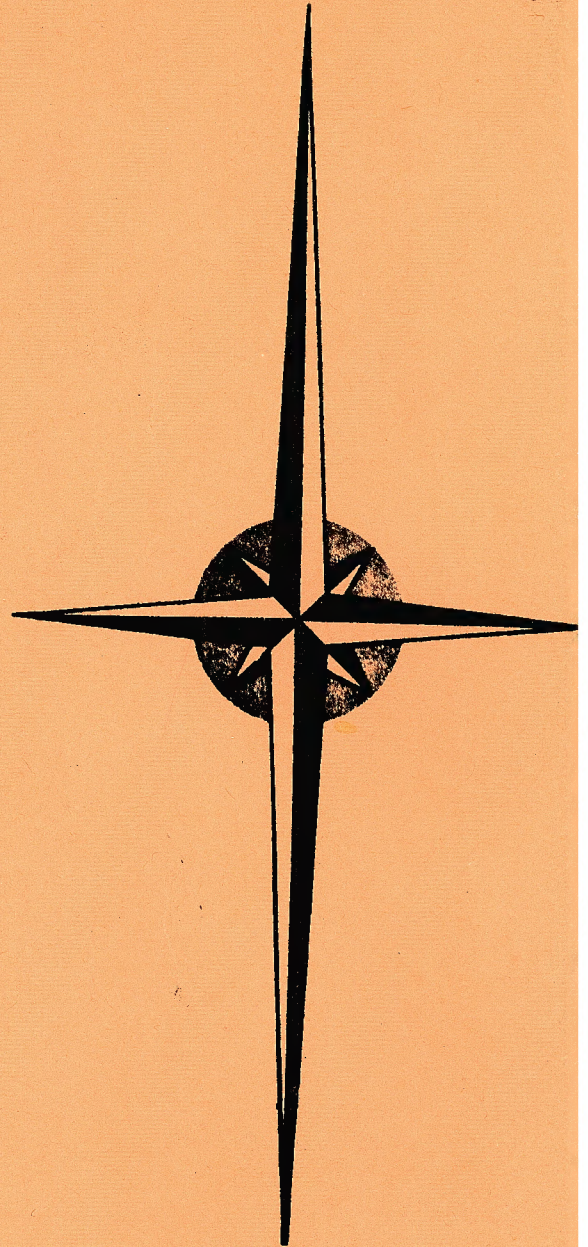


ADULT EDUCATION

**A REVIEW OF
NEWSTART RESEARCH IN
ALBERTA
NOVA SCOTIA
NEW BRUNSWICK**



Department of Indian Affairs
and Northern Development,
Education Branch

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Department of
Indian Affairs and
Northern Development



Ministère des
Affaires indiennes et
du Nord canadien

OTTAWA, Ontario. K1A 0H4
November 19, 1971.

Mr. A.D. Simpson,
Head,
Adult Education Section,
Education Branch.

our file notre dossier 1/25-16 (E9 & E7)
your file votre dossier

A Review of NewStart Research
in Alberta, Nova Scotia, and New Brunswick

The Adult Basic Education Consultant and the Social Education Consultant have completed a review of NewStart activities in Alberta, Nova Scotia, and New Brunswick. This includes observations, discussions, and information from printed reports. All programs have factors that should be valuable to the Department.

The new Brunswick NewStart Incorporated is in its second year of operation. The plans for the research, based on preliminary studies, were related to socio-economic conditions as they affect villages and people. *There has been no assessment of the projects to date.

The funding of Alberta NewStart Incorporated and Nova Scotia NewStart Incorporated by the Department of Regional Economic Expansion (DREE) expires December 31, 1971. Summary reports of the research should be available early in 1972.

This is an interim study based on limited information. The Adult Education Consultants will review publications of the research as received and prepare a supplementary report for distribution to Departmental field staff.

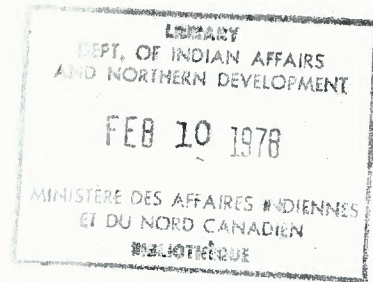
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and Northern Development,
Education Branch.



A REVIEW
OF
NEWSTART RESEARCH
IN
ALBERTA - NOVA SCOTIA - NEW BRUNSWICK

November 1971

Prepared by:

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FOREWORD

The Adult Education Consultants, Department of Indian Affairs and Northern Development, have combined their reviews of the Alberta, Nova Scotia, and New Brunswick NewStart programs. All programs have aspects which undoubtedly will be of value in the Department's work with Indian adults.

The Consultants appreciate the arrangements made by the Centres and the time given by staff to discuss the research plans and projects. Further information on the findings is anticipated with interest.

Less information was available from these three Centres than from Saskatchewan and Prince Edward Island NewStart. Separate reviews of the latter were prepared in August and October (1971) respectively.

November 1971

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SECTION I

ALBERTA NEWSTART INCORPORATED

INTRODUCTION

Alberta NewStart is a corporate body with a Board of five directors, funded by the Department of Regional Economic Expansion (DREE), Government of Canada. It is one of six autonomous corporations conducting experimental projects to test new ways of motivating, training, counselling, and employing severely disadvantaged people. This program known as the Canada NewStart Program, began in the Department of Manpower and Immigration in 1967 and was transferred to DREE when it was established in 1969. Each corporation bears the name of the province in which it operates. The research was limited by terms of reference to a four-year period. Alberta NewStart Inc. terminates December 1971. The Adult Basic and Social Education Consultants visited the Alberta NewStart Centre in November 1970.

Location

Lac La Biche, in northern Alberta, was selected as the headquarters and research centre for Alberta NewStart Incorporated. Four training units were operated for Indian and Metis couples. The location of these were: Kikino, Janvier Reserve, Fort Chipewyan and Fort McMurray. Training allowances have been paid by Canada Manpower Corporation. The participants in these programs are treated as employees; lateness and absenteeism are handled by counselling.

Lac La Biche originally served as a training unit until a new company, Pe-Ta-Pun Development Inc., was formed on February 4, 1970 following a local demonstration or sit-in of native people. This organization now operates the Lac La Biche Training Centre; Alberta NewStart provides assistance when requested.

The Research Pattern

The goal of Alberta NewStart Inc. was to develop, through education and organization, a research program by which disadvantaged Indian and Metis people could be trained to become self-supporting and enjoy a satisfactory standard of living. Materials and methods were tested, evaluated and revised. The Lac La Biche area was ideal for experimentation with the research concepts since it provided a range of disadvantaged communities.

Mobile family centres were established at:

- Kikino, a Metis Settlement
- Janvier, an isolated Indian Reserve
- Fort Chipewyan, a mixed community of Indian and Metis.

Fort McMurray was used as an extension to training and research.

Family groups, on completion of their training at the above centres, could elect to go to Fort McMurray.

Counsellors were first assigned to each mobile centre. This was changed and counselling was done through a team of five community counsellors based at Lac La Biche. This allowed a direct input into the research. There was also a counselling staff attached to the advanced training centre at Fort McMurray. Counselling was continued as a follow-up service when participants obtained employment. Native people were used as counsellors.

The research proposals were for evaluation of a combined program in:

- academic upgrading
- vocational training
- community development.

Target trainee characteristics are listed on the following chart.

TARGET TRAINEE CHARACTERISTICS (1969) *

	Age	No. & Sex		Total Number	Education **	Marital Status
Kikino	20 - 35	15M	15F	30	Level II	Married
Janvier	20 - 35	15M	15F	30	Level I	Married
Fort Chipewyan	20 - 35	15M	15F	30	Level I	Married
Lac La Biche	17 - 30	40M	40F	80	Level II - III	Single
Fort McMurray	17 - 35	80M	30F	142	Level I - III	Single
		16M	16F		Level I - III	Married

** Level I - Grades 0-4
 Level II - Grades 5-8
 Level III - Grades 8-+

The Grade level was determined by use of the Adult Basic Learning Examination (ABLE).

* 1968 Review and 1969 Proposal and Plan of Operation, Alberta NewStart Incorporated.

KIKINO MOBILE TRAINING CENTRE

The Kikino Mobile Training Centre, comprised of a series of trailer units, was located in a Metis settlement. Training commenced in February 1969 and accommodated 15 husband and wife teams who lived in their own homes. Transportation and lunch were provided at the Centre. Parents brought their below school-age children to the Centre's day nursery. Maintenance, kitchen, and day-care workers were hired from the community and trained on-the-job.

Homemaking classes were conducted in a special trailer equipped with the furnishings of a modern home. Each participant was assigned time to use the electric laundry facilities to do her family wash. Curtains had been made by the group. Sewing projects included garments for the family. Carpentry and other skills training courses for men had a practical application as some made kitchen cupboards for their new homes. In the Motor Mechanics Section, trainees worked on their cars and vehicles used at the Centre.

For the totally illiterate, the Basic Education Program, Mind Inc., proved inadequate. Supplementary materials and audio-visual aids had to be provided through the Language Skills Development Section. Mathematic skills were developed by correlating the instruction

with homemaking and shop work. A young Indian man was in charge of the upgrading program. He had a Grade XII education and communicated well with the people. He felt that he lacked the necessary professional training for the job; he had one month to become familiar with the materials and no training in methods and techniques.

As of November 1970, 24 couples had been enrolled in the program. Ten couples had transferred to Fort McMurray (Advanced Training Centre) and others expected to go in January 1971; two were placed directly in jobs, and five left the program.

While the program was not designed as a total community development project, there was evidence of considerable change in attitude toward community affairs. A community pasture project had been commenced, and 1,000 acres of land was being broken and seeded. Access roads were constructed and gravelled as part of the heavy equipment program at the Centre, under an agreement with the Provincial Government.

