



GABRIEL

*Nurturing Our Culture  
Preparing Our Future*

Gabriel Dumont Institute Strategic Plan 2014-2017



**GABRIEL DUMONT INSTITUTE**  
of Native Studies and Applied Research



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Cover image: “Gabriel Dumont: Prince of the Plains”, Jane Ash Poitras, GDI Collection



# Message From The Chair

As the groundwork for the Gabriel Dumont Institute was being set in the late 1970s, the Institute's very first goal was articulated: "To support Native people in developing a knowledge of and pride in their history and culture ... to provide the basis on which they can build a positive cultural and personal self-image."



Many years have passed since the Institute's first broad objective of the Institute was put into words, and yet, the cultural promotion aspect of Gabriel Dumont Institute remains our defining feature of the Institute. It is what makes us unique and what provides the vitality and range of the Institute's offerings. In short, it is what has made the Institute work for Métis people for more than 33 years.

As Vice Chair of the Gabriel Dumont Institute Board of Governors it is my pleasure to present the strategic plan for the Institute for 2014-2017 and to note that one of the broad desired results for GDI remains the strengthening and preservation Métis pride and identity. We have remained true to our roots.

During this planning cycle, Gabriel Dumont Institute takes its first steps toward a Results-Based Accountability model. This common sense and simple approach is a good fit for an organization like GDI. It allows us to set broad desired outcomes at the strategic organizational level from which

the various entities and programs within GDI can craft specific strategies and performance measures at the workplan level. The five results to which the Institute aspires set the stage for the Institute's work over the next three years.

Gabriel Dumont Institute was born from the passion of community leaders who believed in the right to an equitable education for every Métis person. Those leaders were our first strategic planners; from the very first discussions about a Métis-specific training institute, to the first Métis cultural conference in 1976, to the signing of the GDI agreement, their hard work endures today as we lay out our plans for Métis education in our province for the next three years. On behalf of the GDI Board of Governors, I am pleased to have a role in moving the Métis education agenda ahead. I look forward to what the future will bring.

Maarsii,  
Glenn Lafleur  
Vice Chair  
Gabriel Dumont Institute Board of Governors

# Executive Summary

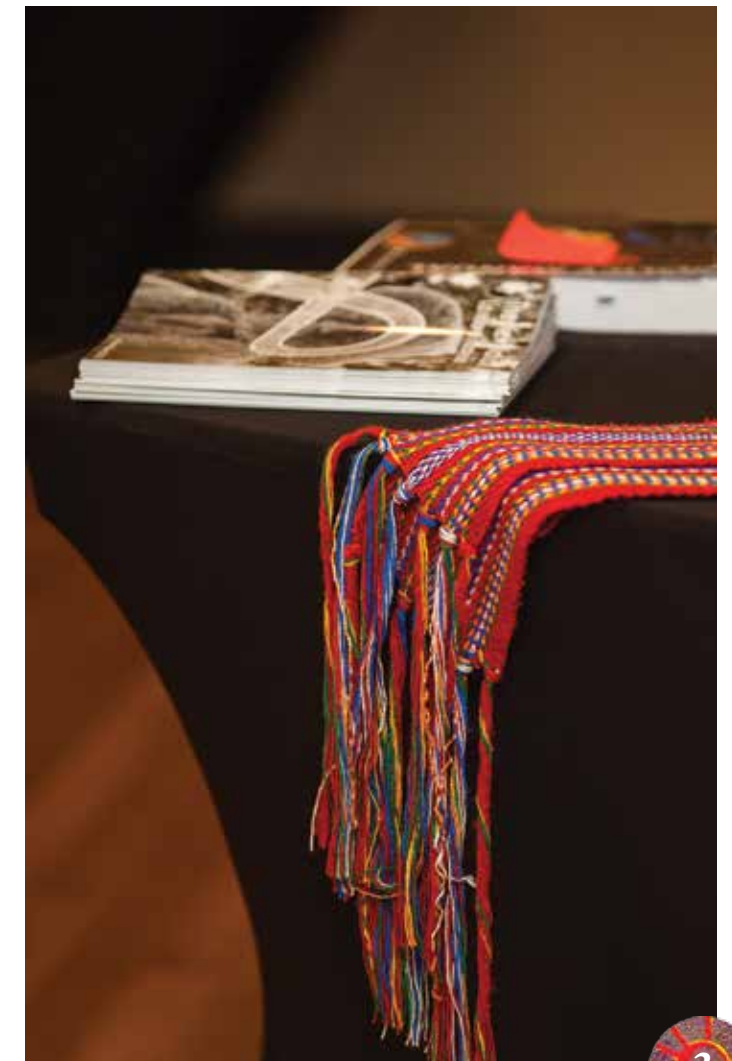
The Gabriel Dumont Institute Strategic Plan for 2014-2017, *Nurturing Our Culture Preparing Our Future* presents an overview and background of the organization, provides some analysis and information for consideration in the planning context, and articulates the Institute's desired results for the next three years.

