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# RESEARCH REPORT

A REVIEW OF TRAINING AND  
DELIVERY OPTIONS CONCERNING  
ABORIGINAL HOUSING



HOME TO CANADIANS  
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# A REVIEW OF TRAINING AND DELIVERY OPTIONS CONCERNING ABORIGINAL HOUSING

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# TABLE OF CONTENTS

Executive summary .....	1
Introduction .....	1
Methodology .....	1
Results .....	1
Question 1 .....	1
Question 2.....	2
Question 3.....	5
Conclusions.....	6
1. Introduction .....	7
1.1 Background.....	7
1.2 Objectives.....	7
1.3 Issues.....	7
2. Review of alternative training approaches and initiatives .....	9
3. Secondary analysis.....	13
3.1 Videoconferencing—interactive televised instruction.....	13
3.2 Community-based apprenticeship or on-the-job training .....	15
3.3 Internet-based—online training program.....	18
3.4 CD-ROM software and hands-on training.....	18
3.5 Train-the-trainer .....	19
3.6 Mentoring .....	19
3.7 Distribution of audio-visual training aids.....	20
4 Identification of potential funding sources.....	22
5 Summary and conclusions.....	23
Summary .....	23
Question 1 .....	23
Question 2.....	24
Question 3.....	25
Appendix A—Preliminary scan.....	26
Apprenticeship—on-the-job training.....	26
Broadcast—televised instruction .....	28
CD-ROM instruction .....	29
Conference call workshops—training.....	30
Distance-learning .....	30
Internet-based—online training.....	31
Labour market training.....	36
Train-the-trainer .....	39
Videoconferencing.....	40
Video training.....	41
On-the-job training.....	42
Other .....	43

Appendix B Case Studies.....	50
Atii Distance Education Pilot Project (1993).....	50
Carleton University (Ottawa) Instructional Television Tapes-to-You Service (ongoing).....	53
Centre for Indigenous Peoples' Nutrition and Environment (CINE), McGill University.....	55
Consilium, Organization Development and Training Consultants.....	57
Cree Regional Authority (CRA)—Circuit Rider Training—Preventive Maintenance Practices (2000 and ongoing).....	59
Manitoba Association of Friendship Centres—Urban Multi-purpose Aboriginal Youth Centres Initiative (UMAYC)—community-based training pilot project (2001–2003).....	61
Sivuliuqtit Nunavut Management Development Program (1996 - 1999).....	62
Western Australia Remote Areas Essential Services Program (since 1999) .....	64
Whitefish Lake First Nation—Carpentry—Construction Training (1998 - 2000).....	66
Yukon College - Videoconferencing (2001 and ongoing).....	68



## A REVIEW OF TRAINING AND DELIVERY OPTIONS CONCERNING ABORIGINAL HOUSING

### INTRODUCTION

One of the consequences of the growing Aboriginal population and of the greater control Aboriginal groups have over their housing portfolio, is that Aboriginals' housing skills in the areas of management, construction and repairs will become increasingly important. In view of this, and of budget constraints, training will need to become as effective as possible.

The overall project objective was to identify training approaches that were innovative, could supplement the more conventional approach of a teacher-student exchange and could be successfully applied to future housing-related Aboriginal training programs.

### METHODOLOGY

Information was sought both nationally and internationally from public, private and Aboriginal sources involved in the delivery of training programs to address the following main research themes:

#### Question 1

What housing-related training and training delivery approaches have been used over the last 10 years?

#### Question 2

What innovative training and delivery approaches other than the conventional techniques of teacher-student exchange, have been successfully applied in reference to Aboriginal People and First Nations communities in Canada?

#### Question 3

Where can funding for unconventional training and delivery ventures be obtained?

The research was carried out in two phases. The initial phase included a review of a wide variety of alternative and innovative training programs dealing with numerous

training topics including, but not limited to, housing-related training. The researchers also examined geographical and cultural variances in defining successful training initiatives and what was innovative.

The review encompassed initiatives that were undertaken during a 10-year period (1991 to 2001) in Canada and abroad. Approximately 60 training programs were reviewed as part of the initial phase of the research.

For the second phase, eleven training programs in the preliminary review were identified as providing innovative and alternative training techniques that applied to Aboriginal People in Canada in the area of housing-related training. An in-depth analysis was undertaken of these eleven initiatives.

### RESULTS

#### Question 1

What housing-related training and training delivery approaches have been used over the last 10 years?

A variety of approaches are being used to facilitate delivery of training programs.

Increased use of information technology, such as video conferencing and Internet-based training is evident, as well as the use of other technologies, such as computerized programs (CD-ROM) in support of a student-teacher exchange.



Community-based programs for apprenticeship-like and on-the-job training is evidence of the priority now being given to supporting conditions that ensure the success of the training initiative. While apprenticeship and on-the-job training are not, in themselves, innovative training approaches, the provision of a classroom component in the learner's community is considered an innovation. A train-the-trainer approach is being used successfully as a method of developing capacity in communities and providing a cadre of skilled facilitators who can reflect and address local concerns and issues in the delivery of training programs. Mentoring has been used to provide senior-level professional training with the guidance of an experienced executive within the sponsoring organization.

## **Question 2**

What innovative training and delivery approaches, other than the conventional techniques of teacher-student exchange, have been successfully applied in reference to Aboriginal People and First Nations communities in Canada?

Seven innovative approaches that applied to housing-related training programs were identified:

### **Distribution of Audiovisual Training Aids**

- Carleton University (Ottawa) Instructional Television (ITV) "Tapes-to-You" Service (ongoing)

Lectures and classes offered by Carleton University are videotaped and the tapes are made available to students through a library-like lending service. The ITV methodology allows flexibility, as learners have up to six weeks to use the tapes and are permitted to make copies, allowing them to review the lessons as a refresher.

Although this service does not specifically target Aboriginal students, instructional television provides students with an alternative access to degree-credit courses when on-campus attendance is not possible due to work schedules, family responsibilities or distance from the campus. In the case of Aboriginal learners who live in remote and northern locations this is a useful and applicable alternative delivery approach.

## **Video Conferencing**

- Atii Distance Education Pilot (1993)
- Consilium, Organization Development and Training Consultants—Museum Management Development (March 2000 to 2001)
- Yukon College—Videoconferencing (2001 and ongoing)

Videoconferencing has been used primarily to reach learners in northern and remote communities. The primary benefit of this approach is that it provides access to resources that are not available or would be too costly to bring into the community.

This approach also allows teachers to incorporate other technologies into their teaching methodologies. For example, forms that students are required to complete can be filmed with a digital camera and shown to the students while the teacher gives step-by-step instructions. Videos relevant to the course can also be shown.

Live presentations by subject-matter experts can be shared simultaneously with other communities, or a speaker can be videotaped and viewed at a later date by all participating communities. Through the use of a video link, learners can tour a jobsite which adds considerable support to the curriculum. In support of the videoconferencing, self-paced text material and assignments are included in the curriculum.

## **Internet-based/Online Training**

- Centre for Indigenous Peoples' Nutrition and Environment (CINE), McGill University (1999 and ongoing)

The use of Internet-based training is increasing as the technology improves and becomes widely available. Internet-based training utilizes an interactive Web site to deliver curriculum and programs that are usually designed in a series of modules in the form of assignments. A Web browser is used to obtain lessons, demonstrations, reference materials, quizzes and assignments.

Interaction between learners and the instructors occurs through telephone discussions and in a discussion format by using an online meeting room. Use of the Internet to link to other Web sites and interact in the "meeting room" encourages participants to use the Internet as a learning tool.

## **CD-ROM and Hands-on Training**

- Cree Regional Authority (CRA)—Circuit Rider Training, Preventative Maintenance Practices (2000 and ongoing)

This approach utilizes a computerized maintenance management system that identifies and tracks preventive maintenance processes for housing portfolios.

In support of the computerized systems, learners are provided with hands-on training that correlates with a preventive maintenance manual and ongoing support from trainers. One of the key aspects of the training program is the support provided by trainers, who travel to the community to provide hands-on demonstrations. Participants are able to remain in their community, working with the program as it relates directly to their portfolio, thus developing hands-on experience.

## **Apprenticeship or On-the-Job Training**

- Blood Vein First Nation Community-Based Apprenticeship Training (2001 to 2002)
- (Western Australia) Remote Areas Essential Services Program (since 1999)
- Whitefish Lake First Nation (Ontario) - Carpentery—Construction Training (1998 to 2000)

Apprenticeship training is a long-standing approach that has been used to successfully transfer skills. Training programs include a classroom component facilitated by an accredited educational facility, combined with on-the-job training. This methodology has been used successfully, particularly in more urban settings, in the field of building trades training. While this approach is successful for learners located in proximity to the educational facility, those located in a rural or remote location may face difficulties.

There is evidence of a move to a community-based approach for on-the-job training programs. The success of this approach is due, in large part, to the fact that trainees are allowed to remain in their community for the duration of the training. Those who are employed by the community have an increased incentive to participate, as they receive a salary while learning the skills required. This approach

provides a cadre of skilled workers within the community, who are often employed by the community once the training is complete.

## **Train-the-Trainer**

- Manitoba Association of Friendship Centers—Urban Multipurpose Aboriginal Youth Centers Initiative (UMAYC), Community-Based Training Pilot Project (2001 to 2003)

The use of a train-the-trainer approach to train individuals within a community or organization is a successful method to ensure that a cadre of skilled trainers is available to deliver resources to a target group. This method trains local individuals to deliver a training program that ensures that an understanding of local issues and concerns is reflected in the delivery of the course material. Where the training program is regionally specific, the potential trainers are often involved in the development of the course curriculum to ensure that local and regional concerns and resources are included. Graduates of the program are then able to deliver the curriculum.

## **Mentoring**

- Sivuliuqtit Nunavut Management Development Program (1996 to 1999)

This form of training has been used for senior-level professional training. Mentoring programs provide guidance and experience for a senior-level person within an organization. The program combines classroom learning with work assignments that are directed by the mentor. It is expected that the learner who participates in a mentoring program would have a high level of skills and sufficient work experience to meet the expectations of this type of training approach.

All of the innovative approaches studied demonstrate that there exist opportunities to incorporate innovations into the delivery of training programs.

Videoconferencing technology is ideally applied to courses that contain a series of modules that can be facilitated independently. This method is considered cost-effective when examining the cost per hour of training delivered via videoconferencing compared to the cost to bring subject matter experts into remote and northern communities.

In addition, the interactive nature of a videoconferencing link encourages the development of a learner's network—an additional benefit that continues to assist the learners as they apply the skills and knowledge gained through the training program in their real work experiences.

Where it is cost-effective to do so, videoconferencing should always be considered as a vehicle for delivery of training programs. The approach would assist in making training initiatives more widely available, particularly when learners are located in northern and remote locations.

Internet-based training is suitable for programs designed to enhance or upgrade specific service skills that can be delivered in a one- or two-day exchange. This "virtual classroom" approach is suitable for professional training on complex topics and where the curriculum is offered in reasonably short modules. The use of online/Internet technology is increasingly becoming a popular and widely used training methodology, as it is affordable and it allows access to learning resources in remote communities. Interaction between participants and instructors through online meeting rooms and telephone discussions enhances the self-paced learning offered as part of the course work.

The use of CD-ROM and hands-on training should be considered for any training initiative that includes an instructional component on a specific topic. Use of a CD-ROM format allows for the curriculum and related supporting resources (such as, photos, plans, spreadsheets) to be accessed easily by the learner as long as they have the required computer equipment. The CD-ROM technology allows the learners to work at their own pace to complete the course reading and practice exercises. In support of the written material, regular on-site visits by a subject matter expert from the learners community or region could provide the ongoing guidance, training and support required to implement the operational changes. Support to this process could be provided by a subject matter expert via telephone (1-800 number) and e-mail.

Community-based Apprenticeships or On-the-Job Training would be suitable for any training initiative with an overall objective to devolve delivery or administration of a program or service so that it can be delivered entirely by community members. Programs that are designed to meet such an objective would benefit by using a community-based

approach, that is, where both the classroom instruction and hands-on training take place in the learners' community.

A train-the-trainer approach could be a cost-effective alternative that facilitates the building of capacity in Aboriginal communities and would also allow the training programs to be delivered by local trainers who can facilitate the training and thereby be able to reflect local concerns and respond to local issues. This approach should be considered only where the demand is sufficient (on-going) to warrant the costs required to adequately develop and maintain a cadre of qualified trainers across the country.

Mentoring could be considered a "prestige" program for senior-level management training.

### **Question 3**

Where can funding for unconventional training and delivery ventures be obtained?

The approaches studied utilized a variety of successful partnerships with the provincial and federal governments, Aboriginal organizations and Corporate partners.

#### *Partnerships within Canada Mortgage and Housing Corporation (CMHC)*

Various divisions and offices within CMHC have programs specifically targeting funds for First Nation communities and for Aboriginal People.

#### *Human Resources Development Canada (HRDC) funding for trainees*

HRDC offers funding vehicles for Aboriginal training attached to its Employment Insurance program (for example, through Aboriginal HR Council and regional agreements). There are housing-related training programs that involve HRDC and are overseen by an Aboriginal HR Council.

#### *Corporate partners*

Major builders, developers, resource companies, banks, and other companies with a high public profile could sponsor Aboriginal trainees and training programs. Historically, private sector organizations have sponsored individual trainees who have a training objective related to the corporate business activity. For example, a lender who is involved in housing on-reserve could be interested in increasing the skills of an individual and provide the opportunity for apprenticeship.

#### *Contractors*

Wherever there is professional involvement in an Aboriginal community, opportunities to build in a training component to the provision of services by the contractor as part of the contract work could be considered. While there would be an additional cost to the contract to cover the training component, there would be overall cost savings by combining the two activities when compared with the cost of separately delivering a training initiative. Indian and Northern Affairs Canada (INAC) has the lead on such funding opportunities.

#### *Provinces and Territories*

Training and housing are both provincial and territorial responsibilities in most cases.

## CONCLUSIONS

The researchers identified a variety of innovative training methods that could be utilized in the area of housing-related training. The following are recommendations made by the consultants, based on their analysis of the research findings.

The approaches studied utilized a variety of successful partnerships with the public sector and Aboriginal organizations. Federal and provincial governments have

programs with funding targeted to improving Aboriginal training (for example, HRDC programs attached to Employment Insurance). Most provincial governments are already involved in housing-related training, often with the participation of CMHC. Corporate partners who have demonstrated social responsibility and who work in Aboriginal communities could be sponsors for individual trainees on programs that have housing-related objectives and can be linked to their business activity.

All of the innovative approaches studied demonstrate that there are opportunities to incorporate innovations into the traditional teacher-student delivery of training programs. In the short term, delivery of existing curricula can utilize Internet-based or video presentation methodologies. These are cost-effective options and would result in having the training programs available to a larger audience. In the longer term, many of the approaches studied can be utilized for future training programs with suitability of the approach being driven by the needs of the learner and the funding vehicles or partnerships used to fund the initiative.

## OTHER RESEARCH OF INTEREST

### Free Publications:

*Building Communities: First Nations Best Practices for Healthy Housing and Sustainable Community Development* (Product number 62317)

Capital Replacement Planning Software Windows 95/98 (Product number 63202)

CD-ROM—*About Your House Series, Research Reports, Research Highlights* (Product number 63494)

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## EXAMEN DES OPTIONS POUR LA FORMATION DES AUTOCHTONES DANS LE DOMAINE DE L'HABITATION

### INTRODUCTION

Une des conséquences de la croissance démographique des Autochtones et du plus grand contrôle exercé par les groupes autochtones sur leurs portefeuilles de logements est que les compétences des Autochtones en matière de gestion, de construction et de réparation des logements prendront une importance accrue. En raison de ce fait et des contraintes budgétaires, la formation devra devenir la plus efficace possible.

L'objectif global du projet était de repérer des démarches de formation innovatrices susceptibles de compléter la démarche plus traditionnelle d'échange entre le maître et l'étudiant et d'être appliquées avec succès aux futurs programmes de formation des Autochtones en matière d'habitation.

### MÉTHODOLOGIE

Les chercheurs ont fait appel, au pays et à l'étranger, à des sources publiques, privées et autochtones qui s'occupent de présenter des programmes de formation afin d'aborder les principaux thèmes de la recherche, c'est-à-dire :

#### Question n° 1

Quelles démarches de formation et de présentation de la formation en matière d'habitation ont été utilisées au cours des 10 dernières années?

#### Question n° 2

Quelles démarches innovatrices de formation et de présentation de la formation, outre les échanges traditionnels maître-élève, ont été appliquées avec succès aux Autochtones et aux collectivités des Premières nations au Canada?

#### Question n° 3

Où peut-on obtenir du financement pour des entreprises non traditionnelles de formation et de présentation de la formation?

La recherche s'est faite en deux phases. La première phase comprenait l'examen d'une grande variété de programmes de formation alternatifs et innovateurs portant sur divers sujets, notamment mais non exclusivement, le domaine de l'habitation. Les chercheurs ont aussi examiné les variantes géographiques et culturelles pour définir ce qui constitue une réussite et ce qui est innovateur.

L'examen porte sur des initiatives entreprises sur 10 ans (1991 à 2001) au Canada et à l'étranger. Une soixantaine de programmes de formation ont été examinés au cours de cette première phase de la recherche.

Parmi ces programmes, 11 ont été jugés présenter des techniques de formation innovatrices et alternatives susceptibles d'être appliquées aux Autochtones du Canada pour la formation dans le domaine de l'habitation. Les 11 initiatives retenues ont fait l'objet d'une analyse en profondeur.

### RÉSULTATS

#### Question n° 1

Quelles démarches de formation et de présentation de la formation en matière d'habitation ont été utilisées au cours des 10 dernières années?

Une grande variété de démarches sont utilisées pour faciliter la présentation de programmes de formation.

On constate notamment un usage accru de la technologie de l'information, comme les vidéoconférences et



l'Internet, de même que d'autres technologies comme les programmes informatisés (sur CD-ROM) à l'appui de l'échange maître-élève.

Le programmes communautaires d'apprentissage et de formation en cours d'emploi traduisent bien la priorité qu'on accorde actuellement au soutien qui assure la réussite de l'initiative de formation. Bien que l'apprentissage et la formation en cours d'emploi ne soient pas des démarches innovatrices, la présence d'une salle de classe dans la collectivité est considérée comme une innovation. Une démarche de formation des formateurs est utilisée avec succès comme moyen de développer le potentiel dans les collectivités et de créer une réserve d'animateurs compétents qui peuvent prendre en compte les préoccupations et les enjeux au niveau local dans l'application des programmes de formation. Quant au mentorat, il a été utilisé pour offrir une formation professionnelle au palier supérieur avec l'orientation d'un cadre d'expérience de l'organisme de parrainage.

### **Question n° 2**

Quelles démarches innovatrices de formation et de présentation de la formation, outre les échanges traditionnels maître-élève, ont été appliquées avec succès aux Autochtones et aux collectivités des Premières nations au Canada?

Les chercheurs ont dégagé sept démarches innovatrices susceptibles d'application aux programmes du domaine de l'habitation.

### **Distribution de matériel pédagogique audiovisuel**

- Service de distribution de bandes vidéo par la télévision éducative de l'Université Carleton (Ottawa) (en cours)

Les cours et conférences offerts par l'Université Carleton sont enregistrés et les bandes sont prêtées aux étudiants par une magnétothèque. Cette méthodologie comporte beaucoup de souplesse, car les élèves peuvent garder les bandes six semaines et sont autorisés à en faire des copies en vue d'une révision ultérieure.

Bien que ce service ne soit pas destiné expressément aux étudiants autochtones, c'est un autre moyen d'accéder aux cours portant crédits pour ceux à qui les horaires de travail, les obligations familiales ou l'éloignement interdisent de se rendre sur le campus. Dans le cas des Autochtones qui habitent des régions éloignées ou nordiques, c'est une méthode utile et applicable.

### **Vidéoconférences**

- Projet pilote Atii de perfectionnement à distance (1993)
- Consilium, Consultants en développement et organisation des entreprises - développement de la gestion de musées (mars 2000 à 2001)
- Yukon College - Vidéoconférences (depuis 2001)

Les vidéoconférences ont surtout été utilisées pour atteindre les apprenants dans les communautés nordiques et éloignées. Le principal avantage de la vidéoconférence est de donner accès à des ressources qui ne sont pas disponibles ou qu'il serait trop coûteux d'amener sur place.

Cette méthode permet aussi aux enseignants d'intégrer d'autres technologies à leur enseignement. Par exemple, les formulaires que les élèves doivent remplir peuvent être filmés avec une caméra numérique et montrés aux élèves pendant que l'enseignant donne des instructions détaillées. On peut aussi montrer des vidéos pertinentes.

Un exposé en direct par un spécialiste peut être partagé par plusieurs communautés, ou la conférence peut être enregistrée et visionnée plus tard dans toutes les communautés participantes. Un lien vidéo permet aux apprenants de visiter un chantier, ce qui ajoute beaucoup au programme d'études. Les vidéoconférences peuvent s'accompagner de textes et de travaux que l'élève utilise à son rythme.

### **Formation en ligne/par Internet**

- Centre for Indigenous Peoples' Nutrition and Environment (CINE), Université McGill (depuis 1999)

On utilise de plus en plus l'Internet pour la formation à mesure que la technologie s'améliore et se répand. La formation par Internet utilise un site Web interactif pour présenter un programme d'études, d'ordinaire organisé en modules, sous forme de travaux. Un logiciel de navigation permet de recevoir les leçons, les démonstrations, les documents de référence, les interrogations et les devoirs.