JANVIER MOBILE TRAINING CENTRE

Janyier Indian Reserve was selected because the community is isolated and is characterized by extreme social disorganization, apathy, and severe abuse of alcohol which results in frequent bouts of community drunkenness. Normal social controls did not exist; success was unacceptable and achievement unrewarded. Until the mobile centre was established at Janvier, the community lacked public services. The nearest telephone was 23 miles away over unreliable roads. Chartered aircraft was the main means of reaching the settlement.

These social and operational factors made recruitment and retention of staff a complex problem. In January 1970, the Janvier Centre was closed so that negotiations and discussions could take place between the people of Janvier and Alberta NewStart Inc.. The result was a formal agreement signed between Alberta NewStart and the community of Janvier committing both parties to the common aims and objectives of the program.

The Centre was reopened March 23, 1970. Special attention was given to the appointment of Indian persons to the staff. An Indian husband and wife team was selected; Mr. Woodward was put in charge of the Centre, and Mrs. Woodward made responsible for the literacy program at the Grade 5 - 7 level. All instructors and the supervisor of the Centre had a trainee who served as his '*shadow*' and was

assigned daily responsibilities. This '*shadow system*' operated with varying degrees of success.

After the reopening of the Centre, the group became more active in community affairs. A school lunch committee was formed and funds were obtained from Federal and Provincial Governments. Housing contracts were negotiated with the Department of Indian Affairs and Northern Development for Indian housing and with the Alberta Department of Social Development for Metis housing. A garden committee was formed, but only one garden was planted in 1970. An old school building was converted into a community hall. Two horse-drawn buses were built and operated daily. Playground equipment was made. The Provincial Government and the Department of Indian Affairs and Northern Development were petitioned for assistance in obtaining telephone communication. Electric power secured for the Centre had been extended to homes in the community. The supervisor reported a noticeable change in the attitude of participants toward strangers visiting the Centre. They communicated more freely, asking questions and giving information.

Janvier, like Kikino, had a day-care Centre with 45 pre-school age children attending. They were separated into two groups:

- the infants and toddlers
- the three to five year olds.

Box-like beds had been constructed for rest periods; these could be stacked when not in use. The male participants took literacy and other training during the morning sessions, and worked on the construction of small two-bedroom houses for Metis in the afternoon. (Some families had 10-15 children living at home.) The women had practical classes in the morning and attended literacy class in the afternoon.

A total of 21 families were enrolled at the Centre; three were terminated, two left voluntarily, and two transferred to Fort McMurray. Single people or one-parent families were not excluded from the program. Because it was a family concept, curriculum included basic literacy or academic upgrading, homemaking, vocational training and life skills.

When the standard commercial materials were used to introduce English as a second language the Indian and Metis people who spoke Chipewyan in their homes made little progress. Alberta NewStart made a study of the Chipewyan language to determine the sounds common to both Chipewyan and English. It was found that "S" was used most frequently in Chipewyan; there were only 19 sounds common to both languages. A literacy course based on the Chipewyan language was developed, called '*English With Ease*'. At the time the Consultants visited the Janvier Mobile Unit, the program was in the initial stages of testing. No evaluation has been received; the

Director of the NewStart Centre has indicated that the revision of this course and the production of supplementary materials has taken longer than was anticipated.

FORT McMURRAY TRAINING CENTRE

The NewStart Training Program at Fort McMurray was an experience in community living and adapting to training in a provincial vocational centre. In November 1970, there were 15 husband and wife teams who had received training at one of the mobile centres, had reached at least Grade 6, and were interested in relocation. These began a series of programs designed for the family group. Men and women wishing specific occupational training and/or academic upgrading received training at the Alberta Vocational Centre.

Alberta NewStart owned and operated 16 three-bedroom houses integrated with regular community housing. Thirteen of these houses were used as living accommodations for the families, one as a recreational centre, another as a day-care centre for pre-schoolers, and the third as an office for the counselling staff of married couples. School-age children were placed in the regular school system. The married women's training related to living in the new homes and communities. The majority of the instruction was in the participants' homes through group meetings, demonstrations and discussion. Individual instruction was given during home visits by the counselling staff.

The counselling service was designed to assist husbands and wives to acquire the skills and confidence to perform the social roles that would be expected of them as citizens in an urban community. A staff of two full-time and four part-time counsellors was employed. These were all Indian women with no formal counselling training. They all had first-hand knowledge of the adjustment problems relating to education and living in a white community.

A one-week orientation counselling program familiarized the families with schools, shopping facilities, location of hospitals, clinics, restaurants, theatres, parks, and libraries, as well as introducing them to their neighbours and other families who had participated in the program. Counsellors visited the homes in the evenings to discuss mutual problems concerning the family group and to reinforce the philosophy that the total training process was a family affair. The counsellors' participation and roles diminished as the families demonstrated increased independence.

Of the fifteen families that had passed through the Centre, five men, heads of families, were employed in Fort McMurray. Ten families had their training terminated due to poor adjustment or wishing to return to their home communities.

A second group composed of 34 single Indian and Metis women was receiving training at the Alberta Vocational Centre. These young

women lived at '*Cedar Lodge*' where a staff of five was responsible for the operation of the dormitory and the counselling. The main office of the Centre was in a trailer located close to the single women's dormitory.

SUMMARY AND COMMENTS

There was a considerable change of staff during 1969-70. This was due to a lack of understanding of the research factor, and frustration caused when testing materials and methods with people who had little formal schooling and almost no communication skills. An additional factor, especially in the Mobile Centres, was the isolation experienced by the staff. Few had any knowledge of the cultural background of the Indians and Metis and could not adapt the commercially-prepared materials to their needs.

At headquarters (Lac La Biche) there were eight senior officials with the necessary support staff of typists, writers, artists, layout and printing personnel. In addition to the Executive-Director and Secretary-Treasurer, there were Directors of Operations, Research, Program Planning, Program Evaluation, Placement and Personnel, and Community Counselling. Whenever possible, native people were used both at headquarters and in the mobile centres as counsellors, instructors, and support staff.

Each section listed recognizable objectives, teaching aids, exercises for participants, suggested methods of presentation, and clearly stated procedures. Evaluation techniques were outlined for both the participants and the instructor.

Adult Basic Education in the mobile training centres was at the 0-6 level. It was found that there was nothing simple enough for participants with little or no schooling. An experimental course was initiated by the Program Planning Department in answer to specific needs of these adult learners. Cree and Chipewyan languages were studied to determine the letters which were common to the English language, and the frequency with which they occurred in the native languages. Simple words relating to the Indian way of life were listed and support materials developed. These included numerous transparencies for use with the overhead projector. Simple stories on real-life experiences were developed with the assistance of a native person (Alex Janvier). Exercise drill books and writing guidebooks were part of a package program. These materials were being tested. Changes were being made in the format featuring a number of separate booklets rather than the one-book concept. The size of letters in the initial design was uniform. Larger letters (3/4") were being used in the books introducing reading; the size was decreased for each level of achievement.

Early in the program, the need for materials to prepare the participants to meet day-to-day problems became apparent. This led to an instructor's guide for a life skills program on such topics as government, conduct of meetings, health, handling money, laws, awareness of family and community problems, employment and work adjustments, recreation and social planning. Support materials were being developed for these topics.

The Alberta NewStart programs embodied the total family group. The reason for this was based on previous experience of staff in working with Indians and Metis. Frequently husbands had been enrolled in training which was conducted off the reserve; the dropout rate was extremely high when they were separated from their families. It was also found that the wives were reluctant to move from the reserve to places with different cultural values where employment opportunities were more readily available.

"The basic researchable principles upon which Alberta NewStart's program was planned were that:

- 1. Basic life skills and vocational skills development should be initiated in the environment familiar to each individual and preferably in his own community.*
- 2. The family should be considered as the integral part and focus for development programs.*
- 3. The training environment should embody the conditions found in industry with regard to employer and employee expectations.*
- 4. The recognition that learning and change is a gradual process requiring a sequence of training experiences leading to assimilation of necessary social and occupational skills." **

* Alberta NewStart Inc. - Proposal and Plan of Operation, 1969.

Substantial emphasis on personal, social, and community skills development was evident at all centres visited by the Adult Education Consultants. For example, a husband and wife trainee team was sent to Edmonton to drive the Consultants to Kikino and Lac La Biche as a learning experience. The Consultants were not aware of this until they reached Kikino where staff were interested in their performance. The husband had been severely handicapped by his lack of education and self-confidence. He had progressed from 0-6 academic level. Both husband and wife were at ease and had conversed freely during the trip. They discussed the training program, local affairs, and told how they had elected to accept advanced training at Fort McMurray.

Factors that seemed incidental to staff surfaced during the training programs as families were faced with making adjustments. It was found that further basic life skills training was essential as well as increased understanding of group processes, work adjustments, and community attitudes.

Since the programs were designed for Indians and Metis, the research will be of special interest to the Department of Indian Affairs and Northern Development. It is expected that Alberta NewStart Inc. will make their findings available prior to the termination date, December 1971. The Adult Education Consultants will review the information and prepare a supplementary report.

SECTION II

NOVA SCOTIA NEWSTART INCORPORATED

INTRODUCTION

The Nova Scotia NewStart Incorporated was concentrating on applying the DACUM learning system - Developing A Curriculum - to train underprivileged adults in Yarmouth County when the Adult Education Consultants, Department of Indian Affairs and Northern Development, visited the Centre in March 1971. DACUM is an exciting experiment in self-directed learning.

Preliminary studies and programs resulted in 39 projects of various lengths being undertaken to determine how to overcome the problems of the disadvantaged in Yarmouth County. The findings justified developing the DACUM system in four major areas:

- basic mathematics
- basic communications
- functional literacy
- life skills.

The Nova Scotia Department of Education recognized the work of Nova Scotia NewStart Incorporated in applying DACUM to literacy problems. Three of its staff were in Yarmouth developing '*a systems analysis technique to defining the behavioural skills of the full area of literacy*', under the direction of the DACUM consultant. This resulted in a '*Literacy Training Analysis Chart*' which is now being tested by the Nova Scotia Department of Education in new functional literacy programs for adults.