Gabriel Dumont Institute continues to be a leader in Métis education and training in Saskatchewan. Over its 33-year history, the Institute has met the challenge of rapid growth to become a complex and multifaceted organization that remains firmly grounded in its education and cultural mission. Through a variety of mechanisms, we offer education and training at all post-secondary levels (degree, diploma, and certificate) as well as adult upgrading, and provide education resources for the K-12 system. Furthermore, GDI offers employment services to Métis people in Métis, and other, communities across Saskatchewan. Underpinning all of the programs, service, and resource offerings of the Gabriel Dumont Institute is our attention to promoting and preserving the Métis cultural legacy. In more ways than one, Métis culture is the backbone of the good work that flows from GDI.

The Gabriel Dumont Institute is known to foster a positive corporate culture amongst its employees, demonstrating flexibility and consideration. We offer our employees, students, and clients a strong cultural component and have a mandate to hire and develop a Métis workforce. GDI has grown, and has become a large organization with over 150 employees who cover a broad geographic area. With such growth, often come challenges in the areas of communications and human resource management.

The context for strategic planning includes awareness that the Métis are one of the fastest growing populations in Saskatchewan, at nine percent growth for the Métis population compared with 6.7 percent for the general Saskatchewan population. The Métis population tends to be more youthful than the general population, creating increased need for culturally-relevant training, education, and educational resources.

The Métis employment rate continues to trend lower than that of the general population. Since we know statistically that the gap in employment rates narrows with higher education, the need for increased opportunities for Métis-specific higher education programs is indicated as one approach available to the Gabriel Dumont Institute.





# About the Gabriel Dumont Institute

A number of favourable conditions are expected to keep Saskatchewan in an enviable economic place in Canada over the short and medium term. Employment gains are expected in a number of sectors for which GDI prioritizes training, such as health, social services, trades, transport, and equipment operators.

Utilizing aspects of a Results-Based Accountability model, the Gabriel Dumont Institute Strategic Plan lays out five complementary desired results to be achieved over the next three years. The key results that the Gabriel Dumont Institute will achieve are to:

- ∞ Increase well-being in the Métis communities through advocacy, research, partnerships, programs, services, and funding agreements;
- ∞ Strengthen and preserve Métis pride and identity by further attending to the Institute's cultural mission and mandate;
- ∞ Develop governance and leadership to ensure accountability and responsiveness;
- ∞ Raise the Gabriel Dumont Institute's profile in order to facilitate greater recognition of GDI as a preferred trainer and employer of choice; and
- ∞ Develop and build relationships, both formal and informal, with a variety of partners.

The Gabriel Dumont Institute strategic plan forms the basis of the work that the Institute will engage in over the next three years. The straightforward approach of Results-Based Accountability allows the Institute's Board of Governors to set broad desired outcomes at the strategic level. From these broad desired outcomes, the various entities that make up GDI, such as the Dumont Technical Institute and GDI Training and Employment, will develop specific strategies and performance measures applicable to their particular programs and services, funding agreements, and other criteria. The Institute's key desired outcomes as a whole will inform the more detailed work plans for the rest of the Institute and will ensure that we are all pulling in the same direction.



- ∞ The Gabriel Dumont Institute operates as a parent company to offer programs and services through the Saskatchewan Urban Native Teacher Education Program (SUNTEP), the Dumont Technical Institute (DTI), Gabriel Dumont College (GDC), Gabriel Dumont Institute Training and Employment (GDIT&E), GDI Publishing, Library and Information Services, and Gabriel Dumont Scholarship Foundation II (GDSF).
- ∞ Combined, the Institute's annual revenues are approximately \$28 million.
- ∞ The Institute operates with 126 full time staff and 24 part-time for a total staff of 150.
- ∞ Since its inception in 1980, the Gabriel Dumont Institute has graduated over 1,000 students with a Bachelor of Education degree through SUNTEP.
- ∞ The Institute offers community-based programming in 20 different locations across the province.
- ∞ Over 200 Practical Nurses have graduated through the Dumont Technical Institute.
- ∞ In total, the Gabriel Dumont Institute serves approximately 2,000 Métis clients and students each year.
- ∞ The Institute continues to bank Métis culture in order to produce Métis-specific learning resources, which now exceed 160 titles. The Institute has assembled the world's largest virtual museum of Métis-specific history and culture.