L'interaction entre les apprenants et les instructeurs se fait par téléphone ou par une salle de réunion virtuelle. Le fait d'utiliser l'Internet comme lien avec d'autres sites Web et pour l'interaction dans la « salle de réunion » encourage les participants à utiliser l'Internet comme outil d'apprentissage.

## **CD-ROM et formation pratique**

- Administration régionale crie (ARC) - Formateurs itinérants, Pratiques d'entretien préventif (depuis 2000)

Cette méthode utilise un système informatisé de gestion de l'entretien pour déterminer et suivre les processus d'entretien préventif des portefeuilles de logements.

Outre les systèmes informatiques, les apprenants reçoivent une formation pratique en corrélation avec un manuel d'entretien préventif et un soutien constant des formateurs. Ce programme se caractérise surtout par le soutien accordé par des formateurs qui se rendent dans la communauté pour présenter des démonstrations pratiques. Les participants peuvent rester dans leur communauté, travaillant avec le programme en relation directe avec leur portefeuille, ce qui leur permet d'acquérir une expérience pratique.

## **Apprentissage ou formation au travail**

- Blood Vein First Nation, apprentissage communautaire (2001 à 2002)
- (Australie occidentale) Programme des services essentiels en région éloignée (depuis 1999)
- Whitefish Lake First Nation (Ontario) - Formation en charpenterie et construction (1998 à 2000)

Il y a longtemps qu'on utilise l'apprentissage pour transférer des compétences. Ces programmes combinent des cours donnés par une maison d'enseignement accréditée et une formation en cours d'emploi. Cette méthode a été utilisée avec succès, surtout dans un cadre urbain, pour la formation aux métiers de la construction. Tout va bien si l'apprenant vit à proximité de la maison d'enseignement; s'il est dans une localité rurale ou éloignée, il peut être difficile de suivre les cours.

On commence à pratiquer une approche communautaire pour les programmes de formation au travail. Les stagiaires peuvent rester dans leur communauté pour toute la durée de la formation. Ceux qui sont employés par la communauté sont d'autant plus motivés qu'ils reçoivent un salaire tout en apprenant les techniques nécessaires. Cette méthode produit une réserve de travailleurs spécialisés qui sont souvent employés par la communauté une fois la formation terminée.

## **Formation des formateurs**

- Association des centres d'accueil du Manitoba - Initiative des centres urbains polyvalents pour les jeunes Autochtones (ICUPJA), projet pilote de formation dans la collectivité (2001 à 2003)

La formation de formateurs dans une communauté ou organisation permet d'assurer la présence d'une réserve de formateurs compétents auprès d'un groupe cible. Un programme de formation donné par des gens de la localité tient nécessairement compte des préoccupations et des problèmes locaux. Si le programme est propre à une région, les formateurs éventuels participent souvent à l'élaboration du programme d'études pour assurer la prise en compte des ressources et des enjeux au palier local et régional. Les diplômés du programme sont ensuite en mesure de l'enseigner.

## **Mentorat**

- Sivuliuqtit Nunavut, programme de perfectionnement des gestionnaires (1996 à 1999)

Cette sorte de formation a été utilisée pour les professionnels des paliers supérieurs. Les programmes de mentorat offrent orientation et expérience à un cadre supérieur d'une organisation. Le programme combine des cours et des travaux dirigés par le mentor. Ces programmes s'adressent à des personnes qui ont un niveau élevé d'aptitudes et une expérience suffisante.

Toutes les méthodes innovatrices étudiées démontrent les possibilités d'intégrer des innovations aux programmes de formation.

La technologie des vidéoconférences s'applique idéalement à des cours composés d'une série de modules qui peuvent être présentés indépendamment. Cette méthode est considérée économique si l'on compare le coût horaire à ce qu'il en coûte pour faire venir des spécialistes dans les communautés nordiques et éloignées.

De plus, le caractère interactif encourage la création d'un réseau d'apprenants; cet avantage additionnel restera utile pour les apprenants lorsqu'ils appliqueront les aptitudes et connaissances acquises dans le monde du travail.

Chaque fois qu'il est rentable de le faire, on devrait envisager de présenter les programmes de formation au moyen de vidéoconférences. De cette façon, les initiatives de formation seraient plus largement accessibles, surtout dans les localités nordiques et éloignées.

La formation par Internet convient pour les programmes qui peuvent se donner en une journée ou deux et visent à enrichir ou mettre à jour des aptitudes particulières de service. La « salle de classe virtuelle » convient à la formation professionnelle sur des sujets complexes lorsque le programme est offert en modules raisonnablement courts. La formation en direct ou par Internet est de plus en plus populaire en raison de son coût abordable et parce qu'elle donne accès aux

ressources d'apprentissage dans les communautés éloignées. L'interaction entre les participants et les instructeurs par téléphone ou salles de réunion virtuelles enrichit l'apprentissage à rythme personnalisé offert par le cours.

On devrait envisager d'utiliser des CD-ROM et une formation pratique pour toute initiative de formation qui comporte un élément de cours sur un sujet particulier. Le CD-ROM permet à l'apprenant d'avoir facilement accès à la matière du cours et aux ressources complémentaires (photos, plans, feuilles de calcul) pourvu qu'il dispose du matériel informatique nécessaire. Cette technologie permet à l'apprenant de travailler à son propre rythme aux lectures et aux exercices pratiques. La documentation écrite pourrait être complétée par des visites d'un spécialiste de la communauté ou de la région qui offrirait l'orientation, la formation et le soutien nécessaires en permanence pour effectuer les changements opérationnels. Cela pourrait aussi se faire par téléphone (numéro sans frais) et par courriel.

L'apprentissage dans la communauté ou la formation en cours d'emploi conviendrait à toute initiative dont l'objectif global est de transférer entièrement l'application ou l'administration d'un programme ou d'un service aux membres de la communauté. De tels programmes bénéficieraient d'une démarche selon laquelle les cours et la formation pratique se donneraient dans la collectivité de l'apprenant.

La formation des formateurs pourrait être une solution économique pour le développement du potentiel dans les communautés autochtones et permettrait aussi de faire donner la formation par des formateurs locaux capables de prendre en compte les enjeux et les problèmes locaux. Cette solution ne devrait toutefois être envisagée que si la demande est suffisante (ou permanente) pour justifier ce qu'il en coûterait pour former et maintenir un groupe de formateurs qualifiés partout au pays.

Le mentorat pourrait être envisagé comme programme de « prestige » pour la formation des cadres supérieurs.

### **Question n° 3**

Où peut-on obtenir du financement pour des entreprises non traditionnelles de formation et de présentation de la formation?

Les démarches étudiées font appel à une variété de partenariats avec les gouvernements provinciaux et fédéral, les organismes autochtones et les entreprises.

*Partenariats au sein de la Société canadienne d'hypothèques et de logement (SCHL)*

Divers bureaux et divisions de la SCHL offrent des programmes d'aide financière ciblés expressément vers les Autochtones et les communautés des Premières nations.

*Financement de la formation par Développement des ressources humaines Canada (DRHC)*

DRHC offre des instruments de financement pour la formation des Autochtones dans le cadre du programme d'Assurance emploi (par ex. par le Conseil de développement des ressources humaines autochtones et les ententes régionales). DRHC participe à des programmes de formation liés à l'habitation sous la supervision d'un Conseil de développement des ressources humaines autochtones.

*Partenaires de l'entreprise*

Les grands constructeurs, promoteurs, exploitants de ressources, banques et autres entreprises très connues du public pourraient commanditer des stagiaires autochtones et des programmes de formation. Dans le passé, des entreprises privées ont commandité des stagiaires dont l'objectif de formation était pertinent pour leurs activités. Par exemple, un prêteur qui s'occupe de logement dans les réserves pourrait souhaiter perfectionner les aptitudes de certaines personnes et offrir des occasions d'apprentissage.

*Entrepreneurs*

Chaque fois qu'un entrepreneur fournit des services professionnels dans une communauté autochtone, on pourrait envisager d'intégrer une composante de formation à la prestation des services dans le cadre du contrat. Le coût du contrat en serait majoré, mais il pourrait être moins cher de combiner les deux activités que de prévoir une initiative distincte de formation. Ces possibilités de financement relèvent du ministère des Affaires indiennes et du Nord canadien (MAINC).

*Provinces et territoires*

Dans la plupart des cas, la formation et le logement relèvent de la province ou du territoire.

## **CONCLUSIONS**

Les chercheurs ont repéré diverses méthodes innovatrices de formation qui pourraient servir dans le domaine de l'habitation. Voici les recommandations des consultants, d'après leurs analyses des résultats de la recherche.

Les démarches étudiées font appel à divers partenariats avec le secteur public et les organismes autochtones. Les gouvernements fédéral et provinciaux offrent des programmes pour aider à améliorer la formation des Autochtones (p. ex. les programmes de DRHC liés à l'Assurance emploi). La plupart des gouvernements provinciaux offrent déjà une formation dans le domaine de l'habitation, souvent avec la participation de la SCHL. Les partenaires du secteur privé qui ont fait preuve de responsabilité sociale et qui travaillent dans les communautés autochtones pourraient commanditer des stagiaires pour des programmes dont les objectifs sont liés à l'habitation et qui ont un rapport avec leur activité commerciale.

Toutes les démarches innovatrices étudiées montrent qu'il est possible d'intégrer des innovations au modèle traditionnel maître-élève de formation. À court terme, les programmes actuels peuvent être présentés au moyen d'Internet ou des technologies vidéo. Ces options sont

économiques et rendraient les programmes de formation accessibles à un plus large public. À long terme, plusieurs des démarches étudiées pourraient servir pour des programmes futurs de formation adaptés aux besoins des apprenants et aux mécanismes de financement ou aux partenariats utilisés pour financer l'initiative.

## AUTRES RECHERCHES

### **Produit gratuits**

*Bâtissons ensemble – Meilleures pratiques autochtones d'établissement de maisons saines et de collectivités durables* (Produit numéro 62318)

Application de planification du remplacement d'immobilisations - Windows 95/98 (Produit numéro 63202)

CD ROM – *Série Votre maison, Rapports de recherche, Le Point en recherche* (Produit numéro 63494)

**Directeur de projet à la SCHL :** Marcelle Marie Gareau

**Consultants pour le projet de recherche :**  
Turtle Island Associates

### **Recherche sur le logement à la SCHL**

Aux termes de la partie IX de la *Loi nationale sur l'habitation*, le gouvernement du Canada verse des fonds à la SCHL afin de lui permettre de faire de la recherche sur les aspects socio-économiques et techniques du logement et des domaines connexes, et d'en publier et d'en diffuser les résultats.

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# Executive summary

## Introduction

One of the consequences of the growing Aboriginal population and of the greater control Aboriginal groups have over their housing portfolio, is that Aboriginal People's housing skills in management, construction and repairs will become increasingly important. In view of this, and of budget constraints, training will need to become as effective as possible.

The overall project objective was to identify training approaches that were innovative, could supplement the more conventional approach of a teacher-student exchange and could be successfully applied to future housing-related Aboriginal People's training programs.

## Methodology

Information was sought both nationally and internationally from public, private and Aboriginal People's sources involved in the delivery of training programs in order to address the following main research themes:

**Question 1:** What housing-related training and training delivery approaches have been used over the last ten years?

**Question 2:** What innovative training and delivery approaches used, other than the conventional approaches of teacher-student exchange, have been successfully applied in reference to Aboriginal People and First Nations communities in Canada?

**Question 3:** Where can funding for unconventional training and delivery ventures be obtained?

The research was carried out in two phases. The initial phase included a review of a wide variety of alternative and innovative training programs dealing with numerous training topics including, but not limited to, housing-related training. The researchers also examined geographical and cultural variances, in defining successful training initiatives and what was innovative.

The review encompassed initiatives that were undertaken during a 10-year period (1991–2001) in Canada and abroad. Approximately 60 training programs were reviewed as part of the initial phase of the research.

For the second phase, 11 training programs in the preliminary review were identified as providing innovative and alternative training techniques that had applicability to Aboriginal People in Canada in the area of housing-related training. An in-depth analysis was undertaken of these 11 initiatives.

## Results

### Question 1

**What housing-related training and training delivery approaches have been used over the last 10 years?**

A variety of approaches is being used to facilitate delivery of training programs. Increased use of information technology, such as videoconferencing and Internet-based training, is evident as well as the use of other technologies such as computerized programs (CD-ROM) in support of a student-teacher exchange.

Community-based programs for apprenticeship and on-the-job training is evidence of the priority now being given to supporting conditions that ensure the success of the training initiative. While apprenticeship and on-the-job training are not, in themselves, innovative training approaches, the provision of a classroom component in the learner's community is considered an innovation. A train-the-trainer approach is being used successfully as a method of developing capacity in communities and providing a cadre of skilled facilitators who can reflect and address local concerns and issues in the delivery of training programs. Mentoring is an approach that has been used to provide senior level professional training with guidance of an experienced executive within the sponsoring organization.

## **Question 2**

**What innovative training and delivery approaches used, other than the conventional approaches of teacher-student exchange, have been successfully applied in reference to Aboriginal People and First Nations communities in Canada?**

Seven innovative approaches were identified that had applicability to housing-related training programs:

### **Distribution of audiovisual training aids**

**Carleton University (Ottawa) Instructional television *Tapes-to-You* service (ongoing)**

Lectures and classes offered by Carleton University are videotaped and the tapes are made available to students through a library-like lending service. The ITV methodology allows flexibility as learners have up to six weeks to use the tapes and are permitted to make copies allowing them to review the lessons as a refresher.

Although this service does not specifically target Aboriginal students, instructional television provides students with an alternative access to degree-credit courses when on-campus attendance is not possible due to work schedules, family responsibilities or distance from the campus. In the case of Aboriginal learners who live in remote and northern locations, this is a useful and applicable alternative delivery approach.

### **Videoconferencing**

**Atii Distance Education Pilot (1993)**

**Consilium, Organization Development and Training Consultants—museum Management Development (March 2000 - 2001)**

**Yukon College—Videoconferencing (2001 and ongoing)**

Videoconferencing has been used primarily to reach learners in northern and remote communities. The primary benefit of this approach is that it provides access to resources that are not available or would be too costly to bring into the community.

This approach also allows teachers to incorporate other technologies into their teaching methodologies. For example, forms that students are required to complete can be filmed with a digital camera and shown to the students while the teacher gives step-by-step instructions. Videos relevant to the course can also be shown.

Live presentations by subject matter experts can be shared simultaneously with other communities, or a speaker can be videotaped and viewed later by all participating communities. Using a video link, learners can tour a job-site, which adds considerable support to the curriculum. In support of the videoconferencing, self-paced text material and assignments are included in the curriculum.

### **Internet-based—online training**

**Centre for Indigenous Peoples' Nutrition and Environment (CINE), McGill University (1999 and ongoing)**

The use of Internet-based training is increasing as the technology improves and becomes widely available. Internet-based training utilizes an interactive website to deliver curriculum and programs that are usually designed in a series of modules in the form of assignments. A web browser is used to obtain lessons, demonstrations, reference materials, quizzes and assignments.

Interaction between learners and the instructors occurs through telephone discussions and in a discussion format using an online meeting room. Use of the Internet to link to other websites and interact in the “meeting room” encourages participants to use the Internet as a learning tool.

### **CD-ROM and hands-on training**

**Cree Regional Authority (CRA)—Circuit Rider Training, preventive maintenance practices (2000 and ongoing)**

This approach utilizes a computerized maintenance management system that identifies and tracks preventive maintenance processes for housing portfolios.

In support of the computerized systems, learners are provided with hands-on training that correlates with a preventive maintenance manual and ongoing support from trainers. One of the key aspects of the training program is the support provided by trainers, who travel to the community to provide hands-on demonstrations. Participants are able to remain in their community, working with the program as it relates directly to their portfolio thus developing hands-on experience.

### **Apprenticeship or on-the-job training**

**Blood Vein First Nation Community-Based Apprenticeship Training (2001–2002)**

**(Western Australia) Remote Areas Essential Services Program (since 1999)**

**Whitefish Lake First Nation (Ontario)—Carpentry–construction training (1998–2000)**

Apprenticeship training is a long-standing approach that has been used to successfully transfer skills. Training programs include a classroom component facilitated by an accredited educational institution combined with on-the job training. This methodology has been used successfully, particularly in more urban settings, in training in building trades. While this approach is successful for learners located in proximity to the educational facility, for learners in rural or remote locations attending classes away from home may involve difficulties.

There is evidence of a move to a community-based approach for on-the-job training programs. The success of this approach is due, in large part, to the fact that trainees are allowed to remain in their community for the duration of the training. Those who are employed by the community have an increased incentive to participate as they receive a salary while learning the skills required. This

approach provides a cadre of skilled workers in the community who are often employed by the community once the training is complete.

### **Train-the-Trainer**

**Manitoba Association of Friendship Centres—Urban Multipurpose Aboriginal Youth Centres Initiative (UMAYC), community-based training pilot project (2001–2003)**

The use of a train-the-trainer approach to train individuals within a community or organization is a successful method to ensure that a cadre of skilled trainers is available to deliver resources to a target group. This method trains local individuals to deliver a training program, which ensures that an understanding of local issues and concerns is reflected in the delivery of the course material. Where the training program is regionally specific, the potential trainers are often involved in the development of the course curriculum to ensure that local and regional concerns and resources are reflected in the material. Graduates of the program are then able to deliver the curriculum.

### **Mentoring**

**Sivuliuqtit Nunavut Management Development Program (1996–1999)**

This form of training has been used for senior-level professional training. Mentoring programs provide guidance and experience for a senior-level person within an organization. The program combines classroom learning with work assignments that are directed by the mentor. It is expected that the learner who participates in a mentoring program would have a high level of skills and sufficient work experience to manage the expectations of this type of training approach.

All the innovative approaches studied demonstrate that there are opportunities to incorporate innovations into the delivery of training programs.

Videoconferencing technology is ideally applied to courses that contain a series of modules that can be facilitated independently. This method is considered cost-effective when examining the cost per hour of training delivered via videoconferencing compared to the cost to bring subject matter experts into remote and northern communities.

In addition, the interactive nature of a videoconferencing link encourages development of a learner's network, an additional benefit that continues to assist the learners as they apply the skills and knowledge gained through the training program in their real work experiences.

Where it is cost-effective to do so, videoconferencing should always be considered as a vehicle for delivery of training programs. The approach would assist in making training initiatives more widely available particularly when learners are located in northern and remote locations.

Internet-based training is suitable for programs designed to enhance or upgrade specific service skills that can be delivered in a one or two-day exchange. This 'virtual classroom' approach is suitable for professional training on complex topics and where the curriculum is offered in reasonably short modules. The use of online/Internet technology is increasingly becoming a popular and widely used training methodology as it is affordable and it allows access to learning resources in remote communities. Interaction between participants and instructors through online meeting rooms and telephone discussions enhances the self-paced learning offered as part of the course work.

The use of CD-ROM and hands-on training should be considered for any training initiative that includes an instructional component on a specific topic. Use of a CD-ROM format allows for the curriculum and related supporting resources (e.g. photos, plans, spreadsheets) to be accessed easily by the learner as long as they have the required computer equipment. The CD-ROM technology allows the learners to work at their own pace to complete the course reading and practice exercises. In support of the written material, regular on-site visits by a subject matter expert from the learner's community or region could provide the ongoing guidance, training and support required to implement the operational changes. Support to this process could be provided by a subject matter expert via telephone (1-800 number) and e-mail.

Community-based Apprenticeships or On-the-Job Training would be suitable for any training initiative with an overall objective to devolve delivery or administration of a program or service so that it can be delivered entirely by community members. Programs that are designed to meet such an objective would benefit by using a community-based approach, that is, where both the classroom instruction and hands-on training take place in the learners' community.

A train-the-trainer approach could be a cost-effective alternative that facilitates the building of capacity in Aboriginal communities and would also allow the training programs to be delivered by local trainers who can facilitate the training and thereby be able to reflect local concerns and respond to local issues. This approach should be considered only where the demand is sufficient (on-going) to warrant the costs required to adequately develop and maintain a cadre of qualified trainers across the country.

Mentoring could be considered a ``prestige`` program for senior-level management training.

### Question 3

**Where can funding for unconventional training and delivery ventures be obtained?**

The approaches studied utilized a variety of successful partnerships with the provincial and federal governments, Aboriginal organizations and corporate partners.

#### **Partnerships within CMHC**

Various divisions and offices within CMHC have programs specifically targeting funds for First Nation communities and for Aboriginal People.

#### **Human Resources Development Canada (HRDC) funding for trainees**

HRDC offers funding vehicles for Aboriginal training attached to the Employment Insurance program, for example, through Aboriginal HR Council and regional agreements. There are housing-related training programs that take place with involvement by HRDC and are overseen by an Aboriginal HR Council.

#### **Corporate partners**

Major builders, developers, resource companies, banks and other companies with a high public profile could be sponsors of Aboriginal trainees and training programs. Historically, private sector organizations have sponsored individual trainees who have a training objective related to the corporate business activity. For example, a lender who is involved in housing on-reserve could be interested in increasing the skills of an individual and provide the opportunity for apprenticeship.

### **Contractors**

Wherever there is professional involvement in an Aboriginal community, opportunities to include a training component to the provision of services by the contractor could be considered. While there would be an additional cost, there would be overall cost savings by combining the two activities when compared with the cost of separately delivering a training initiative. Indian Affairs and Northern Affairs Canada (INAC) has the lead on such funding opportunities.

