

**A PRESENTATION  
CONCERNING  
THE GABRIEL DUMONT INSTITUTE  
OF  
NATIVE STUDIES AND APPLIED RESEARCH, INC.**

**The Royal Commission on Aboriginal Peoples  
National Round Table on Education  
Ottawa, Canada**

**Presented by**

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**A PRESENTATION  
CONCERNING  
THE GABRIEL DUMONT INSTITUTE  
OF NATIVE STUDIES AND APPLIED RESEARCH INC.**

**1.0 INTRODUCTION**

The Gabriel Dumont Institute of Native Studies and Applied Research was incorporated in 1980 to serve the education needs of Saskatchewan Metis and Non-Status Indian communities.

As a completely Metis-directed education and cultural establishment, the Gabriel Dumont Institute has been 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 and achievement of the Metis and Non-Status Indian people of Saskatchewan. The next logical step was for the Institute to become directly involved in education in order to serve the multifaceted needs, including the employment needs of the Saskatchewan Metis community.

The Gabriel Dumont Institute has pursued the development of curriculum and historical education materials. It trains Metis teachers and delivers programs contracted from universities, colleges, and technical institutes in the province. The very first and perhaps best known of these efforts is the Saskatchewan Urban Native Teacher Education Program (SUNTEP). It is a four-year teacher education program leading to a bachelor of education degree. In essence, SUNTEP trains teachers to meet the needs of students and has served as a model for native adult education programs right across Canada.

The Gabriel Dumont Institute serves over 500 students each year. The main office of the Institute is in Regina with sub-offices in Saskatoon and Prince Albert. Programs are delivered on a needs basis in Metis communities across the province.

In addition to direct program delivery, the Institute has library and resource centres in Regina, Saskatoon, and Prince Albert. It has revolving mini-library satellite centres across the province, a Research and Development Division, a Finance and Administration Division, a Curriculum and Metis Studies Division, and Community Liaison Services. The Institute also hosts the annual Gabriel Dumont Institute Cultural and Educational Conference.

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. In 1992 the Gabriel Dumont Institute launched its second affiliate, the Dumont Technical Institute Inc., which has since incorporated on its own and is a federated college of SIAST.

## 2.0 MISSION

The Metis people of Saskatchewan have an agenda to re-establish Metis self-government and to take hold of the twenty-first century. The mission statement of the Gabriel Dumont Institute is "to promote the renewal and development of Metis culture through appropriate research activities, materials development, collection and distribution of those materials and the design, development, and delivery of specific educational and cultural programs and services. Sufficient Metis people will be trained with the required skills, commitment and confidence to make the Metis Society of Saskatchewan's goal of Metis self-government a reality."<sup>1</sup>

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<sup>1</sup> Towards self-government: a mandate for the nineties.

### **3.0 MANDATE**

The 1992 - 1997 Gabriel Dumont Institute Mandate was approved by the membership at the Annual General Meeting in January 1992. It is entitled **Towards Self-Government: A Mandate For The Nineties** and looks toward a self-governed and self-sufficient Metis nation, with a full range of Metis-controlled education institutions and resources. The Gabriel Dumont Institute's mandate provides the Institute with guiding principles, goals and objectives. To this time the Gabriel Dumont Institute has been working toward a new education system for Metis people. It is now working within a new reality for the people: A SELF-GOVERNED METIS NATION.

#### **3.1 Exercising Self-Government**

- \* The Gabriel Dumont Institute will take the lead role in educating for self-government and nation-building.
  
- \* The Gabriel Dumont Institute will enhance, develop, collect, support, and disseminate language materials and programs pertaining to the languages spoken by the Metis, particularly Cree, Dene and Michif.

- \* The Institute will collect, develop, design, test and evaluate materials related to the Metis people for curriculum development. It will enhance and expand the library holdings, archival resources, genealogical research and historical and archaeological information of the Metis people.
  
- \* Essential to the goals of self-government are the support and continued expansion of a Metis-specific resource-base. The GDI must put as a priority the acquisition and accessibility of all written knowledge of the Metis. The Institute's Resource Centre must remain accessible to the community. Modern technology is available to put the material now in our vast collection of documents into computerized data banks to make this collection even more accessible to everyone.

### **3.2 Metis Education**

- \* The Metis Society of Saskatchewan and the Gabriel Dumont Institute will establish a comprehensive Metis education system governed by a Metis Education Act, regulations, policies, and procedures developed by Metis governments at the local and provincial levels.

### **3.3 Dumont Technical Institute**

- \* The Dumont Technical Institute (DTI) is working on a federation agreement with the Saskatchewan Institute of Science and Technology (SIAST). The DTI will develop and deliver, in collaboration with the Metis communities and other Metis self-governed structures, those post-secondary technical courses which are deemed essential for the goals of Metis self-government and the development of strong and self-sufficient individuals and communities;
  
- \* DTI will develop strategies and services which support the Metis students in gaining access and successfully completing SIAST programs and other programs developed under the terms and conditions of the federation agreement;
  
- \* DTI will undertake the assessment of post-secondary technical and vocational needs and experiences of the Metis and identify the appropriate resources, programs and services to address these needs;
  
- \* DTI will enter into agreements with private, crown and non-governmental organization employers to ensure employment of Metis graduates in meaningful long-term occupations.



### **3.4 Self-Determination at the University Level**

The GDI must commission an assessment of the position of the universities in Saskatchewan in regards to Metis self-determination. Governance and administrative control by Metis people of programs and decisions related to Metis programs must be examined. The existing commitment of the two provincial universities to SUNTEP, employment equity, federation proposals and support for Metis students must be evaluated. The need for the Gabriel Dumont Institute to federate with the universities is anticipated. Such a federation will support the goal of Metis self-government. Gabriel Dumont Federated College would develop Metis studies courses and programs directly related to Metis self-government issues, accredit its courses and programs and provide direct support to students:

- \* Aboriginal language development and teacher preparation must become a priority at the university level.
- \* Metis Studies must be developed and delivered by the Metis College.
- \* Negotiations toward a university education strategy for Metis people must be continued.

- \* Development must proceed for SUNTEP models in training in the professions.

### **3.5 Regional Metis College**

- \* Gabriel Dumont Institute and the Metis government intend to create an adult education component that serves the regional needs of our people. One northern and one southern regional Metis-controlled college would meet the diverse needs of Metis adults in literacy training, cultural and language development, employment training, professional access and Metis self-government.

