

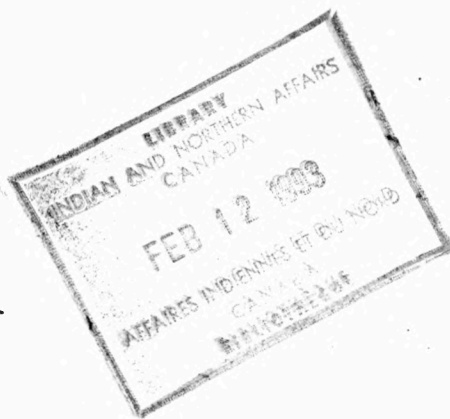
TRAINING TASK FORCE
EDUCATION FOR POST SCHOOL PROGRAMS
March 1972

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TRAINING TASK FORCE

EDUCATION

POST SCHOOL PROGRAMS



This report is an initial study on training and the conclusions and the detailed recommendations must be regarded as indications of specific areas which warrant further examination.

Program Analysis Section.
D.I.A.N.O.
March 1972.

Observations

1. The IAND Post-School Programs are only one source of training available to Indian people, and IAND's efforts are relatively modest when compared to other agencies, both Federal and Provincial.
2. The IAND Post-School Programs fulfill a definite need providing that the programs conform to the stated policies and objectives.
3. There may be some merit in the education branch re-examining the various segments of the Post-School Programs to make sure that they are not duplicating services that could be provided more effectively by other agencies.
4. The efforts of IAND Post-School Programs alone will not fill the present need of the Indian people.

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General Recommendations

1. That the Education Branch consider revamping their present policies and objectives to concentrate the major Post-School Program effort on Adult Basic Education and gradually phase out all other sections that can be more easily handled by other agencies. *why which can be considered the Cost/Benefit ratio?*
2. That in the interim period, the Education Branch continue their attempts to make the Post-School Program fulfill the current policies and objectives. *such as?*
3. That the Education Branch endeavor to achieve a closer coordination with the other Branches at Headquarters, particularly with Community Affairs Band Training Program.

Detailed Recommendations

1. That the Saskatchewan region should re-examine its Adult Basic Education Program as it is possibly not taking full advantage of operating options that other regions have adopted.
2. That Manitoba region examine its Adult Social Education Program in view of the fact that its program has the highest cost per pupil of any region. It would appear that Manitoba may not be taking advantage of the opportunities offered by outside agencies that other regions are doing. *are there any obvious reasons for this?*
3. In view of the fact that there are seventy Vocational Counsellors employed in the Vocational Training Program, the Education Branch may wish to examine their roles carefully to insure that their services are being fully utilized, especially since Vocational Counselling is available from many other agencies. *in what Region.*
4. Alberta Region should examine its Pre-vocational and Formal Vocational Programs as its percentage completion rates are very low compared to the other regions.
5. The Education Branch should examine the experience of Quebec with their Vocational Training Programs in that Quebec appears to have the greatest number of students with a reasonable completion rate at least in Formal Education courses (no other figures available for Pre or Special Vocational) and have a very favourable cost per student ratio in comparison to the other regions. There may be factors operating in the Quebec Region that could be applied successfully to the other regions. *has this been discussed with Education Dept?*

EDUCATIONPOST SCHOOL PROGRAMSPolicy Recommendation

The Education Branch may wish to examine the basic policy of the Post-School Program. To date the Department has acted as an intermediary in the training field between the various Federal and Provincial service agencies and the Indian people.

The IAND role should be one of providing ancilliary services to the Indian people available from no other source. While it is argued that this is the role that the Post-School Program is currently playing, the existence of many facets of our present operation, as shown in the discussion, clearly indicate that this is not quite the case. One possible way of providing the needed services would be by gearing the major effort of IAND Post-School Programs so that Indian people can meet admitting requirements of the various well funded Federal and Provincial training agencies, and eliminating the IAND duplications of these services.

Has the Ontario experience been checked in this field?

This would mean that IAND could concentrate on the Basic Adult Education Program, and the successful students would then meet the academic requirements for entrance to programs offered by other agencies. This would tend to eliminate the practice of IAND having to fund Manpower Programs for Indian people who do not meet the Manpower admitting criteria.¹ It would also ensure that the Indian people gain the best advantage from IAND limited training funds, and at the same time open to them the wider resources of other Federal and Provincial agencies. At the same time they would enter the programs of these other agencies with better chances of success.

¹ Particularly if the Indian people do not meet academic criteria.

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6. The Education Branch should examine the Vocational Training Programs in the Maritimes, British Columbia and the Yukon as these Regions appear to be running their own Programs (funded 100% through IAND) as opposed to other regions who are running the Program in conjunction with other agencies in keeping with current policies and objectives.
7. The Education Branch is presently employing some forty-three employment relocation counsellors, and in view of their number may wish to examine their role closely to make sure that they are fulfilling a definite need that could not be fulfilled by other agencies. *are there any? 2
recomm end of in-*
8. The Education Branch should examine the on-the-job and in-service training programs very closely in that while there is a definite need for such programs, they appear to be running parallel to the efforts of Manpower and are struggling for lack of funds. In particular the Education Branch may wish to examine and discuss with Community Affairs the possibilities of using Welfare Funds for on-the-job training. ||
9. The Education Branch may wish to examine Ontario's present policy of not running an IAND on-the-job program to see if the region has successfully been able to enrol the help of other agencies, particularly the provinces, and whether this experience would be portable to other regions.

10. The Education Branch may wish to examine the method of reporting of job placements as the numbers reported seem to bear little relation to the actual unemployment needs.

This should be an assigned task under careful direction.

11. The Education Branch may wish to examine training needs as a whole to better serve the needs of the other branches.

Other Branches may be encouraged to set out their needs with justification and the funds could be moved across functional programme lines.

1. POST-SCHOOL PROGRAMS

At the present time, the Education Branch runs a complete Post-School Program, being guided by the following policy statements.

Policy

1. Wherever possible arrange for post school education through educational agencies who serve the rest of the population. Where a required program is not available from an existing agency, the Department will design and implement one directly.
2. All assistance is administered as grants. No assistance is authorized unless it is determined that required assistance is not available from any other source.
3. Rate of assistance is equivalent to Canada Manpower O.T.A. allowances.
4. University students are assisted to the point when they obtain their first degree. Post graduate assistance is approved where such education is required for certification pre-requisite to employment.

As stated policy, the first point is significant in that the program is apparently geared towards the provision of Post-School Programs through existing agencies such as other Federal Government Departments such as DREE, Manpower etc. and provincial agencies. In the recent January 1972 study "Analysis of the Effects of IAND and Other Departments Programs on Indian Employment" the very same point was made, especially when the resources available to these other agencies are considered. A partial summary of these resources is given below.