### **Provinces–territories**

Training and housing are both provincial–territorial responsibilities in most cases.

### **Conclusions**

The researchers identified a variety of innovative training methods that could be utilized in the area of housing related training.

The approaches studied utilized a variety of successful partnerships with the public sector and Aboriginal organizations. Federal and provincial governments have programs with funding targeted to improving Aboriginal training, such as HRDC programs attached to Employment Insurance. Most provincial governments have responsibility for housing and are already involved in housing-related training, often with the participation of CMHC. Corporate partners who have demonstrated social responsibility and who work in Aboriginal communities could be sponsors for individual trainees on programs that have housing-related objectives and can be linked to their business activity. All of the innovative approaches studied demonstrate that there are opportunities to incorporate innovations into the traditional teacher-student delivery of training programs. In the short term, delivery of existing curricula can utilize Internet-based or video presentation methodologies. These are cost-effective options and would result in having the training programs available to a larger audience. In the longer term, many of the approaches studied can be utilized for future training programs with suitability of the approach being driven by the needs of the learner and the funding vehicles or partnerships used to fund the initiative.

# I. Introduction

## I.1 Background

CMHC is well known in the field of Aboriginal housing and research and in the field of housing-related training for First Nations communities. CMHC has a keen interest in identifying innovative and alternative training initiatives and approaches and particularly, those that have been delivered successfully. There are a number of innovative training approaches being used across Canada and abroad. Often, these innovative approaches are known only to the community or region for which they were developed.

From the outset of this research, the plan was to search out training approaches that can be used successfully in reference to Aboriginal People and First Nations communities in Canada. To that end, a large portion of research time was devoted to interviewing and contacting key Aboriginal sources across Canada to determine what training approaches were being used.

## I.2 Objectives

Information was sought across Canada and internationally from public, private and Aboriginal sources involved in the delivery of training programs in order to address the following main research themes:

### **Questions**

Question 1—What housing-related training and training delivery approaches have been used over the last ten years?

Question 2—What innovative training and delivery approaches used, other than the conventional approaches of teacher-student exchange, have been successfully applied in reference to Aboriginal People and First Nations communities in Canada?

Question 3—Where can funding for unconventional training and delivery ventures be obtained? In addition, the need to consider the feasibility of First Nations and other Aboriginal groups sharing training and delivery expertise and resources by a number of innovative techniques was examined.

## I.3 Issues

There were a number of issues considered in the research. Highlights of the issues are as follows:

**Recognition of geographic and cultural variances**—Training initiatives are most successful when they are developed based on the needs and abilities of the targeted learner. When determining the ‘success’ of a training approach, both the geographic (urban, rural or remote) and cultural situation of the learner must be considered.

**Defining *innovative training and delivery***—These terms were defined broadly for this research. Most importantly, the perspectives of the target learner or community was considered when defining what is innovative.

**Challenges to the identification of useful research on innovative training**—Much of the information on training initiatives was not published or listed in conventional sources, therefore consultations with key organizations were conducted to assist with the scan for useful information.

**Quantitative evidence of success or failure of a training approach**—There was anticipation that there would be challenges in obtaining examples of training approaches with the quantitative evidence necessary for making judgments about success or failure of a training approach. As a result, the preliminary review included identification of other approaches considered noteworthy by stakeholders but for which results-based research has not yet been conducted.

It is noteworthy that, from all of the training initiatives identified, there was no evidence or documentation of impact–transfer evaluations being undertaken. Some of the training programs include reactionary evaluations at the completion of the training event or verbal follow-up, or both, that provides anecdotal evidence of the success of the training. Anokiiwin Group in Winnipeg has had an independent review carried out on the content of its training curricula, however no impact–transfer evaluations have been completed.

**Limitations on information available over a 10-year review period**—Because of limitations on the amount and quality of information available on some training initiatives, evaluative information sometimes was unavailable or was limited to qualitative (anecdotal) evidence.

## 2. Review of alternative training approaches and initiatives

Two methods were used to conduct the preliminary review of alternative training approaches and initiatives: an Internet scan and consultations with Aboriginal organizations, federal departments agencies and other organizations involved in education and training.

Turtle Island Associates consulted with key national Aboriginal organizations. They included:

- Assembly of First Nations
- Inuit Tapiriit Kanatami
- Métis National Council
- Provincial–regional federations and advisory groups, such as the Cree Regional Authority
- First Nation Technical Advisory Groups, such as the Ontario First Nations Technical Services Corporation and the Alberta Technical Services Advisory Group
- Tribal Councils known to be actively involved in housing issues.

Turtle Island Associates also contacted federal departments and agencies, including CMHC, HRDC (Human Resources Development Canada) Aboriginal Relations Office, INAC (Indian and Northern Affairs Canada), provincial governments and other organizations involved in the education and training field. These included the Saskatchewan Indian Institute of Technology, Secwepemc Education Institute (B.C.), Blue Quill College (Alberta) and Palliser Institute (Saskatchewan).

The organizations were asked to identify any training initiatives undertaken in the last 10 years. In addition to the telephone and in-person consultations, an Internet scan was conducted to identify sources of alternative training approaches and initiatives; including public sector, private sector and Aboriginal sources nationally and internationally.

The research included a review of initiatives that had an innovative approach in the technology used to transfer skills and knowledge that could be used in housing-related training initiatives. These approaches would then be considered in order to see if any of these innovative techniques could be applied to the training needs of Aboriginal People in Canada.

Research confirmed that many of the housing-related training initiatives utilized training approaches that include, in part, the traditional teacher-student exchange (classroom instruction). In the field of Aboriginal housing-related training, increased consideration is being given to the methods and support mechanisms that can be used to ensure success of training initiatives. These initiatives are being designed to be more flexible and to meet the specific training needs of individual First Nation and Aboriginal communities and increased consideration is being given to the factors that contribute to successful completion of the training. In most situations, supporting the conditions that lead to success with existing training methods is clearly more of a priority than introducing innovations to the delivery of training.

There was evidence that new approaches for housing-related training are being considered but these are in the early stages of development. These programs did not have an evidential base for determining success that would fall within the criteria for this research. Many of the approaches being considered are included further in this report as part of the identification of alternative approaches.

Several innovative training and delivery approaches have been successfully applied for Aboriginal

clients. However, there are limitations to the amount and quality of information available on some training initiatives. In many cases, information provided is limited to preliminary reports (anecdotal evidence) provided by training program sponsors.

As part of this review phase, approximately 60 training approaches were identified and a preliminary review was conducted. The innovative and alternative training delivery approaches identified include:

### **Videoconferencing—interactive televised instruction**

Videoconferencing has been used primarily to reach learners in northern and remote communities. The primary benefit of this approach is that it provides access to resources that are not available or would be too costly to bring into the community. This approach allows teachers to incorporate other technologies into their teaching methodologies. For example, forms that students are required to complete can be filmed with a digital camera and shown to the students while the teacher gives step-by-step instructions. Videos relevant to the course can also be shown. Live presentations by subject matter experts can be shared simultaneously with other communities, or a speaker can be videotaped and later shown to all participating communities. The ability to interact with subject matter experts via the videoconferencing link is key to the innovative technology that this approach offers. For example, with a video link, learners can tour a job-site or related resource that adds considerable support to the curriculum. In support of the videoconferencing, self-paced text material and assignments to be completed in support of the videoconferencing are included in the curriculum. The appeal of videoconferencing is that it is ideal for learners located in remote communities. The cost to develop suitably equipped videoconferencing facilities is considerable, however once the technology is in place, it is believed to be a cost-effective training approach.

### **Community-based apprenticeship or on-the-job training**

Apprenticeship training is a long-standing approach that has been used to successfully transfer skills. Training programs include a classroom component facilitated by an accredited educational facility combined with on-the job training. This methodology has been used successfully, particularly in more urban settings, in the field of building trades training. While this approach is successful for learners located in proximity to the educational facility, it is recognized that for those learners located in a rural or remote location, attending classes away from home may involve difficulties. In addition to the costs of living outside of one's home community, there are often strains placed upon the learner as they are required to be away from their family and community supports for extended periods. These issues are recognized as influencing the learner's ability to complete the training program. Organizations have recognized that situating the training program in the lives of the learners has proved the most effective approach to ensure the success of the training program. A community-based approach provides a cost-effective option for the community who is sponsoring the training and is a major factor in ensuring continuation in the program by learners who are more likely to complete the course if they are able to remain in their home community for the duration of the program.

There is evidence of a move to this community-based approach for on-the-job training programs. Programs are established within the learner's community and the practical training is carried out on construction projects located in the community. The learner is employed by the community for the duration of the program. Trainees have an increased incentive to participate as they receive a salary while learning the skills required. This approach provides a cadre of skilled workers in the community who are often employed by the community once the training is complete.

### **Internet-based, online training program**

The use of Internet-based training is definitely on the rise as the technology continues to improve and becomes more widely available and used by Canadians. Internet-based training utilizes an interactive website to deliver the curriculum. Programs are usually designed in a series of modules in the form of assignments. A web browser is used to obtain lessons, demonstrations, reference materials, quizzes and assignments. Interaction between learners and the instructors occurs using an online meeting–discussion format between participants and the instructors and through telephone discussions. Use of the Internet to link to other websites and interact in the 'meeting room' encourages participants to use the Internet as a learning tool.

This approach is popular as it allows learners from across the country to participate and encourages much broader interaction and networking (e.g. between learners from different regions) that might otherwise not take place if the program were held in a single location, classroom setting. Programs are often formatted to allow for self-paced learning, which provides flexibility for learners who might otherwise not have the time to commit to classes during the day.

### **CD-ROM software and hands-on training**

This training program utilizes a computerized maintenance management system that identifies and tracks preventive maintenance processes for James Bay Cree First Nation housing portfolios. In support of the computerized systems, hands-on training that correlates with a corresponding preventive maintenance manual and ongoing support from trainers is provided. The success of the training program is the combination of a comprehensive approach used to respond to a key element of property management that is supported by trainers who travel to the community to provide hands-on demonstrations. Participants are able to remain in their community, working with the program as it relates directly to their portfolio and their learning is further supplemented by hands-on experience and demonstrations for each aspect of the preventive maintenance program.

### **Train-the-trainer**

The use of a train-the-trainer approach to train individuals within a community or organization is a successful method to ensure a cadre of skilled trainers are available to deliver resources to a target group. A train-the-trainer approach trains local individuals to deliver a program, which ensures that an understanding of local issues and concerns is reflected in the delivery of the course material. Where the training program is regionally specific, the potential trainers are often involved in the development of the course curriculum to ensure local and regional concerns are reflected in the material and supporting resources. Graduates of the program are able to deliver the curriculum in their communities.

### **Mentoring program**

Mentoring programs provide senior level professional training with the learner obtaining guidance and advice from an experienced, senior employee of the sponsoring or related organization. The program combines classroom learning with work assignments, which can be distance education modules, guided by the mentor. It is expected that the learner who participates in a mentoring program would have a high skills-level and sufficient work experience to manage the expectations of this type of training approach. The mentoring programs reviewed were able to match the learner with a culturally compatible mentor who was assigned to meet the specific needs of each learner.

### **Distribution of audio-visual training aids—Tapes-to-You Service**

Carleton University (Ottawa) offers televised courses that are recordings of courses offered at the University in the current term, pre-packaged for broadcast on local cable television. Lectures and classes are videotaped and the tapes are made available to students through a library-like lending service. Instructional television provides degree and special students with an alternative access to degree-credit courses when on-campus attendance is not possible due to work schedules, family responsibilities or distance from the campus. Tapes are made available to registered students through a special delivery service (provided by Canada Post). The ITV methodology allows flexibility as learners have up to six weeks to use the tapes and are allowed to make copies so that they can view the lessons as a refresher or to use them as a resource.

### **Distance-learning**

In order to address the training needs of learners located in remote communities, training courses are often developed utilizing a distance-learning approach. An example of a housing-related distance-learning project is the *First Nations Community Planning Model* that was developed by Dalhousie University, in consultation with First Nation communities in the Atlantic. This self-paced, distance-learning approach uses a workbook format that provides step-by-step instruction, advice and examples on how to organize and develop a First Nations Community Planning Model. The model was developed to allow room for fine-tuning so that it can be tailored to local circumstances and specific characteristics of individual communities.

### 3. Secondary analysis

Training initiatives are most successful when they are developed based on the needs and abilities of the targeted learner. When determining the success of a training approach, both the geographic (urban, rural or remote) and cultural situation of the learner was considered. For example, distance-learning may not appeal to urban learners but would be deemed a successful approach for remote or isolated learners. Geographic and cultural variances were also considered in determining successful innovative training and delivery approaches.

Many of the cases studied that were believed to be innovative and potentially useful training approaches did not have the evidence necessary for making judgments about success or failure. The secondary analysis utilizes anecdotal evidence from stakeholders who expressed strong support for the approach used even though they could not present evidence of successes such as impact per dollar on the quality of houses, management, construction and repairs.

Eleven of the training approaches identified during the preliminary review phase were considered to provide innovative and alternative training techniques that had applicability to Aboriginal People in Canada and applicability to housing-related training. A more in-depth secondary analysis was undertaken on the eleven initiatives. Secondary consultations were conducted by telephone with additional research on materials provided by the program contacts. There were limitations to the amount and quality of information available on some of these training initiatives. In many cases, the information provided was limited to anecdotal evidence. Most of the initiatives identified as successful have a common component -- that is increased consideration is being given to the methods and support mechanisms that can be used to ensure success of the training initiative. The eleven training initiatives that were studied as part of the secondary analysis utilize the following approaches:

- Videoconferencing / Interactive Televised Instruction
- Community-based Apprenticeship or On-the-Job Training
- Internet-based/online training program
- CD-ROM software and hands-on training
- Train-the-trainer
- Mentoring
- Distribution of Audio-Visual Training Aids (Instructional Television Service—Tapes-to-You Service)

A summary of the initiatives follows. Refer to Appendix A, page 26, for detailed analysis of each initiative.

#### 3.1 Videoconferencing—interactive televised instruction

Three training programs were identified under this approach. Each utilizes videoconferencing but has taken a different approach to the application of the technology, the supporting resources and the steps taken to ensure success of the initiative.

### **Atii distance education pilot (1987–1993)—interactive televised instruction**

The objective of this pilot training project was to prepare an Inuit workforce to assume basic entry-level jobs in the Nunavut government. Inuit employees from the Canadian arctic who were interested in administrative and management training were recruited. Entry requirements were Inuit ancestry, completion of Grade 9 and at least 18 years old. Courses were offered as non-credit, continuing education courses through Nunavut Arctic College. Twelve communities in N.W.T., Nunavut and Labrador participated in the pilot between 1987 and 1993 and approximately 400 participants took part in the program. Funding was provided by HRDC, the Government of the N.W.T., INAC, the Department of Canadian Heritage and the Inuit Broadcasting Corporation.

*Note:* Interactive televised instruction is the precursor to videoconferencing.

Courses were held as an intensive five-day course with 4 hours per day conducted through videoconferencing. Group work was completed using text material in a self-paced approach in support of the video instruction. One workshop was offered once every 3 months. Participants met in community learning centres with a local facilitator leading the session. The instructors were located in Iqaluit and linked via broadband television. Interaction occurred between students and the instructor using phone or fax. There was no formal follow-up evaluation to determine post training employment however it is believed that with the shortage of Inuit managers, the trainees who completed the program were virtually assured employment with the Nunavut government. In addition to the technology of interactive televised instruction used to facilitate the curriculum, two other key factors contributed to the success of the training. Of primary importance is that the courses were situated in the lives of Inuit employees. Most students worked in the morning and attended classes in the afternoon so many were able to immediately apply and reflect on their learning as it related to the workplace. A secondary factor was Inuit management of the project, which ensured culturally rich and regionally appropriate instructional programming that the students enjoyed and were able to relate to.

### **Consilium, organization development and training consultants—Museum Management Development (March 2000–2001)**

The Museum Management Development Training was developed in consultation with the Inuit Inulariit (Elder's Forum) to provide Inuit representatives with information on museum development and management. The Museum of Nature (Gatineau) established a videoconferencing room and brought in subject matter experts to facilitate a variety of 90 minute, two-way interactive boardroom-style sessions with the video link in Igloolik. Training was offered two to three times per month and the training was held over a one-year period. Trainees were required to be of Inuit ancestry. There was no certification or accreditation offered with this program. The project was a three-way partnership project between Consilium, the Museum of Nature (Gatineau) and Inuit Inulariit. Funding was provided through HRDC's Office of Learning Technologies, the Canadian Museum of Nature who provided in-kind funding, Igloolik Outreach Mandate, Consilium, Agriculture Canada Rural Partnerships, Department of Sustainable Development in Nunavut, Cultural Language Elders and Youth, Kakivik Association and Apqut Employment and Training Program.

The videoconferencing system used a video monitor in Gatineau and another in Igloolik. On top of each monitor a camera was set up to view the conference room, allowing interaction and discussion between the facilitators and the students. The project included the use of a document camera that could focus on a white board or object, a connection to a VCR to show videotapes, and a smaller video camera/computer that could be used to share financial information such as spreadsheets. Videoconferencing as a training methodology provides access to innumerable “live” resources that traditionally would not be available in northern–remote locations. For example, a videoconferencing link was set up with a representative of the Prince of Wales Northern Heritage Centre in Baker Lake so that participants could see how exhibit designers had set up their museum. Other subject matter experts came to the Museum of Nature to show slides and photos of related exhibits. The ability to interact with subject matter experts on a one-to-one basis was a key success factor for the training program.

An additional positive outcome of the program was the employment opportunity created through the training of the videoconferencing operators who are now employed for other videoconferencing opportunities in Iqaluit.

### **Yukon College—Videoconferencing (2001 and ongoing)**

Yukon College offers videoconferencing training in 10 College campuses throughout the Yukon Territories. Participants who can access the campuses and meet the requirements for each course are eligible to participate. A full spectrum of courses is offered using videoconferencing, from high school upgrading to university, college and certification courses. Accreditation is dependent on completing course requirements. The videoconferencing equipment was purchased and installed by the Yukon Territorial Government. Funding for a particular course, either in full or partially, is reliant upon who is sponsoring the course.

Courses are scheduled once a week in each community. As a supporting resource to the learners, there is often someone who is working or has experience in the particular field of endeavour who assists learners by clarifying issues, suggesting resources and responding to questions. The videoconferencing allows up to four communities to be linked at any one time so that they can interact visually and verbally with each other using the television screen. The television image can be divided into four so students will see and hear the teacher and participants at three other sites. All four sites are shown on the teacher’s screen. The optimum number of students is six per site.

By using videoconferencing equipment and technology to link 10 Yukon College campuses, nine of which are in isolated communities, students and teachers are able to problem-solve together, using discussion-based learning methods. Having access to the 10 communities within the Yukon via videoconferencing reduces the overall costs of offering the courses.

## **3.2 Community-based apprenticeship or on-the-job training**

### **Blood Vein First Nation community-based apprenticeship training (2001–2002)**

The Community-Based Apprenticeship Training (CBAT) Program was developed under a partnership between the Assembly of Manitoba Chiefs, Human Resources Development Canada (HRDC) and the Manitoba Department of Advanced Education and Training.

CBAT combines 11 weeks of classroom instruction and 900 hours of apprenticeship training. The program is a one-time training opportunity. Members of the participating First Nation, both men and women, are eligible to participate. Trainees who complete the program obtain the prerequisite practical and technical training to satisfy Level 1 of a four-level, interprovincial program. The training is recognized universally by employers and the Manitoba government. The initiative was funded by the Apprenticeship Branch of the Manitoba Department of Advanced Education and Training, CMHC, HRDC and the Blood Vein First Nation.

The innovation in this traditional trades-training initiative is the support mechanisms built into the program to ensure its success. Before training begins, the First Nation conducts an informal labour market search to confirm that there are job opportunities and that the training can help to provide longer-term employment in the community. Interested candidates applied to the First Nation and were screened so that minimum experience and education requirements were met (wherever possible). Bringing the classroom instruction into the community rather than having the trainees leave their community for the 11-week instructional period is another important innovation of this program. The on-site classroom training is cost-effective for the community as it can be quite costly to house a student in an urban area. It is also a major factor in the success of trainees, who are more likely to successfully complete the course work if they are able to remain in their home community for the duration.

### **Western Australian Remote Areas Essential Services Program (RAESP)—since 1999**

The Remote Areas Essential Services Program (RAESP) is a community-based apprenticeship-type program for practical training to maintain and repair essential infrastructure services (such as waterworks and electrical supply) in remote Aboriginal communities in Western Australia. The Western Australia Department of Housing and Works provides on-site repair and maintenance services for power, water and wastewater infrastructure to approximately 350 remote communities in Western Australia. Under the RAESP, individuals living in these remote and small communities are hired as apprentices and workers by the state housing authority. Trainees must be residing in the community, unemployed and interested in participating in the program. Trainees receive training and practical guidance from professional service providers who visit the communities frequently to repair and maintain essential infrastructure such as water supply and sewage, electrical services, and communications services. The training also is intended to improve the skills and provide employment to residents of the target communities.

