



Determining our Destiny: Then and Now



Métis Education in Alberta



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Top: "Girls sewing room, Industrial School, High River, Alberta.", [ca. 1885-1894], (CU1101017) by Smyth, S. A.. Courtesy of Glenbow Library and Archives Collection, Libraries and Cultural Resources Digital Collections, University of Calgary.

Centre Left: Education not annihilation: Malcom Norris and James Brady, founding members of the Métis Association of Alberta, with Jean Cuthand at a demonstration in Regina Saskatchewan (April 1, 1961). Glenbow Archives PA-2218-94

Centre Middle: Former MNA President Larry Desmeules (right). Photo provided by Audrey Poitras from her personal collection.

Centre Right: Students receive plant teachings from Elder Lilyrose Mayers, Métis Crossing, Aug. 2022. Photo taken by Amanda Evans.

Bottom: Students learn with Métis Elder, Jack Boucher, at the Victoria Settlement Provincial Historic Site during the first UAlberta Métis Land-Based Learning course. (Photo: John Ulan)

Back Cover Image: Cover of Determining Our Destiny conference report.

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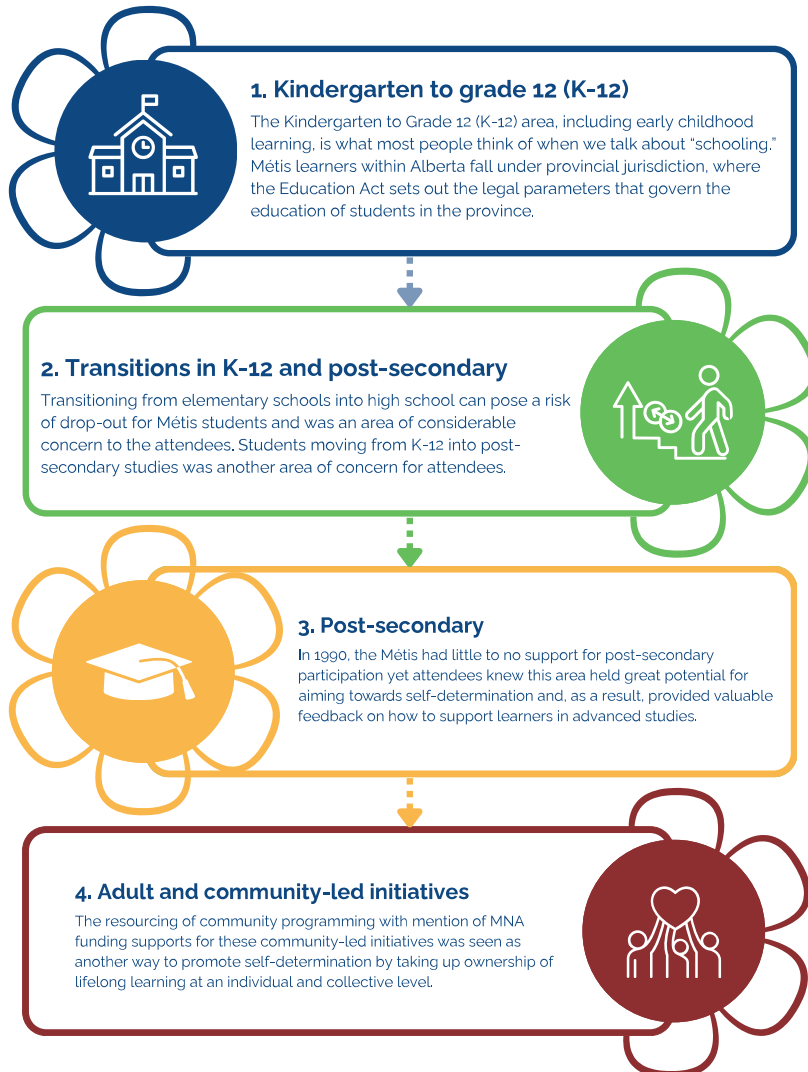
When I talk about education, I'm not just talking about education in schools. I'm talking about education that you get from talking to Elders in your community, to your own historians in your own community. To getting to know your land, educating yourself about the history of your people.

- Maria Campbell, 2012

Voices from the Past:

Recommendations from the 1990 Métis Education Conference

Overview: In 1990, Métis people came together to voice their concerns and solutions around the importance of education in improving their overall quality of life, including how others see us. This gathering was hosted by Métis Nation of Alberta (then Association), with 400 participants attending from Alberta, British Columbia, Saskatchewan and Ontario. This booklet provides a summary of what was shared by attendees grouped into four categories with each section reporting on progress made since 1990.



1990 Education Conference Format

Four pre-conference workshops were held to provide conference attendees with information on key educational topics including: **Métis culture, Métis history, enhancing Métis education, and Métis foster children/parents.** The over 400 conference participants were asked to identify relevant issues within education and to come up with solutions to respond to these needs.

