

EXECUTIVE SUMMARY
S.T.E.P., PHASE TWO
SASKATCHEWAN TRAINING
for
EMPLOYMENT PROGRAM

A Proposal Under the National Training Act
(Bill C-115)

Prepared and Presented by
The Gabriel Dumont Institute
of Native Studies and Applied Research

EXECUTIVE SUMMARY: S.T.E.P., PHASE TWO

The Gabriel Dumont Institute of Native Studies and Applied Research submits the following proposal calling for the launching of the second phase of the Saskatchewan Training for Employment Program (S.T.E.P.). The proposal seeks funding from the Canada Employment and Immigration Commission (C.E.I.C.) under the Skills Growth Fund (SGF) and from the Province of Saskatchewan for Institutional Training Funds. It should also be pointed out that we hope to secure funding for one of the programs envisioned from the Muttart Foundation.

The Gabriel Dumont Institute fully accepts responsibility to make the proposed programs work as the official STEP sponsor. A great deal of help and co-operation from both the Federal and Provincial Governments, however, will be essential to the successful development of our initiatives. The Institute will ensure that due credit to the financial sponsors of Phase Two of STEP will be publicly accorded.

STEP, PHASE TWO, AS PART OF A LONG-TERM NATIVE ADULT EDUCATION STRATEGY

The programming included in the present submission must be viewed as part of a long-term adult education and occupational training strategy developed by the AMNSIS/Dumont Network (comprised of the AMNSIS Provincial Board, THE Gabriel Dumont Institute, the AMNSIS' Area Education Committees and Local Education Committees). Because long-term planning requires adjustment to short-term realities, the present proposal reflects some programming priorities that were not consciously reflected in the initial STEP proposal. Specifically, the following features of the proposal must be seen as distinctive:

- 1) the Dumont Institute should now be viewed by CEIC as the designated Provincial adult education and occupational training arm of AMNSIS, and first priority for funding of all Metis and Non-Status Indian submissions should be given to Dumont proposals;
- 2) the present proposal emerges out of the articulation of a specific strategy, developed by the Institute in conjunction with AMNSIS, for preparing Native people to assume a greater degree of authority and more effective managerial and service delivery skills in the human resource development field;
- 3) as a second fundamental priority, the present proposal seeks to get a "foot-in-the-door" for Native-controlled, community-based technical training;
- 4) STEP, Phase Two programming will give a special emphasis to the training needs of Native women.

PROPOSED PROGRAMS

I. Human Resource Development Training

As indicated above, it is a fundamental goal of Dumont to prepare Metis and Non-Status Indians for administrative and direct client relation skills in human resource development areas. As a short-term objective -- i.e., a goal of STEP, Phase Two -- training in this field is a first priority. The following programs are proposed:

- ① Two additional HRDP programs in two new centres.
- ① A Business Program, of two years duration, certified by S.T.I., with a common first year and second year specialization in one of accountancy, administration, data processing or retailing.

- ① A Child Development Worker Program; of one-year duration (leading to a Certificate) or two-year's duration (leading to a Diploma).
- ① A Personal Development Worker Program, of one year's duration, certified by Kelsey, to fill needed positions in occupational therapy and in the provision of services to people with physical, emotional and mental handicaps.
- ① A Second Intake of students into the Recreational Technology Program in Regina.

II. Programs Proposed for Technical Training

Also as previously indicated, it is one of our fundamental goals to prepare Metis and Non-Status Indians for various skilled occupations of a technical nature. Given the very low participation rates of Native people in the types of technical education required to fill jobs in high demand, the Institute feels that it is essential that we encourage this type of training. We believe that the distinctive approach of STEP will provide the necessary complement to existing training to ensure successful Native participation. The following programs are proposed, all currently in demand and forecast to be in demand through 1987:

- ① A Farm Machinery Mechanics Program, of two year's duration, certified by Kelsey Institute.
- ① A Radio-Television Electronics Program, certified by S.T.I., of 56 weeks duration.
- ① An Electronics Engineering Technology Program, of two year's duration, certified by S.T.I.
- ① A Motor Vehicle Mechanics Program, of 32 weeks duration, certified by Kelsey or S.T.I.