NOVA SCOTIA NEWSTART INCORPORATED

Background Information

Nova Scotia NewStart Incorporated was one of the original four commenced in 1967. From 1967 to October 1969 time was devoted to locating staff and building the organization as an action-research team. Exploratory projects were conducted in counselling and training adults as demonstrations to fill gaps in the manpower development services available to disadvantaged persons.

A study by Philco Corporation* in 1967 resulted in Yarmouth County being chosen as the headquarters for Nova Scotia NewStart Inc. Yarmouth County was considered as a distressed area and there was a need for developing training programs which would change the characteristics of the labour force. A second study prepared in May 1968 by James Jackson and Associates* showed:

- total population of Yarmouth County 23,552
- number over 12 years of age interviewed 14,900
- heads of households interviewed 5,800

* *"Study of Models and Analytical Techniques in Support of Canadian NewStart Program,"* Philco Corporation, 1967.

Approximately 20 percent (1,510) of all males (7,415) 13 years of age and over were employed directly in the fishing industry; many others were in fishing-related industries. A stratified weighted sample of 119 fishermen - engineers, captains, mates, line and net fishermen, scallop draggers, Irish mossers, able and ordinary seamen - answered a questionnaire which covered housing, work, attitudes toward fishing and future prospects, methods of entry into fishing, type of vessel, economic ambitions, previous job history (fishing and non-fishing), unemployment history, job history of family, attitude and knowledge of the NewStart Corporation.

Life patterns of the disadvantaged were studied by an extensive questionnaire consisting of over 200 multiple items collected by personal interview. Information related to the following:

- perception of neighbourhood social and economic status,
- life conditions that result in economic success and satisfaction,
- identification of community leaders,
- community and social agency usage,
- attitude and participation in:
 - leisure activities,
 - religion,
 - education,
 - community life,
- diet,
- shopping habits,
- home life,
- degree of satisfaction with life in the neighbourhood.

One outcome was a better understanding of how maternal attitudes were related to the disadvantaged. There was considerable evidence

that the mother's attitude was a significant factor in school success and subsequent occupational achievement. Programs were needed to develop a more positive approach towards education and employment.

Social Science Research

Following preliminary studies and surveys a wide range of projects were designed under four major headings;

- Context Analysis Studies to provide information about problems of socio-economic concern:
 1. Psycho-Social-Educational Study
 2. Females in Yarmouth County
 3. Program Tactics in a Social Development Project
 4. Social and Community Agencies Study
 5. Analysis Economic Opportunities Survey Data
 6. Analysis Human Resources Survey Data
 7. Follow-up Study of Persons Involved in NewStart Interventions
 8. Context Analysis of a Disadvantaged Neighbourhood and Constraints on Social Development Program Components
 9. Life Patterns of the Disadvantaged
 10. Career Patterns of Fishermen.

- Research and Development Projects designed for the development of products for the solution of educational, training, and social problems:
 - 11. Adult Literacy Training
 - 12. Dacum Process of Curriculum Development
 - 13. Personalized Adult Basic Education.
- Demonstration Projects intended to meet deficiencies in manpower development and utilization services:
 - 14. Fisheries Information Centre
 - 15. Utilization - Occupational Training Information and Study Centre
 - 16. Crafts Training, Production, and Marketing for Handicapped
 - 17. Servicing the Octopus in the Cellar and Other Units
 - 18. Ship and Shore
 - 19. Point-of-Contact
 - 20. Counselling, Recruitment, and Motivation
 - 21. On-The-Job Training
 - 22. Social Development
 - 23. Occupational Training Information and Study Centre
 - 24. Housekeeper/Homemaker Training.
- Conceptualization Studies designed to introduce new concepts and ideas in the human resource field for further testing and development:
 - 25. Residential Folk School for Adult Prevocational Training
 - 26. The NewStart Experiment: Prospects for the Future

27. Atlantic Centre for Applied Social Science Research
28. Behaviour Technology and Human Resources Development
29. Surveys, Program Design, and Evaluation in Action-Research
30. Evaluation: Nova Scotia NewStart Inc..
- Miscellaneous:
 31. A Plan for Action Research in Human Resources Development
 32. Economic Opportunities Survey of Yarmouth County
 33. Human Resources Survey of Yarmouth County
 34. The Canada NewStart Program: A Critique Based Upon Early Experience.*

This makes a total of 34 projects which were being undertaken and reports were to be made available between September 1970 and the termination date, December 1971.

When the NewStart Corporations were in the planning stage, DACUM, a new approach to Developing A Curriculum was suggested by the Department of Manpower, the funding agency at that time. The Nova Scotia NewStart Inc. staff felt the DACUM approach would be useful in developing programs for disadvantaged adults.

* Abstracts of Reports, September 1970, Nova Scotia NewStart Inc.

DACUM

Nova Scotia NewStart accepted the principle of DACUM - Developing A Curriculum - a learning system which permits each individual to plan for his own goal attainment. The DACUM system involves expertise to define the skills required. A set of learning materials is assembled for each skill; these include books, pamphlets, clippings, films, filmstrips, audio tapes, video tapes, and still pictures.

Curricula so developed are based on terminal behavioural objectives. The primary concern is with providing a system that will encourage self-initiation of learning and self-evaluation. Testing and counselling are used to determine the entry skill and to develop '*personalized*' programs to permit trainees to enrol at their convenience, proceed at their own rate, and concentrate on those parts of the program which they need.

The DACUM process was tested in on-the-job, housekeeping, crafts, and fishing training programs. A DACUM chart has been developed for a school of nursing. DACUM is being utilized in a personalized basic education program, and in a two-year career-oriented course at the technical institute level in a community college where it is known as STEP (Self-Training Evaluation Process).

* According to Nova Scotia NewStart the DACUM process "will not work in a traditional environment of tests, authoritarian instruction, and rigidly-structured sequencing of activities, as these require group techniques and the DACUM process will work well only in a self-directing learning environment. It requires and promotes an environment long considered by many educators to be favourable to optimum conditions for learning:

- replication or reasonable simulation of the job situation, in which trainees encounter "real" problems and have the tools, equipment, and materials available to solve them,
- a curriculum that is a description of terminal behaviour after completion of training,
- a self-determining or self-directing attitude toward learning,
- a program completely individualized to accommodate and take advantage of individual differences in adult learners,
- trainee selection of goals and sequencing of activities,
- trainee evaluation, and promotion of confidence in this evaluation by avoiding imposition of instructor's evaluation,
- evaluation based on performance rather than on retention of information for test purposes,
- avoidance of necessity to continue program learning for skills already acquired." *

* DACUM, Nova Scotia NewStart Inc.

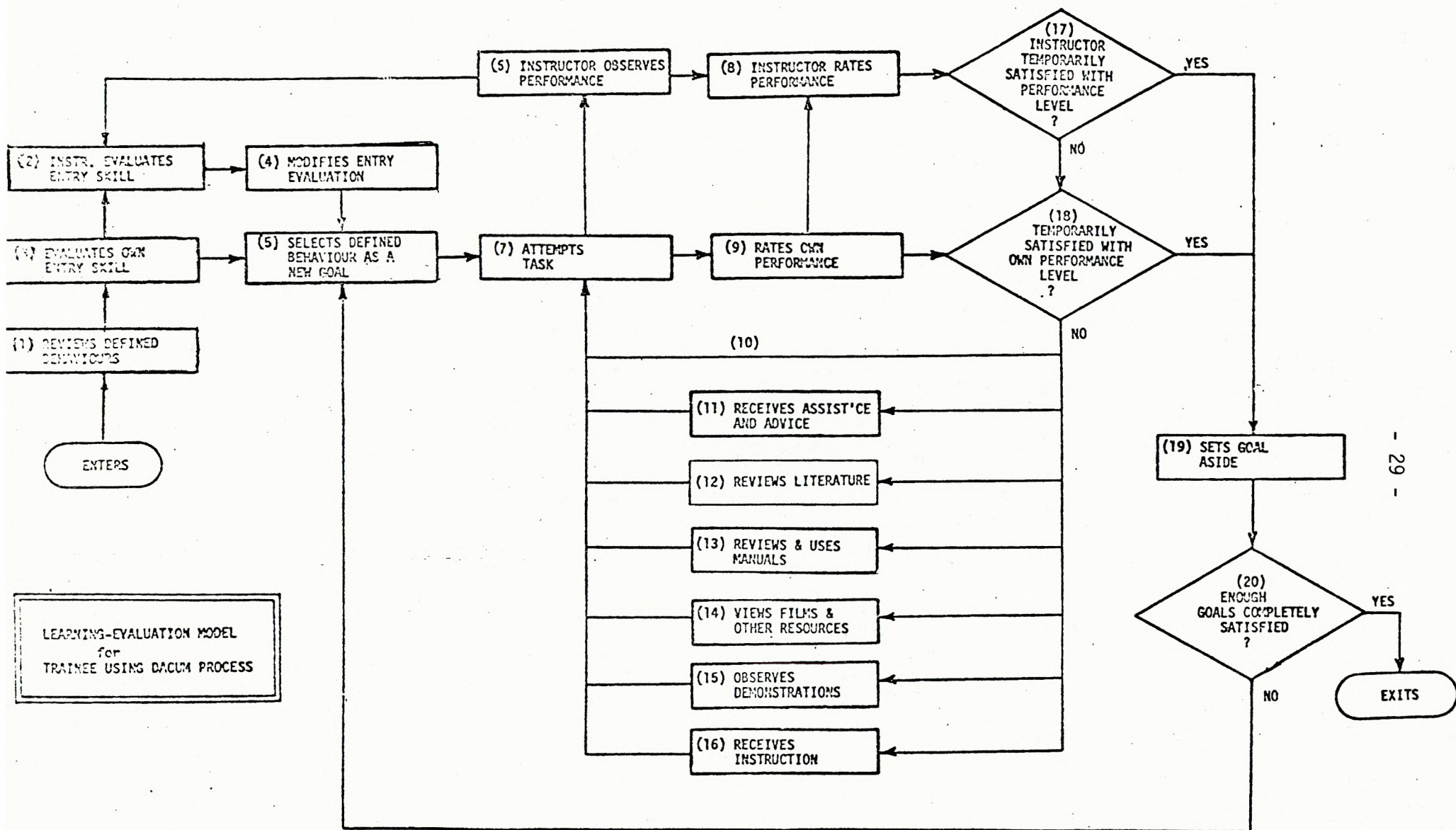
The Role of the Instructor

The instructor functions in a supporting role. His activities are directed in response to the trainee's initiative. He may assist the trainee in finding solutions to problems and may direct him to resources. More than one instructor may be involved with the trainee; all share in the rating process and in the maintenance of his master DACUM chart.