<u>General Summary of Available Training Monies</u>				\$'000
<u>IAND</u> Adult Programs 1970-71	Total ¹			9,430
<u>Manpower</u> Adult Programs 1970-71	O & M	289,017		
	Capital	<u>170,000</u>	<u>459,017</u>	
			468,339	

<u>DREE</u>	- Newstart 1969-70	6,085	
	- FRED 1969-70	1,753	
	- ARDA - Not available for any one year	-	7,838
<u>PROVINCES</u>	1968-69	90,000	90,000

¹Not including \$392,000 for H.Q. expenditures.

NOTE: The figures are not all on the same financial year, but it is fair to observe that in general IAND's Post-School Program efforts are small compared to these other Government Departments.

Our present policies are further brought out in the current objectives of the Post-School Program.

Objectives

1. Assist Indian adults to acquire a satisfactory level of functional literacy.
2. Assist Indian adults to acquire the necessary academic prerequisites for further training.
3. Assist Indian adults to acquire training which will make them more effective in their individual roles in the home or in the community.
4. Provide the opportunity for Indian people to obtain vocational skills and higher education which will enable them to compete on an equal basis with other Canadians for employment.
5. Ensure that the Indian labour force are provided with adequate chances for work.

The significant point that appears in these objectives is that IAND's Post-School Program is geared basically to practical employment considerations, rather than "Quality of Life" considerations. There is or should be a relationship between the needs of the Indian people, as shown by statistics of unemployment and Post-School Program efforts.

-How is this to be measured or evaluated?

This relationship can be shown as follows:

Table 1

Post-School Program Enrolments 1970-71

	Assessment of Indian Unemployment ¹ 1970-71	Numbers Enroled					No. of Family Relocation
		Adult Education	Vocational Training	University & Professional Training	Employment (Training)	Placement	
Maritimes	1,070	809	449	37	28	594	36
Quebec	2,645	3,820	2,435	189	72	974	6
Ontario	6,123	2,761	1,219	325	100	2,654	34
Manitoba	5,839	4,077	713	58	88	1,205	119
Saskatchewan	4,426	2,107	1,814	102	115	2,268	67
Alberta	4,586	2,945	681	71	357	2,455	145
N.C. & Yukon	<u>6,322</u>	<u>3,591</u>	<u>1,027</u>	<u>251</u>	<u>112</u>	<u>2,052</u>	<u>9</u>
Total	<u>31,011</u>	<u>20,110</u>	<u>8,338</u>	<u>1,033</u>	<u>872</u>	<u>12,202</u>	<u>416</u>

¹People on labour force totally without work, on reserve and crown land

To relate these figures in Table 1 as to the adequacy of IAND programs it is necessary to examine the components of the Post-School Program in detail under the following headings:

1. Adult Education

This program consists of two parts:

(a) Adult Basic Education.

This Program in its present form started in 1965 to provide all adult Indians the means to acquire a minimum level of education up to Grade 8. The program being divided into four attainment levels - as shown in Table 2.

Adult Basic Education and Upgrading - F.Y. 1970-71

<u>Regional</u>	<u>Level I Grade 0-4</u>	<u>Level II Grade 5-8</u>	<u>Level III Grade 9-10</u>	<u>Level IV Grade 11-12</u>	<u>Functional Literacy</u>	<u>Total Number of - Programs</u>	<u>Participants</u>			<u>Amount \$000</u>
							<u>Male</u>	<u>Female</u>	<u>Total</u>	
Maritime	8	7	2	1	-	18	71	90	161	8
Quebec	57	34	20	7	1	119	1193	351	1544	77
Ontario	35	13	1	-	-	49	583	276	859	95
Manitoba	20	14	13	-	1	48	486	346	832	106
Saskatchewan	10	39	28	-	-	77	577	410	987	211
Alberta	20	13	7	-	-	40	400	422	822	129
B.C. & Yukon	<u>13</u>	<u>11</u>	<u>6</u>	<u>2</u>	<u>-</u>	<u>32</u>	<u>132</u>	<u>134</u>	<u>266</u>	<u>16</u>
<u>National</u>	163	131	77	10	2	383	3442	2029	5471	642

Program Information Centre September 1971.

Table 2 gives figures for Indian people enrolling in IAND Adult Basic Education Upgrading courses. Actual results as to numbers finishing the courses successfully are not available at H.Q. At the same time, the picture is complicated since in some regions, IAND operates these Adult Basic Education Programs in conjunction with other agencies. For example Canada Manpower co-sponsored 64 of the 119 programs held in Quebec. A list of agencies with related responsibilities is given below.

Agencies with Related Responsibilities

Department of Manpower and Immigration
Department of Regional Economic Expansion
Indian Bands

Maritime

New Brunswick Department of Education
Nova Scotia Department of Education
Prince Edward Island Department of Education

Quebec

Quebec Department of Education

Ontario

Ontario Department of Education
Association of Iroquois and Allied Indians

Manitoba

Manitoba Department of Youth and Education

Saskatchewan

Saskatchewan Department of Education

Alberta

Alberta Department of Education

British Columbia

B.C. Department of Education

Yukon Territory

Yukon Territorial Government

Each region appears to have some different sort of arrangement for these programs. Usually these arrangements consist in part of financial contributions from IAND.

<u>Adult Basic Education 1970-71</u>			
<u>Region</u>	<u>No. of Pupils Enrolled</u>	<u>Cost of Program \$000</u>	<u>Cost/ Pupil</u>
Maritimes	161	8	50
Quebec	1,544	77	50
Ontario	859	95	111
Manitoba	832	106	127
Saskatchewan	987	211	214
Alberta	822	129	157
B.C. & Yukon	<u>266</u>	<u>16</u>	<u>60</u>
Total	<u>5,471</u>	<u>642</u>	<u>117</u>

This would suggest that Saskatchewan is possibly not taking full advantage of cost options that other regions have adopted.

(b) Adult Social Education

This program was launched in cooperation with Federal and Provincial agencies and university extension departments. It provides informal education for men and women to develop their ability to participate actively in group or community affairs. There are five main categories.

SKILL: Homemaking, sewing, cooking, carpentry, typing, welding

LEADERSHIP, CULTURAL/CITIZENSHIP: Training for leaders in local government, coop management, small business management, public affairs, Canadian law, etc.

SUPPORT: Housing education, cultural education.