SUMMARY

In total, the STEP, Phase Two proposal recommends three new programs in the human resources development area -- a Business program; a Child Care Development program; a Personal Development Worker program -- and two additional HRDP programs, in two new regional training centres, supplementing the ones currently offered in Lloydminster and Ile-a-la-Crosse. A second intake into the existing Recreation Technology program in Regina is also proposed. Four new technical courses in four AMNSIS regions in which centres have not, to date, been established, are also proposed. These programs are: a Farm Machinery Mechanics Program; a TV-Radio Servicing Program; an Electronics Engineering Technology Program; and a Motor Vehicle Mechanic Program. In total, 186 adult learners would be provided with skill training related to employment if the proposed courses are established.

An added component of the current proposal, called "STEPTECS" (Supportive Training Environment Program for Technical Students), is intended as a means of increasing the success of Native students in technical institute programs by providing a SUNTEP-modelled support structure on site at the institutes. Funding for STEPTECS, however, would be sought from the Provincial Government - not from CEIC. The proposed program would begin on a pilot basis at one of the institutes.



STEP BY STEP



EQUALITY of participation in the Canadian occupational system, the economic system and the social system sustained by:

- a) Native collective self-determination within the Canadian Federal System through self-government structures and
- b) the operation of a land base and economic enterprises owned, controlled and operated by Native people



LONG-TERM
GOAL

NATIVE TRAINING CORPORATION (1985 or 86) → To enable comprehensive planning in adult education through a Native-controlled funding agency.

STEPEDS (1984 or 85) → To expand STEP, Phase One, with an emphasis on Human resources training, and a "foot-in-the-door" for technical training

STEP Phase Two (1984) → To provide a SUNTEP-type support for Natives, on-site, at technical institutes

S.T.E.P. Phase one (1983) → To participate in the National Training Program to increase Native participation in skill training for demand occupations

S.U.N.T.E.P. (1980) → To adapt primary and secondary education to Native realities through teacher education

Educ. Comm's (1982) → To foster the improvement of the Native reality through research, curriculum development and program development

GABRIEL DUMONT INST. (1980) → To identify training needs and rationally plan community college programming for Native people

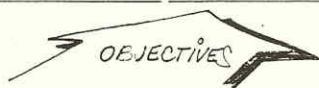
N.R.I.M. REVIEW (1980) and Area → To identify training needs and rationally plan community college programming for Native people

N.R.I.M. (1968) → Earmarked funding to encourage and support the upgrading, trades-training and life skills training of Native people

ESTABLISHMENT OF AMNSAS and earlier NATIVE ORGANISATIONS (1930's-1970's) → Community Development and Adult Education of Native people to overcome oppression and impoverishment



MEANS



OBJECTIVES

S.T.E.P. PHASE II - SKILLS GROWTH FUND

Summary of Program Costs

Program	Length of Program	# of Students	Capital Costs	Course Development	Operating Costs	Total
Human Resource Development #1	80 weeks	20	\$ 117,000	\$ 30,080	\$ 29,550	\$ 176,630
Human Resource Development #2	80 weeks	20	117,000	30,080	29,550	176,630
Business	40 weeks + 1 year on campus	20	122,000	28,980	29,550	180,530
Child Development Worker Program	80 weeks	21	99,000	29,680	29,000	157,680
Personal Development Worker	40 weeks	20	117,000	30,080	29,550	176,630
Recreation Technology (2nd Intake)	80 weeks	20	13,000	6,000	13,900	32,900
Farm Machine Mechanics	80 weeks	15	207,000	30,080	29,550	266,630
Radio-Television Electronics	52 weeks	15	177,000	30,080	29,550	236,630
Electronics Engineering Technology	80 weeks + 1 year at S.T.I.	20	167,000*	30,080	29,550	226,630
Motor Vehicle Mechanical Repair (MVMR)	40 weeks	15	182,000	30,080	29,550	241,630
Gabriel Dumont Institute Code Costs	-	-	14,500	188,000	59,238	261,738

Phase Two

S.T.E.P.

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