This information was reported back to the community through the 1990 publication *Determining our Destiny: First Annual Metis Education Conference, November 14-16, 1990*. Societal issues, including racism and how to re-define literacy from a Métis perspective, were highlighted throughout the 1990 Conference. These broader issues speak to the need to educate others about the Métis, as well as education for the Métis people. The following key objectives were set out for the 1990 Conference.



1990 Conference Objectives

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- 01** To assist in the creation of a future where equal opportunities for personal growth and equitable quality of life and economic self-sufficiency prevail for all Métis people
 - 02** To develop pride in being Métis and to forge partnerships that provide the best possible learning opportunities appropriate to the interests, abilities, and aspirations of the Métis
 - 03** To encourage effective vocational training and on-the-job experiences which can promote career development and opportunities leading to economic self-sufficiency.

Education from a historical Métis perspective

The Métis have long valued education of their children with evidence of this starting in the 1800s with the provision of formal education by missionaries. This dedication to schooling was once again witnessed in the regular mention of lands being set aside for schools, most notably in the 1870 Manitoba first list of rights. In Alberta, during the 1930s, the Métis "ended a century of domination by the Catholic

Church when it removed the Church's control over Métis education" (Teillet, 2019, pp. 409-410). This decision to take back control of education by the executive council of the Métis Association of Alberta predated the 1972 Indian Control of Indian Education. Nearly a full century ago, this assertion reinforced the ongoing call for self-determination through education by Métis.

Education - a path to self-determination



Former MNA President Larry Desmeules. Photo provided by Audrey Poitras.

In 1990, Larry Desmeules, then President of the Métis Nation of Alberta—legally known as the Métis Association of Alberta—"confirmed the high priority given to education by the Métis people and the Métis Nation" (Determining our Destiny: First Annual Metis Education Conference, November 14-16, 1990, p.1). He highlighted an issue that persists today—that of a "First Nations-centric" approach where the distinct needs of the Métis are overlooked by most Canadians. Too often in the past, "Native" education

conferences were held with the emphasis focused largely on Treaty Indian issues and too little attention given to the unique educational problems of the Métis (Determining our Destiny, p.6). In considering education from a broader lens, several of the 1990 workshops included discussion on systemic issues, including the need to address racism.

Education in contemporary times

The Métis have historically recognized education as the path to self-determination, and this determination continues today. We see clear evidence of this autonomy in the realization of the

Rupertsland Centre for Teaching and Learning, The Rupertsland Centre for Métis Research, and the many programs and services offered by the Otipemisiwak Métis Government.

Literacy or literacies?

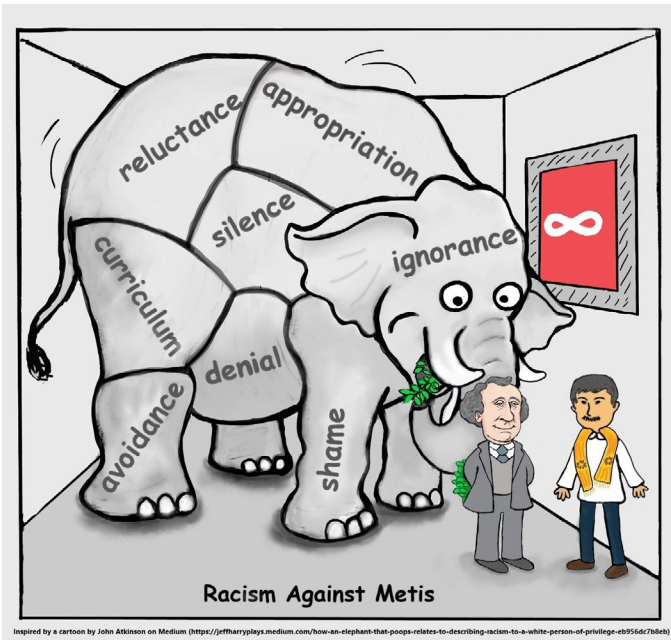
The 1990 discussions about the topic of literacy moved beyond that of typical considerations of reading and writing to the recognition of multiple literacies. The recognition of the need for Elders in schools and their roles in supporting traditional knowledge forms such as storytelling and use of syllabics was noted. Attendees also recognized the importance of valuing other knowledge forms, including: cultural traditions, such as dancing/jigging, radio program involvement, and the use of Michif through MNA-led incentives and resources supported by community involvement as essential teachings.

The identification of Métis professionals and/or experts and/or community members who could assist with literacy initiatives and tutoring was recommended. They felt this literacy support should extend to apprenticeship streams as well as academic streams. Healthy relations, from the attendees' perspectives, included identifying your own set of values with guidance from Métis Elders and knowledge-keepers. Similarly, cultural reclamation and pride in being Métis were identified as sources for building a strong sense of self-worth and resilience.