Other Adult Education Courses¹

Types of Training
1967-68

Home Economics	Occupational	Cultural and Handicraft	Other
Sewing	Carpentry	Hobby craft	Leadership
Knitting	Social Orientation	Handicrafts	Workshop
Home Economics	Typing	Rug Making	Cooperatives
Cooking	Fishing	Beadwork	Program Planning
Gardening	Janitor's Course	Native Languages	Conference
Dressmaking	Driver Training	Basketry	Furniture Making
School Lunch Making	Welding	Woodcarving	Cabinet Making
Canning	Agriculture	Argillite Carving	First Aid
Home Nursing	Saw Mill Operation	Ceramics	Liquor Seminar
Home Management	School Bus Safety	Leatherwork	Film Series
Budgeting	Bookkeeping	Weaving	Resources
	Rabbit Raising	Plastic Arts	Effective Speaking
	Tractor Maintenance	Music	Public Speaking
	Outfitting and Guiding		Health and Beauty
	Boat Building		Public Affairs
	Navigation		Landscaping
	Engines		Grooming
	Mechanics		
	Log Scaling		
	Electric Wiring		
	Electronics		
	Net Making		
	Hydraulics		
	Hull Maintenance		
	Gas and Diesel Engines		
	Auto Body Repair		
	Skidoo Maintenance and Repair		
	Outboard Motors		
	Mining Exploration		
	Prospecting		

¹Adult Social Education

Table 3

Adult Social Education & Other Services - F.Y. 1970/71

<u>Regional</u>	<u>Skill</u>	<u>Programs</u>			<u>Total Number Of Programs</u>	<u>Participants</u>			<u>Amount \$000</u>
		<u>Leadership</u>	<u>Cultural & Citizenship</u>	<u>Support</u>		<u>Male</u>	<u>Female</u>	<u>Total</u>	
Maritime	42	-	-	1	43	116	532	648	25
Quebec	101	1	11	20	133	750	1525	2275	107
Ontario	43	9	14	34	100	929	973	1902	106
Manitoba	109	19	12	15	155	1251	1994	3245	264
Saskatchewan	108	-	2	7	117	98	1022	1120	71
Alberta	74	7	16	19	116	909	1214	2123	118
B.C. & Yukon	<u>197</u>	<u>1</u>	<u>28</u>	<u>11</u>	<u>237</u>	<u>683</u>	<u>2155</u>	<u>*3325</u>	<u>135</u>
National	674	37	83	107	901	4736	9415	14638	833

*Includes 487 students not specified as male or female.

Program Information Centre

In examining these courses, it appears that they are a "mixed bag". For instance, the courses offered in skills tend to be vocational in nature, those offered under leadership and citizenship tend to be similar to the efforts of Community Affairs Band Management Program, with little or no evidence existing at headquarters of any coordination of effort between Branches, and the support courses appear to be geared more to "Variety of Life" than to serious employment purposes. The point must be made that all of adult social courses are available from a wide range of other agencies, in fact IAND purchase many of these courses from other agencies.

It must be mentioned that this adult education "mixed bag" by its nature, appears to be at some variance with policy statement No.'s 1 and 2.

NOTE: As far as leadership courses are concerned, it must be pointed out that British Columbia does not take advantage of the leadership education courses (Table 3) and from the recent study on Community Affairs Band Management, their training efforts in Community Affairs are small. Significantly British Columbia has an extremely low participation rate in the grants to bands program (of bands handling their own affairs).

A comparison by region as follows:-

Adult Social Education 1970-71

<u>Region</u>	<u>No. of Pupils Enroled</u>	<u>Cost of Program \$000</u>	<u>Cost /Pupil</u>
Maritimes	648	25	39
Quebec	2275	107	47
Ontario	1902	106	56
Manitoba	3245	264	81
Saskatchewan	1120	77	69
Alberta	2123	118	56
B.C. & Yukon	<u>3325</u>	<u>135</u>	<u>41</u>
	<u>14638</u>	<u>832</u>	<u>57</u>

Shows that Manitoba has the highest cost/pupil factor as this region appears to have systemized the IAND program effort more than any other, mounting their efforts by dividing the region into 5 areas for adult education purposes, and then proceeding with various courses. The Maritimes have spent the least per pupil since this region recognizes that most Indian males qualify for training under the Canada Manpower scheme, and participation in the adult education program is often limited to women. An analysis of male-female participation is given below.

Adult Social Education 1970-71

<u>Region</u>	<u>No. Males</u>	<u>No. Females</u>	<u>Total</u>	<u>% Male</u>	<u>% Female</u>
Maritimes	116	532	648	18	82
Quebec	750	1525	2275	33	67
Ontario	929	973	1902	49	51
Manitoba	1251	1994	3245	39	61
Saskatchewan	98	1022	1120	9	91
Alberta	909	1214	2123	43	57
B.C. & Yukon	<u>683</u>	<u>2155</u>	<u>3325*</u>	<u>24</u>	<u>76</u>
Total	<u>4736</u>	<u>9415</u>	<u>14638*</u>	<u>33</u>	<u>67%</u>

*Includes 487 students not specified by sex.

It would appear that even while Manitoba is running what appears to be the most comprehensive of IAND Adult Social Programs, the percentage of males participating is fairly small. Of all the regions, this is the most extreme in Saskatchewan where only 9% of pupils are men. Saskatchewan appears to be running a fairly comprehensive adult social education program geared to women, and is the second most expensive (\$69/pupil) of all the regions.

The other part of adult education is the provision of Public Library Services, a service started in 1967-68 in conjunction with the grants to bands program where the Department contributes one dollar per capita to the band, and with a band contribution, enables the band to join the regional or county library in its area.

The total cost of the adult education programs are shown over-leaf.

In trying to relate the figures for unemployment in Table 1 with the figures for adult education programs, it must be concluded that there is little relationship. There also appears to be conflicts of interest between the stated policies and objectives of the Post-School Programs and the operation of adult education programs, particularly in view of the multiplicity of possible sources of adult education available to Indian people in the regions.

Program DataProgram Costs - F.Y. 1970/71

<u>Regional</u>	<u>Administration</u>	<u>Adult Basic Education</u>	<u>Adult Social Education</u>	<u>Public Library Services</u>	<u>Total</u>
<u>Maritime</u>					
Opn. & Maint.	39,000	8,000	25,000	7,000	79,000
<u>Quebec</u>					
Opn. & Maint.	29,000	77,000	107,000	7,000	220,000
<u>Ontario</u>					
Opn. & Maint.	---	95,000	106,000	19,000	220,000
<u>Manitoba</u>					
Opn. & Maint.	109,000	106,000	264,000	---	479,000
<u>Saskatchewan</u>					
Opn. & Maint.	---	211,000	77,000	14,000	302,000
Capital	---	---	---	5,000	5,000
<u>Alberta</u>					
Opn. & Maint.	92,000	129,000	118,000	16,000	355,000
<u>B.C. & Yukon</u>					
Opn. & Maint.	39,000	16,000	135,000	23,000	213,000
<u>Headquarters</u>					
Opn. & Maint.	105,000	---	13,000	---	118,000
<u>National</u>					
Opn. & Maint.	\$413,000	\$642,000	\$845,000	\$86,000	\$1,986,000
Capital	---	---	---	5,000	5,000

Program Information Centre September, 1971.