# Strategic Planning Overview

The Institute is committed to long-term success in the delivery of education, culture, and training services to Métis citizens of Saskatchewan. To affirm this commitment, the Gabriel Dumont Institute Board and management team commit to the following:

- ∞ An intensive review of the Institute's long-term strategic plan with the assistance of an outside professional service provider on a three-year basis;
- ∞ Annual review of strategic planning goals and outcomes at the board and management levels as identified in the strategic plan; and
- ∞ Annual review and approval of the Institute's programs and operating budgets prior to the beginning of the new fiscal year.

# Strategic Planning Audit Trail

- August 2013** The Gabriel Dumont Institute Board commits to strategic plan update for 2013.
- August 2013** Facilitator retained to facilitate strategic planning session.
- September 2013** The Gabriel Dumont Institute board members, senior management, Elder, and student representatives gather in Saskatoon for facilitated strategic planning sessions.
- October 2013** Discussion report developed based on priorities established in the planning session.
- November-December 2013** Discussion report distributed to Métis stakeholders and meetings arranged with various representatives; feedback documented.
- February 2014** The Gabriel Dumont Institute Board of Governors examines feedback, makes revisions, and adopts a final strategic plan document.
- March 2014** Strategic Plan 2014-2017 distributed to the Métis community, government partners, and other stakeholders in the province.
- March 2014** Plan formally shared with the Gabriel Dumont Institute staff and stakeholders.



# Planning and Operational Context

## Demographics

The Métis continue to register one of the highest population growth rates in Saskatchewan. According to Statistics Canada, the population of self-identified Métis people increased from 48,115 in 2006 to 52,450 in 2011 – a nine percent growth. During the same period, the population of self-identified First Nations people in Saskatchewan increased from 91,400 in 2006 to 103,205 in 2011 (12.9 percent increase), while the total population of Saskatchewan increased by 6.7 percent from 968,157 to 1,033,381 in 2006 and 2011 respectively.

Between 2001 and 2011, the Métis population grew by about 10 percent. In 2001, the Métis represented 4.5 percent of the population of Saskatchewan compared with 5.2 percent in 2011.

As of 2011, almost two out of every five (38 percent) Métis people were living in the Saskatoon and Regina census metropolitan areas. A similar proportion (38 percent) of the Métis population lived in small cities, towns, rural areas, and on reserves, while about 24 percent lived in smaller cities including Prince Albert, Yorkton, and North Battleford. This will likely have an impact on GDI programming and service delivery as the Institute works towards meeting the specific training and employment needs of Métis students and clients in their communities.

In general, the Métis population is younger than the non-Aboriginal population, and this has a great implication for the educational and training needs of the Métis. In 2011, 26 percent of the Métis were under the age of 15 years compared to 17 percent for the provincial population. Put differently, seven percent of the children aged 14 years and younger in Saskatchewan are Métis. Thirty three percent of the Métis population is between ages 15 and 34 years, with about 10,000 in the 15-24 year old age group. The latter makes up a key GDI client group. The Institute will continue to strive to not only provide relevant training to Métis clients but to also be an employer of choice for the Métis.

## Labour Market Trends

Employment rates, the percentage of the population with a job, for the Métis population aged 15 years and older were as follows. In 2011, 59.8 percent of the adult (ages 15 years and older) Métis population was working. This is down slightly from 61 percent in 2006. For the non-Aboriginal population, employment rates increased slightly from 67.1 percent in 2006 to 67.8 percent in 2011. Thus, the gap in employment rates between the Métis and the non-Aboriginal population widened between 2006 and 2011.

Evidence shows a strong positive correlation between labour participation and formal education among Métis. Indeed, one of the strategies to increase Métis participation in the labour market is increasing educational attainment levels for the Métis **as is illustrated below using 2011** census data for Saskatchewan. Among the population aged 25-64 years without a high school diploma, employment rates for Métis were 50 percent and 71 percent for the non-Aboriginal population. For those with a high school diploma as their highest level of education, 72 percent of the Métis had jobs compared to 81 percent of the non-Aboriginal population.

