42.6%	109	57.7%
Unemployed	40	80%	30	83%	18	81.8%	88	81.5%
Social Assistance	20	100%	8	100%	6	100%	34	100%
Students	18	75%	2	22.2%	7	100%	27	67.5%
Total	126	80.7%	78	61.9%	54	61.4%	258	69.5%
Below Poverty Line (Female) at Enrollment								
Employed	40	83%	51	80%	22	47.8%	113	71%

Unemployed	36	90%	12	70%	8	72.7%	56	77.7%
Social Assistance	17	85%	8	100	5	100%	30	100%
Students	17	94%	2	40%	5	71.4%	24	72.7%
Total	110	87.3%	73	78%	40	58%	223	75.9%

(Note: Statistics were gathered by the SUNTEP centres as of November, 1996.)

Student Profile

In total 368 students have graduated from SUNTEP since it was founded in 1980. The large majority, 294 or nearly 80% of these graduates are female compared to the 76 or 20% who are male. At the time that these students began the program, SUNTEP graduates, as a group, tended to be plagued by high unemployment, a high incidence of poverty, and a degree of dependence upon government support of one form or another.

Highlights of the SUNTEP graduate profile:

- ! Of the 294 female graduates, 207 or 70.4% were single at the time they began the program. Of these single women 128, or 43.5% of all the women in the program, were single mothers;
- ! Of the 34 SUNTEP graduates who were receiving Social Assistance Benefits when they began the program, 30 (10.3% of all women graduates) were women;
- ! Both male and female graduates suffered the effects of high unemployment. At the time of entry into the program, the total graduate unemployment rate was 29.1%. The unemployment rate for female graduates was slightly lower at 24.5%, but the higher rate of poverty amongst female graduates reflects that the women, while having lower unemployment rates, tended to be underemployed or employed for lower wages;
- ! Overall, 258 graduates, or 68.5% of all graduates were living at or below the poverty line at the time they began their studies. The incidence of poverty experienced by female graduates is significantly higher, however, with 223 of the women graduates, or 75.9% of all female graduates, living at or below the poverty line when they began their studies.

Where Are SUNTEP Graduates Today?

Since the SUNTEP programs first began graduating students in 1983, its students have experienced a high rate of success at locating

employment in their chosen area of study.

SUNTEP graduates are currently employed at the following:

Category	SUNTEP Centre				TOTAL
	Prince Albert		Saskatoon Regina		
	number		number		#
					number
TOTAL GRADUATES	156	126	88		370
K-12 EMPLOYERS					
URBAN	24	16	18		58
URBAN CATHOLIC	4	11	12		25
PROVINCIAL	25	30	13		68
BAND/FIRST NATIONS	48	17	13		78
OUT-OF-PROVINCE	7	10	6		25
TOTAL K-12	108 (70%)	85% (67.2%)	62 (70%)		254 (69%)
NON K-12 EMPLOYERS					
TEACHER ED/POST SECONDARY	8	2	2		12
OTHER EMPLOYMENT	27	19	8		54
GRAD STUDIES	3	1	0		4
DECEASED	1	2	0		3
UNKNOWN/UNEMPLOYED	12	17	9		38

TOTAL GRADS	156	126	88	370
% EMPLOYED/GRAD STUDIES	146/153		106/126	72/88
				323/370
	95%	83%	81%	70%
				87%

Employability of SUNTEP Graduates

SUNTEP graduates are in demand with 87% finding employment upon the successful completion of the program. The graduate's employment success highlights the correlation between education levels and employability as demonstrated by the drop in unemployment in more than half, from 29.1% upon entrance into the program to under 13% upon the completion of the program.