There also appears to be lack of coordination in leadership courses between Education and Community Affairs Branches in H.Q. Further, the Department is funding adult education programs run by the provinces. The present operation of adult education programs leaves the fundamental question unanswered as to whether the Indian people are not entitled to these programs run by other Federal and Provincial agencies by virtue of the Indian people being Canadian citizens and citizens of their province of residence.

2. VOCATIONAL TRAINING

The Federal Government began organizing special vocational courses in 1956 in co-operation with provincial departments of education and commenced using provincial facilities.

Further improvements occurred in 1966 when vocational counsellors were given responsibility for motivational counselling on the reserves, enrolment of adults in training programs and, as time allowed, involvement in job placement work in local areas, particularly during the summer when training activities ceased. Employment relocation counsellors also became involved in training.

The Vocational Training Program covers a broad spectrum from academic upgrading through to post-graduate studies.

One basic difference between vocational training and adult education is that the Education Branch regard the vocational training program as being geared to the individual. To do this, the program is operated on a person to person basis through the provision of I.A.N.D. counselling services.

The number of vocational counsellors employed is shown below.

Post School Education
Professional Staff Summary
February 1, 1972

	Vocational Counsellors	
	Filled	Vacant
Headquarters	-	-
Maritimes	8	-
Quebec	10	1
Ontario	17	-
Manitoba	-	-
Saskatchewan	15	-
Alberta	7	2
British Columbia	13	-
Total	70	3

Note: Manitoba has an agreement with the province who supply counselling services and bill I.A.N.D. for time of these provincial employees.

Vocational and special training applications are processed and approved at the district level. All applicants must first register with the Canada Manpower Centre for sponsorship into a program. If the applicant does not qualify under the Occupational Training Assistance Program of the Canada Manpower Centre but his credentials are good, he is sponsored by the Department, and training, if available, is purchased from the province or from private institutions. An applicant does not qualify for a Canada Manpower Centre program if he does not meet the one year gap for training eligibility or the after-school gap for allowance eligibility, he does not have a clearly defined vocational goal, has a training program which extends over fifty-two weeks, or is involved in a continuing education program such as university or professional training.

Assistance includes payment of tuition fees, books and supplies, transportation to and from the course, and a training allowance equivalent to that paid by the Occupational Training for Adults Program while the trainee is on course. Where the course is in excess of four months, assistance is provided for the family to accompany the trainee, supplemented by a clothing allowance based on need.

The basic premise of the vocational program is that the Department fulfils a need not covered by manpower. To do so I.A.N.D. in a sense circumvents the manpower rules, and does appear to be guided by policy statements no. 1 and 2. The basic question is whether this method of program operation is valid or is not further considered. Certainly if the I.A.N.D. vocational councillors are fully tuned to the economic vagaries of the region and are fully conversant with the aims and needs of the Economic Development Branch as regards their need for trained personnel, then the program would appear to be a valid contribution.

An examination of different regional practices shows that each region has worked out its own operative procedures to suit its needs.

The actual program is administered in two main sections.

- (a) Vocational training.
- (b) University and professional training.

Examining (a) the vocational training, we find a split into 3 sections. See table 5.

Table 5

Training Courses - Enrolments, Withdrawals, Completions - F.Y. 1970/71

	<u>Maritimes</u>	<u>Que.</u>	<u>Ont.</u>	<u>*Man.</u>	<u>Sask.</u>	<u>Alta.</u>	<u>B.C. & Yukon</u>	<u>National Total</u>
<u>Vocational Preparatory</u>								
Enrolments	232	943	628	417	1123	339	603	4285
Withdrawals	105	35	193	218	328	104	195	1178
Completions	166	1038	468	336	630	50	297	2985
<u>Formal Vocational</u>								
Enrolments	185	292	381	188	265	181	286	1778
Withdrawals	42	29	93	75	123	45	96	503
Completions	124	128	165	77	152	29	220	895
<u>Special Vocational</u>								
Enrolments	32	1200	210	108	426	161	138	2275
Withdrawals	8	53	29	4	81	16	13	204
Completions	39	1209	180	48	242	120	62	1900

Program Information Centre September 1971.

Note: Figures are for financial year, and are sometimes not compatible with when courses start and stop.

As may be seen, completions can be measured as follows.

Vocational Training 1970-71

Percentage Completions

<u>Region</u>	<u>Pre Vocational %</u>	<u>Formal Vocational %</u>	<u>Special Vocational %</u>
Maritimes	72	67	N/A
Quebec	N/A	44	N/A
Ontario	75	43	86
Manitoba	81	41	44
Saskatchewan	56	57	57
Alberta	15	16	75
B.C. & Yukon	49	77	45
Total	58	50	62

It would appear that Alberta is experiencing considerable difficulties in both the pre and formal vocational programs.

In comparing the numbers of people completing the I.A.N.D. vocational courses with the unemployment numbers - table 1 - shows the following.

Vocational Training 1970-71

<u>Region</u>	<u>Completions</u>				Table 1 Assessment No. of Totally Unemployed
	<u>Pre Vocational</u>	<u>Formal Vocational</u>	<u>Special Vocational</u>	<u>Total</u>	
Maritimes	166	124	N/A	290	1070
Quebec	N/A	128	N/A	128	2645
Ontario	468	165	180	813	6123
Manitoba	336	77	48	461	5839
Saskatchewan	630	152	242	1024	4426
Alberta	50	29	120	199	4586
B.C. & Yukon	297	220	62	579	6322
Total	1947	895	652	3494	31011

The number of people completing formal and special vocational training (pre-vocational student cannot be considered since these students have not in effect completed training as yet) are very small in relation to the need as shown from table 1, and this assumes that the vocational councillors have been correct in

their judgements of the total local labour situation. Any vocational training that produces a graduate for which there is no suitable job in his region negates the effect of his completing training.

There is little doubt that the operation of the I.A.N.D. vocational education program alone will not fulfil the needs of the Indian people, and the education branch must make every effort to involve the outside agencies and their considerable resources, to the greatest extent possible, in accordance with policy statements no. 1 and 2.