### **3.6 K-12 System**

- \* Local Metis School Boards must be organized to address the poor education provided to our children. This will also serve to enhance Metis self-government principles.
- \* Metis-controlled schools must be developed in Metis communities.
- \* Strategic partnerships between Metis governments and School Boards in urban and rural divisions must exist regardless of whether the school is provincial, Metis, federal or band-controlled.

- \* Metis-controlled demonstration schools must be developed as practicum centres for teacher trainees and as research centres for evolving Metis-specific teaching materials and pedagogy.

### **3.7 Community Education**

- \* It has become apparent that there is a desperate need in Metis communities for materials and literacy classes both in core education and in Aboriginal languages. Forums are needed to convey information to that segment of the population who will not be formally involved in any of the education structures.
  
- \* Community education would involve:  
Planning for self-government: Metis rights, Metis land claims and a Metis constitution which adheres to the principles of self-government.  
Implementation of self-government: Discussions will take place on what self-government should be like for each community and what institutions of self-government must be created and further developed.
  
- \* Part of the community education mandate would be to engage the communities in research activities that would build the foundation for community self-government.

- \* Community research on the local environment, natural resources, economy, historical enterprises and education levels, would provide a knowledge base for future decision-making. Decisions for GDI programming will evolve from the community-based information sources.

#### 4.0 SUCCESS OF EXISTING PROGRAMS

Gabriel Dumont Institute has an amazing record with students in post secondary programs. For instance, at the 1993 graduation ceremonies for the Business Administration students at Cumberland House, 19 out of the 23 students received Diplomas or Certificates from GDI and the University of Regina. At the 1993 Native Human Justice Graduation Exercises in Prince Albert, 23 out of 25 students received from GDI and the University of Regina the Diploma in Human Justice. These figures are consistent with what happens in every program delivered by GDI. This is an 87.5% success rate in these two courses. Since 1980, the Saskatchewan Urban Native Teacher Education Program (SUNTEP) has graduated 222 students. The average rate of success to 1991 is 85%.<sup>2</sup> These statistics can be compared with the 30% success rate of Metis people in Regional College programs and SIAST courses.

Other programs which have been successfully completed within the last year are Health Care Administration and Wild Rice Harvesting and Maintenance in Ile-a-la-Crosse, and Home Care/Special Care Aide in North Battleford. Programs currently under way include a Heavy Equipment Operator course at Batoche, a Metis Housing Administration Course in Saskatoon, Chemical Dependency Worker Training in North Battleford, Integrated Resource Management in Buffalo Narrows, Business Administration in Meadow Lake, Native Business Management in Regina and

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<sup>2</sup> Other statistics are available in Appendix A

Preparatory in Archerwill. SUNTEP continues to be offered in Prince Albert, Saskatoon and Regina.

## **5.0 REASONS FOR GDI SUCCESS**

### **5.1 Guiding Principles**

As the only Metis-controlled post-secondary institution in Canada, the Gabriel Dumont Institute is involved in the nation building process. With more than a decade of experience in education and research, the Institute has been instrumental in development and education of a professional and technical infrastructure for the Metis nation.

There are three training principles found in every program established and delivered by the Gabriel Dumont Institute:

#### **5.1.1 Accreditation and Certification**

The first is that every course must be accredited and recognized by a major post-secondary institution.

#### **5.1.2 Quality**

The second training principle is that all these courses must be of the highest quality obtainable in Saskatchewan. To that end, we work with the regional colleges, the Saskatchewan Institute of Applied Sciences and Technology (SIAST), the University of Saskatchewan and the University of Regina.

### **5.1.3 Self-Government**

The third training principle is that all educational programs must be directed toward our long term goal of self-government.<sup>3</sup>

## **5.2 Special Features**

In providing education and employment training opportunities, which are accessible and appropriate for Metis people in Saskatchewan, programs delivered by the Gabriel Dumont Institute have been designed with a number of special features.

### **5.2.1 Community Based**

GDI programs are, for the most part, community based. In essence, this means that courses leading to diplomas, normally attainable only by attending classes on campuses of universities and technical colleges, are offered in rural communities and urban centres across Saskatchewan. The programs so far selected are all connected with developing the necessary skills for self-government.

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<sup>3</sup> 1993-1998 Gabriel Dumont Institute Strategic Plan



### **5.2.2 Preparatory Phase**

Most GDI programs offer an academic preparatory phase. This enables students to upgrade in areas required for their success in the program.

### **5.2.3 Applied Practicum Phase**

Most courses offer an applied practicum phase. This provides students with the opportunity to put into practice the skills they have acquired through their program.

### **5.2.4 Student Support System**

Gabriel Dumont Institute programs provide a system of support to students. Community-based programs include group or individual counselling by staff members. In some programs a counsellor is employed specifically to work with students in the procurement of housing, child care, income maintenance, personal financial planning, tutorials and recreation. A referral network of specialized services, such as family counselling, is developed for every program. Students attending SIAST campuses have had, since 1987, the opportunity to have a Native Services Division counsellor. With the Dumont Technical Institute students will have access to student services which are specifically geared to Metis people.

#### **5.2.5 Metis Studies**

Every program delivered by the Institute includes a course with Metis issues content. We intend to offer, through university federation, Metis Studies courses that are designed by the Gabriel Dumont Federated College and accredited by both Gabriel Dumont Federated College and the university(ies).

## **6.0 INITIATIVES**

Education and employment are our keys to a self-sufficient governing nation. There are certain strategies which we are advancing to achieve our goal. These include the following.

### **6.1 Cross-Cultural Training**

There has been systemic and attitudinal racism and stereotyping toward the Metis since the Hudson Bay Company arrived in Western Canada. The Gabriel Dumont Institute is in a unique position to develop and deliver cross-cultural training programs which help others to overcome fears and myths about non-Euro-Canadian people. We are in the process of putting together a team of people to deliver programs to various government departments, and in the private sector for pre-employment and post-employment situations.

### **6.2 The Metis Family Literacy and Youth Education Strategy**

The project, which is funded by the Royal Commission on Aboriginal Peoples, has two goals. The first is to investigate Metis family literacy in relation to employment and education. The second is to develop a strategy to address the high drop-out rates among Metis students and the literacy needs of Metis families.