Students at the Fishing Lake colony school, 1930s. Provincial Archives of Alberta, OB2363

Racism - the white elephant in the classroom



Cartoon by Maryam Mahdavian

In 1990, first steps to address racism towards Métis included the creation of cultural awareness workshops on Métis, for the Métis. These workshops were seen as one way to identify Canada's colonial history as a major source of societal ills. The recommendation that Métis people assume personal and collective responsibility for healthy relations emerged as a promising area of growth in 1990. Participants voiced several recommendations that fellow Métis need to be honest about their own racist attitudes; as these biases are not only damaging to others, but can also negatively influence the next generations. One participant offered advice for developing interpersonal competence: "learn to accept other different views [than your own]" (Determining our Destiny, p.78).

They also recommended:

- The provision of relevant support and resources when facing personal and familial challenges, such as substance abuse.
- A Métis educational body dedicated to addressing issues of racism, ignorance, harmful stereotypes, and other misunderstandings around Métis by non-Métis.
- Removal of "all current educational material from schools that degrade Métis people"; and replacing these with the truths of Métis people (Determining our Destiny, p.80).
- Creating our own educational structures.

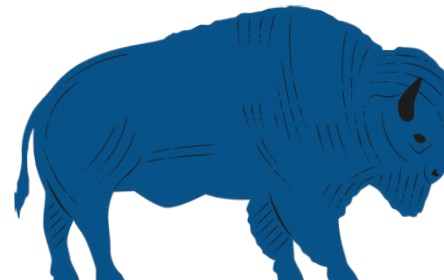
Participants also suggested that workshops on the Métis should be offered to powerholders, including those in government and justice roles. Conference attendees identified Métis political organizations and communities as those responsible for promoting positive Métis identity within mainstream media and with government staff. Attendees proposed the desire for more Métis people employed in government and industry.

A provincial Métis advocate could lobby [non-Métis] politicians to encourage greater political will (p.50)

The National Film Board could create vignettes to positively portray Métis people (p.49).

A Métis-specific needs assessment could support lobbying and advocacy efforts (p.50).

The lack of Métis on elected school boards is our responsibility (p.51).



SECTION I. K-12 REALM, including ECL (pre-kindergarten)

The Kindergarten to Grade 12 (K-12) area, including early childhood learning, is what most people think of when we talk about "schooling." Métis learners within Alberta fall under provincial jurisdiction where the Education Act sets out the legal parameters that govern the education of students in the province.

Métis Representation and Involvement

i. Métis knowledge and community representation in schooling systems:

Participants recommended that Métis-created resources be made available in schools. Other recommendations included the need for increased Métis representation in schools through volunteerism, on school boards, and parent advisory groups.

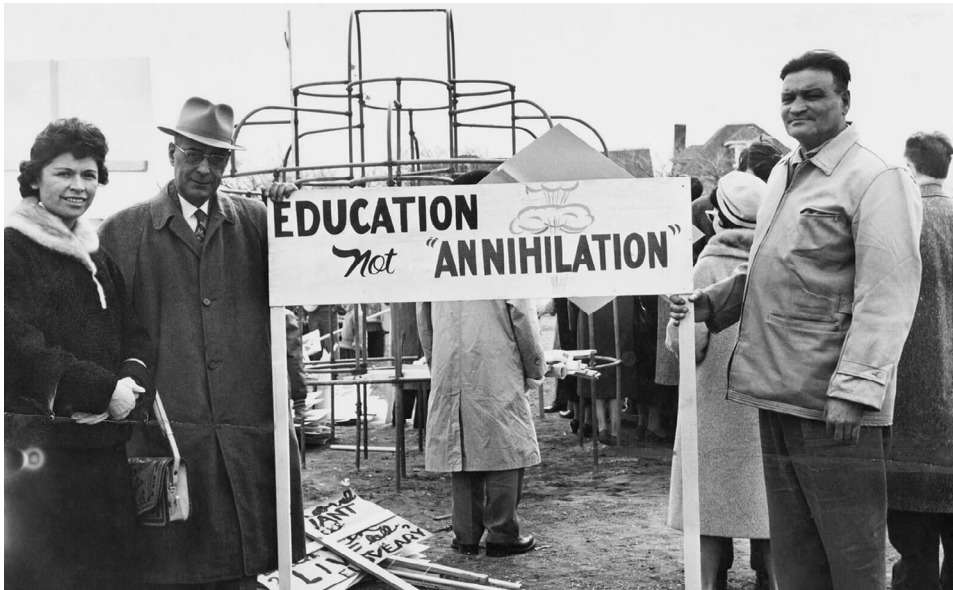
Parent workshops on how schooling systems operate and how to become involved in schooling was also recommended as a way to address parental concerns around the

schooling system, whether that be a fear of schooling or reinstating trust in schooling. Métis awareness programs starting in early years were suggested as helpful in terms of developing a positive identity.

ii. Métis professional involvement in schooling:

More Métis teachers, school liaisons, and support staff, could help educate non-Métis on Métis-specific matters, including the role of extended families.