(b) University and Professional Training

In addition to running the actual vocation training programs, the Education Branch offers financial assistance to Indian students attending formal university or professional training courses.

Training Courses - Enrolments, Withdrawals, Completions

Table 6

1970-71

	<u>Maritimes</u>	<u>Que.</u>	<u>Ont.</u>	<u>Man.</u>	<u>Sask.</u>	<u>Alta.</u>	<u>B.C. & Yukon</u>	<u>Total</u>
<u>University</u>								
Enrolments	25	83	89	31	126	40	71	465
Withdrawals	5	4	14	8	19	6	10	66
Completions	12	38	73	16	92	1	55	287
<u>Professional</u>								
Enrolments	8	72	220	9	11	10	160	490
Withdrawals	3	5	57	1	5	4	42	117
Completions	6	40	110	4	7	1	93	261
<u>Registered Nursing</u>								
Enrolments	-	4	8	1	-	3	6	22
Withdrawals	1	-	3	1	-	-	-	5
Completions	1	7	6	2	-	1	3	20

Table 6 - Continued

<u>Teaching</u>								
Enrolments	4	4	7	17	-	-	14	46
Withdrawals	-	-	3	3	-	-	-	6
Completions	3	7	5	3	-	-	14	32

*Region & VRS

Program Information Centre Sept. 1971.

Note: Figures are for financial year and are sometimes not compatible with when courses start and finish.
Actual financial support is almost without exception coming from I.A.N.D. post-school program.

The total cost of the vocational training program is shown on Table 7.

Program Data

Program Costs - F.Y. 1970/71

<u>Regional</u>	<u>Administration</u>	<u>University & Professional Training</u>	<u>Vocational Training</u>	<u>Maintenance of Pupils in Post School Programs</u>	<u>Total</u>
<u>Maritime</u>					
Opn & Maint	\$ 92,000	\$ 19,000	\$ 60,000	\$ 257,000	\$ 428,000
Capital	-	-	-	-	-
<u>Quebec</u>					
Opn & Maint	158,000	55,000	170,000	269,000	652,000
<u>Ontario</u>					
Opn & Maint	313,000	75,000	123,000	596,000	1,107,000
<u>Manitoba</u>					
Opn & Maint	34,000	24,000	196,000	366,000	620,000
<u>Saskatchewan</u>					
Opn & Maint	266,000	58,000	73,000	275,000	672,000
<u>Alberta</u>					
Opn & Maint	163,000	21,000	121,000	510,000	815,000
<u>B.C. & Yukon</u>					
Opn & Maint	218,000	24,000	237,000	916,000	1,395,000
<u>Headquarters</u>					
Opn & Maint	90,000	-	-	-	90,000
Capital	-	-	4,000	-	4,000
<u>National</u>					
Opn & Maint	\$1,334,000	\$276,000	\$980,000	\$3,189,000	\$5,779,000
Capital	-	-	\$ 4,000	-	\$ 4,000

Program Information Centre September 71.

Maintenance of pupils in post school programs is an expense that is spread between the vocational training and the university and professional training programs.

In order to measure program efforts between regions, in Table 8 is shown a cost/student breakdown.

Table 8

Summary of Vocational Training 1970/71

(O & M) Costs per student assisted financially

<u>Region</u>	<u>Total Program Cost \$'000</u>	<u>No. Students Assisted Financially I.A.N.D.</u>	<u>Cost/Student</u>
Maritimes	428	484	884
Quebec	652	1383	471
Ontario	1107	942	1175
Manitoba	620	535	1159
Saskatchewan	672	1009	666
Alberta	815	707	1153
B.C. & Yukon	<u>1395</u>	<u>1278</u>	<u>1092</u>
Total	5689	6338	898

O & M, excluding H.Q.

From Table 8 it would appear that Quebec is able to run its vocational training program efficiently in that they have aided the greatest number of students and yet still manage to have the lowest cost per student. Ontario appears to be the most expensive region for vocational monies.

A further examination of how successful the regions were in achieving their policy aims can be seen from Table 9, 10 and 11 which contrasts the enrolments in vocational training programs with the numbers of students helped financially

by I.A.N.D. (Tables were not done for university and professional training since I.A.N.D. funded almost 100% of these students' costs.)

Table 9

Pre-Vocational Program 1970-71

<u>Region</u>	<u>No. of Enrolments</u>	<u>No. of Students Helped Financially I.A.N.D.</u>	<u>Percentage Students Helped Financially I.A.N.D.</u>
Maritimes	232	232	100.0
Quebec	943	200	21.2
Ontario	628	288	45.9
Manitoba	417	236	56.6
Saskatchewan	1123	434	38.6
Alberta	339	336	99.1
B.C. & Yukon	603	603	100.0
Total	4285	2329	54.4

Table 10

Formal Vocational Program 1970-71

<u>Region</u>	<u>No. of Enrolments</u>	<u>No. of Students Helped Financially I.A.N.D.</u>	<u>Percentage Students Helped Financially I.A.N.D.</u>
Maritimes	185	185	100.0
Quebec	292	156	53.4
Ontario	381	212	55.6
Manitoba	188	155	82.4
Saskatchewan	265	201	75.8
Alberta	182	182	100.0
B.C. & Yukon	286	286	100.0
Total	1779	1377	77.5

Table 11

Special Vocational Program 1970-71

<u>Region</u>	<u>No. of Enrolments</u>	<u>No. of Students Helped Financially I.A.N.D.</u>	<u>Percentage Students Helped Financially I.A.N.D.</u>
Maritimes	32	32	100.0
Quebec	1200	866	72.2
Ontario	210	131	62.4
Manitoba	108	87	80.6
Saskatchewan	426	242	56.8
Alberta	161	123	76.4
B.C. & Yukon	138	138	100.0
Total	2275	1619	71.2

As can be seen, some regions are funding 100% of these programs, others much less, particularly Quebec in the pre-vocational program.

It would appear that the vocational education program is fulfilling a training need, but compared in isolation with unemployment figures, its efforts are fairly small.

In addition some regions appear to be achieving their policy objectives, some are not.

3. EMPLOYMENT AND RELOCATION

This program was initiated in 1957 when placement officers were appointed in Vancouver, Edmonton, Winnipeg, and Toronto. In 1959, a Senior Placement Officer position was established at Headquarters, and additional Placement Officers were employed to provide a minimum of one for each region.