### 6.3 Employment Equity

The Gabriel Dumont Institute is an affirmative action employer. The Institute, of course, has a majority of Metis employees but as well employs people from many ethnic groups. In the area of gender equity, the Gabriel Dumont Institute celebrates the employment of its first female Executive Director, Isabelle Impey.

The Metis people, recognizing that education and secure employment is vital to the goal of self-government, is working on developing an Employment Equity Development Plan. The primary concern is that well qualified Metis people be employed in director proportion to the number of Metis served by that employer. For instance, the Department of Social Services in Saskatchewan helps over 34,000 people on social assistance. Just over 5,000 of those are declared Metis or Non Status Indians: 14.79% of the total. Statistics also show that only 6.55% of the workers in the Department of Social Services are declared Aboriginal.<sup>4</sup> Employment equity would suggest that more Aboriginal people should be employed in the areas where more Aboriginal people are needed. Too many times employers have the idea that employment should be on merit alone. They do not necessarily take into account the needs of their clients. With the help of Gabriel Dumont Institute and Metis Society of Saskatchewan, employers could find well-qualified Metis

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<sup>4</sup> Human Resources Commission, 1993

employees who would be ready to enter a mainstream market. We would also be in a position to deliver Cross-Cultural training to the rest of the employees.

#### **6.4 The Metis Heritage Survey**

The Metis Heritage Survey is a pilot project funded by the Access to Archaeology Program. It will be delivered in conjunction with Western Heritage Services Inc. The Western Heritage Services Inc. has customized a geographic information system in order to develop a map of the Metis homelands. It will teach Metis students to collect geographic information through archival resources and oral histories.

#### **6.5 Pinehouse Metis Self-Government Strategic Planning**

The idea is to help the community develop strategic plans that will assist them to become more self-sufficient. In consultation with the community, Gabriel Dumont Institute will assist the community in developing strategic plans in education, training and employment.

In addition to the strategic plans, the Institute will assist the community in defining Metis self-government and develop a vision and mandate for Metis self-government.

Through the new Dumont Technical Institute, a Metis self-government training program will be developed and piloted in the community.

## **7.0 METIS GRADUATES' FUTURES**

The Institute has been successful at hurdling the above impediments. However due to systemic barriers, such as racist and sexist attitudes, our graduates are not securing meaningful, long-term employment. Although we have developed and delivered a multiplicity of programs whose function is to educate Metis people for employment in today's market, we have to ask the question "what has happened?" Our success rate of graduation is not translating into significantly employed people. The following are some of the impediments our students, citizens of the Metis nation, face in securing self-sufficiency through education.

### **7.1 Student Funding**

One of the impediments to self-sufficiency is the cost of becoming educated today. Metis people by and large do not come from backgrounds which can support students in post-secondary education. This means that students must obtain loans.

We have found that many students who enrol in our courses are single parents with more than one dependent. If such a student graduates from SUNTEP, we have found that it takes her 14 years to pay off her loans. This means that she is not able to save for her own family needs and the cycle of poverty will be maintained. Because of the benefits allowed under social assistance, it is sometimes

skilled level in employment charts.<sup>6</sup> When we consider that about 70% of Aboriginal people do not graduate from grade twelve,<sup>7</sup> it is not surprising that so few are employed at more financially lucrative positions. This also means that there is little room for advancement in employment. With the lack of a stable financial base in a community, it is nearly impossible for Metis people to receive post-secondary education without external assistance. This comes at a high price. Even with successful completion of courses, the employment market is very competitive. Metis people are sometimes overlooked for employment because employers tend to look for people like themselves. We know the path labelled unemployment only too well.

### **7.3 Employee Retention**

The Federal Public Service undertook to monitor turnover rates of Aboriginal employees in 1991.<sup>8</sup> The findings were that termination rates were significantly higher for Aboriginal employees. The reasons given for leaving can be summarized as follows:

- 1) the inability to make meaningful contributions;
- 2) the lack of challenging opportunities;
- 3) attitudinal barriers;

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<sup>6</sup> Chart in the Appendix C

<sup>7</sup> Chart in Appendix D

<sup>8</sup> Appendix E.

more beneficial financially for that student not to teach (as with SUNTEP graduates). It is not possible for her to support her family properly under the salary offered.<sup>5</sup>

## **7.2 Current Employment Situation**

Detailed statistics about Metis people are rare and difficult to obtain. Metis people tend to be lumped into the general statistics on Aboriginal peoples and then become marginalized. This is an area that the Metis National Council, the Metis Society of Saskatchewan and the Gabriel Dumont are concerned with. We are hoping to gather Metis specific statistics through a variety of projects. As a result, the current employment situation of Aboriginal people generally will be discussed.

Most Aboriginal men are employed in the semi-skilled, manual labour areas. The percentage of semi-skilled Aboriginal men is 24.97% as compared to 17.68% in the total work force. The percentage of manual workers amongst Aboriginal men is 16.49%.

Women are concentrated in the clerical areas. 67.35% of full time Aboriginal women workers are clerical staff. Clerical positions for women are often equated with semi-skilled positions for men. Therefore, we can say that Aboriginal women and men are largely employed at the least

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<sup>5</sup> charts and further information are in Appendix B



- 4) tokenism;
- 5) inhospitable work environment;
- 6) limited access to advancement.

With a lack of meaningful employment, lack of a safe and harrassement free work environment and lack of a reasonable salary, many Metis people are still operating below the poverty level.

#### **7.4 Health Issues**

Since so many Metis people are living below the poverty line, either through lack of decently paid employment or social assistance, there is a greater number of health and social problems within the Metis community.

## **8.0 IMPEDIMENTS TO SUCCESS**

The Gabriel Dumont Institute of Native Studies and Applied Research Incorporated has overcome many obstacles, the least of which are inefficient funding and the ineffective bureaucracies it must deal with.

### **8.1 Funding**

The mainstream colleges are delivering programs in northern communities to Metis people but are failing in their delivery. However, Regional Colleges have been given extensive funding from the provincial government to the extent that they can provide up to 70% funding of programs. Unfortunately, GDI and DTI do not have the financial capability to compete with them. Inevitably, protocol agreements will be reached and must be adhered to by the Regional Colleges. We must make clear to all levels of government that programs for Metis people should be decided by Metis people and developed and delivered by Metis institutions.