The gap in employment narrowed slightly for those with postsecondary qualifications in apprenticeships and trades where employment rates for the Métis and non-Aboriginal population were 78 percent and 86 percent respectively. The gap narrows further at higher levels of education. For those with postsecondary certificate and a diploma in non-trades, 81 percent of the Métis and 85 percent of the non-Aboriginal population had jobs while among university graduates the employment rates for the Métis and non-Aboriginals were 83 percent and 85 percent respectively.

## Labour market outlook for Saskatchewan

2012 was a very good year for Saskatchewan as record levels of employment, investment, and population were reached. Major economic forecasters including the Saskatoon Chamber of Commerce, the Conference Board of Canada, the RBC, and TD Economics expect Saskatchewan to have the second best economy in Canada in 2013 with a real GDP growth rate of between 2.4 and 2.9 percent. The growth is expected to improve in 2014 to around 3.0 percent. A combination of a strong fiscal position, manufacturing, key export markets and solid employment conditions are likely to keep the province as a leader in economic growth in 2015. (See TD Economics (2013 October 13). Provincial Economic Forecast - Saskatchewan. [http://www.td.com/document/PDF/economics/qef/ProvincialForecast\\_October2013.pdf](http://www.td.com/document/PDF/economics/qef/ProvincialForecast_October2013.pdf)).

Saskatchewan's medium term economic outlook is strong and the province's labour market conditions are likely to remain tight with an unemployment rate staying close to four percent in the coming year. *The GDI Aboriginal Apprenticeship Initiative* will have increased the number of registered Aboriginal apprentices in the province by more than 120 (over 55 percent being Métis) by January 2014. As the Human Resources and Skills Development-GDI Skills and Partnership Fund Apprenticeship Initiative will be winding down, GDI is likely to respond to the demand for skilled trades in the province by offering training and services to Métis clients.

Saskatchewan's mining industry continues to be a major player in the province's economy. More than a dozen mining companies operate in Saskatchewan and employ over 30,500 people in operations across the province, supplying a variety of minerals in Canada and internationally. Saskatchewan is best known for being the world's leading producer of potash, producing roughly one third of the world's supply. Although the Saskatchewan potash industry experienced "poor fertilizer demand" in late 2013, improved potash demands are anticipated in the long term. In the fall of 2013, GDI participated at an Indigenous Economic Partnership Summit in

Lloydminster attended by representatives of the governments of Alberta and Saskatchewan, as well as the mining, and oil and gas industries. This partnership and others will help create opportunities for increased Métis participation in Saskatchewan's natural resources sector.

Saskatchewan's employment gains will also be experienced in service industries such as Health Care, Social Services, Trades, and in the Transport and Equipment Operations sector. However, the tight competition for gainful employment due in part to inflow of workers from other provinces and countries into Saskatchewan means that the Métis will need at least a high school diploma to be able to find meaningful employment. These sectors, together with Adult Basic Education, will continue to be priority areas for training and employment within GDI.



SWOT analysis is a structured planning method used to evaluate the Strengths, Weaknesses, Opportunities, and Threats faced by organizations today, and in the future. Identification of SWOTs is important because they can inform later steps in planning to achieve the outcomes identified in the planning process. The following are some of the key SWOT analysis points for GDI.

### STRENGTHS:

#### Flexibility

- GDI is easily adaptable to change
- good corporate culture - flexible and accommodating

#### Quality staff and programs

- staff dedicated to GDI's mission and mandate
- highly qualified staff
- large Métis workforce - the Institute has a Human Rights exemption to hire Métis
- strong management/leadership; strong board
- nationally and provincially-recognized programs

#### Sense of community

- work with Elders
- responsive to and engaged with community
- relationship-focused - strong community presence and networks

#### Solid foundation

- strong reputation
- stability - proven over time
- solid mission and mandate
- GDI's legacy becoming apparent (eg. second generation of students)
- infrastructure base

#### Cultural mandate

- GDI is unique in our mandate and purpose
- fills a need in Saskatchewan and beyond
- model for other provinces

#### Strong relationships

- strong relationships with Métis, Provincial, and Federal partners
- breadth and depth

#### Accountable and transparent

- solid track record with funders, stakeholders, and community
- client-focused
- strong governance and leadership model

### WEAKNESSES:

#### Student supports

- lack of access to student supports like housing, childcare, and transportation
- federal labour market program funding for Métis static since 1999

#### Communications

- large organizational structure
- broad geographic area
- connection to Métis youth
- alumni communication
- website
- internal reporting

#### Human resources

- succession planning needed
- perception of non-competitive pay scale (without accounting for other benefits)
- staffing challenges outside urban areas