Trainees and the DACUM System

To place each trainee at his functioning level a committee considers his background, his objectives, his opportunities for employment, and his ratings on educational tests. His program is personalized as indicated in the Learning-Evaluation Model for Trainee Using DACUM Process. (See chart*, page 29)

* DACUM Approach to Curriculum and Evaluation in Occupational Training at Nova Scotia NewStart Inc., Robert E. Adams, August 1969.



DACUM Approach to Curriculum and Evaluation in Occupational Training
at Nova Scotia NewStart Inc., Robert E. Adams, August 1969.

DACUM Models

Three charts show the DACUM models developed by Nova Scotia NewStart for specific programs in:

- basic mathematics, (See page 31)
- basic communications, (See page 32)
- life skills training. (See page 33) *

A DACUM model with supporting '*Learning Activity Batteries*' or multi-media kits must be prepared for each training program. The trainee uses only the parts necessary to achieve his goals; on his personalized chart he records the dates he completed the sectors of his program.

A diagnostic chart was used to record individual difficulties in skill development and to maintain a record of the action taken and the results. (See page 34)

* "*An Experimental, Personalized, Pre-Vocational, Adult Basic Education Program*", Project 320, 1970, Nova Scotia NewStart Inc.

A 15

MULTIPLY & DIVIDE
COMBINATIONS OF
PLUS & MINUS
VALUES

9

COMPUTE VALUE
OF UNKNOWN

B 10

TRANSPOSE FORMULA
TO ISOLATE
UNKNOWN

B 11

SEEK OUT & APPLY
PRECEDENTS FOR
UNCOMMON PROBLEMS

10

ESTABLISH
AVAILABLE
RESOURCES

C 11

ESTABLISH INPUT
REQUIRED

C 12

ESTIMATE
SHRINKAGE & OTHER
CONTINGENCIES

C 13

FORECAST
INCOME

C 14

ESTABLISH LIMITS
& BUDGET
EXPENDITURES

D 5

QUALIFY ACCURACY
OF MEASUREMENTS
& CALCULATIONS
IN DESCRIPTIONS

D 6

COMMUNICATE
CONCEPTS USING
SYMBOLIC OR NUMERICAL
FORMULAS

D 7

COMMUNICATE
CONCEPTS
USING GRAPHS

D 8

COMMUNICATE USING
SIMPLE DESCRIPTIVE
STATISTICS

E 8

DETERMINE & ADD
OR SUBTRACT
CORRECTION CHART
VALUES

F 6

CONVERT NUMBER
& COUNTING
SYSTEMS

F 7

CONVERT
MEASUREMENT
SYSTEMS

G 7

CONVERT & SOLVE
MULTIPLE OPERATION
FORMULAS USING
SLIDE RULE

G 8

ESTABLISH VALUES
OF CONSTANTS &
FUNCTIONS USING
SLIDE RULE

H 9

READ INSTRUMENTS
OR COUNT UNITS
& CONVERT TO
OTHER UNITS

H 10

READ, INTERPRET,
& CONVERT
READINGS OF
FLOW

I 4

SPOT CHECK
CALCULATIONS
WITHIN A SERIES
OR SYSTEM

J 9

ESTIMATE DISTANCE,
VOLUME, AREA,
TIME, SPEED,
DIRECTION

J 10

DETERMINE
ACCURACY OF
RESULT REQUIRED

J 11

CONVERT UNITS
WITHIN SYSTEMS
TO MANAGEABLE
UNITS & ROUND OFF

J 12

SELECT & APPLY
RULES OF THUMB
TO ESTIMATE &
VERIFY SOLUTIONS

CONVERT
UNITS
OFF

PERFORM BASIC
MATH COMPUTATIONS

RECOGNIZE & APPLY
MATH TO PROBLEMS

PLAN, ACCOUNT &
CONTROL USING MATH

COMMUNICATE
USING MATH

INTERPRET TABLES,
DATA, GRAPHS

CONVERT MATH
SYSTEMS

USE CALCULATING
DEVICES

MEASURE WITH
INSTRUMENTS & MATH

AUDIT, CHECK
& VERIFY

ESTIMATE & PERFORM
RAPID MENTAL CALCULATION

DIAGRAM CHART
FOR
BASIC MATHEMATICS
IN A PERSONALIZED ADULT BASIC EDUCATION ENVIRONMENT

A-13
EVALUATE TONE & EMPHASIS FOR HIDDEN MEANINGS OR INFERENCES

A-14
CRITICIZE SPECIFIC STATEMENTS OR IDEAS TO PROMOTE CLARIFICATION

LISTEN TO & INTERPRET ORAL MESSAGES & COMMUNICATION

B-14
GIVE ORAL INSTRUCTIONS FOR ACTION

B-15
PRESENT PROPOSALS & ALTERNATIVES

B-16
ADJUST TONE OF VOICE TO REINFORCE PURPOSE

PRESENT ORAL MESSAGES & COMMUNICATION

C-13
COMPARE STATEMENTS & INFORMATION TO OTHER SOURCES TO DETECT BIAS

C-14
EVALUATE SOURCE OF WRITTEN COMMUNICATION TO CONFIRM VALUE & AUTHORITY

C-15
PROOFREAD FOR SENSE & ACCURACY

READ & INTERPRET WRITTEN MESSAGES & COMMUNICATION

D-19
WRITE ACTIVITY, PROGRESS & ACCOMPLISHMENT REPORTS

D-21
PREPARE ACCIDENT & OTHER EVENT REPORTS

D-23
PREPARE JOB OR ROLE DESCRIPTIONS OR SPECIFICATIONS

PREPARE WRITTEN MESSAGES

D-20
PREPARE EVALUATION REPORTS

D-22
PREPARE CODED MESSAGES

APPLY NON-VERBAL COMMUNICATION TECHNIQUES

E-5
DIRECT ATTENTION TO MEANINGFUL OBJECTS TO SUPPORT COMMUNICATION

E-6
IDENTIFY & REMOVE DISTRACTIONS TO ORAL MESSAGES

COMMUNICATE EFFECTIVELY IN WORK & OTHER ROLES

ICIT EXPLORATION & ALTERNATIVES TO INDUCE ACCEPTANCE OF OWN POSITION

F-10
COMMUNICATE FORCEFULLY WHEN SITUATION OR ROLE DEMANDS

F-11
EXPLAIN OWN FEELINGS & SITUATION IN RELATION TO ROLE

COMMUNICATE USING INTERPERSONAL SKILL

G-9
EXHIBIT CONFIDENCE WHILE COMMUNICATING

G-10
MAINTAIN POSITIVE APPROACH IN COMMUNICATION

USE COMMUNICATION DEVICES & SYSTEMS

H-14
CONSTRUCT FORMS FOR COMMUNICATION OF INFORMATION

H-15
SKETCH FLOW OR CONCEPT DIAGRAMS WHILE DESCRIBING

H-16
PREPARE FLOW DIAGRAMS

UTILIZE INFORMATION SYSTEMS & RESOURCES

I-11
PRONOUNCE WORDS USING PHONETIC SYMBOLS IN REFERENCES

I-12
IDENTIFY KEY WORD, SYMBOL OR CATEGORY TO LOCATE INFORMATION

DACUM CHART FOR

BASIC COMMUNICATION

IN A PERSONALIZED ADULT BASIC EDUCATION ENVIRONMENT

NOVA SCOTIA NEWSTART INC.