For the past several years, the Gabriel Dumont Institute has received annual block funding for training from CEIC through the Third Party Coordinating Group. In 1991/92, the Aboriginal Labour Force strategy, **Pathways**, was implemented. Under Pathways, federal funds are now directed toward a Regional and six Local (Metis) Area Management Boards. The Gabriel Dumont Institute must apply to the

LAMBs to deliver programs in their areas. Although the Gabriel Dumont Institute is recognized as the "Institute of Choice", it cannot always be as economically competitive as other organizations. Therefore, it must continue to work as closely as possible with the LAM and the RAM Boards with no interference from mainstream educational institutions and bureaucracies.<sup>9</sup>

## **8.2 Access**

Accessibility to education is affected by several types of government funding decisions: cutting core funding, imposing restrictions on direct financial supports to students and inadequate or non-existent funding for other types of student supports (re-entry programs, career counselling, daycare, appropriate learning environment).

## **8.3 Jurisdiction**

As the Metis nation becomes recognized as a self-governing body by the Federal and Provincial governments, the question of jurisdiction remains. The Metis Society of Saskatchewan, through its educational affiliates, the Gabriel Dumont Institute, Dumont Technical Institute and the future Gabriel Dumont Federated College, must have meaningful involvement in the development of policies, programs and services. Without decision making power at the

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<sup>9</sup> Gabriel Dumont Institute Strategic Plan p.25

beginning and throughout continuous evaluative processes, policies, programs and services will remain largely ineffective.

#### **8.4 Administration**

At present, Metis education and training institutions are accountable to a wide variety of Federal and Provincial agencies, as well as to the communities that demand their services. Federal and Provincial agencies all have their own set of regulations and procedures for accounting, and in many cases several different interpretations of those systems. The effect on the Metis institutions involved in education and training is to force the allocation of an inordinate amount of time and human resources on understanding or challenging the variety of interpretations. As a result, there are unnecessary controls at the federal and provincial levels. Programs, and therefore students, suffer.

## **9.0 CONCLUSION**

The educational goals of the Metis people through the Gabriel Dumont Institute are to develop a Metis educational system positively adapted to the distinctive needs of Metis people. The goals are to assist in the development of a Metis Educational Act, to coordinate and provide support to a Metis K-12 Task Force, to provide research and planning support to operate the Dumont Technical Institute and to provide research and planning support to achieve federated status at the university level. Our major goal is to become economically self-sufficient through a well organized educational system.

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## 11.0 APPENDICES

### Appendix A

- \* Gabriel Dumont Institute Annual Report, 1992. p. 18-19.

### Appendix B

- \* A Summary of debts incurred by students. Prepared by staff of Gabriel Dumont Institute.
- \* Charts based on this Summary.
- \* A Post-Secondary Education Strategy for Metis People.
- \* Parity in Funding between the Metis and Indian Peoples of Saskatchewan.

### Appendix C

- \* A chart of the Full time occupational distribution for Aboriginal Peoples and the work force under the Act by sex.

### Appendix D

- \* The chart detailing Population 15 years and over by highest level of schooling and sex for detailed Aboriginal origins for Saskatchewan, 1986.

### Appendix E

- \* Issue of Retention of Aboriginal peoples in the Federal Public Service and with Employers Subject to the Employment Equity Act.



Appendix A

Gabriel Dumont Institute Annual Report, 1992. p. 18-19.

## University, Technical and Preparatory Programs

This report deals with those instructional programs of the Gabriel Dumont Institute which were off-campus and includes certificate programming accredited by the University of Regina, University of Saskatchewan, and the Saskatchewan Institute of Applied Science and Technology (SIAST).

These programs, of one and two-year duration, were in the disciplines of Business Administration, Health Care Administration, Home Care, Chemical Dependency and Human Justice. Typically, each certificate or diploma program was preceded by academic upgrading of some months to prepare the student for college level courses.

The work of the Gabriel Dumont Institute in providing Métis people with an equitable opportunity in post-secondary education was assisted in 1992 by a number of other institutions and agencies, and these are here gratefully acknowledged:

- University of Regina
- University of Saskatchewan
- Saskatchewan Institute of Applied Science and Technology (SIAST)
- Employment and Immigration Canada
- Federal Department of Tourism and Small Business
- Canadian Aboriginal Economic Development Strategies
- Saskatchewan Human Rights Commission
- Aboriginal Labour Force Development Strategy (Pathways)
- Saskatchewan Indian and Métis Affairs Secretariat
- Saskatchewan Education
- the communities in which our programs were located, and
- the many employers throughout Saskatchewan who provided practicum and work experience placements for students of the Institute's instructional programs.

### University Programs Offered in 1992

#### Business Administration Programs: Regina, Meadow Lake and Cumberland House

The Gabriel Dumont Institute offered business administration training at three locations in the province: Regina, Meadow Lake, and Cumberland House. In each location, the program was accredited through the University of Regina and offered students an opportunity to complete essentially the first two years of the University's degree program in Business Administration. During the two-year term the students have an opportunity to qualify for up to three certificates: the Certificate in Business Administration, the Certificate in Continuing Education Administrative Development, and the Diploma in Administration.



Photo courtesy of L. Martin

*Business Administration Students, Year 2, Cumberland House, 1992*

The Program in Meadow Lake began in December, 1991, and is scheduled to close in October, 1993. At year end, 14 were enrolled.

The term of the program at Cumberland House is June, 1991 to April, 1993. Eighteen were enrolled, of whom fifteen received the Certificate in Administration, and eleven have received the Certificate in Continuing Education Administrative Development.

The Program at Regina had two Business Administration classes:

- May, 1991 intake: enrolment of 25 at year end, all of whom have received the Certificate in Administration; eleven of these have also received the Certificate in Continuing Education Administrative Development.
- May, 1992 intake: enrolment at year end was 25.

**Health Care Administration:  
Ile-a-la-Crosse**

A program in Health Care Administration accredited by the University of Saskatchewan was delivered at Ile-a-la-Crosse between August, 1991, and December, 1992. The program included a three-month administration practicum. Sixteen graduates received the certificate.

**Native Human Justice: Prince Albert**

The Native Human Justice Program continued to be the first two years of the University of Regina Human Justice Degree Program and a practicum, for which the students receive the Diploma in Human Justice.