A second important variable is the type of employment that SUNTEP graduates are able to secure. Before entering the program many SUNTEP students were living in poverty and were either unemployed, working for low wages, or underemployed. After the successful completion of the program, SUNTEP graduates are able to secure employment in Saskatchewan's schools where the average annual teacher salary is \$44,914. (Source: U.S. Department of Education, National Centre for Education Statistics, 1995 Digest of Education Statistics, Table 79)

When examining the unemployment rate amongst SUNTEP graduates it should be remembered that 80% of SUNTEP graduates are female, most of whom are currently in their childbearing years. This is a third important consideration when considering the 13% unemployment rate among SUNTEP graduates because a significant number of graduates have voluntarily removed themselves on a temporary basis from the job market to parent their children.

Part Three: Economic Implications

Research Assumptions:

A number of assumptions were made regarding the available statistical data and how it can be generalized and applied toward SUNTEP graduates. The assumptions are as follows:

- ! that SUNTEP graduates are an accurate reflection of the general Métis population and that statistical data gathered on the

! general Métis population can be applied to SUNTEP graduates;
that Social Services data focusing on the city of Saskatoon, a
city where 3% of the population is Métis, accurately represents
the plight of Métis who comprise 3% of the total population of
the province according to 1991 Census Canada statistics.
! that SUNTEP graduates' wages are on levels, at or near, the
provincial averages of \$44,913 for teachers in Saskatchewan.

Financial Implications and Benefits of the Program

Graduate Annual Earnings

Assuming that the 254 SUNTEP graduates, currently working as teachers in the K-12 system, earn the provincial average for teachers of \$44,9123, SUNTEP graduates would earn \$11,407,902 annually. For taxation purposes, if all 254 graduates claimed single status with no dependents (taxation code 1) 27% of their salary will go towards Federal and Provincial Income tax for an annual total of \$3,080,133. In addition, SUNTEP graduates would pay 2.8% of their annual wage in Canada Pension Benefits and 2.95% in Employment Insurance Premiums for an annual total of \$319,421 and \$336,533 respectively. This means that SUNTEP graduates, employed within the K-12 system, generate \$3,736,087 for Provincial and Federal coffers annually.

In addition to the SUNTEP graduates working in the K-12 system, sixty-six (66) graduates are employed in post-secondary education or other forms of employment. Assuming that these individuals on average make a minimum of \$30,000 annually, it can be assumed that these graduates collectively would earn \$1,980,000 and would contribute \$534,600 in Federal and Provincial Income tax, \$55,440 in Canada Pension Plan contributions and \$58,410 in Employment Insurance Premiums for a total annual contribution of \$648,450.

Therefore, the total earning power of all SUNTEP graduates is approximately \$13,387,902 annually. Of this annual income \$4,384,537 is returned to the government through income tax, Canada Pension Plan and Employment Insurance premiums which are more than twice the annual cost of operating all three SUNTEP centres.

Financial Reality of Graduates Prior to SUNTEP

The Cost of Poverty?

Prior to enrolling in SUNTEP the graduates were generally poorly educated, and plagued by high unemployment rates and a high incidence of poverty. Upon entering the program SUNTEP 29.1% of

the graduates were unemployed compared to 10.0 for the non-Aboriginal population.

This disparity in employment and income is heightened by the fact that 80% of SUNTEP students are female and of these students 43.5% were single mothers.

At the time of enrollment, 69.5% of all SUNTEP graduates were living at or below the poverty line. The incidence of poverty was astonishingly high for female students of which 75.9% were living at or below the poverty line when they began their studies.

Poverty levels are determined according to family size and geographic location. For example, the *Poverty Profile 1994* states that the poverty line in large urban centres ranged from \$30,708 for a family of four to \$15,479 for a single individual. The report also reported average income for those living in poverty as follows:

!	Unattached Men under 65	\$8,201
!	Childless Couple under 65	\$12,699
!	Single Parent mother under 65	\$14,297
!	Unattached Woman under 65	\$8,525

The average annual income of these four groups of people is \$10,955. This figure compares quite closely with figures provided by Social Services in Saskatoon which reported making average welfare payments of \$930 per month or \$11,160 per year to Métis single mothers in Saskatoon. This profile, Métis women with one or more dependents, closely resembles the majority of the SUNTEP students population at the time they began their studies. For this reason, and for the fact that it is a conservative estimate, this report will assume that the average annual income of those SUNETP students living at or below the poverty level was \$11,160 per year.