March 1970

A8

DEVELOP & MAINTAIN
OUTDOOR LIVING
ENVIRONMENT

MAINTAIN LIVING
ENVIRONMENT

B10

MAKE JOINT
PURCHASING DECISIONS
WITH OTHER
FAMILY MEMBERS

B11

MAKE FAMILY
DECISION HOW & BY
WHOM FINANCES
WILL BE MANAGED

LEAD A CONSTRUCTIVE
HOME LIFE

C3

COMMUNICATE,
DISCUSS & IMPLEMENT
COMMUNITY
ACTION

C4

RECOGNIZE &
ACCEPT CIVIC
RESPONSIBILITIES

PARTICIPATE & FIT
INTO COMMUNITY

D10

ANALYZE WHEN
SOCIAL INVOLVEMENT
IS LONGER
EFFECTIVE OR NEEDED

D11

CONTINUALLY EVALUATE
POTENTIAL OF THE
JOB & PLAN
PERSONAL CHANGE

D12

RECOGNIZE & EVALUATE
OWN IMPACT ON
OTHER WORKERS

D13

EXPRESS PERSONAL
& JOB NEEDS
TO OTHERS TO
PROMOTE CHANGE

D14

DETERMINE EFFECTIVE
CHANNELS FOR
AIRING BEEFS &
CONSTRUCTIVE IDEAS

D15

IDENTIFY, EVALUATE
& HELP ESTABLISH
GOALS OF THE
ORGANIZATION

D16

USE EFFECTIVE
JOB LEAVING
TECHNIQUES

LEAD A CONSTRUCTIVE
WORKING LIFE

IDENTIFY & PLAN
OF
NET SURPLUS

E10

PLAN FOR &
MANAGE VACATIONS
& LEISURE ACTIVITIES

E11

EVALUATE COSTS OF
SERVICES & RETURNS
FROM INVESTMENT
IN FINANCIAL INST'NS

MANAGE PERSONAL
FINANCES

F8

PLAN PURCHASING TO
COINCIDE WITH SALES,
SEASONAL AVAIL. &
CRITICAL NEED

F9

SEEK & ANALYZE
ADVICE ON
MAJOR PURCHASES

F10

ESTABLISH RELIABLE
CONTACTS FOR
MAJOR PURCHASES

BE A WISE
CONSUMER

G5

DETERMINE &
INTERPRET PURPOSE
& EVALUATION OF
SOCIAL ORDER

G6

RECOGNIZE CHANGE
IN SOCIAL ORDER &
EVALUATE ITS CAUSE
& IMPLICATIONS

G7

RECOGNIZE & EXPRESS
INEQUALITIES IN
SOCIAL CONTROL

G8

OVERCOME BLOCKAGES
TO EXPRESSION OF
VIEWS & CHANGE IN
SOCIAL ORDER

PRACTICE & CONTRIBUTE
TO SOCIAL ORDER

H6

EXPRESS NEEDS
& SEEK
SERVICES ADVICE
FROM OTHERS

H7

SEEK OUT & USE
CONSUMER
PROTECTION
SERVICES

USE COMMUNITY
RESOURCES & SERVICES

I10

IDENTIFY &
MAINTAIN SIGHT
OF GOALS

I11

EVALUATE &
MODIFY GOALS
& LEVELS OF
ASPIRATION

I12

EVALUATE &
ACCEPT MODIFIED
OR DIFFERENT
REWARD SYSTEMS

I13

EVALUATE NEEDS &
ALLOCATE TIME &
ENERGIES TO JOB &
OTHER ACTIVITIES

I14

SEEK OUT, ENROL &
PARTICIPATE IN LEARN-
ING ACTIVITIES THAT
MEET PERSONAL NEEDS

CONTINUALLY CHANGE
& DEVELOP

J10

EVALUATE EFFECTS OF
2K OF PERSONAL
SANITNESS & MAINT'N
SANITNESS ROUTINE

J11

RECOGNIZE COMMUNI-
CABLE DISEASE &
PRACTICE CONTROL
OF SPREAD

J12

MAINTAIN PROPER &
ADEQUATE SEXUAL
RELATIONSHIPS &
ATTITUDES

J13

IDENTIFY PERSONAL
NEEDS & INTERESTS TO
PLAN LEISURE
TIME ACTIVITIES

J14

IDENTIFY RANGE OF
POTENTIAL BENEFITS
OF LEISURE
TIME ACTIVITIES

J15

RECOGNIZE & IDENTIFY
PERSONAL ABILITIES
& POTENTIAL
FOR ACTIVITIES

MAINTAIN PERSONAL
WELL-BEING

K9

INTERPRET &
FILL OUT
FORMS

K10

WRITE PERSONAL
& BUSINESS
LETTERS &
TELEGRAMS

COMMUNICATE
EFFECTIVELY

L8

ALLOCATE &
ESTIMATE AREAS,
DIMENSIONS &
DISTANCES

L9

SELECT & USE MATH
TOOLS FOR LIFE
PROBLEMS INVOLVING
MEASURES & NUMBERS

USE MATH
EFFECTIVELY

"DACUM" CURRICULUM
LIFE SKILLS TRAINING

N.S.N.S. DIAGNOSTIC CHART
for
INDIVIDUAL DIFFICULTIES IN SKILL DEVELOPMENT

Trainee: _____ I.D. #: _____ Date: _____

Skill: _____

PLACE A CHECK BEFORE EACH LEARNING PROBLEM SYMPTOM PERCEIVED IN TRAINEE

- | | |
|---|---|
| <input type="checkbox"/> lack of knowledge of nature and scope of task | <input type="checkbox"/> is convinced he is unable to master the skill |
| <input type="checkbox"/> lacks skill in obtaining relevant knowledge | <input type="checkbox"/> has reached limit in developing this skill |
| <input type="checkbox"/> lacks skill in obtaining assistance | <input type="checkbox"/> demonstrates reluctance to being involved in applications of the skill |
| <input type="checkbox"/> lacks skill in applying knowledge and concepts to task | <input type="checkbox"/> doesn't relate well to those who could help |
| <input type="checkbox"/> doesn't grasp concept underlying the task | <input type="checkbox"/> reacts against authority, information and advice |
| <input type="checkbox"/> has not identified a meaningful problem | <input type="checkbox"/> easily distracted from learning task |
| <input type="checkbox"/> cannot communicate about his problem in relation to this skill | <input type="checkbox"/> tends to accept negative attitude of others |
| <input type="checkbox"/> cannot maintain attention on task | <input type="checkbox"/> is influenced by external problems and situations |
| <input type="checkbox"/> doesn't demonstrate perseverance in developing skill | <input type="checkbox"/> appears to be tired and listless |
| <input type="checkbox"/> doesn't initiate search for information and assistance | <input type="checkbox"/> appears to be in poor health |
| <input type="checkbox"/> has not performed task often enough | <input type="checkbox"/> |
| <input type="checkbox"/> doesn't spend enough time in learning | <input type="checkbox"/> |
| <input type="checkbox"/> has not applied skill in variety of tasks | <input type="checkbox"/> |
| <input type="checkbox"/> overrates own ability and underrates effort required | <input type="checkbox"/> |

General Diagnosis: _____

Additional Comments: 1. _____
2. _____
3. _____

Signed: _____

ACTION TAKEN	RESULTS
1.	
2.	
3.	

Signed: _____ Date: _____

Measuring Skill Achievements

Each skill on the DACUM chart is defined in terms of observable behaviour. Trainees rate themselves and are rated by instructors or employers. The following chart is used for basic mathematics and basic communication. Level 3 is the baseline. See page 47 for life skills chart.

Can perform this task with more than acceptable speed and quality, with initiative and adaptability and can lead others in performing this task.	6
Can perform this task with more than acceptable speed and quality and with initiative and adaptability to special problem situations.	5
Can perform this task satisfactorily without supervision or assistance with more than acceptable speed and quality of work.	4
Can perform this task satisfactorily without assistance and/or supervision.	3
Can perform this task satisfactorily but requires periodic supervision and/or assistance.	2
Can perform this task, but not without constant supervision and some assistance.	1
Cannot perform this task satisfactorily for participation in a work environment.	0

Value of the DACUM Process

The value of the DACUM process was summarized as follows:

- immediate feedback of results to the trainee,
- immediate analysis of program strengths and weaknesses,
- positive communication between instructor and trainee,
- self-evaluation by the trainee,
- self-planning and goal-setting,
- an interesting, efficient, and practical, yet unstructured, learning environment,
- onus for evaluation and qualification on the trainee,
- positive relationship between training evaluation and the type of evaluation normally made by employers,
- cumulative approach to achievement (the DACUM process will not allow negative or downward evaluation unless trainee and instructor agree that a previous evaluation was in error),
- an entry measure which takes into consideration the trainee's previous training and experience and allows him to proceed from his own appropriate point of departure. *

According to Robert E. Adams, Occupational Consultant, the DACUM system takes the emphasis off teaching and places it on learning.

Students are referred to as '*learners*' and teachers as '*instructors*'.

* DACUM, Nova Scotia NewStart Inc.

ADULT BASIC EDUCATION PROGRAMS

The following brief description of Adult Basic Education programs was prepared by NewStart staff in March 1971. Quote:

"A. Methodology and Evaluation in Communication Training:

The purpose of this project was to test the effectiveness of the E.D.L.* Learning 100 Laboratory at all levels. A group of fifteen working adults, who tested between 0 and 8 on the W.R.A.T. reading test, attended three two-hour evening classes per week, for a total of 120 hours. They were divided into three groups according to reading achievement. Each trainee received \$3.00 per session.

The illiterate group showed little progress even after re-cycling on the low level materials. Five of them continued on a volunteer basis for an additional 80 to 100 hours working with the E.D.L.* laboratory plus a phonics supplement.

"B. Ad Hoc Adult Upgrading:

This project was conceived as a drop-in intervention for unemployed adults wishing upgrading. Initially it was strictly voluntary with no training allowances. Most of those taking part were drawing unemployment benefits. With expiring benefits and some Manpower referrals this project evolved into a five-hour per day intervention with the trainees drawing O.T.A.* Additional intake from Nova Scotia NewStart On-The-Job Training Project brought the peak trainee involvement to 16.

The lecture method constituted the major training methodology in Math and Science with the E.D.L. Learning 100 Laboratory being the major component for the teaching of reading.

All trainees were males in their twenties.

* E.D.L. - Educational Developmental Laboratories

* O.T.A. - Occupational Training Allowances

"C. Pre-Vocational Orientation and Upgrading for Recent School Leavers:

This was a six-month course combining counselling and upgrading with upgrading occupying the greater amount of time. The group comprised both male and female recent school dropouts, all teenagers, with W.R.A.T. reading scores ranging from 2.2 to 9.9. They were paid an allowance of \$15.00 per week. The E.D.L. Learning 100 Laboratory was used for teaching reading. Math and Science classes were handled by the lecture method and some programmed instruction.

"D. Nova Scotia NewStart is co-operating with the Provincial Government in the development of a Literacy Programme which will become operational in May of 1971. The programme will be operated by the Nova Scotia Department of Education. Our role is one of assistance in curriculum development, and staff training.

"E. The present Adult Basic Education programme is "An Experimental, Personalized, Pre-Vocational, Adult Basic Education Programme":

The objective of this programme is to establish and test an educational facility that will permit participants to select and pursue educational upgrading programmes suitable to their own needs and capabilities and on schedules convenient to them. This project, employing the DACUM approach to learning, provides upgrading in four areas:

1. Mathematics
2. Communication
3. Life Skills
4. A Supplementary Area which permits trainees to liberalize their upgrading by exposure to current events, science, reference materials, and general reading matter.

The participants are 30 functionally literate adults, 17 males and 13 females, ranging in age from 18 to 52. Their reading achievement upon entry ranged from 4.6 to 7.7 on the Canadian Test of Basic Skills reading test." *

* Nova Scotia NewStart Adult Basic Education Programmes, Mimeo.

Adult Basic Education Centre

The Adult Basic Education Centre provided educational upgrading on a '*need*' basis for other Nova Scotia NewStart projects:

- an experimental project in Fisheries Training,
- an On-The-Job Training program,
- an Arts and Crafts project.