- 1990-92 Class: Twenty-one graduates received the Diploma in Human Justice in May.
- 1991-93 Class: There were twenty-two enrolled at year end.
- 1992-94 Class: There are twenty-six enrolled at year end.



*Home Care/Special Care Aide graduates,  
North Battleford, August, 1992*

Photo courtesy of M. Fieguth

**Technical Programs Offered in 1992**

**Integrated Resource Management  
(IRM): Buffalo Narrows**

The IRM Program is a two-year diploma course in the management of fisheries, wildlife, forestry, and parks that is accredited by SIAST, Woodland Institute, and scheduled to be completed in October, 1993. There were thirteen enrolled at year end.

**Chemical Dependency Worker:  
North Battleford**

The Chemical Dependency Worker Certificate Program at North Battleford began in November, 1992 with twelve students enrolled. The program is accredited through Woodland Institute, SIAST and delivered using the Learner Support System.

**Preparatory Programs  
Offered in 1992**

**Home Care/Special Care Aide  
Pre-Employment: North Battleford**

This fifty-two week pre-employment program began in September, 1991, and was accredited through SIAST, Kelsey Institute. Fourteen students received their certificates at a graduation ceremony in August, 1992.

## Appendix B

Includes a Summary of debts incurred by students. Prepared by staff of Gabriel Dumont Institute.

Includes charts based on this Summary.

Includes A Post-Secondary Education Strategy for Metis People.

Includes Parity in Funding between the Metis and Indian Peoples of Saskatchewan.

1988

The CSL is potentially 100% remissible for the first 60 weeks of post-secondary study. The first \$75.00 per week of SSL is potentially 100% remissible for the first 60 weeks of post-secondary study. The remaining \$70.00 per week of SSL and the SIL is potentially forgivable. To be eligible for remission and forgiveness a student must successfully complete 60% of a full course load.

A. Assistance received

1. 1st year is 49 weeks
  - a) CSL \$105.00 X 49 = \$5,145.00
  - b) SSL \$ 30.50 X 49 = \$1,494.50
  - Total received 1st year = \$6,639.50
2. 2nd year is 33 weeks
  - a) CSL \$105.00 X 33 = \$3,465.00
  - b) SSL \$ 30.50 X 33 = \$1,006.50
  - Total received 2nd year = \$4,471.50

B. Repayment

1. Students are eligible for 100% remission for their first 60 weeks of post-secondary study provided that they successfully complete 60% of a full course load.
2. Eligible for remission
  - a) 1st 60 weeks owes \$ 0.00
  - b) last 22 weeks owes \$2,981.00
3. Not eligible for remission
  - a) 1st year owes \$6,639.50
  - b) 2nd year owes \$4,471.50

If this student was eligible for remission he owed \$2,310.00 to CSL and \$671.00 to SSL. If this student was not eligible for remission he owed \$8,610.00 to CSL and \$2,501.00 to SSL.

**TOTAL DEBT \$2981.00 OR \$11,111.00**

1990

The CSL is no longer remissible except for SUNTEP students. The first \$75.00 per week of the SSL is potentially 100% remissible for the first 6 weeks of post-secondary study. The remaining \$70.00 per week of the SSL and the SIL is potentially forgivable. To be eligible for remission and forgiveness a student must successfully complete 60% of a full course load

- A. Assistance received
1. 1st year is 49 weeks
    - a) CSL \$105.00 X 49 = \$5,145.00
    - b) SSL \$ 30.50 X 49 = \$1,494.50
    - Total received 1st year = \$6,639.50
  2. 2nd year is 33 weeks
    - a) CSL \$105.00 X 33 = \$3,465.00
    - b) SSL \$ 30.50 X 33 = \$1,006.50
    - Total received 2nd year = \$4,471.50
- B. Repayment
1.
    - a) There is 0% remission on CSL.
    - b) There is potentially 100% remission on the repayable portion of the SSL provided the student successfully completes 60% of a full course load.
  2. Eligible for remission
    - a) 82 weeks of CSL the student will owe \$8,610.00.
    - b) 22 weeks of SSL the student will owe \$ 671.00.
  3. Not eligible for remission
    - a) 1st year the student will owe \$6,639.50
    - b) 2nd year the student will owe \$4,471.50

If this student is eligible for remission he will owe \$8,610.00 to CSL and \$671.00 to SSL. If this student is not eligible for remission he will owe \$8,610.00 to CSL and \$2,501.00 to SSL.

**TOTAL DEBT \$9281.00 OR \$11,111.00**

# 2 yr program

## SUMMARY

Student II

- single
- 3 children
- Human Justice Program total of 82 weeks of study
- eligible for maximum assistance of \$360.00 per week of study
- no other source of income

1982

-Debt incurred \$ 0.00

1983

-Eligible for remission -- Debt incurred \$ 1,732.50  
-Not eligible for remission -- Debt incurred \$ 8,610.00

1985

-Eligible for remission -- Debt incurred \$ 2,970.00  
-Not eligible for remission -- Debt incurred \$14,760.00

1986

-Eligible for remission -- Debt incurred \$ 2,970.00  
-Not eligible for remission -- Debt incurred \$29,520.00

1988

-Eligible for remission -- Debt incurred \$ 3,960.00  
-Not eligible for remission -- Debt incurred \$29,520.00

1990

-Eligible for remission -- Debt incurred \$10,260.00  
-Not eligible for remission -- Debt incurred \$29,520.00

1982

Metis and Non-Status Indian (MNSI) students received funding from the Non-Status Indian and Metis (NSIM) bursary program to attend post-secondary educational programs.

At the end of a two year diploma program such as Native Human Justice Program, the student would owe \$0.00 to the government for their educational opportunity.

TOTAL DEBT \$0.00

1983

The NSIM bursary was discontinued as a source of funding for post-secondary education. Metis and Non-Status Indian (MNSI) students now had to apply to Student Financial Services (SFS) for a Canada Student Loan (CSL) and a Saskatchewan Student Bursary (SSB). To compensate for the loss of the NSIM bursary the government implemented the Special Incentive Bursary (SIB). This provided MNSI students with additional funding (based on need) over and above the CSL/SSB. The special incentives package also provided MNSI students with the opportunity to apply for remission of their CSL. For the first year of post-secondary study the student could apply for 100% remission and for the 2nd year the student could apply for 50% remission. All bursaries are non-repayable.