The service providers are hired under contract by the Western Australia Department of Housing and Works. Their contracts include a requirement to provide on-site training to the apprentices hired by the Department. Apprentice trainees are hired directly by the Department and paid with RAESP funds. Their jobs are full-time and their training is ongoing. Practical on-site training is provided six to ten times a year during the scheduled community visits of the professional service providers. Additional site visits are also made by the professionals for emergency service calls. Funding for the RAESP is provided by the Aboriginal Housing Infrastructure Unit of the Western Australia Department of Housing and Works.

The program sponsors with the Aboriginal Housing Infrastructure Unit believe that the RAESP is innovative in several ways.

- The training is provided in a large number of communities (72 so far).
- The training is very cost effective. Linking the training to site visits by professional contractors saves a great deal of money and allows the program sponsor to cover more territory and include more trainees.
- Trainees have an increased incentive to participate because they receive a salary while learning to maintain and repair local infrastructure.
- Trainees are exposed to more practical repair situations and learn more skills than would likely be the case with more conventional types of training.

### **Whitefish Lake First Nation—on-the-job construction training (1998–2000)**

This on-the-job training initiative took place over three years, during the construction season, on sites in the Whitefish Lake First Nation, Ontario. The training was initiated to respond directly to a shortage of skilled construction workers in the community. All on- and off-reserve members of the Whitefish Lake First Nation were eligible to participate. No formal certification is obtained however the Whitefish Lake First Nation recognizes participants who follow through with developing the major skill sets required for carpentry/construction, as individuals who can be employed to do related work in the community.

There were three phases to the training program, which took place over a three-year period. Phase 1 focused on basic carpentry skills, Phase 2 focused on more in-depth practices and alternative methods of carpentry and construction and Phase 3 focused on blueprint reading, estimating, planning and administration. Within the three-year period participants could start the training at any phase, at the beginning of the construction, depending upon their past experience and skill level. Trainers were individuals that had worked in the industry and developed their skills outside of the community. Funding for the salaries of the participants came from Gezhtoojig Employment. The construction funds for the first year were obtained from a lender through a new demonstration program. The second and third year construction funds were obtained through CMHC's Non-profit On-Reserve Housing Program (Section 95). A major feature of this on-the-job training program was that individuals were encouraged to assume greater responsibility for work being done on the job site. Participants were encouraged to not only complete the task at hand but to plan ahead for the coming work days and take whatever steps would be required to get the work done in a shorter time frame. It is believed that the training program, which encouraged learners to take greater responsibility on the job site in their community, resulted in considerable savings in the overall number of person hours required for the labour component of the construction.

### 3.3 Internet-based—online training program

#### **Centre for Indigenous Peoples' Nutrition and Environment (CINE), McGill University. Online education for Aboriginal communities: Linking nutrition, the environment and health (1999–2000, ongoing)**

CINE developed this Internet-based online training program in order to address training needs of indigenous peoples related to traditional food, nutrition and the links to the environment.

Individuals who are involved in or have an interest in front-line community health care work are eligible to participate in the course. Participants are required to have access to a computer that is hooked up to the Internet and a web browser. Students are nominated by CINE's Steering Committee, which is comprised of participants from the Canada Prenatal Nutrition Program (CPNP), community representatives and administrators involved with nutrition and health.

The courses are offered in the N.W.T. and Nunavut and run simultaneously once a year. Each course is four weeks duration and involves approximately four to five hours a week plus time for the telephone discussion. Certificates of participation are given to those who join in the online meeting room discussions and those who have logged onto the program to access the course material. There are no guidelines as to minimum participation required to obtain the certificate. Currently, CINE is preparing a learner resource kit which will provide material in support of the training program.

CINE applies for funding yearly from the CPNP First Nations and Inuit Health Branch component of Health Canada, the Department of Health and Social Services, and the Government of the N.W.T. Participants' course fees are paid by the sponsoring agency.

The online discussions and interaction with CINE staff, registered participants and other resources is an important interactive component of the course. Use of the Internet to gain access to course material encourages participants to use the Internet as a tool to gain additional related information.

The period of time over which the courses run can be adapted to meet the participants' needs.

### 3.4 CD-ROM software and hands-on training

#### **Cree Regional Authority (CRA)—Circuit Rider Training—preventive maintenance practices (2000 and ongoing)**

The development of a systematic, user-friendly method for communities to be proactive in general housing maintenance was required in order for communities to successfully plan and report on maintenance activities within their housing portfolio. The CRA identified the opportunity to offer skills development as part of this systematic approach to housing management, which resulted in development of the Circuit Rider Program. Participants are those individuals working for the maintenance departments in each participating community. To master the initiative takes approximately five years. There is no accreditation given to participants. Workers can accumulate hours through their work in the training program so that should they choose to go to school and follow a particular technical course much of the work done as part of the Circuit Rider Training Program will be credited. Funding for the initial one-year development of the program was provided by HRDC. Currently, funding is provided by CRA through its internal operating and maintenance budget.

The Program utilizes a computerized maintenance management system that identifies and tracks preventive maintenance processes for the James Bay Cree Nations housing portfolios. In support of this computerized system, hands-on training that correlates with a corresponding preventive maintenance manual is provided. The CD-ROM and supporting manual are designed to be user-friendly with explanatory text and supporting visual resources. Trainers travel to each community three to four times a year giving participants hands-on demonstrations for each aspect of the preventive maintenance program and to ensure learners are able to apply the preventive maintenance practices to their everyday work experiences. By being in the community, the trainer can see firsthand how the trainees have progressed and where assistance is required to meet the requirements of each portion of the manual. When not in the community, trainers provide on-going advice and support through regular telephone and e-mail contact.

### 3.5 Train-the-trainer

#### **Manitoba Association of Friendship Centres (MAC) - Urban Multipurpose Aboriginal Youth Centres Initiative (UMAYC) Community-Based Training Pilot Project (2001–2003)**

The Urban Multipurpose Aboriginal Youth Centres (UMAYC) Community-Based Training was a train-the-trainer pilot project intended to enable Aboriginal youth to assume the lead role in the delivery of community-based UMAC information sessions in Manitoba. The pilot project trained 18 Aboriginal youth from three Manitoba Aboriginal organizations who are involved in the UMAC Initiative. Trainees were required to be Aboriginal youth (18 to 25) who are affiliated with one of the three Aboriginal groups. Funding for the project was provided by the Department of Canadian Heritage through a contribution agreement with MAC. A certificate of participation was provided to those trainees who completed the program.

A train-the-trainer approach provides local youth with the skills required to deliver promotional information on the UMAC Initiative in their communities. Youth trainers are relevant to the local youth who make up the majority of the UMAC target audience. The project has resulted in a cadre of Aboriginal youth capable of facilitating information sessions on the Initiative. There is some expectation that there will be crossover of the trainees between Aboriginal organizations, for example a qualified trainer representing the Manitoba Métis Federation could train Aboriginal youth from MAC, further enhancing working relationships between the Aboriginal organizations. Aboriginal youth benefit from this capacity development opportunity as they gain skills that will assist them in their work with UMAC and are transferable to other aspects of their professional and personal lives.

### 3.6 Mentoring

#### **Sivuliuqtit Nunavut Management Development Program (1996–1999)**

In 1996, the Sivuliuqtit training initiative was developed to train Inuit for upcoming opportunities within the Nunavut public service and to provide a critical mass of Inuit leaders to assume management positions in the new Government of Nunavut. Sivuliuqtit combined classroom training

and work assignments, supplemented by mentoring and distance-learning. The program was delivered over a three-year period. The training was developed and implemented as a partnership between Nunavut Arctic College (Keewatin Campus, Rankin Inlet) and the Canadian Centre for Management Development (CCMD). Most of the participants in Sivuliuqtit were already working in the public sector for federal, provincial and territorial governments. The Nunavut Implementation Training Committee, the Government of Canada, the Government of the Northwest Territories, Nunavut Tunngavik Inc., and the Nunavut Implementation Commission combined forces to fund this program.

The Sivuliuqtit Nunavut Management Development Program included four distinct components, which are inter-related in a manner that makes its benefits greater than the sum of the parts. Formal learning and work assignments are supplemented and strengthened by two additional components:

1. Mentoring—with participants identifying their own mentors according to Sivuliuqtit Mentoring principles, which provide a framework for mentor-protege relationships and
2. Distance education and networking—with specific distance education modules and networking tools such as a customized website and CD-ROM modules.

A majority of Sivuliuqtit graduates are employed with the Government of Nunavut. Inuit values, beliefs and traditional way of life were cornerstones of the program and were reflected in all its components. The program was delivered in both English and Inuktitut and emphasized the acquisition of new public management best practices in the context of Nunavut government structures. It included the development of a human resource network among Inuit organizations and the federal government.

### **3.7 Distribution of audio-visual training aids**

#### **Carleton University (Ottawa) Instructional Television Tapes-to-You” Service (ongoing)**

Carleton University has operated an Instructional Television (ITV) service for degree-credit courses for well over a decade. Lectures and classes are videotaped and the tapes are made available to students through a library-like lending service operated by the ITV Section. Instructional Television provides both Degree and Special students with an alternative access to degree-credit courses when on-campus attendance is not possible. Tapes are made available to registered students living outside of Ottawa through a Tapes-to-You delivery service. The program is funded by the university and user fees paid by registered students. Production costs for the videotaping services are rolled up in the larger budget for ITV services.

The Tapes-to-You Service provides a distance education service that allows students to have access to the same lectures and classroom instruction as students attending on campus. Presentations on tape can be superior in some ways to the live venues because the camera can provide close-ups and multi-angle shots, such as lab demonstrations, that are not available to in-class students. Delivery of the tapes is made by courier, with next day delivery in most instances. The program has flexible terms for using the tapes—they are loaned to students for a period of up to six weeks and students are allowed to make copies of the tapes for their own use. Carleton has established partnerships with some private sector partners to develop and deliver ITV courses: for example, an association for management accountants.

## 4 Identification of potential funding sources

### **Partnerships within CMHC**

Various divisions and offices within CMHC have programs specifically targeting funds for Aboriginal communities and for Aboriginal People. Where CMHC Business Centres have existing contracts with Aboriginal organizations or external contractors, opportunities to build in a training component as part of contracts is an option.

### **HRDC funding for trainees**

HRDC offers funding vehicles for Aboriginal training attached to its Employment Insurance program, for example, through Aboriginal HR Council and regional agreements. There are housing-related training programs that take place with involvement by HRDC and are overseen by an Aboriginal HR Council.

### **Corporate partners**

Major builders, developers, resource companies, banks and other companies with a high public profile could be sponsors of Aboriginal trainees and training programs. Historically, private sector organizations have sponsored individual trainees who have a training objective related to the corporate business activity. For example, a Lender who is involved in housing on-reserve could be interested in increasing the skills of an individual; a longer-range training plan that has a positive impact on the individual and the Aboriginal community. Alternately, these organizations could be approached to provide funding toward scholarship-like training perhaps along the lines of a Residential Housing Leadership Program offering training to participants from across the country.

**Contractors:** Using the example of the Western Australia RAESP, wherever there is professional involvement in an Aboriginal community, opportunities to build in a training component to the provision of services by the contractor as part of the contract work could be considered. While there would be an additional cost to the contract to cover the training component, there would be overall cost savings by combining the two activities when compared with the cost of separately delivering a training initiative.

**Provinces–territories:** Training and housing are both provincial/territorial responsibilities in most cases.

## 5 Summary and conclusions

The conclusions presented in this final section summarize the results of the research conducted. The conclusions are presented as responses to the three research questions identified in Section 1.2 as the main research objectives. Some general observations and experiences about the research findings are also presented.

### Summary

This research provides evidence that training initiatives are being designed to be more flexible and take into account cultural and geographic considerations in regards to the learner. Discussions with stakeholders confirmed that increased consideration is being given to supporting the conditions that lead to success with existing training methods more so than introducing innovations to the delivery of training. The successful approaches studied in this research confirm innovations with both the approach and technology used to transfer skills and the methods and support mechanisms that were used to ensure success of the training initiative.

Improvements to information technology continue to provide new and exciting vehicles that can be used in the design and delivery of training initiatives. For example, training programs are more frequently being delivered using the Internet and via videotapes. These approaches are quickly becoming a preferred delivery vehicle as they provide flexibility for the learner and most importantly, allow greater access to training programs for learners in disparate locations.

### Question I

**What housing-related training and training delivery approaches have been used over the last 10 years?**

Research confirmed that in the field of housing-related training, the traditional *student-teacher exchange* continues to be the primary training methodology. The second most commonly used approach for housing-related training was *on-the-job* and *apprenticeship-like* training programs. These programs utilize a combination of classroom instruction and hands-on training.

Much of the housing-related training relates to building trades. On-the-job training has proven successful, as it provides the student with an opportunity for practical application of newly learned skills and knowledge. At the same time, this approach frequently provides employment opportunities during the on-the-job training period, an added incentive for the learner to complete the program.

*Distance-learning*, using a self-paced curriculum, is also a popular approach used primarily where the learner is in a northern or remote location or is unable to participate in a classroom setting. This approach provides flexibility for the learner who can complete the course material at a pace that accommodates their work and personal schedules. A *train-the-trainer* approach has also been used to build a cadre of qualified, local trainers who have the advantage of being able to reflect and respond to local concerns/issues when they facilitate the curriculum within their region or community.

## Question 2

**What innovative training and delivery approaches used, other than the conventional approaches of teacher-student exchange, have been successfully applied in reference to Aboriginal People and First Nations communities in Canada?**

Research confirmed a number of innovative training and delivery approaches that have been used successfully in reference to Aboriginal People and First Nations communities in Canada. Many of the training initiatives include, either all or in part, the traditional teacher-student exchange (classroom instruction) however there are innovations in the approach used to ensure successful transfer of skills and knowledge. In most of these initiatives, flexibility has been built into the program to respect the unique cultural and geographic situations of the learner; this has been key to the success of the approaches studied as part of this research.

Discussions and review of preliminary findings with the client confirmed the need to research beyond the scope of those in reference to Aboriginal People and First Nations communities in Canada, to include a broader scope of training initiatives and approaches. The innovative and alternative training delivery approaches identified include:

***Videoconferencing***—Videoconferencing utilizes a two-way interactive boardroom-style session with a video link. This approach has been used primarily to reach learners in northern and remote communities and provides them access to resources that are not available in the community. The ability to interact with subject matter experts via the videoconferencing link is key to the success of this methodology. An interactive, live link with learners in different communities also encourages networking with fellow students, which helps to establish working relationships and support mechanisms that are crucial to the long-term success of these training initiatives. The cost of establishing videoconferencing facilities has been a challenge however technology is improving rapidly and related costs are decreasing. An increasing number of northern locations have established videoconferencing facilities and in these locations, this method is considered cost-effective.

***Community-based on-the-job or apprenticeship training***—Apprenticeship training has been used successfully in Aboriginal communities particularly in the field of building trades training. Apprenticeship-like programs include a classroom instruction component facilitated by a certified educational/training institute and an on-the-job component facilitated by qualified trades supervisors. Most apprenticeship-like training programs offer the classroom instruction at an educational centre, usually in an urban centre. To ensure the success of the on-the-job training program in rural and remote areas, stakeholders are moving to an entirely community-based training program where both the classroom instruction and hands-on components take place in the learner's community. Partnerships between the sponsoring agency, the educational institute and the participating community ensure that the training program meets all of the required elements for certification (where available) and the approach allows the learner to remain in their community which helps to ensure completion of the program.

***Internet-based, online training***—Internet-based training utilizes an interactive website to deliver the course curriculum. Interaction between participants and the instructors occurs using an online meeting-discussion format between participants and the instructors and through telephone

discussions. Use of the Internet to link to other websites and interact in the ‘meeting room’ encourages participants to use the Internet as a learning tool. This approach is being used increasingly as it is a cost-effective and efficient method of facilitating training programs.

***CD-ROM software and hands-on training***—This is a specific training program developed by the Cree Regional Authority (Quebec). The program utilizes a computerized maintenance management system that identifies and tracks preventive maintenance processes for housing portfolios. In support of the computerized systems, training that correlates with a corresponding preventive maintenance manual and ongoing support including hands-on demonstrations from trainers is provided.

***Train-the-trainer*** —A train-the-trainer approach trains local individuals to deliver a program and ensures that local issues and concerns that can affect the delivery of training are reflected. Graduates of a train-the-trainer program are able to deliver the curriculum in their communities. This is a successful method, which ensures there is a cadre of skilled local trainers to deliver resources to a target group.

***Mentoring***—This form of training has been used for senior level professional training. Mentoring programs provide guidance and experience from a senior-level person within an organization. The program combines classroom learning with work assignments guided by the mentor. It is expected that the learner who participates in a mentoring program would have a high skills-level and sufficient work experience to manage the expectations of this type of training approach.

### Question 3

#### **Where can funding for unconventional training and delivery ventures be obtained?**

Using the example of the Western Australia RAESP, wherever there is professional involvement in an Aboriginal community, opportunities to build in a training component to the provision of services by the contractor as part of the contract work could be considered. While there would be an additional cost to the contract to cover the training component, there would be overall cost savings by combining the two activities when compared with the cost of separately delivering a training initiative.

The approaches studied utilized a variety of successful partnerships with the public sector and Aboriginal organizations. Federal and provincial governments have programs with funding targeted to improving Aboriginal training. Most provincial governments have responsibility for housing and are already involved in housing-related training, often with the participation of CMHC. Corporate partners who have demonstrated social responsibility and who work in Aboriginal communities could be sponsors for individual trainees on programs that have housing-related objectives and can be linked to their business activity.

All of the innovative approaches studied demonstrate that there are opportunities to incorporate innovations into the traditional teacher-student delivery of training programs. In the short term, delivery of curricula could utilize Internet-based or video presentation methodologies. These would be cost-effective options and would result in having training programs available to a larger audience. In the longer term, many of the approaches studied could be utilized for future training programs with suitability of the approach being driven by the needs of the learner and the funding vehicles or partnerships used to fund the initiative.

## Appendix A—Preliminary scan

### Apprenticeship—on-the-job training

#### Government of Manitoba

Location	Winnipeg, Man.
Contact name	Brent Maslow
Contact phone, e-mail	(204) 945-0539
Title, training category	Blood Vein First Nation Community-Based Apprenticeship Initiative
Innovation	The innovation for this training approach is the support mechanisms built into the program by the participating First Nation, the provincial government and the local college to ensure success of the training. Before the training proceeds, the First Nation conducts an informal labour market search to ensure that there are job opportunities and that the training can help to provide longer-term employment in the community. Another innovation is bringing classroom instruction into the community rather than having trainees leave the community for the 10-week course.
Intended impact	To provide First Nation technical staff with a Level 1 carpentry apprenticeship program.
Duration	Ten-week classroom and 900 hours on-the-job training
Funded by	Government of Manitoba; Blood Vein First Nation (in-kind funding of participant's time and classroom resources for the in-class instruction).
Period available	Ongoing
Instructional approach	A combination of classroom and hands-on training.
Evaluation or evidence of success	Unknown
Comments	This approach is a cost-effective option for the First Nation community. Having trainees remain in their home community for the training is a major factor contributing to the trainees successfully completing the program.

#### Aboriginal Apprenticeship and Industry Training (AAIT)—Secwepemc Education Institute

Location	Kelowna, B.C.
Contact name	Rob Egan, Don Pongracz
Contact phone, e-mail	(250) 828-9842, <a href="mailto:trades@secwepemc.org">trades@secwepemc.org</a> , <a href="http://www.aboriginaltrades.com">www.aboriginaltrades.com</a>
Category	Building Maintenance Workers Program
Innovation	The BMW Program is an apprenticeship program that includes training facilitated by an accredited facility and on-the-job work experience. Industry Training and Apprenticeship Commission (IATC-B.C.) created a new designation “multi-skilled tradespeople” in support of the AAIT training program.

Intended impact	Overall goal is to create a skills, trades and technology workforce, increase Aboriginal employment and improve First Nations housing in B.C. The program is intended to give participants the education and skills needed to make minor repairs.
Duration	Three-year apprenticeship with one period of technical training in each year of apprenticeship. Each period of technical training includes eight weeks of theory and hands-on training.
Funded by	Industrial Industry Training and Apprenticeship Commission, INAC, Secwepemc Cultural Education Society, B.C. Gas, CMHC
Period available	Ongoing
Instructional approach	Apprenticeship program that includes training within an accredited facility and on-the-job work experience.
Evaluation or evidence of success	Unknown at this time
Comments	Partnering—funding arrangement is wide-ranging and includes private industry.

### **Mohawks of the Bay of Quinte (MBQ)**

Location	Deseronto, Ont.
Contact name	Chris Maracle
Contact phone, e-mail	(613) 396-3424
Title, training category	Apprenticeship Program—Construction—carpentry
Innovation	The MBQ apprenticeship program (curriculum and facilitation strategies) was developed specifically for First Nation trainees.
Intended impact	To provide First Nation technical staff with a three-year apprenticeship program in the construction/carpentry field.
Duration	Three-year program
Funded by	HRDC, INAC, First Nation
Period available	One time 1991–1992
Instructional approach	Classroom instruction—240 hours per year for three years. Community College was contracted to provide the in-class instruction. On-the-job training on-site in between classroom instruction. Participants built approximately 24 rental units.
Evaluation or evidence of success	No formal evaluation however, trainees are employed with First Nation and two are entrepreneurs—evidence of a successful initiative

### **Saskatchewan Indian Institute of Technology and Saskatchewan Apprenticeship and Trades Certification Commission (SIIT Joint Training Committee)**

Location	Saskatoon
Contact name	SIIT Admissions Department
Contact phone	(877) 282-5622, (306) 244-4444
Title, training category	Carpenter, concrete finisher, drywall, electrician, plumber, welder, etc.
Innovation	Participants must have minimum six months related work experience in order to apply to the program.
Intended impact	To provide apprenticeship and trades training to Aboriginal individuals in Saskatchewan.