Post School Education

Professional Staff Summary

February 1, 1972

	Employment Relocation Counsellors	
	<u>Filled</u>	<u>Vacant</u>
Headquarters	-	-
Maritimes	4	-
Quebec	7	-
Ontario	7	1
Manitoba	-	-
Saskatchewan	8	1
Alberta	10	2
British Columbia	<u>7</u>	<u>-</u>
Total	<u>43</u>	<u>4</u>

While the initial focus of the program was the selection and establishment of suitably qualified young Indians in the centres where the Regional placement specialists were located, the original idea was altered in 1960, and placement officers became increasingly engaged in a wider variety of programs, including seasonal group movements, winter works programs and other activities not related to selective employment.

The number of placements in other than seasonal employment positions has increased substantially over the years. In 1970/71 nearly twelve thousand Indians were placed in regular and short-term employment.

(a) Employment

The employment portion of the program has been expanded into separate sections - in-service training,
on-the-job training,
apprentice training.

When employment is not available through the Canada Manpower Centre, the Employment Relocation Counsellor undertakes an intensive job search.

This is done by contacting employers, unions, and other community resource people and interpreting to them the special needs of the Indian workers. Some of the identified needs which the Employment Counsellor must consider and deal with are: the need to adjust to a large economy in a culturally dominant non-Indian society; a sophisticated urban surrounding as compared to an isolated, rural environment; the need to be prepared for employment by intensive counselling service so he has an orientation to the process of transition from the reserve to city life; the need to acquaint employers with these adjustment problems, especially during that period when transition is most difficult for the Indian, and to interpret to the community the fact that the Indian worker is entitled to acceptance and to the use of the resources of the community; finally the need of the Indian worker to understand the implications and requirements of trade unionism and the concept of employer/employee relationships.

The Department may enter into on-the-job training contracts with selected companies provided that the trainee, after successful completion of training, is offered ongoing employment by the company. The length of training is determined by the complexity of skills to be learned, and will range from several weeks up to a maximum period of 52 weeks.

Where training is arranged with private industry, costs may be shared on a 75- 0 basis. In cases of on-the-job training in Federal Government Departments, costs are met fully by the Department of Indian Affairs.

In-service training placements may be made in offices of government or private non-profit agencies with no employment commitment on the part of the training agency. The training period varies from three-to-six months and the trainee is paid a living allowance during this period.

In Table 12 below, is given the total No.'s of Indian people enrolled in our employment programs.

Table 12

Job Training 1970-71

<u>Regional</u>	<u>Completions F.Y. 1970/71</u>	<u>Discontinued F.Y. 1970/71</u>	<u>Number Still in Training March 31, 1971</u>
<u>Maritime</u>			
On-the-job	14	2	4
In-service	5	3	1
Apprentice	-	-	-
<u>Quebec</u>			
On-the-job	32	11	18
In-service	11	3	4
Apprentice	-	-	-
<u>Ontario</u>			
On-the-job	6	3	12
In-service	49	5	13
Apprentice	1	3	3
<u>Manitoba Region</u>			
On-the-job	23	2	13
In-service	11	-	1
Apprentice	-	-	31
<u>Manitoba - VRS</u>			
On-the-job	4	-	15
In-service	2	-	2
Apprentice	-	2	6
<u>Saskatchewan</u>			
On-the-job	40	3	6
In-service	11	7	1
Apprentice	2	6	34

Table 12 Cont'd.

<u>Alberta</u>			
On-the-job	48	48	216
In-service	5	10	19
Apprentice	1	1	9
<u>B.C. & Yukon</u>			
On-the-job	46	4	17
In-service	38	18	11
Apprentice	2	11	9
<u>National</u>			
On-the-job	213	73	301
In-service	132	46	52
Apprentice	6	23	92

An examination of costs of these segments of our employment section are shown in Table 13.

Employment Program 1970-71¹

<u>Region</u>	<u>On-job Training</u> \$	<u>In-service Training</u> \$	<u>Total</u> \$	<u>Total No. Completions</u> 1970-71	<u>Cost/ Completion</u> \$
Maritimes	20,000	8,000	28,000	19	1,473
Quebec	22,000	12,000	34,000	43	791
Ontario	11,000	31,000	42,000	56	750
Manitoba	42,000	7,000	49,000	40	1,225
Saskatchewan	30,000	9,000	39,000	53	736
Alberta	145,000	16,000	161,000	54	2,981
B.C. & Yukon	37,000	33,000	70,000	86	814
H.Q.	<u>99,000</u>	<u>24,000</u>	<u>123,000</u>	—	<u>n/a</u>
Total	<u>406,000</u>	<u>140,000</u>	<u>546,000</u>	<u>351</u>	<u>1,556</u>

¹Administration costs not considered.

Alberta appears to have the highest cost per completion, possibly due to the expanding nature of their program, with on-the-job training with the Haico Project, and others.

Ontario as can be seen, has the least emphasis on on-the-job training of any of the regions.

If the completion numbers of the employment section of this program are matched against the unemployment numbers as shown:

Table 13
1970-71

<u>Region</u>	Table 12 Employment Total No. <u>Completions</u>	Assessment of <u>Unemployment</u>
Maritimes	19	1,070
Quebec	43	2,645
Ontario	56	6,123
Manitoba	40	5,839
Saskatchewan	53	4,426
Alberta	54	4,586
B.C. & Yukon	<u>86</u>	<u>6,322</u>
Total	<u>351</u>	<u>31,011</u>

It can be seen that this unemployment program scarcely fulfils the need on its own. While our employment program supposedly takes over after a "Failure" of Manpower, it must be noted that our employment program is parallel to Manpower, and scarcely follows policy statements No. 1 and 2.

One of the major problems of the on-the-job and in-service training programs is that both require IAND to pay the individual wage while he experiences a work situation. These programs are relatively expensive, and the ironic situation is that presently IAND has hundreds of candidates for on-the-job training and no funds in the on-the-job budget until the next financial year. In the meantime, IAND for the financial year 1970-71, will have paid out approximately \$40 million in welfare payments. There must be a way to tap these funds, to put them to more intelligent use.

It must also be stressed that on-the-job training is also available from Manpower. In general, this is a small portion of the Manpower effort to date, some 3.9% of 1969-70. But this still represents a Manpower expenditure of several million. It is estimated that during the 1970-71 fiscal year the federal government entered into about 1,800 contracts with employers for training-in-industry across Canada covering approximately 21,000 trainees at a total federal cost of \$6 million.

It is also worthy of note that several of the provinces provide their own training-in-industry programs independently of federal government support and of the federal training program; Ontario, for example, promotes a particularly large effort of this nature. The Ontario Department of Education, which administers the provincial training-in-industry program, last year contributed about \$1.8 million for such training, covering over 50,000 trainees. This does not, of course, represent the full cost of the program, since private industry makes a substantial contribution. Nor does it take into account several other factors, such as type and length of courses.