- A. Assistance received
1. 1st year is 49 weeks
    - a) CSL  $\$105.00 \times 49 = \$ 5,145.00$
    - b) Sask. Student Bursary (SSB)  $\$ 75.00 \times 49 = \$ 3,675.00$
    - c) Special Incentive Bursary (SIB)  $\$110.00 \times 49 = \$ 5,390.00$Total received 1st year = \$14,210.00
  2. 2nd year is 33 weeks
    - a) CSL  $\$105.00 \times 33 = \$ 3,465.00$
    - b) SSB  $\$ 75.00 \times 33 = \$ 2,475.00$
    - c) SIB  $\$110.00 \times 33 = \$ 3,630.00$Total received 2nd year = \$ 9,570.00
- B. Repayment
1. Students are potentially eligible for 100% remission for their first year of post-secondary study and 50% for their second year of post-secondary study provided they successfully complete 60% of a full course load.
  2. Eligible for remission
    - a) 1st year owes \$ 0.00
    - b) 2nd year owes \$1,732.00
  3. Not eligible for remission
    - a) 1st year owes \$ 5,145.00
    - b) 2nd year owes \$ 3,465.00

If this student is eligible for remission he owed \$1,732.50 to CSL. If this student was not eligible for remission he owed \$8,610.00 to CSL.

TOTAL DEBT \$1,732.50 OR \$8,610.00



1985

All bursaries are discontinued and the Student Assistance Program becomes straight loan. The CSL is 100% remissible for the first year of post-secondary study and 50% for the second year of post-secondary study. An additional \$70.00 per week was made available to high need students through a Supplementary Saskatchewan Student Loan (SSL). Now when a student finished school he owed money to CSL and SSL.

A. Assistance received

1. 1st year is 49 weeks

a) CSL	\$105.00 X 49	= \$ 5,145.00
b) SSL	\$ 75.00 X 49	= \$ 3,675.00
c) SSB	\$ 70.00 X 49	= \$ 3,430.00
d) SIB	\$110.00 X 49	= \$ 5,390.00
Total received 1st year		= \$17,640.00

2. 2nd year is 33 weeks

a) CSL	\$105.00 X 33	= \$ 3,465.00
b) SSL	\$ 75.00 X 33	= \$ 2,475.00
c) SSB	\$ 70.00 X 33	= \$ 2,310.00
d) SIB	\$110.00 X 33	= \$ 3,630.00
Total received 2nd year		= \$11,880.00

B. Repayment

1. Students are eligible for 100% remission for their first year of post-secondary study and 50% for their second year of post-secondary study provided they successfully complete 60% of a full course load.

2. Eligible for remission

- a) 1st year owes \$ 0.00
- b) 2nd year owes \$2,970.50

3. Not eligible for remission

- a) 1st year owes \$8,820.00
- b) 2nd year owes \$5,940.00

If this student was eligible for remission he owed \$1,732.50 to CSL and \$1,237.50 to SSL. If this student was not eligible for remission he owed \$8,610.00 to CSL and \$6,150.00 to SSL.

**TOTAL DEBT \$2,970.00 OR \$ 14,760.00**

1986

The CSL is potentially 100% remissible for the first year of post-secondary study and 50% for the second year of post-secondary study. The SSB and the SSL are combined and identified as SSL. The first \$75.00 per week of SSL is potentially 100% remissible and the remaining \$70.00 per week of SSL is potentially forgivable. The SIB becomes the Special Incentives Loan (SIL) and it is potentially forgivable. To be eligible for remission of forgiveness a student must successfully complete 60% of a full course load

A. Assistance received

1. 1st year is 49 weeks

a) CSL	\$105.00 X 49	= \$ 5,145.00
b) SSL	\$ 75.00 X 49	= \$ 3,675.00
c) SSL	\$ 70.00 X 49	= \$ 3,430.00
d) SIL	\$110.00 X 49	= \$ 5,390.00
Total received 1st year		= \$17,640.00

2. 2nd year is 33 weeks

a) CSL	\$105.00 X 33	= \$ 3,465.00
b) SSL	\$ 75.00 X 33	= \$ 2,475.00
c) SSL	\$ 70.00 X 33	= \$ 2,310.00
d) SIL	\$110.00 X 33	= \$ 3,630.00
Total received 2nd year		= \$11,880.00

B. Repayment

1. Students are potentially eligible for 100% remission for their first year of post-secondary study and 50% for their second year of study provided they successfully complete 60% of a full course load.

2. Eligible for remission

a) 1st year owes \$	0.00
b) 2nd year owes	\$2,970.00

3. Not eligible for remission

a) 1st year owes	\$17,640.00
b) 2nd year owes	\$11,880.00

If this student was eligible for remission he owed \$1,732.50 to CSL and \$1,237.50 to SSL. If this student was not eligible for remission he owed \$8,610.00 to CSL and \$20,910.00 to SSL.

**TOTAL DEBT \$2,970.00 OR \$29,520.00**

1988

The CSL is potentially 100% remissible for the first 60 weeks of post secondary study. The first \$75.00 per week of SSL is potentially 100% remissible for the first 60 weeks of post-secondary study. The remaining \$70.00 per week of SSL and the SIL is potentially forgivable. To be

1990

The CSL is no longer remissible except for SUNTEP students. The first \$75.00 per week of SSL is potentially 100% remissible for the first 60 weeks of post-secondary study. The remaining \$70.00 per week of the SSL and the SIL is potentially forgivable. To be eligible for remission or forgiveness a student must successfully complete 60% of a full course load.

A. Assistance

1. 1st year is 49 weeks

a) CSL	\$105.00 X 49	= \$ 5,145.00
b) SSL	\$ 75.00 X 49	= \$ 3,675.00
c) SSL	\$ 70.00 X 49	= \$ 3,430.00
d) SIL	\$110.00 X 49	= \$ 5,390.00
Total received 1st year		= \$17,640.00

2. 2nd year is 33 weeks

a) CSL	\$105.00 X 33	= \$ 3,465.00
b) SSL	\$ 75.00 X 33	= \$ 2,475.00
c) SSL	\$ 70.00 X 33	= \$ 2,310.00
d) SIL	\$110.00 X 33	= \$ 3,630.00
Total received 2nd year		= \$11,880.00

B. Repayment

1. a) There is 0% remission on CSL.  
b) There is potentially 100% remission on the repayable portion of the SSL.