Duration	Working full-time three to five years, depending on the trade. On-the-job experience at least 1,800 hours.
Funded by	Cost-recovery
Period available	Started 1998–present
Instructional approach	On-the-job, at least 1800 hours. Entrance requirements vary on trade. Grade 10–12 Must be working a minimum of six months before applying to the apprenticeship training.

## Broadcast–televised instruction

### Atii Training Inc.

Location	Ottawa, Ont.
Contact name:	Tom Axtell, managing director
Contact phone, e-mail	(613) 770-4013, axtell@megantic.net
Title, training category	Inuit Management Training Program (400 participants)
Innovation	Televised Broadcast Instruction. Simultaneous broadcast (in Iqaluit television studio) with live facilitators. Live one-way broadcast (no video uplinks in the participating communities for two-way broadcast at that time). Simultaneous telephone hook-up—phone-in portion for feedback, input and questions. Also connected by phone for group interaction. Ten different sites connected.
Intended impact	Prepare Inuit workforce for entry-level jobs in the Nunavut government (clerk and officer level). Basic personnel management, introductory human resource management.
Duration	10–20 courses per year, students averaged one-week, 40-hour seminar (five-day intensive course), four hours daily videoconferences. Group work on text material self-paced material in support of the video. Ten days of 3.5-hour broadcast, plus self-paced time. Offered once every three months.
Funded by	GNWT, HRDC, INAC, DCH, Inuit Broadcasting Corporation
Period available	1989–1993
Instructional approach	Pilot project to demonstrate interactive televised instruction, broadcast simultaneously to remote communities in N.W.T., NU and Labrador
Evaluation or evidence of success	No formal evaluation, however Mr. Axtell completed his Master's thesis on the Atii pilot project.
Comments	Won the Conference Board of Canada Award—Innovation in Design.

### Carleton University

Location	303 Robertson Hall, Carleton University, Ottawa, Ont.
Contact phone, e-mail	Phone: (613) 520-4055, fax (613) 520-4456, <a href="http://www.carleton.ca/tlrc">www.carleton.ca/tlrc</a>
Category	Instructional Television (Degree-credit courses)
Innovation	The televised courses are either recordings of courses offered in the current term or recordings of lectures pre-packaged for broadcast. Course lectures are broadcast weekly on Rogers cable television in Ottawa. Students outside the Ottawa area can access lectures by special arrangements with Carleton's Tapes-to-You service

Intended impact	Instructional Television provides both degree and special students with alternative access to degree-credit courses when on-campus attendance is not possible due to work schedules, family responsibilities or distance from the campus
Duration	Semestered
Funded by	Cost recovery—tuition based
Period available	Ongoing
Instructional approach	Televised Broadcast or via videotape
Evaluation or evidence of success	None

## CD-ROM instruction

### **Cree Regional Authority**

Location	2 Lakeshore Road Nemaska, James Bay, QC J0Y 3B0
Contact name	Conrad Benoit, senior trainer, housing maintenance
Contact phone, e-mail	819-673-2600 cbenoit@lino.com
Title, training category	Circuit Rider Training—Preventive Maintenance Practices
Innovation	The CRA developed a CD-ROM software package that identifies and tracks preventive maintenance processes for James Bay Cree Nations housing portfolios. Participants are provided training on the CD-ROM system and a CRA trainer travels to each of the participating communities three or four times per year, spending one full week in the community. The trainer works with the community inspector providing training and demonstrations on each of the preventive maintenance components covered in the CD-ROM package.
Intended impact	To provide preventive maintenance training material supported by hands-on demonstrations and training by a qualified inspector to local technical staff.
Duration	Ongoing
Funded by	Cree Regional Authority
Period available	2000 to present
Instructional approach	Computer software maintenance program and hands-on training

### **PowerLab AD Instruments in partnership with the University of Melbourne**

Location	Melbourne, Australia
Contact	<a href="http://www.adinstruments.com">www.adinstruments.com</a>
Title, training category	Interactive CD-ROM tutorials for Life Science Education
Innovation	A series of interactive CD-ROM tutorials containing multimedia modules that guide the user through an interactive set of exercises on physiological processes.
Intended impact	Developed to serve as a support for students working alone or in small groups within a formal tutorial or self-paced learning situation.
Duration	Self-paced
Funded by	Cost recovery

Period available	Ongoing
Instructional approach	CD-ROM tutorial
Evaluation or evidence of success	Evaluation process is ongoing.

## Conference call workshops—training

### **Canadian Association for Distance Education (CADE)**

Location	Ottawa, Ont.
Contact name	Tim Howard, CADE, Ottawa
Contact phone, fax	(613) 241-0018, fax (613) 241-0019
Title	Wise & Witty Weekdays
Innovation	In support of CADE's mandate to advance, promote and support distance education, CADE provides professional development opportunities to its members through its "Wise & Witty Weekday" lunch-hour forum. Each session is split between a formal presentation and a Q and A session at which members can ask the speakers or each other questions or raise relevant points. This inter-activity broadens the scope of the discussion, increases the learning potential for the participants and generally improves the networking prospects of the event.
Intended impact	These sessions offer speakers the opportunity to speak to and engage national (and occasionally international) audiences on issues related to distance education theory and practice.
Duration	One-hour
Funded by	Cost-recovery
Period available	Ongoing
Instructional approach	Audio–telephone conferencing
Comments	This program demonstrates an innovative approach to sharing information and, most importantly, providing an opportunity to network with peers. This approach would be invaluable for housing providers or others looking to share information on common issues/concerns.

## Distance-learning

### **Dalhousie University, Faculty of Architecture**

Location	Halifax, N.S.
Contact name	Frank Palermo
Contact phone, e-mail	(902) 494-3978, frank.palermo@dal.ca
Title	First Nations Community Planning Model
Innovation	A self-paced program using a workbook format that provides step-by-step instruction, advice and examples on how to organize and develop a community plan. The model has been developed to allow room for fine-tuning so that it can be tailored to local circumstances and specific characteristics of individual communities.
Intended impact	The program is intended to provide First Nations in the Atlantic with basic, but detailed information how to organize and develop a community plan.

Duration	Ongoing
Funded by	Dalhousie University, PWGSC (Public Works and Government Services Canada), INAC, NRC (National Research Council), CMHC, Atlantic First Nations
Period available	1999 to present
Instructional approach	Workbook (self-paced)

### **Customer Education Group, Fannie Mae**

Location	3900 Wisconsin Avenue, NW Washington, D.C., 20016-2899
Contact website	<a href="http://www.fanniemae.com">www.fanniemae.com</a>
Title	"A Guide to Home Ownership"
Innovation	A handbook approach that provides information designed to assist potential homebuyers in obtaining affordable housing. The Guide provides a step-by-step review, with supporting resources, of the key aspects of preparing for and undertaking the responsibilities of homeownership. Included is a list of additional resources (and where to go to get them) as well as detailed worksheets and schedules to assist in understanding homeownership responsibilities.
Intended impact	To provide potential homeowners with the information needed to determine whether they are ready to assume the financial and physical responsibilities of homeownership and if so, the steps required to become knowledgeable about home buying, negotiating the purchase and financing of the home, etc.
Duration	Self-paced
Funded by	Fannie Mae (Federal National Mortgage Association)
Period available	During the 1990s
Instructional approach	Self-paced workbook
Comments	This information is available online at the Fannie Mae website.

### **Internet-based—online training**

#### **School Net**

Contact name:	Judy Roberts
Contact e-mail, website	<a href="mailto:judyrobe@istar.ca">judyrobe@istar.ca</a> , <a href="http://www.schoolnet.ca">www.schoolnet.ca</a>
Title	Your Life: Your Choice!—An Educational Resource for Teaching Young Teens About Alcohol

Innovation	<p>The site contains sections for students, teachers and parents as well as an information resource centre and a gallery. The student section contains interactive web activities, such as a quiz, ideas for class projects that may or may not involve the use of the web and other activities that will help students learn about alcohol.</p> <p>The teacher section describes key learning outcomes, ways to use the web and classroom activities appropriately and contains alternate paper-based strategies when technical challenges or student learning styles or needs limit use of the site's student section.</p> <p>Parents are welcome to visit the student or teacher sections or to find materials specific to their needs in the parent section. The gallery is a place where teachers can post examples of students' class projects. It is also a space for teachers, students and parents to share ideas about how they have used the site. The information resource centre contains materials that support the student, teacher and parent sections.</p>
Intended impact	The goal is to improve the quality and breadth of alcohol abuse prevention education in Canadian schools. It contains education resource materials for 13–14 year olds that support the acquisition of information and the development of skills and attitudes on the use, misuse and abuse of alcohol.
Duration	Self-paced
Funded by	The Brewers Association of Canada initiated and funded the work. The site was developed by a partnership consisting of McGuire Mangham Associates (N.S/B.C.); NBTel; the New Brunswick Department of Education and Department of Health and Community Services; Performs Inc. (Ont. and N.B.); Judy Roberts and Associates, Ontario; Université de Moncton and University of New Brunswick. The partnership's work was completed January 2000.
Period available	Ongoing
Instructional approach	Internet/online
Evaluation or evidence of success	Evaluations of two 1999 pilot tests in experimental and control schools were completed. A project report is available.
Comments	The tool kit approach, with resources available for teachers, students and parents is an ideal approach for Internet-online training.

### Contact North

Project partners	Balmoral Centre for Adult Studies; Thunder Bay District Social Services Administrative Board; Anishinawbe Skills Development Program
Location	Sudbury, Ont. (Northeast Regional Co-ordinating Centre); Thunder Bay, Ont. (Northwest Regional Co-ordinating Centre)
Contact name:	Ruth Baker (for program registration details at the Balmoral Centre for Adult Studies in Thunder Bay)

Contact phone, e-mail	Contact North Sudbury: Phone: (705) 560-2710 fax: (705) 525-0136 Contact North Thunder Bay: Phone: (750) 344-1616 fax: (705) 344-2390 Ruth Baker, Balmoral Centre for Adult Studies (807) 622-6642
Title, training category	Building Basic Skills for Adults in Small Remote Communities Research Project—Distance-learning study of basic skills training for adults
Innovation	An important innovation in this project was the method of assessing participants. Participants in remote communities were assessed during two sessions conducted by literacy instructors working at centralized project locations. Audio-graphic technology (telewriters and speakerphones) was used to bridge the distance between learners and instructors. Results indicated that both the adult learners and instructors found the assessment approach using the audio-graphic technology to be a valuable method for basic skills training and assessment. Instructors were able to gain valuable information by talking with participants while they were completing assignments and viewing directly what they were doing on the computer monitor.
Intended impact	Assessment: appropriate candidate–learner selection, matching learners with the right program; Training: Enhanced literacy, numeracy and other basic skills for working age adults
Duration	Six to eight-week program of classes; two assessment sessions
Funded by	The Office of Learning Technology (OLT) through its New Practices in Learning Technologies Initiatives (NPLT). Contact North; Balmoral Centre for Adult Studies
Period available	Ongoing at the Balmoral Centre for Adult Studies in Thunder Bay
Instructional approach	Online instruction with active and real-time support from instructors; some participants received a program of classes using the same audio-graphic technology
Evaluation or evidence of success	Sponsors believe that the project results have demonstrated that online literacy training and assessment of training candidates can be conducted successfully with audio-graphic and teleconferencing tools connected to learners in remote communities.
Comments	This approach using electronic methods to support learner–trainee assessment and training has potential for application for other types of training.

### **Cree Regional Authority (CRA)**

Location	National office of the Grand Council and CRA 2 Lakeshore Road, Nemaska, QC J0Y 3B0 Montreal office 277 Duke street, Suite 100, Montréal, QC H3C 2M2;
Contact phone, e-mail	National office: Phone (819) 673-2600; fax: (819) 673-2606, Montreal office: Phone (514) 861-5837, fax (514) 861-0760

Title	Development and evaluation of a pilot environmental learning and resource website to support local environment administrators in Cree communities of the James Bay Territory
Innovation	The project is to develop and evaluate a new web-based learning approach and set of performance tools that provide job-specific aids for environmental workers.
Intended impact	Findings from the project are intended to contribute to the understanding of how the Internet can be used to support the roles and responsibilities of environmental workers in Aboriginal communities. Another objective is to contribute to the building of a virtual community among Local Environmental Administrators.
Duration	24 months
Funded by	Cree Regional Authority and HRDC's New Practices in Learning Technologies Initiative (NPLT)
Period available	January 2001 to December 2002
Instructional approach	Internet-based training; Interactive tools for self-evaluation
Evaluation or evidence of success	Unknown at this time

### **Centre for Indigenous Peoples' Nutrition and Environment (CINE), McGill University**

Location	CINE Macdonald Campus of McGill University 21, 111 Lakeshore Road Ste-Anne-de-Bellevue, QC H9X 3V9
Contact name:	Mary Trifonopoulos
Contact phone, e-mail	Phone: (514) 398-8602, Fax (514) 398-1020, e-mail trifonopoulos@macdonald.mcgill.ca
Title	Online Education for Aboriginal Communities: Linking Nutrition, the Environment and Health Internet-based training
Innovation	The project uses an interactive website to deliver training materials for health-related workers in remote communities in Northern Canada. Materials were also developed with the participation of Northern learners and partners to ensure that it accommodates their needs.
Intended impact	Provide training opportunities for people in communities where it is difficult to access learning opportunities, tools and materials that are appropriate to the cultural and linguistic needs of Aboriginal People.
Duration	28 months
Funded by	CINE; Departments of Health and Social Services, Government of N.W.T. and Government of Nunavut; Inuit Tapirisat of Canada; J.W. McConnell Family Foundation; Métis Nation (N.W.T.)
Period available	July 2000 to October 2002
Instructional approach	Internet-based training
Evaluation or evidence of success	Unknown at this time

Comments	In addition to the project sponsors listed, this project is supported under the New Practices in Learning Technologies Initiative (NPLT) of HRDC's Office of Learning Technologies (OLT).
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### **Property Management Training Association (PM Online)**

Location	Toronto, Ont.
Contact name:	D. McLaren
Contact phone, e-mail	(416) 363-2735, dmclaren@propertymgmttraining.on.ca
Title	Property Management Certificate Program (Online)
Innovation	An online, self-paced course available for individuals interested in obtaining Property Management Certification. The program is designed with 26 modules in the form of assignments that can be obtained and submitted online. An instructor is available to answer questions about course material and grading of assignments by telephone or e-mail.
Intended impact	The program is intended to make Property Management Certification available to individuals unable to participate in training sessions offered in a traditional student–teacher workshop setting in urban centres.
Duration	26 modules, self-paced
Funded by	Cost recovery—tuition-based
Period available	Ongoing
Instructional approach	Online, self-paced, distance-learning opportunity

### **Northern Lights College**

Location	Northern Lights College, Dawson Creek, B.C.—Dease Lake Campus
Contact name:	Beth Newton
Contact website	www.nlc.bc.ca/deaselake
Title	Ed2Go—online education
Innovation	Courses accessed through the Internet using a web browser to attend an orientation session, obtain lessons, demos, references, quizzes and assignments. Includes an interactive discussion area with each lesson allowing students to ask questions. Interactive discussion area accompanies each lesson allowing students to ask questions.
Intended impact	Increase accessibility of personal development and other courses via the Internet for individuals located in remote areas.
Duration	Participants receive two lessons per week for six weeks
Funded by	Cost recovery—tuition based
Period available	Ongoing
Instructional approach	Online
Evaluation or evidence of success	Unknown at this time

### **Institute for Housing Management (IHM)**

Location	Suite 310 2175 Sheppard Avenue East Toronto, ON M2J 1W8
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Contact name:	Greg Grange, BA, AIHM, President
Contact phone, e-mail	Phone (416) 493-7382, fax: (416) 491-1670
Title, training category	IHM Education Program—distance education for property managers and property management
Innovation	The IHM has implemented a distance-learning alternative for people who cannot take the time for their traditional in-class program. Accreditation with a Property Management Certificate requires six courses: four compulsory and two electives. The distance-learning alternative is offered for the compulsory courses only. Elective courses are widely available at community colleges in Ontario.
Intended impact	Increase the accessibility of the program to people who want formal training to become property managers.
Duration	Minimum of 35 hours per course; overall program length can vary to meet the needs of students
Funded by	Registration fees fund the online training: \$350 per course for IHM members and \$450 per course for non-members. Community colleges set their own fees for in-class courses. The IHM has developed course content and is responsible for the four mandatory courses delivered online.
Period available	Ongoing
Instructional approach	Each course has a manual that guides students through the course. A distance-learning supervisor works with each registered student and co-ordinates exam taking.
Evaluation or evidence of success	Unknown
Comments	This program may provide a good example of relatively short-term distance training for professionals in the housing field.

### **MDS (Mottahedeh Development Services) Publications**

Location	Baha'i website, U.S. based)
Contact web address	<a href="http://www.mdssed.org">www.mdssed.org</a>
Title, category	Publications—Leadership
Innovation	Combination of manuals and presentations available online in MS Word®, .pdf® files and PowerPoint® presentations. Includes sample companion overheads and tools that can be used by the facilitator. Information includes all facilitator's notes, resource requirements, presentation packages.
Intended impact	"To assist social and economic development facilitators, the skills presented can be applied in numerous settings including Bahá'í Administrative Institutions, committees, businesses and even family life".
Duration	Self-paced
Period available	Ongoing
Instructional approach	Self-paced
Comments	Experienced some difficulties gaining access to website

### **Labour market training**

### **Six Nations Grand Council, Grand River Employment and Training (GREAT)**

Location	Six Nations of the Grand River, Ont.
Contact name:	Elvira Garlow, Manager, GREAT
Contact phone	(519) 445-2222
Title	Employment Readiness
Innovation	Clients take a very active role in developing their own customized training plans, including conducting research on the skill and training requirements of preferred employment options.
Intended impact	Training is strongly focused on employment outcomes
Duration	Varies
Funded by	HRDC—Regional Bilateral Agreement (RBA) for labour market training and development
Period available	Five years of RBA duration
Instructional approach	GREAT encourages clients to be proactive in taking steps to find meaningful employment. Assistance is provided to get the client started in the right direction. Further support and training is only provided after an individual has done the research to identify the skills and training required for the job.
Evaluation-evidence of success	Case study conducted as part of RBA Mid-term review (1999)
Comments	Program Service Officers assess clients and ask them to prepare a detailed employment plan. The plans set out the actions to be taken by the client with the support of GREAT. An extensive resource centre is available for use by clients.

### **Stó:lō Nation Human Resources Development**

Location	Chilliwack, B.C.
Contact name:	Roy Mussel, Executive Director
Category	Vocational training
Innovation	The Stó:lō have adapted a <i>Structure of Intellect (SOI)</i> learning model to support their labour market training initiatives. Their approach recognizes that mainstream education does not always meet the needs of Aboriginal Peoples. The SOI program provides daily training in intellectual skills that improve comprehension and problem-solving ability. The SOI model is seen as a model that can be adapted to the unique needs of individuals through in-depth assessment and specific training for undeveloped abilities.
Intended impact	The training is intended to increase the value and success rate of vocational training.
Duration	Ten months, five days a week
Funded by	HRDC—Regional Bilateral Agreement (RBA) for labour market training and development
Period available	Five years of RBA duration
Instructional approach	Holistic strategies: assessment, counselling, formal training, close monitoring (student contracts), specialized training modules to improve basic learning skills
Evaluation-evidence of success	Case study conducted as part of RBA Mid-term Review (1999)

Comments	Vocational training is linked to community development planning.
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### **Federation of Newfoundland Indians, Mi'kmaq Resources and Development (MRD)**

Location	St. Georges, Newfoundland
Contact name:	Annie Randall, MRD Co-ordinator
Contact phone	(709) 634-0996
Category	Training in remote communities
Innovation	Clients and program staff undertake a number of steps to ensure that there is a strong match between the client's training plan and employment opportunities in their home (remote) communities. Electronic means are used for communication between trainees and program staff who support them.
Intended impact	To improve employment opportunities for people living in remote communities
Duration	Varies
Funded by	HRDC—Regional Bilateral Agreement (RBA) for labour market training and development
Period available	Five years of RBA duration
Instructional approach	Training generally is not provided in the remote communities. Clients are financially supported (partial assistance) to take training where the appropriate institutes are located.
Evaluation, evidence of success	Case study conducted as part of RBA Mid-term review (1999)
Comments	The MRD examines labour market information to assess its responsibility to support a client's training needs. Where employment opportunities are limited, clients are counselled to take other more suitable training that will lead to employment. Clients take an active role in developing their training plans, ensuring there are employment opportunities in their chosen field of training, and securing their chief's support.

### **Treaty 7 Economic Development Corporation (T7EDC)**

Location	Tsuu T'ina, Alberta
Contact name:	Don Courchene, General Manager
Contact phone	(403) 251-9242
Category	Entrepreneurial Development: Youth, self-employed, disabled programs
Innovation	Entrepreneurial training programs are unusual, particularly ones with as many varied components as this one: such as. youth, self-employment assistance, people with disabilities, access to a small business loan fund.
Intended impact	To create meaningful employment opportunities particularly as they emerge in new areas of economic development; to foster entrepreneurial activity and self-employment
Duration	Varies
Funded by	HRDC—Regional Bilateral Agreement (RBA) for labour market training and development
Period available	Five years of RBA duration

Instructional approach	Practical training; partnerships among participants and companies, such as one company offers training, another company has positions, T7EDC provides wage support); T7EDC supports partnerships once relationships are established
Evaluation, evidence of success	Case study conducted as part of RBA Mid-term review (1999)
Comments	Clients are required to complete career-planning exercise before training funds are provided. Clients are encouraged to research their own job and industry.