Education not annihilation: Malcom Norris and James Brady, founding members of the Métis Association of Alberta, with Jean Cuthand at a demonstration in Regina Saskatchewan (April 1, 1961). Glenbow Archives PA-2218-94



Curriculum

As one of the primary responsibilities of teachers, the delivery of curriculum (the subjects that make up a program of study) is a professional responsibility that all teachers are accountable for. Attendees recommended the following:

i. Authentic representation of Métis in curriculum:

Given the colonial bias that has pervaded schooling, the inclusion of authentic Métis representation and resources into curriculum was seen as critical for Métis self-determination and positive representation as contemporary peoples. To move beyond a focus on "jigging and fiddling," authentic inclusion would require advancing a definition of the Métis, resources, and materials as identified and developed by diverse (on- and off-settlement) Métis Elders, knowledge-keepers and scholars, and vetted by Métis-led advisory and review committees.

ii. Mandatory inclusion of Métis perspectives within provincial curriculum:

The 1990 community recommendation for mandatory Métis-specific learning materials addressed the issue of curriculum that is strictly First Nations or pan-Indigenous—making Métis learning a necessity rather than an option (*Determining our Destiny*, p.69). One attendee spoke of the benefit for all students: "Métis history and culture courses be made compulsory for all students to heighten awareness [of Métis perspectives]" (*Determining our Destiny*, p.32). This provincial Métis curriculum could be tailored to suit local and regional contexts and require inclusion of Michif language learning.

iii. Involvement of Métis within curriculum processes:

Workshop attendees thought that Métis participation in policy-making roles, such as school trustees, would help advance curriculum inclusive of Métis. Attendees also specified that Métis regional and settlement council representatives ought to liaise with schools and be more active on school boards. In the same way, attendees recommended that community members be made aware of standards, processes, and opportunities involved in curriculum development in order to impact the process. Attendees also felt that another education conference, specifically one focused on curriculum development, would be helpful.

iv. Educator awareness of Métis and advocacy for Métis:

Participants asserted that mandatory teacher training on the Métis, by Métis faculty working in universities and colleges with education students, would support the delivery of Métis-specific curriculum. There was a suggestion that teacher education programs be evaluated for Métis inclusion (pp.78–79).

Educator Awareness

The topic of educator awareness specific to the Métis arose as a key factor in terms of not only what content was delivered (curriculum) but how Métis learners were experiencing schooling:

i. Teacher training for Métis:

Attendees suggested increasing the number of Métis teachers was critical. Concerns specific to remote areas included the "training [of] local community members as teachers so they will return to the community to avoid the constant staff turnover" (Determining our Destiny, p.37).

ii. Professional training for non-Métis educators:

The need for professional training of non-Métis educators around Métis perspectives was recommended. Specifically, a "Métis orientation program (or class)" (p.37) that includes lifestyles and values be developed for those non-Métis educators who are teaching within Métis settlement communities or schools with high Métis student populations. The need for all non-Métis educators to learn the negative impacts of a colonial past, the realities of substandard schooling, and/or constant relocations to access schooling was recommended as an annual event complete with refresher

courses. Educators need to be made aware of the need for revitalization of Michif language, how to support Métis students through key critical transitional periods, and funding equity issues specific to Métis people. This training should extend to teacher educators and professors.

iii. Métis-led initiatives and inclusion:

In terms of raising overall educator awareness around the Métis, it was recommended that Métis communities should work with educational authorities, including ministries of education. Other Métis-led initiatives included the creation of a Métis Education Centre that would meaningfully involve local resource people including Elders and knowledge-keepers in awareness-raising activities. Métis people might also take the initiative to proactively reach out to teachers and advocate for parent-educator "get togethers" or larger gatherings to facilitate trust-building and good relations.



Students at Metis Colony School, Paddle River, July 1950, Provincial Archives of Alberta, PA812.1

Support Services

The need for more support services, including liaison workers, for Métis K-12 learners was another area of need; this area falls under provincial jurisdiction.

i. Métis liaison workers: Métis liaison workers were referenced repeatedly as essential supports for Métis K-12 students and families wishing to access school and community resources, services, and programming. Liaison staff could also connect schools with Métis parents and volunteers. Furthermore, they could serve as advocates or even third-party mediators in dispute resolutions.

ii. Student, parent, and community support:

Attendees noted that support services for Métis K-12 students varied widely across school districts. They felt that information on the roles and responsibilities of teachers, parents, children, and community would be helpful. They recommended:

- Smaller class sizes that would allow more one-on-one time between students and teachers.
- Peer tutors, where older students are paired with younger students, and yearly Métis awards led by community input, could support educational goals.
- Nutritional programs in schools were also recommended.
- That a contact list of relevant Métis resources, including experts and organizations (such as Friendship Centres) be created to encourage the greater involvement of Métis community.
- Delivery of adult education courses on "being Métis" that would include passing on cultural traditions to the younger generation.

iii. Lobbying and advocacy for Métis student equity:

Attendees pointed out the critical need for lobbying and advocacy for Métis student equity within schooling systems. Métis people could lobby school districts and MLA's to address Métis-specific community needs and issues, in addition to sitting on parent advisory committees. Attendees also felt that Métis organizations should be lobbying provincial educational systems to address inequities, including funding, especially within rural areas.

iv. Stakeholder collaboration: To foster Métis inclusion, attendees asserted that diverse stakeholders, ranging from federal authorities, provincial ministries of education, post-secondaries, Métis Nation of Alberta, as well as other Métis education institutions (such as Gabriel Dumont Institute in Saskatchewan), need to "liaise with each other" (p.36).

v. Encourage and support future career choices:

Participants highlighted the importance of nurturing students' career making choices as early as elementary. Volunteering at the "individual or community level" (p.69) could also impact future career decisions. The recognition of Métis students' involvement in volunteering, humanitarianism, arts, music, and sports through annual awards were also seen as meaningful in making future career choices.

Progress since 1990

i. Métis representation and participation:

In 2012, the Rupertsland Institute post-secondary education mandate expanded to include primary and secondary education (K-12). The Rupertsland Centre for Teaching and Learning (RCTL) has developed foundational knowledge resources, lesson plans, and authentic classroom learning tools in collaboration with community. These RCTL resources offer foundational knowledge on the Métis organized by five themes: Languages of Métis, Métis Culture and Traditions, Homeland History, Métis Nation Governance, Métis in Alberta, along with a Master Vocabulary List. Such resources were made possible through the involvement of Métis knowledge-keepers from across the province (see www.rupertsland.org/teaching-learning/metis-foundational-knowledge-themes/).

ii. Authentic representation of Métis in curriculum:

In addition to the RCTL resources, individual Métis educators and scholars have contributed their expertise, collaborating with Métis knowledge-keepers and community members.

Métis Voices: metisvoices.ca
Métis Memories:
muralmosaic.com/metis-memories/

iii. Professional training for non-Métis educators:

A number of Alberta post-secondaries have mandated Indigenous courses as part of their professional teacher training programs—some since 2013. The extent to which Métis content is included

in these courses is contingent on university course outlines and the instructors delivering these courses.

Additionally, several post-secondary institutions across Alberta are offering Métis-specific courses which further represent promising moves in the training and education contexts.

iv: Student, parent, and community support:

The Métis Nation of Alberta has provided early childhood and K-12 student support by way of programs such as "Homework drop-in sessions" hosted bi-weekly. These sessions provide students with space, study assistance, snacks, and free school supplies. For students of all ages, the "Acimowin Book Club" provides age-appropriate opportunities to discuss at least one Indigenous and more specifically a Métis-authored book on an ongoing basis. The MNA also provides culturally appropriate opportunities for Métis families to connect with community, culture, services, and programs through dedicated services such as the Métis Family Resource Program.

v. Encourage and support future career choices:

Under the mandate of labour market training, Rupertsland Institute has offered a number of programs and services to support Métis people in accessing and advancing in their chosen fields or careers. Additionally, the MNA provides an online business directory, Alberta MétisWorks, to help connect Métis entrepreneurs with employment opportunities relevant to their training.

SECTION II. K-12 AND POST-SECONDARY TRANSITIONS

Transitioning from elementary schools into high school can pose a risk of drop-out for Métis students and was an area of considerable concern to the attendees. Students moving from K-12 into post-secondary studies was another area of concern for attendees.

i. Information, funding, and workshops on education for parents and students:

Parents were encouraged to take responsibility for their children's education (Determining our Destiny, p.75) by relaying the value of education as well as participating in school events and educational workshops. Attendees also felt that parents could contribute innovative solutions to address high dropout rates, such as pursuing their own education and seeking information on how schooling systems operate. It was suggested that Métis Education Foundation might consider supporting high school students as a form of incentivization. Local communities could also get involved in raising funds for students through the hosting of cultural events (bingos, dances, etc.).