2. Eligible for remission

- a) 82 weeks of CSL the student will owe \$8,610.00.
- b) 22 weeks of SSL the student will owe \$1,650.00.

3. Not eligible for remission

- a) 1st year the student will owe \$17,560.00
- b) 2nd year the student will owe \$11,880.00

If this student is eligible for remission he will owe \$8,610.00 to CSL and \$1,650.00 to SSL. If this student is not eligible for remission he will owe \$8,610.00 to CSL and \$20,910.00 to SSL.

**TOTAL DEBT \$10,260.00 OR \$29,520.00**

# 4 yr program

## SUMMARY

Student :

- single
- no dependents
- SUNTEP Program total of 156 weeks of study
- eligible for \$135.50 per week of study (estimated amount)
- no other source of income

1982

-Debt incurred \$ 0.00

1983

-Eligible for remission -- Debt incurred - \$ 9,292.00  
-Not eligible for remission -- Debt incurred \$16,380.00

1985

-The changes this year did not affect this type of student.

1986

-Eligible for remission -- Debt incurred \$11,991.50  
-Not eligible for remission -- Debt incurred \$21,137.00

1988

-Eligible for remission -- Debt incurred \$13,008.00  
-Not eligible for remission -- Debt incurred \$21,138.00

1990

-Eligible for remission -- Debt incurred \$13,008.00  
-Not eligible for remission -- Debt incurred \$21,138.00

1982

Metis and Non-status Indian (MNSI) students received funding from the Non-Status Indian and Metis bursary program (NSIM) to attend post-secondary educational programs.

At the end of a two year diploma program such as Native Human Justice Program, the student would owe \$0.00 to the government for their education.

TOTAL DEBT \$0.00

1983

The NSIM bursary was discontinued as a source of funding for post-secondary education. MNSI students now had to apply to Student Financial Services (SFS) for a Canada Student Loan (CSL) and Saskatchewan Student Bursary (SSB). To compensate for the loss of the NSIM bursary the government implemented the Special Incentive Bursary. This provided MNSI students with additional funding (based on need over and above that provided for in the CSL/SSB). The special incentives package also provided MNSI students with the opportunity to apply for remission of their CSL. After the first year of post-secondary study the student could apply for 100% remission and after the 2nd year the student could apply for 50% remission. The SSB was non-repayable.

A. Assistance received			
1.	1st year is 45 weeks		
	a) Canada Student Loan (CSL) is	$\$105.00 \times 45 \text{ weeks}$	= \$4,725.00
	b) Sask. Stud Bursary (SSB) is	$\$ 30.50 \times 45 \text{ weeks}$	= \$1,372.50
	Total received 1st year		= \$6,097.50
2.	2nd year is the same		= \$6,097.50
3.	3rd year is 33 weeks		
	a) CSL	$\$105.00 \times 33 \text{ weeks}$	= \$3,465.00
	b) SSB	$\$ 30.50 \times 33 \text{ weeks}$	= \$1,006.50
	Total received 3rd year		= \$4,471.50
4.	4th year is the same as the third		= \$4,471.50
	TOTAL RECEIVED IN 4 YEARS		= \$21,138.00

B. Repayment	
1.	Eligible for remission
	a) 1st year owes \$ 0.00
	b) 2nd year owes \$ 2,362.50
	c) 3rd year owes \$ 3,465.00
	d) 4th year over \$ 3,465.00
2.	Not eligible for remission
	a) 1st year owes \$ 4,725.00
	b) 2nd year owes \$ 4,725.00
	c) 3rd year owes \$ 3,465.00
	d) 4th year owes \$ 3,465.00

If this student was eligible for remission he owed \$9,292.50 to CSL.  
If this student was not eligible for remission he owed \$16,380.00 to CSL.

TOTAL DEBT \$9,292.50 OR \$16,380.00

1985

The CSL is 100% remissible for the first year of post-secondary study and 50% for the second year of post-secondary study. An additional \$70.00 per week was made available to high need students through a Supplementary Saskatchewan Student Loan (SSL). Now when a student finished school he owed money to CSL and SSL. The changes in this year did not affect single students with no dependents therefore, the figures will be the same as 1983.

1986

All bursaries are discontinued and the Student Assistance Program becomes straight loans. The CSL is potentially 100% remissible for the first year of post-Secondary study and 50% for the second year of post-secondary study. The Saskatchewan Student Bursary (SSB) and the Supplementary Saskatchewan Student Loan (SSL) are combined and identified as Saskatchewan Student Loan (SSL), the first \$75.00 per week is potentially 100% remissible and the remaining \$70.00 per week is potentially forgivable. The Special Incentives Bursary becomes the Special Incentives Loan (SIL) and it is potentially forgivable. To be eligible for remission or forgiveness a student must successfully complete 60% of a full course load.

A. Assistance received

1. 1st year is 45 weeks

a) CSL	\$105.00 X 45 =	\$4,725.00
b) Sask Student Loan (SSL)	\$ 30.50 X 49 =	\$1,372.50
Total received 1st year		= \$6,097.50

2. 2nd year is the same as the first = \$6,097.50

3. 3rd year is 33 weeks

a) CSL	\$105.00 X 33	= \$3,465.00
b) SSL	\$ 30.50 X 33	= \$1,006.50
Total received 2nd year		= \$4,471.50

4. 4th year is the same as the third = \$4,471.50

B. Repayment

1. Students are eligible for 100% remission for their first year of post-secondary study and 50% remission for their second year of post secondary study provided they successfully complete 60% of a full course load.

2. Eligible for remission

a) 1st year owes \$	0.00
b) 2nd year owes	\$3,048.50
c) 3rd year owes	\$4,471.50
d) 4th year owes	\$4,471.50

3. Not eligible for remission

a) 1st year owes	\$6,097.00
b) 2nd year owes	\$6,097.00
c) 3rd year owes	\$4,471.50
d) 4th year owes	\$4,471.50

If this student was eligible for remission he owed \$9,292.50 to CSL and \$2,699.00 to SSL. If this student was not eligible for remission he owed \$16,380.00 to CSL and \$4,757.00 to SSL.