NewStart also co-operated with other agencies, for example:

- a group of 15 male students from the local vocational school were involved for three two-hour sessions per week during the regular school year using the E.D.L. Learning 100 Laboratory while undergoing an exploratory year in the various occupational trades offered at the vocational school. This was their only involvement in reading during the year.

Recruitment was through self-referrals, contact with Nova Scotia NewStart and Canada Manpower. The educational pre-requisite was functional literacy. Most trainees received C.M.C. allowances; those who did not qualify were paid equivalent allowances by NewStart.

The reading, spelling, and arithmetic Wide Range Achievement Tests (W.R.A.T.) were used as pre and post measures in early programs.

Selection tools later used were:

- the Canadian Test of Basic Skills (C.T.B.S.) for reading comprehension, mathematics concepts and mathematics problem solving,
- the I.P.A.T. Culture-Fair Intelligence Test,
- three questionnaires prepared by Dr. Blair Shaw, Research Associate, N.S. NewStart (see pages 59-71):
 - My Opinion About Education,
 - For the Sake of Argument,
 - My Attitudes and Opinions.

Upon completion of the course, the entire battery was re-administered to evaluate the learning experiences of each trainee. During the courses, the achievement ratings along with dates were recorded directly on the DACUM chart maintained for each trainee.

The E.D.L. Learning 100 Laboratory was used in all A.B.E. programmes.

An evaluation of this as of March 1971 was:

"Considering that no one programme works well with everyone, it has been our general observation that the E.D.L. Learning 100 Laboratory is effective at the higher levels but is less effective at the lower (RA and AA) levels. A phonics and spelling supplement appears necessary."

Materials development was de-emphasized in favour of searching out and testing commercially available materials. Some sound tapes and video presentations have been produced by the A.B.E. staff.

Staff for A.B.E. Centre

The staff for the Adult Basic Education Centre was in the ratio of 1 staff to 15 trainees and as of March 1971 staff included:

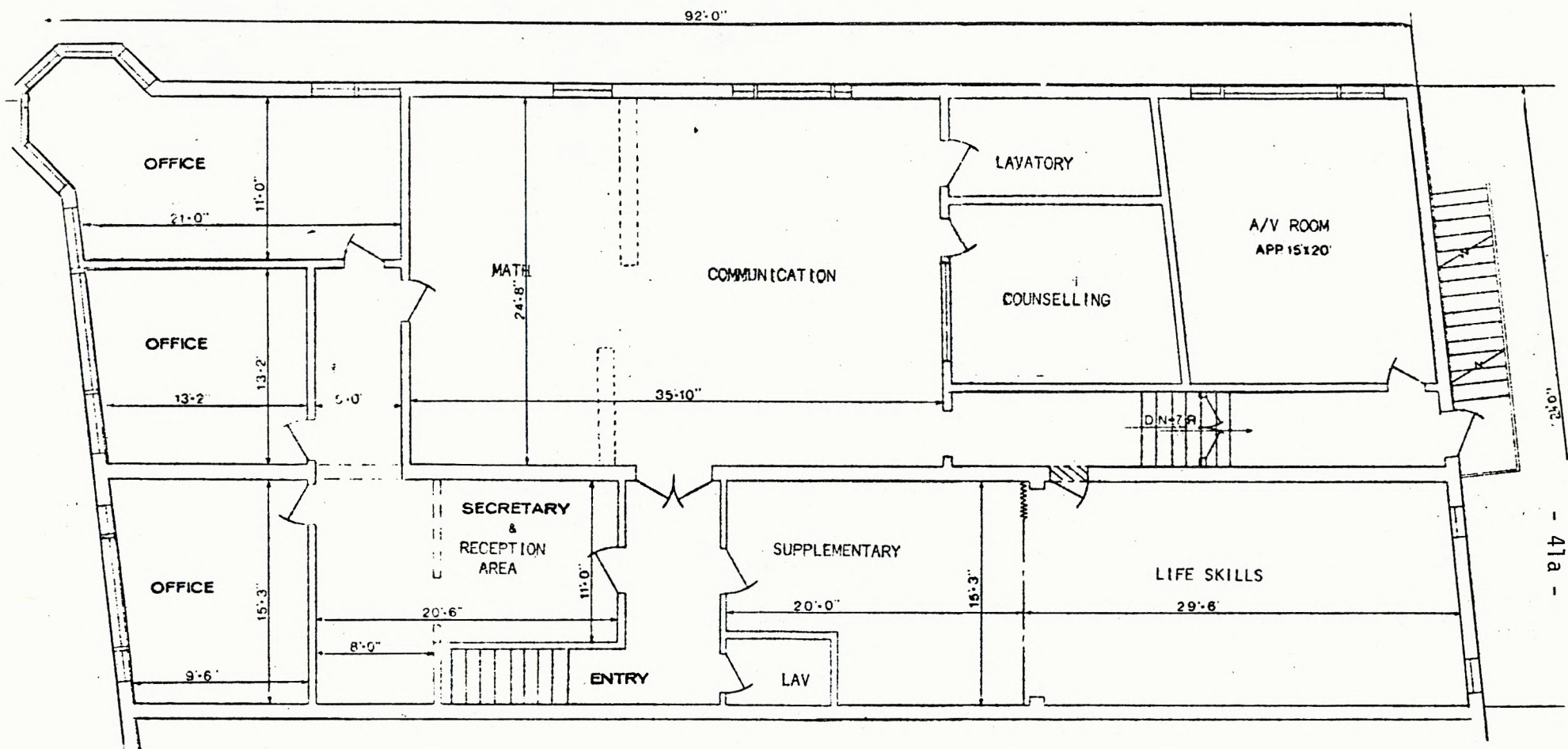
- 1 professional educator/Centre Manager
- 1 professional educator/Co-ordinator
- 5 para-professionals.

The para-professionals work under the direction of the professional educators and were trained on-the-job. They were responsible for serving as resource persons, monitoring trainee activities, assisting trainees in finding and using materials, evaluating progress, and maintaining individual records.

In addition, the Centre Manager had the services of an educational consultant, a guidance and counselling consultant, and a consultant on the DACUM process. The maximum capacity of the Centre staffed as above was 90 trainees.

Advantages of the DACUM System in A.B.E. Programs

1. The programme operates on a staggered intake/exit basis.
2. Trainees may enter and leave the programme at their convenience and as dictated by their needs.
3. Internally, there is no prescribed daily schedule.
4. A trainee may move freely from area to area restricted only by the availability of space.
5. The trainee is free to choose the mode and the media which he finds most useful and rewarding.
6. Not all trainees have the same objectives. Therefore, all trainees are not expected to follow the same curriculum.
7. Following the DACUM process a trainee, after mapping out his curriculum, proceeds through the skills he wishes to achieve on the various DACUM charts in an order and to the degree of mastery which seems feasible to him.
8. The trainee competes only with himself, not with other trainees.



NOVA SCOTIA NEWSTART BASIC LITERACY CENTRE

The A.B.E. Literacy Centre was upstairs in a central building. Other programs and offices were located throughout the community.

Literacy Training Analysis Chart

The '*Literacy Training Analysis Chart*' was developed through the co-operation of Nova Scotia NewStart with the provincial Department of Education. Three Departmental staff members were sent to Yarmouth to work under the direction of the DACUM consultant. The chart consists of five interlocking major skills associated with functional literacy:

- reading,
- writing,
- listening,
- speaking,
- non-verbal communications.

There are approximately 200 behavioural components or literacy skills identified and arranged in probable learning sequence.

Although the trainee may not be able to read the chart initially, it is a motivating factor when he sees '*blocks*' being assessed and checked off. The Nova Scotia Department of Education is experimenting with this chart in a new functional literacy program for adults; it hopes to solve problems long associated with teaching reading skills to adults.

HUMAN RESOURCE DEVELOPMENT

Nova Scotia NewStart in studying the problems of the disadvantaged in Yarmouth County listed the following requirements for planning programs:

- determining needs,
- defining objectives in terms of these needs,
- specifying actions to reduce the level of need,
- organizing resources to perform the actions,
- evaluating achievement in terms of measurable variables,
- redesigning and recycling in order to meet the needs more effectively.

The individuals, it was found, were concerned with better jobs, higher pay, improved education for himself and his children, and attaining family goals. Some people in Yarmouth county had no access to human resource development; others lacked the ability to use existing services.

A human resource development model was designed after studying the needs of the people in areas of slow economic growth. (See page 44)* This resulted in a further development of seven programs to confirm needs and analyze findings. (See page 45)*

* A Plan for Action Research in Human Resource Development 1970, Nova Scotia NewStart Inc.