The National Council of Welfare's *Poverty Profile 1994* states that for people living in poverty 50% to 90% of total income is derived from government programs of one form or another. The report further stated that 73% of the total income of single mothers was provided by government programming. Because a high percentage of SUNEP graduates living below the poverty line were single mothers at the time they began their studies, assuming that a minimum of 60% of SUNTEP graduate income was derived from government programming would be a conservative estimate.

Aboriginal Programs: Social Programming or Investment?

According to the above statistics a conservative estimate as to the minimum cost of poverty to the Federal and Provincial government system can be predicted. They are as follows:

IF

110 graduates x \$11,016 per year annual income = \$1,211,760 per year

THEN

\$1,211,760 X 60% - \$727,056 per year

Because SUNTEP graduates had a high incidence of poverty, unemployment or underemployment, they were highly dependent upon government support. This dependency can conservatively be estimated to cost the government a minimum of \$727,056 per year. This figure is approximately one third of the total annual SUNTEP operational budget.

Note: Between the \$4,384,537 in taxation and premium revenue that the government generates from previous SUNTEP graduates, and the \$727,056 they no longer have to pay out in income support, SUNTEP graduates, and the \$727,056 they no longer have to pay out in income support, SUNTEP demonstrates that it is an investment that pays direct and immediate dividends to the government to the amount of \$5,111,593 per year.

Is There Still a Need For Aboriginal Teachers?

Over the years hundreds of Aboriginal teachers have graduated through teacher training programs such as SUNTEP, ITEP, NORTEP, and SIFC. However, SUNTEP is unique amongst this group for two reasons. First, the SUNTEP program is the only program specifically designed for, and easily accessed by, Métis students. Unlike their treaty counterparts, many Métis students lack the financial capacity provided through Indian Affairs sponsorship to attend post-secondary training. Without the SUNTEP program, most Métis students would be unable to attain their degree and therefore by breaking the cycle of poverty and dependence that traps a disproportionately high percentage of Métis people. Second, SUNTEP is unique among TEP programs because it is the only program specifically designed to train Aboriginal teachers for the urban setting.

While Aboriginal teachers are still in demand in Northern and Band schools, the shortage of Aboriginal teachers is also pronounced in Saskatchewan's larger urban centres. This shortage of teachers of

Aboriginal descent is highlighted in the report *Saskatchewan Education Indicators: Kindergarten to Grade 12 (Update96)* that was released by Saskatchewan Education, Training and Employment.

The report outlines the number of Aboriginal teachers versus the number of Aboriginal students as follows:

Aboriginal Student and Teacher Population, 1989, 1996					
School Division	Aboriginal Student Population		% Increase within Total Student Population		% of Total School Population 1995
	1989	1995			
Northern Lights	3786	3603	0		85
Northern Lakes	311	264	0.1		20.3
North Battleford Separate	319	383	3.6		22.6
North Battleford Public	326	296	8.9		24.7
Prince Albert Comprehensive	269	488	14.5		31
Prince Albert Public	999	1307	8.8		33.8
Prince Albert Separate	606	761	5.1		29.6
Saskatoon Separate	1165	1504	1.6		10.6
Saskatoon Public	1735	2284	2.8		10.7
Regina Separate	800	899	-0.2		8

Source: Saskatchewan Human Rights Commission Education-Equity. 1994-1995

The Indicator's report concludes that while the number of Aboriginal teachers was rising in most school divisions, it is still far below the percentage of Aboriginal students. This conclusion reinforces the need for Aboriginal Teacher Education Programs, specifically in the urban setting.