#### Profile

- need to create a greater public profile

### OPPORTUNITIES:

#### New economic realities in Saskatchewan

- the Métis population will increasingly be looked to as a labour source
- refocus attention on a Métis Centre of Excellence
- align with provincial targets for ABE and apprenticeship numbers

#### Increasing interest in the Métis population

- capitalize on increased interest in, and recognition of, the Métis
- opportunities exist as industry and provincial and federal governments increasingly recognize the Métis as a strong and talented source of human resources
- consultation services (eg. Aboriginal awareness training)
- increase Métis high school graduates; increase Métis university graduates
- utilize local media opportunities
- GDI Act
- Elders consulted widely

### THREATS:

#### Government direction

- insecurities exist in relation to provincial and federal governments and their commitment to Métis aspirations
- GDI is tied to the Métis political body, the Métis Nation–Saskatchewan (MN–S) and relies upon the MN–S for lobby efforts, leadership, and direction based on the democratic will of the Métis community. Governance turmoil at the MN–S has led to deep fractures and divisions within the Métis political structure. There is a risk that these pressures may enter the Institute through its affiliation
- the federal Métis human resources development strategy expires in 2015 and it is unclear what a successor strategy will follow
- GDI is largely reliant on government funding to pursue our mandate. The Institute is under contract, both federally and provincially, for the programs and services it provides
- lack of Métis influence on education policy stringent/cumbersome accountability reporting requirements

#### Competition

- increasingly, there is competition from mainstream institutions for Métis students
- cultural threat
- assimilation
- competition for talented/skilled HR
- college versus university competition/pay

#### Saskatchewan economy/labour force

- access to employment - emphasis on external versus local labour force
- failure of the K-12 system to educate Métis to graduation; jobs take Métis youth away from school before graduating



# Mission

The Institute's purpose is contained in our Mission Statement, which informs the key measures of GDI's long-term objectives and outcomes needed to complete this work.

In 1976, a group of Métis citizens were concerned about the inequitable education and employment levels of Saskatchewan's Métis. They expressed a desire to own an institution of their own that would provide future generations with access to quality education in a Métis cultural context. Based on these early discussions, the Institute was formally established in 1980. The Institute's mission is as follows:

*To promote the renewal and development of Métis culture through research, materials development, collection and distribution of those materials and the design, development and delivery of Métis-specific educational programs and services.*

The Gabriel Dumont Institute mission statement continues to inform the important cultural and educational work of the Institute on behalf of Saskatchewan's Métis community.

# Vision

A vision statement reflects the Institute's preferred future status. It inspires people to work collectively towards achieving that future goal and creates outcomes that everyone can support. Elements of GDI's desired future include the following:

*Expanded infrastructure, capacity development for programs, services, leadership, and students, increased profile for the Institute, legislation, expanded community base, strengthened relationships, Métis workforce equity, Métis cultural sharing and recognition, and reduced or eliminated socio-economic gaps.*

# Values

Values are the principles and beliefs that guide our organization's behaviors, decision-making processes, actions, programs, and services. During the planning session, time was devoted to reviewing and affirming the Institute's values statements. These values statements are complemented by the importance of the Métis community in all of GDI's endeavours.

The Gabriel Dumont Institute values:

## Quality

GDI provides high-quality programming, resources, and service to the Métis community.

Professionalism and a highly qualified Métis staff are key strengths that contribute to the successful delivery of culturally-specific education and training programs. Staff maintain our culturally-affirming environment and provide role models for participants.

## Accountability

GDI has developed positive relationships with stakeholders, partners, Métis communities, and governments. The Institute has built its credibility over its thirty-year history. GDI will remain accountable and transparent to its stakeholders, including funders, staff, students, and the Métis community.

## Culture

Métis culture is a critical feature of all GDI programming. The Institute builds community and a sense of belonging, which results in increased pride, cultural identity, and self-esteem among our students and graduates. GDI is a conservator of Métis history and culture, a national leader in Michif language initiatives, and a trusted source for those seeking Métis-specific information throughout the world.

## Responsiveness

GDI is responsive to clients, to labour market needs, and to communities. The Institute participates in a variety of needs assessment processes, which provides both proper and timely training in Métis communities. GDI is adaptable and flexible in our programming and in our staff relations. Meeting student needs is a key priority.

## Respect

Relationships are built on respect and trust. GDI approaches its interactions with students, community members, our partners and stakeholders, and the general public with courtesy and understanding. GDI offers a welcoming environment where people are made to feel supported, capable and at home.