## Train-the-trainer

### Chief Dan George Centre for Advanced Education, Simon Fraser University

Location	Vancouver, B.C.
Contact name:	Mr. Linden Pinay, Director of Continuing Studies
Contact phone, e-mail	(604) 291-5135, (604) 306-1799, linden_pinay@sfu.ca
Title	Home Instruction Program for Parents of Pre-school Youth (HIPPY)
Innovation	SFU takes trainers into the community, using a train-the-trainers approach to train HIPPY co-ordinators. The co-ordinators are trained in both the home-visit protocol for HIPPY and how to facilitate training to other trainers directly in the First Nation community. The program provides participants with a non-credit university certificate.
Intended impact	A capacity development initiative to provide program skills and knowledge to residents of First Nation communities so that they can provide home visits to prepare children three, four and five for school.
Duration	Three-year agreement with Simon Fraser, licence for the program is then given to the community.
Funded by	SFU, AHRDA (Aboriginal Head Start through Health Canada), communities,
Period available	HIPPY started 30 years ago at the Hebrew University in Israel and is currently in use internationally.
Instructional approach	Train-the-Trainer in First Nations communities
Evaluation or evidence of success	No quantitative evidence. Government of Australia has made it a national program. In the U.S., Bill Clinton, as governor of Arkansas made HIPPY a mandatory program for three- and four-year olds.

### Ontario First Nation Technical Services Corporation (OFNTSC)

Location	Head office—Mississaugas of New Credit Branch offices—Toronto and Thunder Bay
Contact name	Tom Northart
Contact phone, e-mail	(416) 651-1443
Title, training category	Train-the-Trainer (Builders Series)
Innovation	Technical experts developed and delivered the Train-the-Trainers (Builders Series) workshops. New trainers were accompanied by experienced trainers in a buddy-system for their first training session.

Intended impact	To develop a cadre of First Nation inspectors trained in the Building Code, and trained to train provide Building Code training to other inspectors.
Duration	Five days
Funded by	OFNTSC, CMHC
Period available	Various times between 1997–2001
Instructional approach	Primarily in classroom. Three days of Building Code related facilitation and two days on delivery and presentation.
Comments	Train-the-Trainers Builders Series workshop is currently being offered by OFNTSC in Thunder Bay in collaboration with CMHC.

## Videoconferencing

### **Consilium, Organizational Development and Training Consultants**

Location	346 Bronson Ave. Ottawa, ON K1R 6J3
Contact names	Terry Rudden, Greg Smith
Contact phone, e-mail	(613) 237-3613, solutions@consilium.ca
Title	Museum Management Development—Inuit Inulariit (Elder's Forum)
Innovation	Videoconferencing to provide training on museum development and management. As part of this program, three individuals from Igloolik travelled to Ottawa for a one-week course on videoconferencing. The Museum of Nature, Ottawa set up a videoconferencing room and facilitators and resource people were brought in from different sectors to facilitate 90-minute, two-way interactive boardroom style sessions. Also utilized instructional video tapes, live feed from locations within the Museum of Nature, document camera for slides, and so on.
Intended impact	Provide training to help set up a museum board in Igloolik. Additional impact is the employment opportunity created by training videoconferencing operators who now are employed in this field in Igloolik.
Duration	One session per week (on average two to three times per months over six to seven months), held over a full year
Funded by	HRDC Office of Learning Technologies; Canadian Museum of Nature provided in-kind funding; Igloolik Outreach Mandate; Agriculture Canada Rural Partnerships; Nunavut Department of Sustainable Development; Cultural Language Elders and Youth; Apqut Employment and Training Program
Period available	2000–March 2002
Instructional approach	Videoconferencing
Evaluation or evidence of success	Unknown

### **Northern Alberta Institute of Technology (NAIT)**

Location	Edmonton, Alta.
Contact name:	Stephen Crocker, Bill Fricker

Contact phone, e-mail	Stephen Crocker, (780) 491-3986, <a href="mailto:scrocker@nait.ab.ca">scrocker@nait.ab.ca</a> ; Bill Fricker, (780) 471-7862
Category	Variety of subjects offered through NAIT's regular calendar.
Innovation	Videoconferencing
Intended impact	Used to provide NAIT courses in rural and remote communities.
Duration	Varies depending on subject matter
Funded by	Cost recovery—Tuition-driven (based on subject matter and method)
Period available	Ongoing
Instructional approach	Videoconferencing with teaching assistant participating at the community level.
Evaluation or evidence of success	None—reactionary evaluations only
Comments	Videoconferencing courses are customer driven where the community identifies the need for training in their community. Labour-market training, upgrading—bridging, full-time programs, capacity building (upgrade skills) and general interest courses can be offered using videoconferencing. Some limitations where lab work is required as part of the curriculum.

### **Sioux Lookout Area Aboriginal Management Board (SLAAMB)**

Location	Sioux Lookout, Ont.
Contact name:	Bob Bruyere
Contact phone, e-mail	(807) 737-4047, <a href="mailto:bbruyere@slaamb.on.ca">bbruyere@slaamb.on.ca</a>
Title, category	District-Wide Training—computer operators and technicians training
Innovation	Videoconferencing and Internet training. SLAAMB utilizes a videoconferencing studio in Sioux Lookout and ties into a studio set-up in the community where training has been requested. Internet is used to provide written course material that supports videoconferencing presentations.
Intended impact	Training needs are identified by participating First Nation communities. SLAAMB offers videoconferencing training to train rural and remote First Nation communities that do not have access to traditional training/ educational institutes.
Duration	Nine months. Timing of videoconferencing is set up based on community needs.
Funded by	SLAAMB; FedNor (Federal Economic Development Initiative for Northern Ontario); First Nations and Tribal Councils (usually only in-kind contributions of staff time/Internet access)
Period available	Ongoing
Instructional approach	Videoconferencing with instructor(s) and interactive two-way communications

### **Video training**

#### **HE School of Building Inspectors**

Location	U.S.A. (online)
Web address	<a href="http://www.hometraining.com">www.hometraining.com</a>

Title, category	HE School of Building Inspection, 4-Point Home Study Package
Innovation	Video Training Series—Home Study Package. Twelve- volume video series provides information on close to 2,000 building evaluation scenes and is supported by a 500-page manual on home inspection topics. Video training offers a <i>zero-in</i> technique to review specific portions of the video before conducting an inspection. Two level diploma course—exam covering the video component and a secondary level exam covering the manual component of the training program.
Intended impact	Self-paced distance-learning opportunity to obtain certification in home building inspections
Duration	Self-paced
Funded by	Cost recovery
Period available	Ongoing
Instructional approach	Home study, self-paced

## On-the-job training

### **Kivalliq Inuit Association, Kivalliq Partners in Development (KPID)**

Location	Rankin Inlet, Nunavut
Contact name:	Simon Okpatauyak
Title, category	Assuming Nunavut Control—Administrative training
Innovation	The training places a heavy emphasis on practical experience through sending young people to work in Nunavut organizations. There are several partnerships, including pre-employment services provided by a Friendship Centre and various human resources services provided by Arctic College. Overall planning for labour market training is community-driven; communities develop and submit their own training plans to KPID.
Intended impact	Training is intended to develop employment and business opportunities for the people of the Kivalliq, particularly younger people.
Duration	Individual training programs vary in length.
Funded by	HRDC—Regional Bilateral Agreement (RBA) for labour market training and development
Period available	Five years of RBA duration
Instructional approach	On-the-job training for younger people in Nunavut organizations; formal training at institutions often located in the South, for example, Ottawa
Evaluation, evidence of success	Case study conducted as part of RBA Mid-term review (1999)
Comments	Training applies to seven eastern Arctic communities. Each community developed project-based or individual training programs. For administrative training, RBA funding was made available for wage subsidies for placements in administrative positions and for formal training at institutions.

### **Matawa Tribal Council**

Location	Thunder Bay, Ont.
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Contact name	David Corning
Contact phone	(807) 344-4575
Title, training category	Housing Authority—program training
Innovation	One-on-one, on-the-job training in housing-related activities, such as housing management and program administration.
Intended impact	Provides on-the-job training in First Nation housing delivery and administration.
Duration	Varies
Funded by	Tribal Council, First Nation
Period available	1999—present—upon request
Instructional approach	All actual case-program-related experience. Material covered varies depending on the First Nation's program and policies.

### **Mississaugas of New Credit**

Location	Hagersville, Ont.
Contact name	Barb Hill
Contact phone	(905) 768-1133
Category	Housing Inspector Training
Innovation	The program provides training specific to First Nations Housing providers. Utilizes a “job-shadowing” type approach to training housing inspectors to work in First Nation communities.
Intended impact	To build a cadre of qualified housing inspectors to work in First Nation Communities.
Duration	One year
Funded by	CMHC Youth Internship Program, Mississaugas of New Credit
Period available	One time—1998
Instructional approach	1 year on the job training with current Housing Inspector. Followed by workshop and testing for certificate of Designate Native Inspector.

### **Other**

#### **University of the West of England**

Location	Bristol, England Faculty of the Built Environment Coldharbour Lane, Frenchay, Bristol BS16 1QY
Contact	John Winter Associate Dean, Faculty of the Built Environment Project Director, Built Environment: Appropriate Technology for Learning (BEATL)
Contact phone, e-mail	Phone 0177-344-3220, fax: 0117-344-3097, e-mail: <a href="mailto:John.Winter@uwe.ac.uk">John.Winter@uwe.ac.uk</a>
Title, category	Built Environment: Appropriate Technology for Learning (BEATL). Use of technology-based applications and learning materials into built environment course modules

Innovation	The objective of BEATL was to develop effective and efficient methods of integrating various new learning technologies into the delivery of undergraduate-level training modules on the built environment, such as town planning and environmental management. Moreover, the project is unusual in that it included an evaluation of the benefits and resource implications of the different applications and learning materials used.
Intended impact	The BEATL project objective was to embed technology-based applications and learning materials into 25 or more built environment course modules. An evaluation of the different applications and materials used was intended to provide information about the relative merits of different innovations on the quality of student learning experiences and on resource requirements. Best practices were identified for the benefit of the sponsor and other universities in a consortium.
Duration	Initial project: 2000–2001
Funded by	University of the West of England, Centre for Education in the Built Environment (one of 24 Subject Centres which comprise the Learning and Teaching Support Network funded by the four U.K. Higher Education funding bodies.
Period available	Project results are incorporated into ongoing training modules
Instructional approach	Various technologies were used and tested. Instructors made their own choices about which innovations to use in their modules. They tended to prefer small-scale generic applications such as web pages or formative self-assessment quizzes rather than large off-the-shelf packages. This preference was not expected and reflected several factors, including greater flexibility for the instructor to include their own or customized content.
Evaluation or evidence of success	Project sponsors report "a major achievement of BEATL has been the systematic evaluation of the student learning experience on 14 sets of courseware in 30 modules across three built environment faculties." In general, the evaluation findings showed that most innovations enhanced student learning, did not produce resource savings, and had a shelf life of three years or more."
Comments	To improve transferability of technology-based innovations, project sponsors had two key recommendations: use of more generic applications for e-mail, spreadsheets, search engines and CD-ROM case studies rather than customized applications; and, use of simple, cheap and widely used software.

### **Aboriginal Housing Infrastructure Unit, Western Australia Department of Housing and Works**

Location	Perth, Western Australia (99 Plain Street, East Perth 6004)
Contact name:	Jody Broun, executive director; Geoff King, acting manager, Aboriginal programs:

Contact phone, e-mail	Phone: 9222 4777; fax: 9222 4556; toll free: 1 800 621 826; satellite phone: 0011 872 761 333 675; satellite fax: 0011 872 761 333 676
Title, category	Remote Areas Essential Services Program (RAESP). Community-based practical training for essential services and plumbing and electrical apprentices
Innovation	Professional service providers give practical training to community-based individuals during scheduled site visits to repair and maintain essential infrastructure. The state housing authority provides on-site repair and maintenance services for power, water and wastewater infrastructure to 67 remote communities in Western Australia. RAESP service providers visit communities every six to eight weeks on a rotating basis. Emergency service calls are also made. During the site visits, service providers train community-based essential service operators and plumbing and electrical. The apprentices and operators are employed by the regional service providers.
Intended impact	The training is intended to strengthen the capacity of Aboriginal communities to repair and maintain their essential power and water infrastructure. Individuals living in remote and small communities are hired as apprentices and workers by the state housing authority. They receive training and practical guidance from professional workers who visit the communities frequently to repair and maintain essential infrastructure.
Duration	Training is ongoing to apprentices and workers hired by the RAESP. Practical on-site training is provided six to 10 times a year during the community visits of professional service providers.
Funded by	Western Australia Department of Housing and Works; funding for the RAESP is approximately \$6.5 million Australian (\$6.2 million CDN, 15-05-04)
Period available	Ongoing
Instructional approach	On-site training and work experience with qualified professionals
Evaluation or evidence of success	The housing authority considers the RAESP to be an essential program and the number of communities involved is being increased.

### Contact North

Project partners	Balmoral Centre for Adult Studies; Thunder Bay District Social Services Administrative Board; Anishinawbe Skills Development Program
Location	Sudbury, Ont. (Northeast Regional Co-ordinating Centre); Thunder Bay, Ont. (Northwest Regional Co-ordinating Centre)
Contact name:	Ruth Baker (for program registration details at the Balmoral Centre for Adult Studies in Thunder Bay)
Contact phone	Sudbury, phone (705) 560-2710, fax (705) 525-0136; Thunder Bay, phone: (705) 344-1616, fax, (705) 344-2390 Ruth Baker, Balmoral Centre for Adult Studies (807) 622-6642

Title, category	Building Basic Skills for Adults in Small Remote Communities Research Project—Distance-learning study of basic skills training for adults
Innovation	An important innovation in this project was the method of assessing participants. Participants in remote communities were assessed during two sessions conducted by literacy instructors working at centralized project locations. Audio-graphic technology (telewriters and a speakerphone system) was used to bridge the distance between learners and instructors. Results indicated that both the adult learners and instructors found the assessment approach using the audio-graphic technology to be a valuable method for basic skills training and assessment. Instructors were able to gain valuable information by talking with participants while they were completing assignments and viewing directly what they were doing on the computer monitor.
Intended impact	Assessment: appropriate candidate-learner selection, matching learners with the right program. Training: Enhanced literacy, numeracy and other basic skills for working age adults
Duration	Six to eight-week program of classes; two assessment sessions
Funded by	Funding support for the research project from the Office of Learning Technology (OLT) through the New Practices in Learning Technologies Initiatives (NPLT). Contact North; Balmoral Centre for Adult Studies
Period available	Ongoing at the Balmoral Centre for Adult Studies in Thunder Bay
Instructional approach	Online instruction with active and real-time support from instructors; some participants received a program of classes using the same audio-graphic technology
Evaluation or evidence of success	Sponsors believe that the project results have demonstrated that online literacy training and assessment of training candidates can be conducted successfully using audio-graphic and teleconferencing tools connected to learners in remote communities.
Comments	This approach using electronic methods to support learner-trainee assessment and training has potential for application for other types of training.

### **Arctic College**

Location	Rankin Inlet Campus
Contact name	Sandy Oolooyuk, registrar
Contact phone, e-mail	(867) 645-5505, soolooyuk@nac.nu.ca
Title	Sivuliuqtit Management Program
Innovation	Arctic College used a combination of training approaches to meet the training objectives: classroom training, 10-month work assignments, distance-learning and mentoring. Four, two-week formal learning sessions, three in Rankin and one at the Canadian Centre for Management Development, Ottawa.

Intended impact	To provide opportunities for intensive, concentrated learning activities designed to develop the skills and understanding required for employment at entry-level management positions in Nunavut.
Duration	Three-year program
Funded by	Cost recovery-tuition driven
Period available	1998–2000
Instructional approach	Combination of classroom setting, 10-month work assignments, distance-learning using online systems and mentoring.

### **Mohawks of Akwesasne**

Location	Cornwall, Ont.
Contact name	Sandy Benedict
Contact phone, e-mail	(613) 575-2250
Category	Carpenter training
Innovation	The First Nation conducted an informal labour market survey to determine the potential for employment in the community before undertaking the training program.
Intended impact	To develop a cadre of qualified carpenters in the First Nation community.
Duration	Six months
Funded by:	Area Management Board and First Nation
Period available	During 1998
Instructional approach	First Nation Housing staff provided on the job training to nine trainees on building construction in the First Nation.
Evaluation or evidence of success	No formal evaluation. However, comments from the local housing inspector states that the deficiencies have dropped since this training occurred and trainees remain employed with the First Nation.
Comments	All nine are employed as First Nation carpenters with the housing program.

### **Whitefish Lake First Nation**

Location	Naughton, Ont.
Contact name	Melissa Shawbonquit
Contact phone	(705) 692-3423
Category	Carpentry–construction training
Innovation	Training was provided during the construction season, each season's session dealt with actual construction activities taking place in the First Nation community. Participants were able to follow through with the major elements of carpentry–construction training to obtain the required skills set.
Intended impact	To develop a cadre of experienced construction workers.
Duration	Approximately four months (building season) for three years
Funded by	New Housing Plan–INAC, Aboriginal Training Board
Period available	1998–2001

Instructional approach	<p>Three-phase approach over three years.</p> <p>Phase 1—basic carpentry skills—eight participants</p> <p>Phase 2—in-depth practices and alternative methods—six participants</p> <p>Phase 3—blue print reading, estimating, planning administration—two participants</p> <p>Primarily on-the-job training, some in class, provided by Ontario Ministry of Education and Training.</p>
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### **Cambrian College**

Location	Sudbury, Ont.
Contact name	Jeanne Naponse
Contact phone, e-mail	(705) 566-8101, ext.7418, 1-800-461-7145 jmnaponse@cambrianc.on.ca
Title	First Nations Construction Technology Management
Innovation	Combination of classroom and on-the-job training with job placement at the end of the fifth and sixth semesters.
Intended impact	To provide in-depth training on construction management.
Duration	Six semesters
Training development/delivery funded by:	A number of First Nations representatives from First Nations, Tribal Councils and First Nation organizations assisted in the development of the criteria and material for the course.
Period available	Annually
Instructional approach	Mostly in-class instruction. Eight-week placement at the end of the fifth and sixth semesters. Classes include; drafting, blueprint reading, technical writing, math, land use, construction estimating, residential construction theory, First Nation economics, First Nation funding arrangements, project management, First Nation economic development, project management

### **Anokiiwin Group**

Location	Winnipeg, Man.
Contact name	Ray Starr
Contact phone	(204) 925-2790
Title	Aboriginal Housing Managers Training Program
Innovation	While the approach is the traditional teacher-student exchange, the innovation of this program is that Anokiiwin offers the training sessions to meet the needs (timing) of the First Nation community. For example, a First Nation will arrange for the <i>Working with Contractors</i> module to be provided in the early spring, in advance of the construction season. Participants are then able to put the skills gained during the training session into use immediately upon return to their community.
Intended impact	To develop a cadre of trained Aboriginal housing managers in First Nation communities in Manitoba.
Duration	Fifteen, three top five-day modules
Funded by	Cost-recovery
Period available	Since 1999

Instructional approach	Classroom instruction (teacher-student exchange) with small practical; exercise to be completed when trainee returns before next module.
Evaluation or evidence of success	Curriculum content has been reviewed by an independent body as Anokiiwin is working toward having the course offered by University of Manitoba.
Comments	Courses availability/timing is flexible to meet the needs of the First Nation community/Tribal Council. Training is geared to needs relevant to each community.

## Appendix B Case Studies

### Atii Distance Education Pilot Project (1993)

**Contact:** Tom Axtell, Managing Director, Atii Training Incorporated

#### **Instructional methodology**

This pilot project utilized interactive televised instruction (videoconferencing) combined with self-paced learning resources. The project was intended to provide training to prepare an Inuit workforce to assume basic entry-level jobs in the Nunavut government. Courses were offered in areas such as personnel management and human resource management. Inuit employees across the Canadian arctic who were interested in administrative and management training were recruited. Courses were offered as non-credit, continuing education courses through Nunavut Arctic College.

#### **Background**

Between 1987 and 1993, Atti Training Inc. delivered management training in Nunavut region of the North West Territories. Approximately 400 participants took an average of two courses as part of a large-scale attempt to prepare more Inuit for future management positions in Nunavut. Courses were held during an intensive five-day workshop held in different villages across Nunavut. The training organizations, a forerunner of the Pathways regional boards, operated with HRDC funding until 1994. In its last year of operation, in collaboration with Nunavut Arctic College, three management workshops were delivered via interactive televised instruction. Three workshops were offered in 12 communities from Nain, Labrador and Newfoundland in the east, to Coppermine at the western boundary of Nunavut. One of the workshops was delivered in Inuktitut. The three workshops were held once each, approximately three months apart.

#### **The approach**

Participants were recruited from selected communities where there was a demonstrated interest in attending the virtual workshop. Twelve different communities participated in the pilot, about seven communities per course with approximately eight students at each site. The entry requirements were Inuit ancestry, completion of Grade 9 and at least 18 years old. The education requirement was not considered a barrier for these entry-level management courses, as most of the students had many years of work experience.