**TOTAL DEBT \$11,991.50 OR \$21,137.00**

1988

The CSL is potentially 100% remissible for the first 60 weeks of post-secondary study. The first \$75.00 per week of SSL is potentially 100% remissible for the first 60 weeks of post-secondary study. The remaining \$70.00 per week of SSL and the SSL is potentially forgivable. To be eligible for remission and forgiveness a student must successfully complete 60% of a full course load.

A. Assistance received

1. 1st year is 45 weeks
  - a) CSL \$105.00 X 45 = \$4,725.00
  - b) SSL \$ 30.50 X 45 = \$1,372.50
  - Total received 1st year = \$6,097.50
2. 2nd year is the same as the first = \$6,097.50
3. 3rd year is 33 weeks
  - a) CSL \$105.00 X 33 = \$3,465.00
  - b) SSL \$ 30.50 X 33 = \$1,006.50
  - Total received 3rd year = \$4,471.50
4. 4th year is the same as the third = \$4,471.50

B. Repayment

1. Students are eligible for 100% remission for their first 60 weeks of post-secondary study provided that they successfully complete 60% of a full course load. Program length is 156 weeks.
2. Eligible for remission
  - a) 1st 60 weeks owes \$ 0.00
  - b) remaining 96 weeks owes \$13,008.00
3. Not eligible for remission
  - a) 156 weeks owes \$21,138.00

If this student was eligible for remission he owed \$10,080.00 to CSL and \$2,928.00 to SSL. If this student was not eligible for remission he owed \$16,380.00 to CSL and \$4,758.00 to SSL.

**TOTAL DEBT \$13,008.00 OR \$21,138.00**



1990

The CSL is no longer remissible except for SUNTEP students. The first \$75.00 per week of the SSL is potentially 100% remissible for the first 60 weeks of post-secondary study. The remaining \$70.00 per week of the SSL and the SIL is potentially forgivable. To be eligible for remission and forgiveness a student must successfully complete 60% of a full course load. For SUNTEP students the debt figures are the same as for 1988.

The federal department implements a cap on the dollars available from CSL. Once a student owes \$20,000 to CSL he is no longer eligible for federal funding. To be eligible for SSL a student must first be eligible for CSL.

The \$20,000.00 cap represents 190 weeks of post-secondary study. The SUNTEP program is a minimum of 156 weeks leaving 34 weeks available. If a student takes any post-secondary course (funded by CSL) before going to university, he probably will not be eligible for CSL in his 4th year of SUNTEP. For example a secretarial or hair dressing course is 40 to 52 weeks, an autobody or welding course is 45 weeks and so on.

Previous post-secondary training is not the only way a student can be ineligible. If a student has to take a reduced load, the number of weeks could climb to 180 weeks. At this rate there is no room for error or personal difficulties. If a student does not make a couple of classes and has to repeat a semester or a year, he will probably not be eligible for CSL.

# 4 yr program

## SUMMARY

Student II

- single
- 3 children
- SUNTEP Program total of 165 weeks of study
- eligible for maximum assistance of \$360.00 per week of study
- no other source of income

1982

-Debt incurred \$ 0.00

1983

-Eligible for remission -- Debt incurred \$ 9,292.50  
-Not eligible for remission -- Debt incurred \$16,380.00

1985

-Eligible for remission -- Debt incurred \$15,930.00  
-Not eligible for remission -- Debt incurred \$28,080.00

1986

-Eligible for remission -- Debt incurred \$15,930.00  
-Not eligible for remission -- Debt incurred \$56,160.00

1988

-Eligible for remission -- Debt incurred \$17,280.00  
-Not eligible for remission -- Debt incurred \$56,160.00

1990

-Eligible for remission -- Debt incurred \$23,580.00  
-Not eligible for remission -- Debt incurred \$28,080.00

1982

Metis and Non-Status Indian (MNSI) students received funding from the Non-Status Indian and Metis (NSIM) bursary program to attend post-secondary educational programs.

At the end of a four year SUNTEP program the student would owe \$0.00 to the government for their educational opportunity.

TOTAL DEBT \$0.00

1983

The NSIM bursary was discontinued as a source of funding for post-secondary education. Metis and Non-Status Indian (MNSI) students now had to apply to Student Financial Services (SFS) for a Canada Student Loan (CSL) and Saskatchewan Student Bursary (SSB). To compensate for the loss of the NSIM bursary the government implemented the Special Incentive Bursary (SIB). This provided MNSI students with additional funding (based on need) over and above the CSL/SSB. The special incentives package also provided MNSI students with the opportunity to apply for remission of their CSL. For the first year of post-secondary study the student could apply for 100% remission and for the 2nd year the student could apply for 50% remission. All bursaries are non-repayable.

A. Assistance received

1. 1st year is 45 weeks

a) CSL	\$105.00 X 45	= \$ 4,725.00
b) Sask. Student Bursary (SSB)	\$ 75.00 X 45	= \$ 3,375.00
c) Special Incentive Bursary (SIB)	\$110.00 X 45	= \$ 4,950.00
Total received 1st year		= \$13,050.00

2. 2nd year is the same as the first = \$13,050.00

3. 3rd year is 33 weeks

a) CSL	\$105.00 X 33	= \$ 3,465.00
b) SSB	\$ 75.00 X 33	= \$ 2,475.00
c) SIB	\$110.00 X 33	= \$ 3,630.00
Total received 2nd year		= \$ 9,570.00

4. 4th year is the same as the third = \$ 9,570.00

B. Repayment

1. Students are potentially eligible for 100% remission for their first year of post-secondary study and 50% for their second year of post-secondary study provided they successfully complete 50% of a full course load.

2. Eligible for remission

a) 1st year owes \$	0.00
b) 2nd year owes	\$2,362.50
c) 3rd year owes	\$3,465.00
d) 4th year owes	\$3,465.00

3. Not eligible for remission

a) 1st year owes \$	4,725.00
b) 2nd year owes \$	4,725.00
c) 3rd year owes	\$3,465.00
d) 4th year owes	\$3,465.00

If this student is eligible for remission he owed \$9,292.00 to CSL. If this student was not eligible for remission he owed \$16,380.00 to CSL.

**TOTAL DEBT \$9,292.50 OR \$16,380.00**