IAND's expenditures on the employment program Table 13, for 1970-71 was \$544,000.

(b) Relocation

Relocation is a far more complex process than simple job placement.

The program is oriented to:

Assist Indians to move into regular or seasonal employment through referrals to Canada Manpower Centres or through direct placement, and to provide them with financial assistance and supportive counselling;

Resettle Indian families from reserves to centres of training or employment, and to assist them in becoming permanently established in the new community;

Provide work experience to students who have graduated from business or commercial schools, to enable them to compete for employment; and

Assist Indian graduates from vocational schools who require some work experience to enable them to obtain permanent employment, and to help Indians who do not have higher academic qualifications to obtain employment in semi-skilled areas of industry.

The relocation process, in which the Employment Relocation Counsellor is involved, can be broken down into a number of distinct components as follows: motivation and selection, orientation, and preparation on the reserve, the physical move from the reserve to training or an employment centre, the preparation of the receiving community, housing accommodation in the receiving community, arrangements for training, placement in employment, liaison with community services, education arrangements for children, family counselling, follow-up counselling, and research and analysis.

When a family is relocated for employment purposes and if the applicant qualifies, the costs are met by Canada Manpower through their Mobility Grants Program. In other cases, the Department may match such grants of Canada Manpower, and in addition provide further assistance by way of a Special Contingency Grant up to a maximum of \$3,500. In the case of relocation to training, families may be assisted to relocate if the training course is in excess of four months duration.

This relocation program is in two sections.

(i) Placement

Table 14 shows the total no. of placements in 1970-71 over-leaf.

Such large numbers of placements however do not reflect the success or otherwise of the program since they can represent a great variety of things.

1. Seasonal placement
2. Summer students
3. The same individual could be placed several times in one year.

The only assessment that can be made of the placement program is by comparing the regions on a cost per placement basis to try and assess their efforts. Table 15 below.

Table 15

Cost per Job Placement 1970-71

<u>Region</u>	<u>Cost Placement</u>	<u>No. of Job Placements</u>	<u>Cost/ Job Placement</u>
Maritimes	\$58,000	594	98
Quebec	21,000	978	21
Ontario	62,000	2,655	23
Manitoba	58,000	1,196	48
Saskatchewan	133,000	2,277	58
Alberta	121,000	2,123	57
B.C. & Yukon	<u>60,000</u>	<u>2,089</u>	<u>29</u>
Total	<u>\$513,000</u>	<u>11,912</u>	<u>43</u>

As can be seen the Maritimes appears to be the most expensive and Ontario the least. Care must be taken however, in that job placements to a certain extent will be related to the regional economic climate.

Nevertheless, Quebec, Ontario and B.C. appear to be effecting job placements at less cost than other regions. They may be employing techniques which could be of interest to other regions.

JOB PLACEMENTS - F.Y.1970/71 - MALE & FEMALE (Includes Regular-Individual, Short Term-Individual & Group)

<u>Type of Employment</u>	<u>Maritimes</u>		<u>Quebec</u>		<u>Ontario</u>		<u>*Manitoba</u>		<u>Saskatchewan</u>		<u>Alberta</u>		<u>B.C. & Yukon</u>		<u>National</u>		<u>National</u>
	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>Total</u>
<u>Managerial, Technical & Professional</u>	9	6	12	3	42	15	39	3	42	17	59	55	27	11	230	110	340
<u>Clerical & Sales</u>	21	27	18	47	41	132	15	17	46	81	24	42	21	77	186	423	609
<u>Services</u>	196	33	33	35	89	61	25	30	162	168	123	158	59	147	687	632	1319
<u>Farming</u>	56	5	18	1	17	-	7	-	335	44	441	43	167	44	1041	137	1178
<u>Fishing, Hunting & Related Industries</u>	49	-	94	-	101	-	67	-	22	-	4	37	48	2	385	39	424
<u>Forestry</u>	38	-	231	-	1111	61	150	-	316	2	381	1	503	12	2730	76	2806
<u>Processing</u>	-	-	16	10	103	18	21	6	16	3	73	3	14	12	243	52	295
<u>Machine Trades</u>	11	1	23	1	10	5	46	3	16	1	26	2	41	1	173	14	187
<u>Bench Work</u>	-	-	19	1	43	15	10	2	52	1	28	3	10	7	162	29	191
<u>Structural Work</u>	130	-	218	-	390	9	351	-	285	-	466	3	264	-	2104	12	2116
<u>Miscellaneous</u>	10	2	189	9	372	20	367	37	594	74	133	18	619	3	2284	163	2447
<u>Total Placements</u>	520	74	871	107	2319	336	1098	98	1886	391	1758	365	1773	316	10225	1687	11912

*Region & VRS

(ii) Relocation

Table 16

Relocation Assistance - F.Y. 1970/71

<u>Regional</u>	<u>Number of Families Provided With Relocation Assistance</u>
Maritime	36
Quebec	6
Ontario	34
Manitoba (Region)	40
Manitoba (VRS)	79
Saskatchewan	67
Alberta	145
B.C. & Yukon	9
National	<u>416</u>

The relocation effort can be directly related to program funds expended.

Table 17

Relocation Program 1970-71

<u>Region</u>	<u>Actual Program Expenditures</u> \$	<u>No. of Families Relocated</u>	<u>Cost/ Relocated Family</u>
Maritimes	30,000	36	833
Quebec	4,000	6	667
Ontario	56,000	34	1,647
Manitoba	85,000	119	714
Saskatchewan	64,000	67	955
Alberta	57,000	145	393
B.C. & Yukon	<u>33,000</u>	<u>9</u>	<u>3,667</u>
Total	<u>329,000</u>	<u>416</u>	<u>791</u>

By inspection the regional efforts can be compared.

The total employment and relocation program costs are shown in Table 18 over-leaf.

Table 18

Program Costs - F.Y. 1970-71

<u>Regional</u>	<u>Administration</u>	<u>Placement</u>	<u>Relocation</u>	<u>On-The-Job Training</u>	<u>In-Service Training</u>	<u>Total</u>
<u>Maritime</u>						
Opn & Maint	58,000	57,000	30,000	20,000	8,000	174,000
<u>Quebec</u>						
Opn & Maint	97,000	21,000	4,000	22,000	12,000	156,000
<u>Ontario</u>						
Opn & Maint	107,000	62,000	56,000	11,000	31,000	267,000
<u>Manitoba</u>						
Opn & Maint	13,000	58,000	85,000	42,000	7,000	205,000
<u>Saskatchewan</u>						
Opn & Maint	116,000	133,000	64,000	30,000	9,000	352,000
<u>Alberta</u>						
Opn & Maint	153,000	121,000	57,000	145,000	16,000	492,000
<u>B.C. & Yukon</u>						
Opn & Maint	149,000	60,000	33,000	37,000	33,000	312,000
<u>Headquarters</u>						
Opn & Maint	61,000	---	---	99,000	24,000	184,000
<u>National</u>						
Opn & Maint	\$754,000	\$513,000	\$329,000	\$406,000	\$140,000	\$2,142,000

Program Information Centre September 1971.