The pilot project demonstrated interactive televised instruction, broadcast simultaneously to remote communities in N.W.T., Nunavut and Labrador. Each workshop was one week/40 hours in length (five-day intensive course), with four hours per day conducted through videoconferencing. Group work was completed using text material in a self-paced approach in support of the video instruction. One workshop was offered once every three months.

Participants met in community learning centres with a local facilitator. The instructors were located in Iqaluit and linked via broadband television, over the Television Northern Canada Network. Students interacted with their instructor and each other using the phone and fax. Evaluators found high rates of completion (Course #2 - 84% and Course #3 - 95% completion rates) and high levels of satisfaction with the applicability of course material and the instructional approach. Peer

interaction within the local centres during the ten-day long distance education workshops and the interaction with supervisors on the job were also important in the development of the students. The participant manuals and the medium of delivery were easy for participants to work with and contributed to the high levels of learner satisfaction. The instructor and the TV producers worked very hard to achieve the best programming possible. Nunavut Arctic College and the Inuit Broadcasting Corporation developed a great capacity to produce quality distance education that became the standard of the North. The Cree of Northern Quebec modelled their adult education and high school tele-learning network on the Atii program.

### **Funding**

Funding for the Atii Program was provided by HRDC (Yellowknife) with a one-time allocation from HRDC Headquarters for the pilot project. Additional funding agencies included the Government of the N.W.T., INAC, Department of Canadian Heritage and the Inuit Broadcasting Corporation. The cost per hour of training delivery was \$84.00.

### **The innovation**

The primary innovation was that the courses were situated in the lives of Inuit employees. They worked in the morning and attended the courses in the afternoon so many were able to immediately apply and reflect on their learning as it related to the workplace. Culturally appropriate materials, excellent instructional design (i.e. experiential, project-based participatory), Aboriginal instructors, and student-centred learning contributed to the effectiveness of the program. The live event created a very real workshop/experience that learners appreciated.

Inuit management of the project was key. The ownership of the program by Inuit managers themselves was empowering and an important part of the Atii Training Inc. pedagogy. The program promoted Inuit identity and values; relevant Inuit issues were acknowledged in the content. The program provided well-produced and culturally rich instructional programming that learners enjoyed.

The heterogeneity in the local classroom (local mentors in the class and the community) was perhaps the most important element contributing to the success of the program. The more experienced members in the classroom were very important teachers for the newcomers. Co-participants as teacher/mentor worked extremely well and this type of skill transfer is understood in apprenticeship systems and can be promoted in all programs.

### **The outcomes**

No follow-up has been done but it is likely that most of the participants have moved into permanent administrative and management positions. The extreme shortage of Inuit managers has assured employment for virtually all 400 Inuit trainees. By 1993, several of the participants of the Atii program were already holding the highest positions in Inuit organizations.

### **Blood Vein First Nation Community-Based Apprenticeship Training (CBAT)**

**Carpentry Apprenticeship - Level 1 (July 2001 - July 2002)**

Contact: Brent Maslow (204) 945-0539, Government of Manitoba

### **Instructional Methodology**

CBAT combines 11 weeks of classroom training and 900 hours of on-the-job training. Members of the participating First Nation, both men and women, are eligible to participate in the initiative. Trainees who complete the program obtain the prerequisite practical and technical training to satisfy Level 1 of a 4 Level Inter-Provincial program. The training would be recognized universally by employers and the government in Manitoba.

### **Background**

In October 2001, the Assembly of Manitoba Chiefs developed a partnership with the Employment and Training Services Branch (Human Resources Development Canada) and the Apprenticeship Branch of the Manitoba Department of Advanced Education and Training. A goal of the partnership was to promote and increase First Nations participation in education, training and employment initiatives that would enhance the employability of all Manitobans. The Community-Based Apprenticeship Training program is one of the projects developed under this partnership.

### **The approach**

In an effort to ensure community support, in July 2001, staff from the Manitoba Apprenticeship Branch and the Assembly of Manitoba Chiefs (AMC) travelled to Bloodvein First Nation to share information on the apprenticeship initiative with members of the community. Approximately 35 Bloodvein members expressed an interest in working on the project. From those 35, six were determined to be trades qualified carpenters; the other 29 remained in competition for the 10 training positions offered. The community and the funding partners agreed that the six qualified carpenters would select the 10 trainees and then assume the role of supervisors for the on-the-job training component. Three of the ten apprentices selected were women.

The community has a number of homes that required repair work and the trainees worked on 20 of these homes for the on-the-job training component. The on-the-job training started in September 2001 under the supervision of the qualified trades people from the community. In late February, the carpenters finished repairing the houses. This five-month work period allowed the trainees to qualify for Employment Insurance for the duration of the in-classroom technical training. The partners consulted with Red River College regarding the selection of the technical instructor; this was considered a critical element for the successful completion of the in-classroom component and reflected the overall goal of CBAT to maintain community ownership of the program. In April, the community-based Apprenticeship Level 1 Carpentry in-classroom training program began and ran for 11 weeks.

### **Funding**

The initiative was supported by the Apprenticeship Branch of the Manitoba Department of Advanced Education and Training, Canada Mortgage and Housing Corporation (CMHC), Human Resources Development Canada and the Bloodvein First Nation. The Apprenticeship Branch contracts the delivery of the in-classroom training, pays for technical training delivery expenses and monitors the quality of instruction. CMHC provides assistance through the Residential Rehabilitation Assistance Program (RRAP) to cover the cost of repairs to the houses being repaired as part of the on-the-job training. Bloodvein First Nation provided classroom space, shop space,

tools and equipment and lodging for the technical training instructor from the college as well as an in-kind contribution of \$300 for an air charter to bring the partners into the community for the initial meeting.

### **The innovation**

The innovation in this traditional trades training initiative is the support mechanisms built into the program by the participating First Nation, the provincial government and the local college to ensure success of the initiative. Before training begins, the First Nation conducts an informal labour market search to ensure that there are job opportunities and that the training can help to provide longer-term employment in the community. In this case, Bloodvein First Nation identified the need to maintain several carpenters in the community. Interested trainees applied to the First Nation and were screened so that minimum experience and education requirements were met (wherever possible). Trainees agreed to complete the on-the job training and the 11-week classroom instruction.

Bringing the classroom instruction into the community rather than having the trainees leave their community for the 11-week instructional period is another important innovation of this program. The on-site classroom training is cost-effective for the community. It is also a major factor in the success of trainees, who are more likely to successfully complete the course work if they are able to remain in their home community for the duration.

### **The outcome**

Seven of the ten participants in the training program completed both the classroom and on-the-job components of the program. Because of the initiative, the community now has a cadre of qualified and experienced carpenters. The training program also achieved the very practical outcome of addressing the community's housing shortage through the repair of 20 houses during the on-the-job training. The First Nation intends to employ the carpenters on other work in the community: for example, a nursing station is being built and the apprentices will be employed for this project. The initiative also has had a positive impact on the community as a whole, as residents are encouraged to see many of their homes repaired with local people gaining training and employment. The partnership is actively pursuing a second phase of training for Level 1 carpenters who can continue their training toward Red Seal Certification either in or outside the community.

## **Carleton University (Ottawa) Instructional Television Tapes-to-You Service (ongoing)**

**Contact:** Mr. Robin Allardyce, Director, ITV Section, Carleton University, Tory Building, Room 401, Ottawa, Ont. K1S 5B6;

Telephone: (613) 520-2600 ext. 3504; Fax (613) 520-4456;

e-mail: [itv@carleton.ca](mailto:itv@carleton.ca); website: [www.carleton.ca/itv](http://www.carleton.ca/itv)

### **Instructional methodology**

Carleton University has operated an Instructional Television Service for degree-credit courses for well over a decade. Lectures and classes are videotaped and the tapes are made available to students

through a library-like lending service operated by the ITV Section. Instructional Television provides both Degree and Special students with an alternative access to degree-credit courses when on-campus attendance is not possible due to work schedules, family responsibilities, or distance from the campus. Tapes are made available to students who are registered with Carleton and who live outside of Ottawa through a "Tapes-to-You" delivery service.

### **Background**

Carleton University provides opportunities for full and part-time studies to students on the campus and beyond, through its alternative mode of delivery, Instructional Television or ITV. The traditional function of ITV is to provide courses to Canadians through cable television broadcasts of lectures or through videocassette recordings. Canadian citizens and others living in the United States may also enrol in any ITV course. Courses offered through ITV vary from one semester to another. During a typical semester, students enrol in courses taught by faculty from Anthropology, Biology, Business, Earth Sciences, English, Law, Psychology, Linguistics, Religion and others. Course lectures are broadcast weekly without restriction over Rogers cable system in the Ottawa area. Currently there are 638 courses for which the lectures are videotaped and made available to local and out-of-town students.

For registered students living outside the metropolitan Ottawa cable area, course lectures can be accessed by special arrangement with ITV's Tapes-to-You Service for courier delivery of course lecture tapes. Although in the past the service was available to registered students living anywhere in the world, it is now limited to continental North America. The logistics of shipping overseas made the wider service impractical. Currently tapes are being sent to students living off-campus in every province and territory in Canada.

### **Funding**

The Tapes-to-You Service is funded by the university and user fees paid by registered students. Ontario students pay a fee of \$100 per semester to register for the Tapes-to-You Service; students in other provinces/territories and in the US pay a slightly higher fee. This fee covers all delivery and return charges for the student. Information was not available on the total program funding or on the extent to which user fees cover the cost of delivery and return charges (although it is expected that the user fees cover a majority of the tape delivery costs). Production costs for the videotaping services are rolled up in the larger budget for ITV services.

### **The innovations**

The Tapes-to-You Service provides a distance education service that allows students to have access to the same lectures and classroom instruction as students attending on campus. The ITV Director said that the presentations on tape are superior in some ways to the live venues because the camera can provide close-ups and multi-angle shots (e.g. for lab demonstrations) that are not available to students sitting in the lecture hall or classroom. Following are some other innovative features of the Tapes-to-You Service that make this service a practical and successful distance education option for off-campus students.

**Rapid delivery**—Delivery is made by courier with next day delivery in most instances.

Flexible terms for using the tapes - The tapes are loaned to students for a period of up to six weeks. Students are allowed to make copies of the tapes for their own use.

Professions teaching courses have been very co-operative and accommodated students using this service by scheduling exams and assignments in a way that takes account of tape production and delivery time.

They have established partnerships with some private sector partners to develop and deliver ITV courses: for example, an association for management accountants.

### **The outcomes**

This program is considered very successful by the university. They have spent the last 10 years working out the details so the ITV services run quite smoothly. Approximately 10 per cent of all users of ITV services are registered for the Tapes-to-You Service so the service is very important. The program Director reported that the evidence from grade distributions over 15 years indicates that students using the ITV services "have done as well or better" as students attending courses on campus. Attribution is somewhat higher for students using the Tapes-to-You Service - about 10% according to the Director. Reasons for the higher rate of attrition seem to be related to the circumstances of the students living off-campus, such as work and family responsibilities, rather than anything related to the instructional format.

### **Centre for Indigenous Peoples' Nutrition and Environment (CINE), McGill University**

Online Education for Aboriginal Communities: Linking Nutrition, the Environment and Health (1999 - 2000, ongoing)

**Contact:** Sue Hamilton, Project Co-ordinator for CINE Online Nutrition Course

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### **Instructional methodology**

CINE developed an Internet-based online training program in order to reach out and meet the training needs of people in the North West Territories (N.W.T.) and Nunavut. CINE provides relevant information to communities so that people can make informed decisions about healthy living. This information includes traditional knowledge, particularly as related to nutrition.

Individuals who are involved in or have an interest in front-line community health care work are eligible to participate in the course. Participants are required to have access to a computer that is hooked up to the Internet and a web browser.

### **Background**

CINE was created to provide independent, multidisciplinary research and education to address indigenous peoples concerns related to traditional food, nutrition and the links to the environment. Due to the differences in accessible traditional food, there are two courses offered, one for the N.W.T. and one for Nunavut. Both courses were developed in response to the communities' needs by subject matter experts working in the field of nutrition and health, the Canada Prenatal Nutrition

Program (CPNP) and CINE. Participatory methods were used and continue to be used to develop the courses.

### **The approach**

CINE's Steering Committee is a key part of its formation and is composed of participants from CPNP, community representatives and administrators involved with nutrition and health. The Committee promotes the courses within the communities and has input into developing the courses to better meet the participants' needs. The Steering Committee's promotion of the courses within communities is very helpful for CINE; when contacting potential participants many are already aware of the program as a result of the Steering Committee's promotional efforts.

The Steering Committee plays a key role as its members live and work in northern communities. Their input into developing the courses and their support within the communities is vital to CINE's success. The Steering Committee gives CINE a list of potential participants, they are sent an invitation to participate in a course and if they choose to do so, can fax or mail CINE a completed application form. Currently, CINE is preparing a resource binder to send to participants. The binder will include information on how to get online, a summary of the course material, nutrition and health information fact sheets and a sample course activity, such as a food guide bingo game. The courses offered in the N.W.T. and Nunavut run simultaneously once a year. Each course duration is four weeks and involves approximately four to five hours a week plus time for the telephone discussion. If participants are unable to complete the course within one year, they are supported by CINE to complete the course the following year. A regional telephone discussion component of the course was introduced in 2002-2003. This was done to accommodate interactive participation from those who did not feel comfortable participating in the online meeting room discussions.

Certificates of participation are given to those who join in the online meeting room discussions and/or those who have logged onto the program to access the course material. There are no guidelines as to minimum participation required to obtain the certificate. On average, certificates of participation have been awarded to 40% of those registered. The courses are offered in English.

### **Funding**

CINE applies for funding on a yearly basis from the CPNP First Nations and Inuit Health Branch component of Health Canada, the Department of Health and Social Services, and the Government of the N.W.T. Participants' course fees are paid by the sponsoring agency.

### **The innovation**

CINE uses an interactive website to deliver training for health workers in northern Canada. Interaction between participants and the instructors occurs using an online meeting room discussion format and through regional telephone discussions. Use of the Internet to gain access to course material encourages participants to use the Internet as a tool to gain additional related information. For example, linking to other websites and interacting in the meeting room.

The period of time over which the courses run can be adapted to meet the participants' needs. The online feature allows participants to access the course when it is convenient for them. They work in their communities and continue to have access their community support network.

Both the online meeting room and telephone discussions encourage participants to share examples of nutrition and health in their communities. For example, in preparation of the telephone discussion, participants were asked to bring examples of how they are able to include calcium in the diets of community members who are lactose-intolerant. The online discussions with CINE staff, registered participants and other resources is an important interactive component of the course.

### **The outcome**

Originally, the course was designed specifically for CPNP. For the 2002–2003 course year, Nunavut has expanded the course to include participants involved in the health care field. This has increased the number of participants from an average of 30 to 70 with a number of men now participating. As it reviews the program, CINE is considering offering a more advanced course.

By participating in the course, individuals are becoming more familiar and comfortable with the process of logging on to and navigating through a website. Participants have indicated that they believe their computer skills have been enhanced as a result of working through the CINE course material and feel more comfortable using the Internet to access websites and communicate with others outside their community through e-mail.

## **Consilium, Organization Development and Training Consultants**

**Museum Management Development** - Inuit Inulariit / Elder's Forum (March 2000 - 2001)

Contact: Greg Smith, Consilium (613) 256-5116

### **Instructional methodology**

Videoconferencing. The Museum Management Development Training was developed, in consultation with the Inuit Inulariit, to provide training on museum development and management. The Museum of Nature (Hull) established a videoconferencing room and brought in subject matter experts to facilitate a variety of 90 minute, two-way interactive boardroom-style sessions with the video link in Igloolik. Training was offered two to three per month and the training was held over a one-year period. No formal certification was obtained by participants.

### **Background**

This project was a three-way partnership project between Consilium, the Museum of Nature (Gatineau) and Inuit Inulariit. The overall objectives of the project were to develop and demonstrate the use of videoconferencing as a vehicle for training in remote communities and meet the training needs of the community who had expressed an interest in establishing a museum in Iqaluit.

### **The approach**

The training objective was to provide Inuit representatives with information on how to establish and operate a small community museum. The curriculum included information on what makes up a museum collection, how to animate a museum, financing, fund-raising and, exhibit design and planning. The program also included a review of experiences of other small, northern community

museums. At the request of the Elders, training sessions were aimed at members of the Museum Planning Committee and staff of Inulariit

The videoconferencing system utilized two video monitors; one in Gatineau and one in Igloolik. On top of each monitor a camera was set up to view the conference room, allowing interaction and discussion between the facilitators and the trainees. The project included the use of a document camera that could focus on a white board or object, a connection to a VCR to show videotapes, and a smaller video camera/computer that could be used to share financial information such as spreadsheets.

### **Funding**

The Museum Management Development program was funded through HRDC's Office of Learning Technologies, the Canadian Museum of Nature who provided in-kind funding, Igloolik Outreach Mandate, Consilium, Agriculture Canada Rural Partnerships, Department of Sustainable Development in Nunavut, Cultural Language Elders and Youth, Kakivik Association and Apqut Employment and Training Program.

Because this was a demonstration project, cost is not reliable to the actual training event. Costs to develop and operate a videoconferencing centre are high due to the use of a satellite network used to broadcast the event. While telecommunications costs are high, the related project management costs were the major cost on this project.

### **The innovation**

Videoconferencing as a training methodology provides access to innumerable 'live' resources that traditionally would not be available in a northern/remote location. For example, a videoconferencing link was set up with a representative of the Prince of Wales Northern Heritage Centre in Baker Lake so that participants could see how exhibit designers had set up their museum. The instructor was able to show drawings, sketches and other materials that were used to prepare the exhibit. Other subject matter experts came to the Museum of Nature to show slides and photos of related exhibits. The quality of the videoconferencing for this project was such that images were virtually as clear as watching a local broadcast. Discussions and interactions between facilitators and participants were clear without delays or interruptions.

### **The outcome**

The Inuit Inulariit considered the videoconferencing program to be highly successful. They were able to access resources that would not be available to them in Igloolik. The ability to interact with subject matter experts on a one-to-one basis was a key success factor for the training program. An additional positive outcome of the program was the employment opportunity created through the training of the videoconferencing operators. Three Inuit representatives from Igloolik travelled to Ottawa for a one-week course on how to manage videoconferencing (operations, troubleshooting, etc.). These three technicians are now employed for other videoconferencing opportunities. For example, the videoconferencing system was used to link the Smithsonian in Washington. The Smithsonian is developing a major project as part of one of their exhibits. "Life today" in 9 Aboriginal communities, one is Igloolik.

The Inuit Inulariit received funding to continue museum development and have hired a museum coordinator in Igloolik.

### **Cree Regional Authority (CRA)—Circuit Rider Training—Preventive Maintenance Practices (2000 and ongoing)**

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#### **Instructional methodology**

This training initiative is a combination of a user-friendly CD-ROM software package, a technical manual and hands-on training in the field. The resources are designed to be user-friendly with explanatory text and supporting visual resources. The software package identifies and tracks preventive maintenance processes in a systematic manner for the James Bay Cree Nations housing portfolios. The manual includes all of the forms required to support the software package and hands-on training. The training in the field gives the maintenance workers hands-on preventive maintenance and repair experience on-site. The Circuit Rider Training program is assisting participating communities to move from a 'reactionary' housing maintenance program to a longer term, preventive maintenance program that is more cost-effective. Members of the James Bay Cree Nations working with the Cree Regional Authority (CRA), Housing Maintenance Departments are eligible to participate in the initiative. Currently, there are nine Cree nations participating in the program.

#### **Background**

The Housing Authority of the CRA expressed a need to develop a preventive maintenance system for the existing and future housing stock within the James Bay Cree Nations. Previously, some communities had developed guidelines for their own housing maintenance departments to follow but this was not consistent within the CRA. Canada Mortgage and Housing Corporation (CMHC) had drafted a preventive maintenance manual, which the CRA adapted to suit its own needs.

#### **The approach**

There are two trainers, both of whom travel to the nine participating communities giving the required training and support. One of the trainers works specifically with the technical hands-on portion of the preventive maintenance practices and the other deals with the computerization and database.

The manual has seasonal maintenance schedules laid out in a user-friendly, checklist format. Each checklist focuses on specific parts of the house. Over a one-year period, each aspect of the house is looked at in terms of preventive and general maintenance. For example, recommended action such as a roof replacement within two years and an indication of the equipment needed to complete the repair is noted. The information is entered into the database and all related information is stored in the computer system and tabulated when required. This systematic approach enables the maintenance department to have a clearer understanding of what condition the homes are in and to ascertain what needs to be done, and when. To master the initiative takes approximately five years.

Responsibility for inputting data varies depending on the size of the community. In the larger communities, the administrative staff will perform this task and in the smaller communities, the maintenance worker or supervisor will input the data. Each community has three workers and one supervisor all who are taking training to meet their specific needs.

There is no accreditation given to participants. Workers can accumulate hours through their work in the training program so that should they choose to go to school and follow a particular technical course much of the work done as part of the Circuit Rider Training Program will be credited. There are plans to build a school in the area in which case workers could obtain their building trades accreditation, which would be valid in Quebec. It is expected that the younger maintenance workers will go to the school to obtain the accreditation.

### **Funding**

Funding for the initial one-year development of the program was provided by HRDC. Currently funding is provided by CRA through its internal operating and maintenance budget.