# Results

Gabriel Dumont Institute has an ongoing interest in formative improvements to the quality of our programs and services. With this in mind, GDI is taking steps toward implementing a form of Results-Based Accountability into our strategic planning cycle for the Institute. Results-Based Accountability is a common sense approach that starts with our desired results or goals and works towards reaching specific strategies. This approach works particularly well within a complex organization like Gabriel Dumont Institute by first facilitating all our programs and divisions to come together, along with our community and stakeholders, to establish the highest level of desired results for the organization as a whole. The various divisions then work with the desired results to devise specific strategies and performance measures applicable to their particular programs and services.



Five interrelated, mutually supportive desired results are at the heart of Gabriel Dumont Institute's strategic plan.

The five key results are as follows:

### 1) Increase well-being in Métis communities

The Gabriel Dumont Institute will ensure that our programming, services, and facilities meet the needs of Métis communities. The Institute will deliver the right programs in the right locations at the right time in order to maximize effectiveness in terms of outcomes, employment, further training, and resource use. Examples include conducting a needs assessment to identify key opportunities for new and effective program and service offerings; conducting research that demonstrates the return on investment from GDI programs and services; building on the GDI-University of Regina affiliation agreement to bring new programs to communities; securing a successor agreement for the *Aboriginal Skills and Employment Training Strategy (ASETS)*; continuing/expanding skills, apprenticeship, and upgrading training; and attending to physical infrastructure to meet current and future needs. GDI will work to ensure that our programming, services, and facilities meet the needs of Métis learners and clients, communities, labour market, and funders.

### 2) Strengthen and preserve Métis pride and identity

Culture is a critical feature of the GDI mission and forms a basis of our work. GDI has distinguished itself as the organization that can deliver unique programs and services to the community. Examples include increased online presence, greater internal collaboration and awareness, role model programs, maintaining and enhancing the strong publishing program, continued development of a Métis museum and artefacts, engaging community Elders, Michif-language initiatives, and continued work towards a Métis Centre of Excellence. GDI is in a position to promote Métis culture, to retain the languages, the history and the stories, and to deliver this legacy to generations of Métis in Saskatchewan and beyond.

### 3) Develop governance and leadership

The Institute's affairs and resources will be managed in a manner that is accountable and responsive to the demographic and labour market needs and interests of Métis people. Gabriel Dumont Institute will ensure effective methods are in place to hire, train, educate, and retain Métis people in a variety of roles within the Institute. Examples include succession planning, mentorship, professional development, and other staff and board recruitment, retention, and development strategies; broad and regular community consultation; contributing to positive management-union relations; participation in governance training; attending to the Institute's legal and contractual status; and maintaining and enhancing strong community connections.

### 4) Raise the Gabriel Dumont Institute profile

The Gabriel Dumont Institute's profile will be raised, ensuring that the Saskatchewan Métis and the general public understand the Institute and our important role in the province. The Gabriel Dumont Institute will work to provide our stakeholders, communities, and the general public with clear and consistent messages and broad awareness about the Gabriel Dumont Institute in order to facilitate greater recognition of GDI as the primary trainer, educator and employer of the Métis. The Institute's legal and contractual position in the province will continue to be a priority for the Gabriel Dumont Institute and advancing this status will contribute positively to the reputation of the Institute.

### 5) Develop and build relationships

Over the years, the Gabriel Dumont Institute has built many solid formal and informal relationships in the education sector. Our valued affiliations include those with the University of Regina, the University of Saskatchewan, the Saskatchewan Institute of Applied Science and Technology, the Saskatchewan Indian Institute of Technologies, and the province's regional colleges. Further, GDI fosters relationships with numerous employers, and with provincial, federal, and Métis governments. These proven partnerships have resulted in real benefits for the Métis. The Gabriel Dumont Institute will seek to enhance our reputation as a good partner, to build on the good work already accomplished, and to forge new and mutually beneficial relationships.





# Conclusion

The desired results set forward in the Gabriel Dumont Strategic plan for 2014-2017 are consistent with the Institute's values and mission. The plan articulated by the Institute continues on the path of building good relationships, providing quality programs and services to the Métis community, and being accountable to our community and stakeholders. GDI looks forward to implementing and reporting on the progress of the strategic direction developed by our Board of Governors within this document. For more information about the Gabriel Dumont Institute please visit our website at [www.gdins.org](http://www.gdins.org)





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He received no formal schooling; although he could speak  
Metis and Indians was the