SECTION FOUR: Conclusions and Recommendations

Conclusions:

As a result of the data that this study has examined, a number of issues such as the correlation amongst poverty rates, unemployment rates and education levels, have been clarified. After carefully considering all the information presented in this text, the report has arrived at the following conclusions.

! Due to significantly higher birth rates, the youthfulness of the Métis population, and the inclusion of children of Bill C-31 parents, the Métis population will grow at a rate far exceeding all other segments of the population.

! As a people the Métis are economically disadvantaged and lack the fiscal resources available to groups in the cultural mainstream. The Métis are far more likely to suffer the effects of poverty than most other segments of the population. In fact, without the SUNTEP program and the tuition and academic support it provides, many of the 380 graduates would have lacked the resources to access a post-secondary education.

! There is a direct correlation between unemployment, underemployment and poverty levels.

! SUNTEP is an effective tool in addressing social inequities that are based upon race and gender.

! SUNTEP is an effective tool for breaking the cycle of poverty and dependence upon government income support.

! The SUNTEP student body is predominantly composed of single women or single mothers, - groups who statistically are identified as the poorest of the poor.

! By providing the parents with the opportunity for financially rewarding, sustainable, long-term employment, SUNTEP effectively reduces the incidence of child poverty.

! Students who successfully complete the SUNTEP program will most probably find work in the field of education.

! Although SUNTEP had graduated 380 teachers, there remains a strong need and demand for Aboriginal teachers in the provincial school system, particularly in the major urban centres.

! The SUNTEP program should be considered an investment in the province's long term future not only because it is an effective tool for breaking the cycle of poverty and dependence, but also because the income tax revenues generated by its graduates more than pay for the program on an annual basis.

Recommendations:

Métis education is reaching a critical period in its history. The current fiscal climate has provided all of the stakeholders to re-evaluate the mandate and effectiveness of Métis education. This re-evaluation process can be utilized by the Métis and its educational partners to

provide a new vision for the future. At this time, and based upon the supporting data of this report, the Gabriel Dumont Institute would like to recommend the following to enhance opportunities for the Métis and work toward cultural equality in society:

- ! that because programs like SUNTEP have the potential to break the cycle of poverty and government dependence, both the Federal and Provincial levels of government recognize programs such as SUNTEP, not merely as costly social programs for which they receive no direct benefit, but rather as investments in the country's and province's future well being;
- ! that both the Federal and Provincial levels of government recognize the contributions made by the graduates of programs such as SUNTEP that generate millions of dollars in annual salaries, of which hundreds of thousands of dollars are directed to government coffers;
- ! that funding for programs such as SUNTEP, which provide educational opportunities for Métis people, be expanded in order to give a greater number of Métis an equitable educational opportunity;
- ! that the number of educational opportunities and options, particularly at the university level, be expanded so that Métis graduates can compete for equitable representation in the job market;
- ! that government make Métis education an immediate short term and long term priority;
- ! that all levels of Métis and non-Métis government work cooperatively in developing a new vision for Métis education;
- ! that all levels of Métis and non-Métis government work cooperatively in an effort to maximize program efficiency, accountability, and effectiveness.

Through a cooperative, collaborative effort on behalf of all the educational partners and stakeholders, the above recommendations could become a reality. The short term costs of such a collaboration would be far exceeded by the long term fiscal and social benefits.

References

National Council of Welfare. Poverty Profile 1994: A Report by the National Council of Welfare. (Spring, 1996). Ottawa, Ontario.

Saskatchewan Education. Saskatchewan Education Indicators: Kindergarten to Grade 12. (Update 1996). Regina, Saskatchewan.

Statistics Canada. Canadian Economic Observer, March 1996, Cat.# 11-010XPB, Table 32.

U.S. Department of Education, National Center for Education Statistics, 1995 Digest of Education Statistics, Table 79.

**The Gabriel Dumont Institute
would also like to thank
the following organizations for providing statistical data**

The Saskatchewan Teacher's Federation

The Saskatchewan Department of Social Services (Saskatoon Office)