The major comment concerning the employment and relocation program is that it is a program that does appear to duplicate the work of Manpower and other provincial agencies.

Having examined all facets of Post-School Program, the total cost is given in Table 19 over-leaf.

The last point in this discussion is to examine whether the efforts of IAND alone fulfill the need. In Table 20, we contrast the unemployment figures with those training aspects of the post-school program directly related to reduce the unemployment figures (Table 20 over-leaf).

As can be seen, Table 20, at the present rate of preparing Indian people to hold employment, with IAND vocational and employment programs alone, it would take over 12 years to achieve the training of the number of 1970-71 unemployed, and this would be the ideal case with no training "waste" and no increase in the 1970-71 unemployment figures. No comment can be offered on the numbers participating in adult basic education since these figures include students in levels 1 and 2 (Grades 0-8) and 77% of the adult basic education programs are these levels. Many other agencies, particularly Manpower, require a Grade 8 education for entrance into their programs.

Table

Post-School Education 1970-71 Actual IAND Expenditures ('000)

<u>O & M</u>	<u>H.Q.</u>	<u>Maritimes</u>	<u>Quebec</u>	<u>Ontario</u>	<u>Manitoba</u>	<u>Sask.</u>	<u>Alberta</u>	<u>B.C. & Yukon</u>	<u>Total</u>
<u>Adult Education</u>									
General	105	39	29	-	109	-	92	39	413
Adult Basic Education	-	8	77	95	106	211	129	16	642
Other Adult Education	13	25	107	106	264	77	118	135	845
Public Library Services	-	7	7	19	-	14	16	23	86
Total	118	79	220	220	479	302	355	213	1986
<u>Vocational & Special Training</u>									
General	90	92	158	313	34	266	163	218	1334
Vocational Training	-	60	170	123	196	73	121	237	980
Main. of pupils in post school pro.	-	257	269	596	366	275	510	916	3189
Sub-total	90	409	597	1032	596	614	794	1371	5503
University & Prof. Training	-	19	55	75	24	58	21	24	276
Total	90	428	652	1107	620	672	815	1395	5779
<u>Employment & Relocation</u>									
General	61	58	97	107	13	116	153	149	754
Placement	-	58	21	62	58	133	121	60	513
Relocation	-	30	4	56	85	64	57	33	329
Training on-the-job	99	20	22	11	42	30	145	37	406
In-service training	24	8	12	31	7	9	16	33	140
Total	184	174	156	267	205	352	492	312	2142
<u>Total Post School</u>	<u>392</u>	<u>681</u>	<u>1028</u>	<u>1594</u>	<u>1304</u>	<u>1326</u>	<u>1663</u>	<u>1920</u>	<u>9908</u>

NOTE: Capital Cost is an additional \$9.00.

Table 20

Region	1970-71	Vocational Training						Employment				Table Assessment of Unemployed ¹
	Adult Basic Education Participants Grades 0-12	Completions		University	Professional	Registered		On-the-job	In-service	Apprentice	Total	
		Formal	Special			Nursing	Teaching					
Maritimes	161	124	n/a	12	6	1	3	14	5	-	326	1070
Quebec	1544	128	n/a	38	40	7	7	32	11	-	1807	2645
Ontario	859	165	180	73	110	6	5	6	49	1	1454	6123
Manitoba	832	77	48	16	4	2	3	27	13	-	1022	5839
Saskatchewan	987	152	242	92	7	-	-	40	11	2	1533	4426
Alberta	822	29	120	1	1	1	-	48	5	1	1028	4586
B.C. & Yukon	266	220	62	55	93	3	14	46	38	2	799	6322
Total	5471	895	652	287	261	20	32	213	132	6	7969	31011

¹On-reserve, on Crown Land.

Post School Programs

1. The Indian Affairs role is one of providing ancillary services. The existing Treasury Board Minute 683751 clearly states -

"Assistance will not be granted under the proposed program rules until all applicable existing programs which provide for financial assistance to workers and trainees have been explored and confirmation received that the necessary amount of financial assistance cannot be granted thereunder. These existing programs include federal, provincial, territorial authorities and private agency programs. The Department of Manpower and Immigration, under the Manpower Mobility Regulations, 1967, and Adult Occupational Training Regulations, is able to assist Indian and Eskimo residents of Canada only to the extent that such regulations provide, and has agreed that special programs are necessary to provide assistance to Indians and Eskimos when it cannot.

In spite of a significant increase in the numbers of Canada Manpower supported programs being offered to Indian people this could still be improved in our opinion. It is essential this Department become fully involved in the implementation of programs such as Canada Manpower Opportunity Program (C.M.O.P.) which is currently being introduced and which could replace some of the services provided to Indian people through present post school programs.

It is estimated that 40 percent of the Indian people enrolling in training now qualify and receive assistance from the Department of Manpower under the Occupational Training for Adults program.

There appears to be significant discrepancies between the amount of Manpower involvement between regions. We can pinpoint nothing more specific than the relationship which exists at the field working level between our two respective departments. In Quebec, for example, it is estimated that this year Manpower are spending about 2 million dollars on programs designed specifically for Indian people.

The reasons Manpower have, in the past, found it difficult to meet Indian needs entirely through their existing programs can be summarized as -

1. They are not permitted to discriminate on an ethnic basis - either for or against. This has prevented them from becoming involved in specialized programs for Indians.
2. All their training is related directly to occupational goals. If you do not have an occupational goal you do not qualify for training. This explains our involvement in a wide range of non-occupational training which we label "Social Education."
3. A person must have been "attached to the labour force" for at least three years to qualify for Manpower allowances. This eliminates a large number of Indian young people between 16 and 19 where it is not realistic to suggest they go back to a regular school because of age-grade retardation and yet there is no other alternative to Manpower

training for them. We support a substantial number of people in Manpower programs who do not meet the three year labour force attachment requirement.

4. Manpower are limited to 52 weeks of skill training for any one individual. Many Indian people require more.
5. Manpower do not assist University students, technology students or students in Community College programs which are of more than one year duration.