Attendees felt that post-secondaries should set up transition year programs to help Métis students meet standard admission requirements and embrace the opportunities of post-secondary studies (p.65).

ii. Cultural training and life skills for Métis students:

Other ideas for facilitating transitional periods were recommendations for local and ongoing programs focusing on connecting with Métis identity and

culture. Stakeholder collaborations may involve organizing Métis-led cultural awareness events as well as adult community programming such as upgrading and outreach initiatives aimed at achieving high school graduation. Participants believed that the involvement and mentorship of recognized Elders, knowledge-keepers, and subject experts could aid in student retention and inspire goals of higher education. Community-based workshops for students could include navigating transitional periods, cultural engagement, cross-cultural awareness, financial literacy, family planning, and substance abuse prevention.

iii. Training and supporting Métis within professional roles:

Increasing the number of Métis in professional educational roles could help keep students in school. Lobbying for recruitment and training of Métis teachers who understand authentic cultural and curricular programming could foster a greater sense of belonging for at-risk students. Participants believed that with adequate resources, Métis school support workers could foster and create cross-cultural awareness sessions and support groups for

students and parents on Métis-specific educational issues. Likewise, providing assistance for Métis individuals already employed in school settings, social services, and government positions was another recommendation for increasing student retention.

iv. Educating others about the Métis:

Attendees felt that positive representations of Métis people and perspectives could help keep Métis learners in school. The education of teachers and school administrators around Métis-specific content, including misinformation, was seen as an important way to increase student retention. This type of training could take place through continuous Métis-specific sessions and/or cross-cultural awareness workshops (p.73).

v. Métis political advocacy:

Attendees suggested that Métis parents could lobby local governments for greater support of students at risk in K-12 and those facing challenges within post-secondaries. It was recommended that Métis organizations and leaders need to consider their role in addressing the issue of high school non-completion.

vi. Supporting at-risk populations:

Participants noted that adult education and career development programming should be made available for Métis who are leaving the penal system and looking for a positive way forward.



Students learn with Métis Elder, Jack Boucher, at the Victoria Settlement Provincial Historic Site during the first UAlberta Métis Land-Based Learning course Aug. 2022. (Photo: John Ulan)

Progress since 1990

The majority of post-secondaries within Alberta have an Indigenous Student Center on campus where Métis students are welcome. The extent to which Métis-specific programming is offered will vary within, and across, each institution. Several post-secondaries also offer community-based and bridging programs targeted at rural and remote learners. The high school completion rates for Métis learners remains unknown as Métis specific data is currently reported at a provincial level with First Nations and Inuit learners.

SECTION III. POST-SECONDARY

In 1990, the Métis had little support for post-secondary participation yet attendees knew this area held great potential for reaching self-determination.

Funding

i. Assert inherent Indigenous right to education:

Métis post-secondary funding was asserted as an inherent Indigenous right by conference delegates under the 1982 Canadian Constitution. The need for Métis to set up their own central membership registry (with pre-determined eligibility criteria) was seen as essential in providing educational support to Métis learners. Attendees suggested that post-secondary funding support should match Métis student enrollment. The need for Métis political leaders to increase their awareness of educational issues at the post-secondary level was noted.

ii. Information access and dedicated resource personnel:

Attendees felt that government authorities ought to provide access to relevant funding sources for Métis with special considerations for those residing in rural and remote areas. Métis representation in government roles, post-secondary institutions, and at the

OMG, was seen as crucial for Métis learners. These dedicated personnel should be familiar with Central Registry processes and be able to help Métis students access funding through information networks and navigate Finance Board appeals.

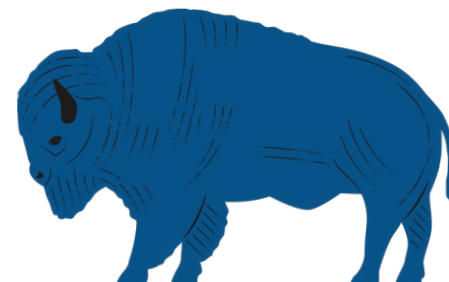
iii. Métis-specific post-secondary funding:

Workshop participants recommended that funds be set aside for post-secondary education through the Métis Education Foundation (MEF).

iv. Seek alternative funding sources:

Attendees felt that the OMG should approach industry and/or the private sector for Métis student support.

v. Reciprocity for support: It was asserted that students who had gained benefit from educational support should give back to community and "be encouraged to return to work in home communities" (Determining our Destiny, p.42). They could also serve as role models for the younger students.



Structure / Programming / Services

i. Alternative delivery models:

Participants recommended the development of innovative programs such as internship and/or co-operative programs for those seeking alternative post-secondary options. A recommendation to "develop and deliver satellite and part-time programs so that students do not have to leave their communities or jobs" was also mentioned (Determining our Destiny, p.66).

ii. Métis-inclusive spaces: Attendees indicated that information on how to access Native Student Services as a Métis learner at their chosen post-secondary would help support basic life necessities such as housing options, rural-urban transitioning, daycare, and financial planning. These student service centres could also provide academic support by way of tutors, peer, and cultural support.

iii. Cultural and orientation programs:

For attendees, workshops or seminars on Métis peoples and cultural traditions at post-secondaries could lead to a more positive sense of identity and belongingness. These open sessions could also address racist beliefs held by any attending university staff and professors towards Métis learners.

iv. Métis staff and Métis-specific policy/programming:

The need for dedicated Métis support staff at post-secondaries was repeatedly mentioned as crucial for successful student interactions, along with peer support groups. One attendee remarked: "Métis work well with Métis" (p.66). Importantly, post-secondary policies should reflect positively on Métis students. should match Métis student enrollment. The need for Métis political leaders to increase their awareness of educational issues at the post-secondary level was noted.