### **The innovation**

The Circuit Rider Program utilizes a computerized maintenance management system that identifies and tracks preventive maintenance processes for the James Bay Cree Nations housing portfolios. In support of this computerized system, hands-on training that correlates with a corresponding preventive maintenance manual and ongoing support from trainers is provided.

Participants are those individuals working for the maintenance departments in each community. Trainers travel to each community three to four times a year giving participants hands-on demonstrations for each aspect of the preventive maintenance program and to provide support and advice. Trainers stay in the community for one week working with the participants so that they are able to apply the knowledge to their everyday work experiences with the trainer present to answer any questions or deal with concerns. By being in the community the trainer can see firsthand how the trainees have progressed and where assistance is required to meet the requirements of each portion of the manual.

### **The outcome**

Previously, there was no systematic way for communities to be proactive in general housing maintenance. Maintenance was usually done only when a problem was identified. Now, in the nine participating communities, information about each house is brought back to the maintenance office and used for planning and reporting purposes.

This systematic approach has helped to establish accountability at all levels and improve communication between the Housing Administration and the community. Tenants are now aware of the work being done on their houses and maintenance departments have a systematic way of demonstrating to their communities the work that has been done. At the end of 2002, six of the nine communities had a detailed report to share with the General Assembly, thus helping to make the CRA Housing Authority more accountable to the communities. The report will include information on six maintenance categories: preventive, general, negligence, vandalism, special requirements and

renovations. The communities will learn how much money, effort and time was spent on each of these categories, thus have more information on how their resources are being used.

The maintenance workers now have an opportunity to bank the hours worked so that if they do decide to obtain formalized accreditation the work done in the past will be acknowledged.

### **Manitoba Association of Friendship Centres—Urban Multi-purpose Aboriginal Youth Centres Initiative (UMAYC)—community-based training pilot project (2001–2003)**

Contact: Nelson Mayer

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#### **Instructional Methodology**

The Urban Multipurpose Aboriginal Youth Centres (UMAYC) Community-Based Training was a train-the-trainer pilot project intended to enable Aboriginal youth to assume the lead role in the delivery of community-based UMAC information sessions in Manitoba. The pilot project trained 18 Aboriginal youth from three Manitoba Aboriginal organizations who are involved in the UMAC Initiative.

#### **Background**

In 1997, the Federal government, through the Department of Canadian Heritage, introduced the Urban Multipurpose Aboriginal Youth Centres (UMAYC) Initiative. This is a five-year initiative designed to provide First Nation, Métis and Inuit youth with projects and activities that are culturally relevant and based in the Aboriginal community. The goal of UMAC is to support and assist Aboriginal youth in enhancing their economic, social and personal prospects. The Initiative is managed and administered in partnership with three national Aboriginal organizations, their provincial and regional organizations and Aboriginal youth.

In Manitoba, the Manitoba Association of Native Friendship Centres (MAC) is one of the provincial organizations that manage UMAC. MAC identified the need to enhance youth involvement in the promotion and implementation of the Initiative; they believed that having youth take the lead role would encourage acceptance of the Initiative from other Aboriginal youth in the province. In addition, it was determined that a supporting resource, which provides information in a clear and consistent format, should be developed to promote the Initiative.

#### **The approach**

MAC invited the two other Aboriginal organizations involved in UMAC, the Manitoba Métis Federation (MMF) and the Winnipeg Aboriginal Youth Council, to participate in the project and identify Aboriginal youth who would become UMAC trainers. Potential trainees were required to be Aboriginal youth (18 to 25) affiliated with one of the three Aboriginal groups and these youth had to be willing to donate their time to participate in the project.

Under the direction of MAC, the pilot project proceeded in two phases. Phase I included a focus group with Aboriginal youth to confirm their support of the train the trainer approach and to obtain their recommendations on the key elements for both the train the trainers component and the

UMAYC information modules that would be developed to support the community-based information sessions. Phase II consisted of development of the train-the-trainers resource kit and the UMAC information session modules, delivery of the three-day train-the-trainers workshop and delivery and evaluation of 'pilot' UMAC information sessions by the youth trainees. CA certificate of participation was provided at the conclusion of the train-the-trainer session.

### **Funding**

Funding for the project was provided by the Department of Canadian Heritage through a contribution agreement with MAC. All three organizations received limited financial support, which allowed them to participate over and above their regular UMAC activities. The Aboriginal youth trainees did not receive fees or honorariums however, their travel expenses were covered as part of the contribution agreement. Existing facilities at MAC and the MMF were provided without charge for meetings and training sessions.

### **The innovation**

This pilot project allowed three Aboriginal organizations to enhance their working relationship while supporting a common goal of increasing youth involvement in UMAC and providing promotional information in a clear and consistent format. A train-the-trainer approach provides local youth the skills so that they can deliver the training in the community. Youth trainers are relevant to the local youth who make up the majority of the UMAC target audience. This project represented the first occasion where UMAC information sessions were being promoted and facilitated by Aboriginal youth as opposed to being done by the parent organization. There is also the expectation that there can be some crossover the trainees between Aboriginal organizations, for example a qualified trainer representing the MMF could train Aboriginal youth from MAC, further enhancing working relationships between the Aboriginal organizations.

### **The outcome**

This pilot project allowed three Aboriginal organizations to work together toward a common goal of providing consistent information on the UMAC Initiative in a cost-effective manner. Each organization participated in the project by attending planning meetings, reviewing content of modules, recruiting the youth trainees, attending the pilot information sessions and lending support to their youth designates. Aboriginal youth were involved in the planning, design and implementation of all stages of the project and 18 Aboriginal youth were trained.

Aboriginal youth benefit from this capacity development opportunity as they gain skills that will assist them in their work with UMAC and in other parts of their professional and personal lives. Many of the youth involved in the pilot project work with their respective youth groups who are involved with UMAC on a part-time basis and, at the same time, are working full-time or pursuing post-secondary education. The Aboriginal organizations now have a cadre of skilled Aboriginal youth trainers that can be called upon for UMAC promotion or other related projects.

### **Sivuliuqtit Nunavut Management Development Program (1996 - 1999)**

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Ms. Sandy Oolooyuk, Registrar, Nunavut Arctic College, Rankin Inlet Campus, Tel. (867) 645-5505; e-mail: soolooyuk@nac.nu.ca

### **Instructional methodology**

An in-depth training program conducted over a three-year period leading up to the inauguration of the new Territory of Nunavut. Sivuliuqtit combined classroom training and work assignments, supplemented by mentoring and distance-learning. The training was developed and implemented as a partnership between Nunavut Arctic College (Keewatin Campus, Rankin Inlet) and the Canadian Centre for Management Development (CCMD).

### **Background**

In 1996, the Working Groups of the Nunavut Unified Human Resource Development Strategy decided that the establishment of a professional independent civil service was an essential for sustainable growth in the future Nunavut Territory. The Sivuliuqtit training initiative was developed to train Inuit for upcoming opportunities within the Nunavut public service and to provide a critical mass of Inuit leaders to assume management positions in the new Government of Nunavut. Training program development was undertaken jointly by Arctic College and the CCMD. Most of the participants in Sivuliuqtit were already working in the public sector for federal, provincial and territorial governments. The program goal was to ensure that the talent and expertise of these students was augmented to create the management team that was about to begin to run important public service institutions with the Nunavut Government.

### **Approach and Innovations**

The Sivuliuqtit Nunavut Management Development Program is innovative in many ways. It provided in-depth management training to qualify Inuit for positions of responsibility in the Nunavut public service. The Program included four distinct components, which are inter-related in a manner that makes its benefits greater than the sum of the parts. Formal learning and work assignments are supplemented and strengthened by two additional components:

Formal learning - eight weeks of in-class formal learning, organized into four two-week sessions. Of the four two-week formal learning sessions, three were delivered in Rankin Inlet and one was delivered at the Canadian Centre for Management Development in Ottawa.

Work Assignments - three work assignments each of 10 months duration: Year 1 in the home organization; Year 2 in a different Inuit organization in the home location; and Year 3 in a federal department.

Mentoring—with participants identifying their own mentors according to Sivuliuqtit Mentoring principles, which provide a framework for mentor-protege relationships.

Distance education and networking - with specific Distance Education modules covering topics such as time management, supervision skills, and community research and finance; and networking tools such as a customized website and CD-ROM modules.

The design and delivery of all four program components reflects the CCMD's executive development learning model and espoused adult learning principles. Other features of Sivuliuqtit that can be considered as innovations are as follows:

Inuit values, beliefs and traditional way of life were cornerstones of the program and were reflected in all its components. The program was delivered in both English and Inuktitut. It emphasized the acquisition of new public management best practices in the context of Nunavut government structures; and, it included the development of a human resource network among Inuit organizations and the federal government.

### **Funding**

The program was a component of the Nunavut Unified Human Resources Development Strategy. Under this strategy, the Nunavut Implementation Training Committee, the Government of Canada, the Government of the Northwest Territories, Nunavut Tunngavik Inc., and the Nunavut Implementation Commission combined forces to fund a broad spectrum of training programs. Information on the total program funding was not available.

### **The outcome**

Overall, 64 students took part in Sivuliuqtit over the three years of the program. Over two-thirds completed the full three-year program. A majority of Sivuliuqtit graduates are employed with the Government of Nunavut. Some took positions with the federal government and a few with provincial governments.

The Sivuliuqtit Nunavut Management Development Program won a Public Service of Canada Award of Excellence in 2000. It has been described as a "crown jewel" of Aboriginal training initiatives. The program was presented at international conferences in France and Greenland. Nancy Karetak-Lindell, MP for Nunavut, described Sivuliuqtit as "a very unique and innovative program which has been developed to meet the specific needs of Inuit... it is unique in its approach and had proven to be successful in its skilful blend of traditional and modern methods of teaching" (INAC news release, March 19, 1999).

The Sivuliuqtit partnership concluded in March 31, 1999. At that time, CCMD responsibilities for delivering the program were transferred to the Nunavut Arctic College, in accordance with the negotiated transition strategy and capacity building framework.

### **Western Australia Remote Areas Essential Services Program (since 1999)**

**Contact:** Mr. Allan Wilkerson, Policy and Research Officer, Aboriginal Housing Infrastructure Unit, Western Australia Department of Housing and Works, Perth Australia;  
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### **Instructional methodology**

The Remote Areas Essential Services Program (RAESP) is a community-based program for practical training to maintain and repair essential infrastructure services (such as waterworks and electrical supply) in remote Aboriginal communities in Western Australia. The RAESP is administered by the Aboriginal Housing Infrastructure Unit of the Western Australia Department of Housing and Works. Trainees must be residing in the community, unemployed and interested in participating in the program. No formal certification is provided.

## **Background**

The Remote Areas Essential Services Program trains people in living in small and generally remote Aboriginal communities in Western Australia. The training is intended to strengthen the capacity of Aboriginal communities to repair and maintain their essential power and water infrastructure and to increase their level of independence to provide these services. The apprenticeship-style training also is intended to improve the skills and provide employment to residents of the target communities.

## **The approach**

The Western Australia Department of Housing and Works provides on-site repair and maintenance services for power, water and wastewater infrastructure to approximately 350 remote communities in Western Australia. Under the RAESP, individuals living in these remote and small communities are hired as apprentices and workers by the state housing authority. Trainees receive training and practical guidance from professional service providers who visit the communities frequently to repair and maintain essential infrastructure such as water supply and sewage, electrical services, and communications services. The service providers are hired under contract by the Western Australia Department of Housing and Works. Their contracts include a requirement to provide on-site training to the apprentices hired by the Department.

Apprentice trainees are hired directly by the Department and paid with RAESP funds. Their jobs are full-time and their training is ongoing. Practical on-site training is provided six to ten times a year during the scheduled community visits of the professional service providers. Additional site visits are also made by the professionals for emergency service calls.

The RAESP has been in operation since 1999. Currently RAESP is operating in 72 of the larger communities among the 350 covered by the program. Most of these communities have one or more trainees.

## **Funding**

Funding for the RAESP is provided by the Aboriginal Housing Infrastructure Unit of the Western Australia Department of Housing and Works. Total annual funding for the program is approximately \$6.5 (Aus.) per year.

## **Innovations**

The program sponsors with the Aboriginal Housing Infrastructure Unit believe that the RAESP is innovative in several ways.

The training is provided in a large number of communities. Conventional types of training could not cover anything close to the number of communities represented in the RAESP (72 so far).

The training is very cost effective. Linking the training to site visits by professional contractors saves a great deal of money and allows the program sponsor to cover more territory and include more trainees. A departmental representative said that the incremental costs to add training to the responsibilities of the contractors is relatively modest. (He also said that the contractors were "a bit reluctant" about having to undertake the training.)

Trainees have an increased incentive to participate because they receive a salary while learning to maintain and repair local infrastructure. The employment opportunity was said to be an important

factor in the strong demand from trainees to participate in the program.

Trainees are exposed to more practical repair situations and learn more skills than would likely be the case with more conventional types of training.

### **The outcome**

The RAESP program is in its third year of operation and has not yet had any type of formal evaluation. An evaluation is planned by the fifth year of the program. At this point, the program sponsors see positive results from the RAESP and think that the program will be a success. The improvements they are looking for include expanding the program to include an even larger number of communities and broadening its scope to include residential housing repairs and maintenance. The program has expanded rapidly to include 72 communities because of the widespread interest shown by potential trainees. Trainees have not yet acquired the skills required to reduce their reliance on professionals or to decrease the number of on-site visits. There are some preliminary indications that the level of maintenance has improved in the affected communities.

There are also some preliminary indications of crossover benefits in the area of increased housing repair skills that the trainees have acquired while learning how to make plumbing and electrical repairs on community infrastructure. Program representatives said that it is too early to tell if any trainees will go on to take more advanced training that would require learning in the classroom. The jobs and incomes provided to trainees have had an important impact on communities with few other employment opportunities.

## **Whitefish Lake First Nation—Carpentry—Construction Training (1998 - 2000)**

Contact: Melissa Shawbonquit, Housing Co-ordinator

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### **Instructional methodology**

This on-site job training initiative took place over a three-year period on construction sites in the Whitefish Lake First Nation, Ontario. All members of the Whitefish Lake First Nation, both men and women, on or off-reserve, were eligible to participate. The Whitefish Lake First Nation recognizes participants who follow through with developing the major skill sets required for carpentry/construction work as individuals who can be employed to do related work in the community.

### **Background**

The Project Management Committee established by the Band identified a need to help fill the gap in skilled general construction labourers within the community. The construction manager and the housing co-ordinator developed the program in 1997. The program started during the 1998 construction season and continued for three years. The construction season is approximately four months long.

### **The approach**

There were no specific qualifications required to take the training other than the desire to work on a construction site. Those who expressed an interest went through a formal application process as

required by the Band. There were three phases to the training program, which took place over a three-year period. Phase 1 focused on basic carpentry skills, Phase 2 focused on more in-depth practices and alternative methods of carpentry and construction and Phase 3 focused on blueprint reading, estimating, planning and administration. It was left up to the individual participants as to how many phases they participated in. Within the three-year period participants could start the training at any phase, at the beginning of the construction, depending upon their past experience and skill level. No formal certification is obtained as part of this training program.

The first year of the program there were eight participants, with one woman as part of this team. In the second year, there were six participants. In the third year, there were ten participants, two of whom were participating in Phase 3 of the training. At each step of the construction process, the participants were walked through the requisite skills to complete the task. Trainers were individuals who had worked in the industry and developed their skills and were required to provide training to the membership. Information was shared using verbal explanations and demonstrations.

Explanations as to how a particular part of the process fit into the overall construction of a building was also shared in order to encourage participants to think about the completed project and to think and plan ahead.

Participants were given the opportunity to gain as much knowledge as they chose about the skills required in the construction industry. Their work contributed to providing houses and an Independent Living Centre that are all part of the Whitefish Lake First Nation.

### **Funding**

Funding for the salaries of the participants came from Gezhtoojig Employment. A participant's salary was based on attendance, experience and performance. The construction funds for the first year were obtained from a lender through the new demonstration program. The second and third year construction funds were obtained through CMHC's Section 95 program.

### **The innovation**

A major feature of the training was that individuals were encouraged to assume greater responsibility for work being done on the job site. Participants were encouraged to fill their workday by not only completing the task at hand but to plan ahead for the coming work days and take whatever steps would be required to get the work done in a shorter time frame. Communication on site was regular and consistent; when participants had demonstrated initiative their work was commended and if there were areas for improvement, these were identified and discussed. Participants were expected to demonstrate appropriate work habits; if they chose not to do this then they were asked not to return to the work site.

Another key component of the program was that the instruction was hands-on and practical, participants learned through working on construction sites within their community. Encouraging participants to share skills with others who had not developed the required skills for a particular aspect of the work fostered a teamwork approach at the construction site.

### **The outcome**

The training was initiated to respond directly to a shortage of skilled construction workers in the community. The carpentry/construction training started to address this need by creating opportunities for those who wished to develop skills in the constructions industry. Currently the Whitefish Lake First Nation has four skilled general workers who went through the training and can be called upon to work in the community should the need arise.

Over a three-year period the Carpentry–Construction Training Program contributed to the building of 17 houses and an Independent Living Centre. The community has benefited by having quality buildings and the construction was completed within or below budget and within the recommended time frame. The cost of building a house decreased by an average of \$40,000. It is believed that the training program, which encouraged participants to take greater responsibility on the job site, resulted in considerable savings in the overall number of person hours required for the labour component of the construction.

### **Yukon College - Videoconferencing (2001 and ongoing)**

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### **Instructional Methodology**

Yukon College offers videoconferencing training in ten College campuses throughout the Yukon Territories. Participants who can access the campuses and meet the requirements for each course are eligible to participate. A full spectrum of courses is offered using videoconferencing, from high school upgrading to university, college and certification courses. Accreditation is dependant on completing course requirements.

### **Background**

The college purchased two videoconferencing equipment units in 2001 and used them in pilot cases. After six months, it was decided to purchase eight more units and expand the program to include Yukon College campuses in Old Crow, Dawson, Mayo, Pelly Cross, Carmachs, Watson Lake, Teslin, Carcross, Haines Junction and Whitehorse. These campuses were chosen because the Yukon Territorial Government had installed sufficient broadcasting bandwidth in each community to serve the needs of a videoconferencing site.

### **The approach**

At each College campus, a site is set up classroom-style, complete with desks and chairs. Each videoconferencing site has a co-ordinator to help with any technological problems and to assist participants as they learn to use the technology. To use the videoconferencing equipment, students need only know how to turn on the video and use the remote control to increase or decrease the sound. The co-ordinator is there to provide technical support. They leave the classroom until they are needed and in this way do not unduly influence the group dynamics.

Courses are scheduled once a week in each community. The videoconferencing equipment is not visible to the student, thus lessening the potential to distract from the educational experience.

In addition, at each site during the course there may be a specialist—someone who is working or has experience in the particular field. For example, if the course being offered relates to Early Childhood Education, the specialist could be a child care worker. Métiers support the students at a local level by clarifying issues, suggesting resources and responding to questions. The métier is able to observe any problems the students may be having, such as a student feeling uncomfortable with the course material or negative interactions between students. The métier may or may not receive payment for their contribution.

The videoconferencing allows up to four communities to be linked at any one time so that they can interact visually and verbally with each other using the television screen. The television image can be divided into four; students will see and hear the teacher and participants at three other sites. The teacher will see all four sites on his/her screen. The optimum number of students is six per site. It is possible to have ten students but with this number, some of the personal connections such as being able to observe body language to gauge responses and reactions, is lost.

### **Funding**

Individuals taking regular courses offered by the College may be required to pay the college fee. Funding for a particular course, either in full or partially, is reliant upon who is sponsoring the course. For example, Health Canada may choose to sponsor a course about Home and Community Care, thus payment for the course would come from Health Canada. The videoconferencing equipment was purchased and installed by the Yukon Territorial Government.

### **The innovation**

The innovation is the use of videoconferencing equipment and technology to link ten Yukon College campuses, nine of which are in isolated communities. Using videoconferencing, students and teachers are encouraged to problem-solve together, using discussion-based learning methods. This encourages the students to be interactive and involved in the learning of the course material as opposed to focusing on the technological aspects. The videoconferencing technology allows teachers to incorporate other available technologies into their methodologies. For example, forms that students are required to complete can be filmed with a digital camera and shown to the students while the teacher gives step-by-step instructions. Videos relevant to the course can also be shown. Elders and other guest speakers who are located in each of the 10 communities can share simultaneously with up to three other communities, or a speaker can be videotaped and later shown to all participating communities.

### **The outcome**

In August 2002, a course on Home and Community Care was offered. The students' initial reaction to taking the course using the videoconferencing equipment was one of trepidation. Within weeks, however, the students began to feel comfortable enough that they took control of powering the equipment without the aid of the co-ordinator. In an evaluation of the videoconferencing, students confirmed the positive impact of the technology which allowed them to remain in their communities while, at the same time, have access to a number of different instructors with expertise in different aspects of the subject matter.

In preparing teachers to use the videoconferencing methodology, the College prepared a resource guide called *Videoconferencing instructor's tips*. The resource guide includes information on how to use the equipment, how to prepare for the sessions, how to explain the technology to students, establishing 'communication rules/manners. The videoconferencing equipment is now heavily booked and used by teachers as a teaching methodology to reach students in remote areas. Having access to the ten communities within the Yukon via videoconferencing reduces the overall costs of offering the courses.

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