Métis Educational Institute and Research

i. Set up and support a Métis-specific educational institute:

In 1990, the creation of our own educational institute through community input and involvement was seen as essential to achieving self-determination. This institute and the delivery of quality programming could enhance political unity by "representing all Métis people living in Alberta...and help develop educational programs and do research" (p.42). Attendees suggested an organizing committee be struck to include regional and Métis settlement representation, as well as student representation from diverse post-

secondaries. Attendees felt that this Institute would be best served by keeping arms length from political involvement; the institute could also offer professional development to meet a wide range of needs.

ii. Educational research mandate:

Attendees identified that an educational institute should respond to community and other educational needs through formal research and program development. There was a clear call for this institute to focus on Métis identity, cultural, and historical research along with curriculum

development. As part of its mandate, the development of research-informed position papers could inform government policies and work to improve relations.

iii. Partnerships with post-

secondaries: Suggestions were put forward by conference attendees to implement post-secondary partnerships with a Métis-led institute

in an effort to "complement other educational institutions already in existence" (p.43). The involvement of student groups on partnership steering committees was recommended. Other options were seen as community-based outreach programs which could be offered to the Métis by allocated seats at post-secondary institutions (see p.42 and p.60).



Progress since 1990

Established in 1991 by the Métis Nation of Alberta, the Métis Education Foundation (MEF) was created to assist, encourage and support Métis students in pursuing full time studies. Today, the MEF holds an endowment portfolio totaling \$32 million through 21 endowment partnerships created with major post-secondary institutions across Alberta. The addition of the Métis Post-Secondary Program has expanded Métis student funding to support pursuit of undergraduate and postgraduate studies. These student funding supports represent a significant achievement in Métis self-determination.

The Belcourt Brosseau Métis Awards program, started in 2001, is another significant source of funding for Métis students pursuing post-secondary

studies. This program has awarded over \$10.5 million to more than 2600 Métis learners across Alberta, and beyond. Together, these Métis-specific funding supports awarded to students pursuing advanced studies represent a significant stride towards self-determination.

In terms of the educational research mandate recommendation, the Rupertsland Centre for Métis Research (RCMR) began in 2011 as a joint venture between the Métis Nation of Alberta, the Rupertsland Institute for Métis Excellence, and the Faculty of Native Studies at the University of Alberta. RCMR is an academic research centre with a mandate to address Métis issues and to work collaboratively with Métis communities.

SECTION IV.

ADULT EDUCATION AND COMMUNITY-LED INITIATIVES

The resourcing of community-based and community-led programming was seen as one way to promote Métis ownership over learning. Attendees felt that this programming would be possible through OMG funding support.

i. Health and wellbeing: Attendees pointed out that workshops to increase positive self-identity, self-esteem, self-discipline, and a sense of balance through individual and collective understandings of being Métis were important. These community-supported learning events could take the form of seminars, cultural events, information on addressing addictions through support and services, craft sessions, cultural awareness programs, and positive public relations.

ii. Métis women's advocacy and supports: Attendees recommended that Métis women should determine, design, develop, and implement programs and/or workshops specific

to their needs: job re-entry (Canadian Jobs Strategy), self-awareness, healthy family relations, and a Métis women's advocacy group. Participants recommended that a career counseling resource book and job creation programs be created for Métis women. Other considerations included flexibility in the workplace and provision of on-site daycare at workplaces for mothers. For attendees, courses such as a Métis Women's Studies course, a leadership course, and a cultural heritage course could elevate the overall role of Métis women. With the right programming and funding supports in place, Métis women in professional careers could serve as role models in mentoring younger women.

Progress since 1990

"Les Femmes Michif Otipemisiwak (LFMO): The national voice of Métis women in Canada" is the advocacy group for Métis women in Alberta, and across Canada. Their mandate for education states that "LFMO supports employment and educational opportunities for Métis women and youth, to build towards a future where more Métis women and youth are studying in post-secondary education, are securely employed, and take

leadership roles in their community and beyond." In 2021, LFMO collaborated with the Rupertsland Centre for Métis Research on the "Reach For the Sky Métis Youth Employment and Skills Strategy" where women ages 18-30 can take part in a leadership training program that provides on-the-land cultural teachings, online academic instruction on Métis Women's Leadership, as well as mentorship opportunities.

NS 280

Métis Women's Leadership

ONLINE



NATIVE STUDIES



CONCLUSION

Looking back at the recommendations shared at the 1990 Métis Education Conference, it is evident that community members contributed to the future direction of Métis education in Alberta. It is also clear that many of the recommendations have been met over the past three decades, showcasing the determination and creativity of Métis people in achieving

their educational goals. As Métis people continue to show how much they value education through their participation in training and advanced studies, it is appropriate to end with the enduring wisdom of the keynote speaker, Mr. Louis Lamothe, chosen to open the 1990 Determining Our Destiny Conference:

"The Métis Nation wants to determine their destiny but the Métis Nation will only determine its destiny if each individual Métis determines what they are going to do about it."

Keynote Address • Louis Lamothe, 1990, p.13

LIST OF 1990 ORGANIZERS

PROVINCIAL STEERING COMMITTEE

August Collins Vice-President, Zone 2 Chairman, Education Advanced Education Career Development and Employment Sub-Committee Bernie McKee Native Education Project Alberta Education Harold Blyan Federation of Metis Settlements Dennis Woolsey Managing Consultant Framework Agreement	Keith Turnbull Edmonton Centennial Library Doreen Richardson Sector Advisor Education, Advanced Education, Career Development and Employment Sub-Committee Bill Haineault Metis Local 1928 Edmonton Judy Smith Student Edmonton Louis Lamothe Continuing Education Edmonton Catholic Schools	Peter Cardinal Student Edmonton Sheila Hayes Education Conference Co-ordinator Shawna Cunningham Native Student Services, Edmonton Rotert Rock Career Development and Employment Mattie McNeil Teacher Edmonton Bev Flamand Student Edmonton
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ZONE 1 - REGIONAL STEERING COMMITTEE

Lorraine Deschambeault Metis Local 2001 Ken Bourke, Chairman Facilitator, Zone 1 Raylene Cardinal Metis Local 2001	Elizabeth Shalapay Metis Local 2001 Russell Belcourt Metis Local 126 Jean Belcourt Metis Local 126	Rene Boucher Metis Local 111 Mike Heron Co-ordinator Zone 1
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ZONE 2 - REGIONAL STEERING COMMITTEE

Eric Greeff Chairman Facilitator, Zone 2 Theresa Jenkins Native Outreach Lloyd Gladue Impaired Driving Awareness Wally Sinclair Social Services	Roy Dumais Board of Director Zone2 Karen Collins Friendship Centre Pauline Gadwa Home and School Liaison Worker Helen Dumais Home and School Liaison Worker	Clifford Gladue Volunteer Bonnyville Dorothy Scanie Friendship Centre Eva John Secretary/Bookkeeper Zone 2 office
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ZONE 3 - REGIONAL STEERING COMMITTEE

Doug Vivier Chairman Facilitator, Zone 3 Debby Lloyd Liaison Worker Medicine Hat Garnet Wells Meris Local 1001, Calgary	Bill Johnston Metis Local 84 Red Deer Madeline Mottus Community Resources Rocky Mountain House	Ephram Bouvier Vice-President Zone3 Noella Rash Parent, Calgary
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ZONE 4 - REGIONAL STEERING COMMITTEE

Paul Lafontaine Chairman Facilitator, Zone 4 Lucille McLeod Metis Child & Family Services Society Brenda Blyan Metis Local 1888, Student Thomas Roy	Metis Local 1928 Lena Ouellett Hinton Jerry Letendre Metis Local 55 Lyle Donald Metis Local 2085 Jack Longmore	Edson Dr. Anne Anderson Metis Local 1885 Ivan Plante Metis Child & Family Services Carol Chalifoux Grande Cache
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ZONE 5 - REGIONAL STEERING COMMITTEE

Jeff Chalifoux Chairman Facilitator, Zone 5 Violet Campion Metis Local 585, Faust Howard Chalifoux Native Liaison, McLennan	Elmer Gullion Zone 5, Board of Directors Joanne Abbott Native Liaison Smith Wayne Cunningham Program Co-ordinator Joussard	Clara Yellowknee Metis Local 129, Wabasca Barbara Auger Metis Local 151, Grouard Madge McRee Trustee, High Prairie
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ZONE 6 - REGIONAL STEERING COMMITTEE

Marlene Lanz Chairman Facilitator, Zone 6 Dawn Attillon Student, Grande Prairie	Della Lizotte Grande Prairie Christine Parenteau Grimshaw	Marina Brothers Valleyview Norah Calliou Paddle Prairie
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Rupertsland Centre for Teaching and Learning: <https://www.rupertsland.org/teaching-learning/>

Rupertsland Centre for Métis Research: <https://www.ualberta.ca/native-studies/research/rupertsland-centre-for-metis-research/index.html>

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DETERMINING OUR DESTINY



Metis Nation of Alberta
(Metis Association of Alberta)

FIRST ANNUAL METIS EDUCATION C O N F E R E N C E

NOVEMBER 14 - 16, 1990

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