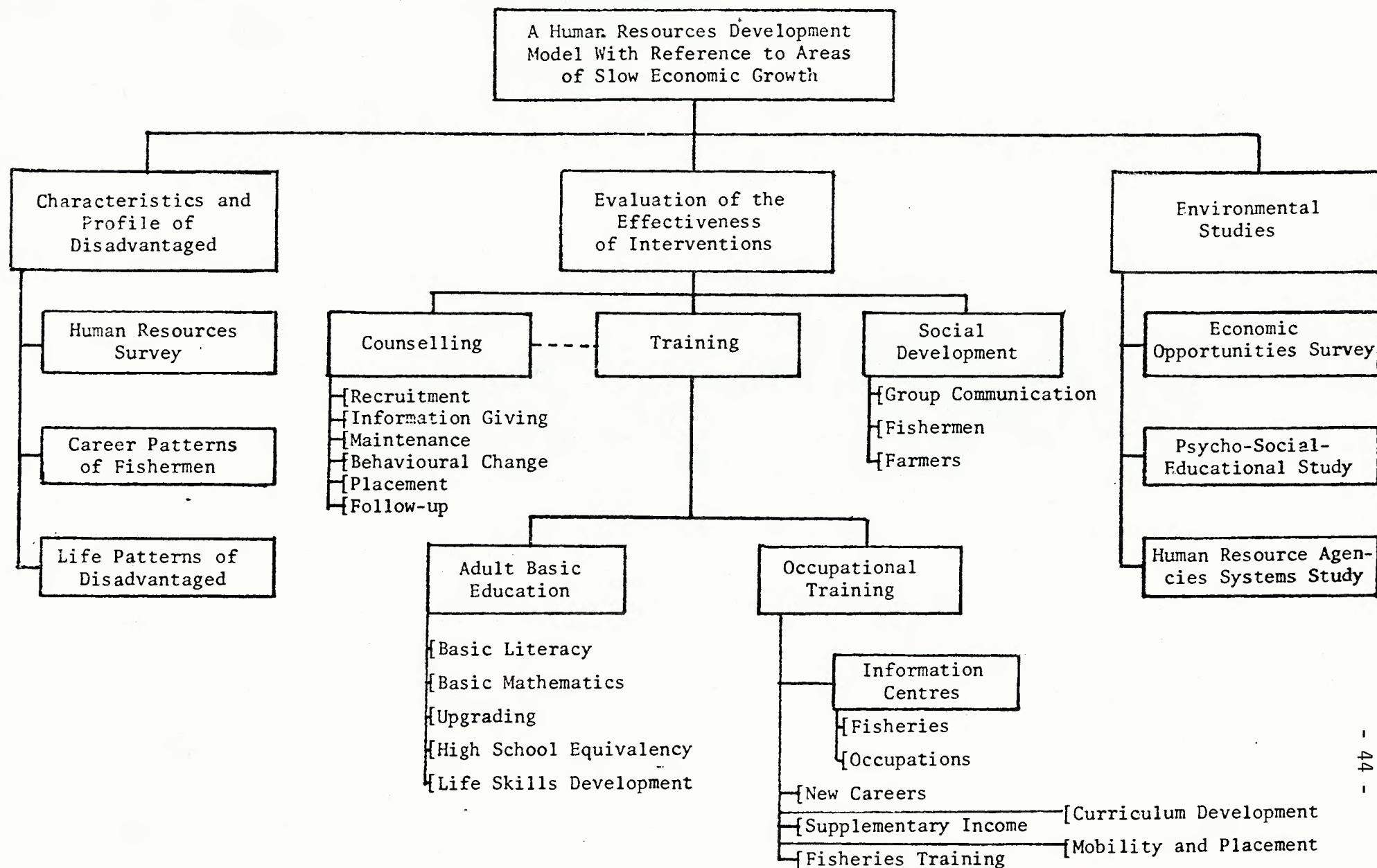


Figure 1. RESEARCH AND DEVELOPMENT STUDY SCHEMA

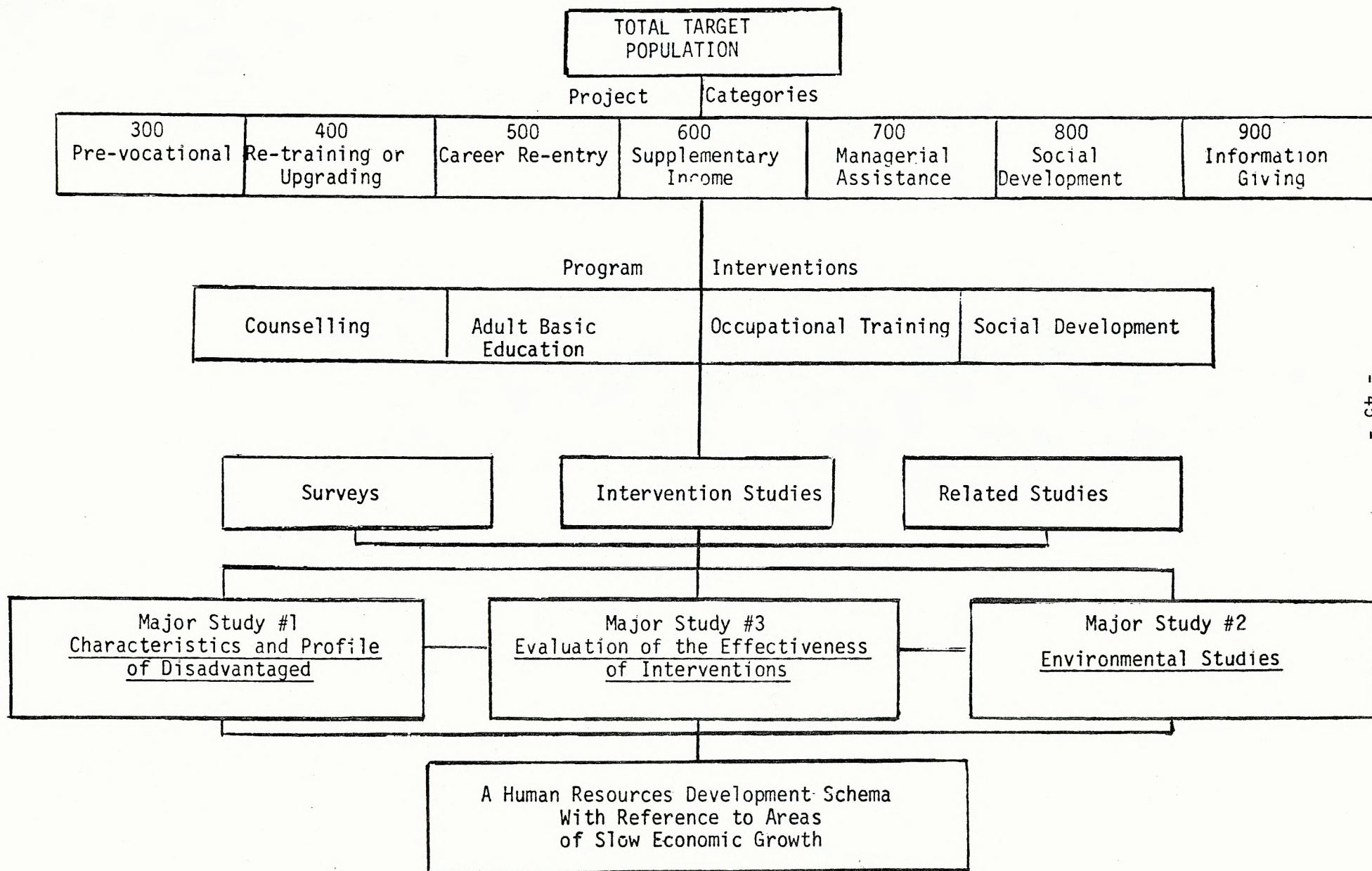


Figure 2. PROJECT, INTERVENTION, AND STUDY MATRIX

DACUM System and Life Skills

Many trainees lacked the necessary life skills to function effectively.

In applying the DACUM system, the following 12 major headings were used in the life skills training curriculum:

1. Maintain living environment.
2. Lead a constructive home life.
3. Participate and fit into community.
4. Lead a constructive working life.
5. Manage personal finances.
6. Be a wise consumer.
7. Practise and contribute to social order.
8. Use community resources and services.
9. Continually change and develop.
10. Maintain personal well-being.
11. Communicate effectively.
12. Use mathematics effectively.

The DACUM life skills had a number of unique features. Participants were required to *'be able to do'*, not merely to *'know'*. The participant could start at any block appropriate for him and proceed at his own rate in any order that he determined. (See page 33)*

* A Plan for Action Research in Human Resource Development 1970, Nova Scotia NewStart Inc.

Measuring Life Skills - DACUM Chart

Trainees and staff measured the learning of each life skill 'block' according to the following evaluation chart:

Performs well enough to help others in recognizing and acquiring the skill.	6
Reacts to a wide range of problems and performs the skill with initiative and adaptability in special problem situations.	5
Reacts to problems and performs quickly with increased personal and social satisfaction.	4
Reacts to problem and performs in personally and socially satisfactory manner without prompting or assistance.	3
Reacts to problems and performs to own satisfaction with some prompting and/or assistance.	2
Recognized need for skill and can cope with situations with substantial prompting and/or assistance.	1
Does not see need for skill in solving problems and does not respond.	0

Factors Affecting Behavioural Change

The effectiveness of teachers, special educators, nurses, ward aides, extension workers, community volunteers, juvenile and adult corrections staff, and probation officers in assisting problem-beset individuals was studied. Findings indicated that total learning should be the objective and should result in behavioural change. Adult learners required a stimulus or purpose for learning since there is usually something else that an individual would prefer to do.

A recent extension of learning technology, '*contingency management*', involves motivating the person to increase desirable behaviour (educational, social, and personal) on a continuing basis and to decrease the frequency of undesirable acts. The steps in using '*contingency management*' as a motivational force were:

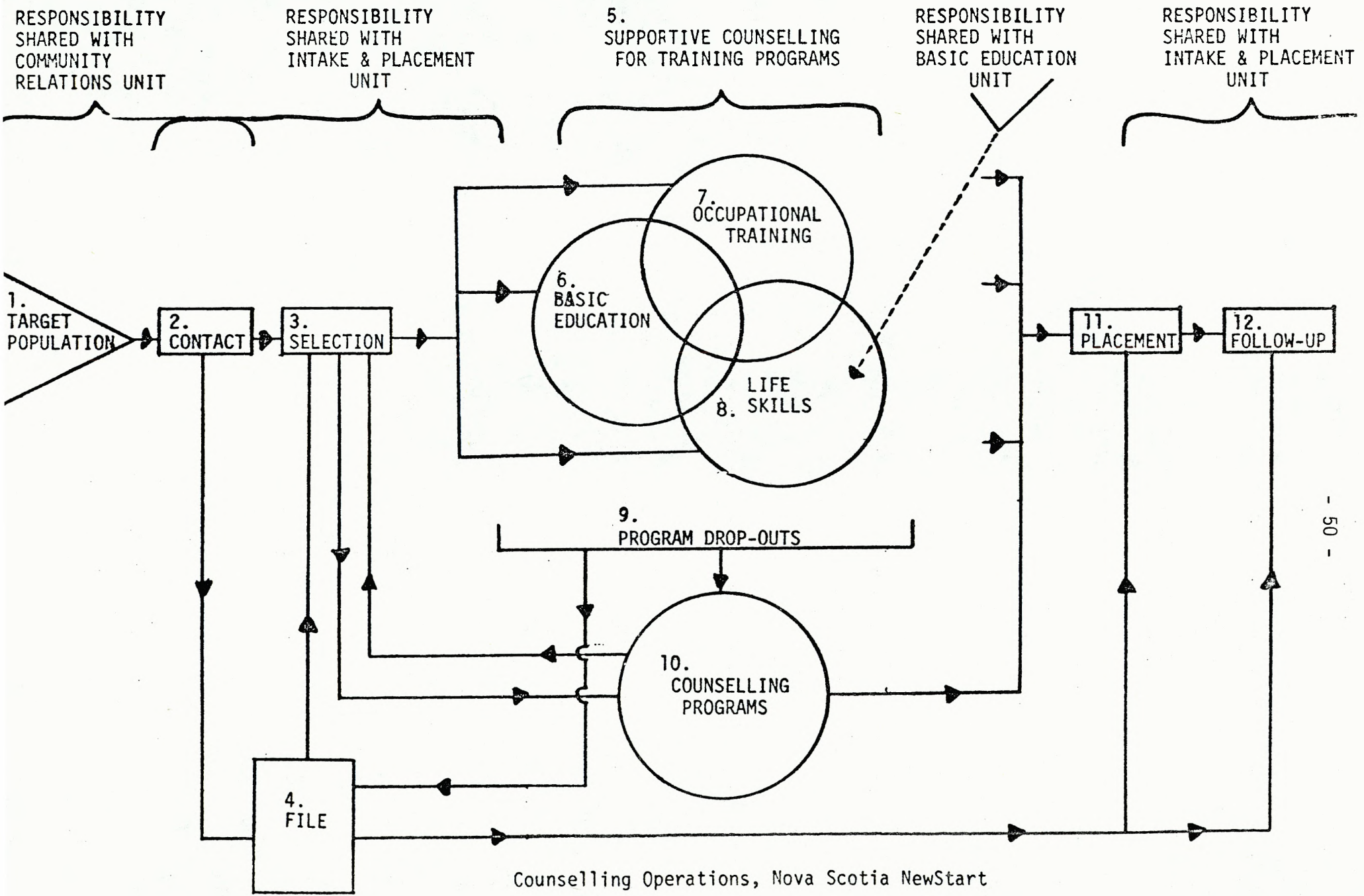
- specifying the task,
- finding an appropriate reinforcer.

Social approval, praise, and other social consequences as well as monetary incentives were used to test and sustain new behaviour patterns.

Counselling played a major part in human resource development.

The counselling unit functioned at the community level, the NewStart level, and as a storage medium for data. In addition, follow-up at intervals was included to determine what programs had been effective

for long-term change and for data measurement purposes. The effectiveness of the counselling process is to be examined in the final analysis of the over-all NewStart programs, as well as the relationship of the counsellor's training to his ability to influence the trainee's attitude and understanding of situations contributing to his underdevelopment. The relationship of the counselling operations is clearly shown in a chart on the following page.



Nova Scotia NewStart Social Development Projects

Nova Scotia NewStart developed a number of test projects on the assumption that:

*"There are enough capacities for leadership in all communities regardless of their social status to make possible the development of effective self-help programs. Though these are locally based, they may be developed co-operatively with other organizations which are seen by the social action extremists as part of the 'establishment'." *1*

The social development projects used the concept of participation by the disadvantaged group to develop a community problem-solving practice theory. The components of the program embodied in the research projects were:

- training of persons in the disadvantaged group who are interested in community issues and problems,
- neighbourhood organizations to involve as many as possible in problem-solving efforts,
- small self-help groups composed of persons who have common goals,
- social agency involvement to facilitate changes which will encourage full participation of the disadvantaged group in solving problems,
- larger community involvement to inform and involve the members of the more affluent society,
- study of constraints imposed on the disadvantaged community by the larger community,
- evaluation of effects of procedures used to bring about citizen participation. *2

Data accumulated was to be analyzed and included in a comprehensive report scheduled for completion in July 1971. To date, this report has not been received.

*1 A Plan for Action Research in Human Resource Development, 1970, Nova Scotia NewStart Inc.

*2 Citizen Participation in Social Development, Nova Scotia NewStart Inc.

A Centre was established in South Yarmouth with a staff of nine:

- a project manager,
- a social development consultant,
- a director of research,
- a research assistant,
- a director of community studies,
- a community organizer,
- three community workers.

Of the 500 families in the area 85% were considered disadvantaged.

The objective was self-help. The major concerns were housing and welfare rights; the women were the ones most concerned. Home visits brought the people in touch with the Centre. Groups were formed to consider the problems and to acquaint the people with community services. Some positive results occurred. Fifteen low-income co-operative houses, with a \$100 per month mortgage payment, were built. Ad hoc committees were formed with the Chamber of Commerce, the Industrial Commission, and NewStart.

Closing the Information Gap

The importance of making information available to people was apparent. A Fishermen's Information Centre was established on a dock. An Occupational Training Information and Study Centre was maintained in Yarmouth and was open from 9:00 a.m. to 9:00 p.m.; in 12 months of operation 6,743 visits were recorded by 1,488 persons. An activity card was completed for each visit giving date, reason, nature of problem, and service provided.

SUMMARY AND COMMENTS

In a publication, '*Abstracts of Reports*', September 1970, 39 social science research projects were listed; reports are to be prepared before Nova Scotia NewStart termination date, December 31, 1971.

A recent communication indicates that the following reports will not be prepared due to pressure of work and/or the limited value to be derived from the accumulated data:

- Report No. 5 - Analysis Economic Opportunities Survey Data
- Report No. 6 - Analysis Human Resources Survey Data
- Report No. 25 - Residential Folk School for Adult Pre-Vocational Training
- Report No. 30 - Evaluation: Nova Scotia NewStart Inc.

However, some of the information may be embodied in summary reports to be prepared by the Social and Human Analysis Branch, Department of Regional Economic Expansion, Ottawa. The following summary and comments are based on observations and consultation with staff during the Adult Education Consultants' visit in March 1971, and interim reports published by Nova Scotia NewStart.

Experimentation showed that disadvantaged people require personalized programs whether it be for adult basic education, skill training for employment, or human resource development. Personalized programs have the advantage of including the trainee in the decision making. He becomes involved in determining educational deficiencies, setting objectives, planning learning programs or '*blocks*', rating achievements,

repeating training to increase efficiency, and deciding when tasks can be performed with more than acceptable quality.

The traditional classroom with rows of desks has no place in the training of disadvantaged adults. Group approach should give way to personalized programs requiring trainees to move about freely using a wide range of materials and audio-visual tools.

The instant feedback of personalized programming had a positive effect on trainee motivation. The trainee's self-evaluation became more analytical and effective as he was required to identify his strengths and weaknesses. Increased communication between trainee, instructor, and counsellor was a factor in developing ability to face problems and determine desirable solutions.

The DACUM system assumes that the trainee can only proceed in one direction, toward skill achievement. His ratings were never reduced unless the trainee and instructor agreed that it was made in error. Disadvantaged persons associate examinations with previous failures; DACUM makes testing a part of self-evaluation.

Many disadvantaged persons lack the ability and self-confidence to plan and set objectives for themselves and their families. The DACUM process constantly requires setting goals and determining methods by which these may be achieved. Upon completion of training

at NewStart each individual trainee had a new set of standards by which to evaluate his performance; no longer were inadequate school grades and unsatisfactory employment records the measurement of ability.

DACUM and Basic Literacy Programs

The DACUM system, which utilizes personalized programming, is a definite improvement over the group method of instruction in basic literacy programs for adults. It is possible to accept trainees at any time, train to meet needs, determine retention of learning, relate trainee's attitudes to materials and techniques, and evaluate readiness for employment. The trainee competes only with himself.

DACUM and Human Resource Development

Analysis of the human resources in slow economic growth areas revealed that all people studied needed to develop competency in managing their own lives. The result of this was to apply the DACUM system to life skills. Participants were required to *'be able to do'*, not merely to *'know'*. Counselling played a major role in determining the factors which had to be overcome. The appropriate DACUM *'blocks'* could be selected, and each proceeded at his own rate in any order that had been determined. Evaluation measured the degree of understanding and competency. The DACUM *'life skills'* was used in combination with basic education and other projects.

DACUM and Education for Indian Adults

The DACUM system, since it overcomes characteristics of schooling which have engendered in many adults a negative approach to learning, merits careful consideration in planning educational programs for Indian adults. The advantages of DACUM are easily recognized. However, there are factors to be considered if DACUM is to produce desired results.

The DACUM process requires a wide range of materials for each subject area, a variety of textbooks and programmed materials, and various types of audio-visual equipment. Ideally all of these should be located in a permanent centre with easy access for the adult learner. The team approach, using professionals, para-professionals and specialists is desirable. Reports reviewed by the Adult Education Consultants gave no indication of the cost of equipping and operating the Adult Literacy Centre at Yarmouth. It is hoped that the final reports of Nova Scotia NewStart Inc. will include a comparative cost of DACUM with traditional systems of education.

An understanding and appreciation of DACUM and what can be accomplished by individuals through personalized programming is imperative if the application of DACUM is to be successful. Adult Education staff would require workshops to develop competency in its use, and in turn, would provide training for instructors and para-professional assistants.

The Adult Education Consultants can see the advantages of this comparatively new concept of DACUM, and its use in a centre where the number of trainees would warrant a permanent staff and the investment in materials and equipment required.

In applying the DACUM system to courses and programs in smaller centres, such as on a Reserve, the Adult Education Consultants question the following:

1. Could the DACUM system be made to work where there are limited resources?
2. What modifications would be necessary?
3. Could one person be used as instructor, counsellor, and professional?
4. Could para-professionals function satisfactorily in isolation with occasional consultation and assistance from professionals?
5. If accommodation had a multi-purpose use, would staff be willing to store and replace equipment each time a class was held?
6. What would be the minimum training required for instructors and para-professionals?
7. Who would be responsible for determining the necessary materials and obtaining the same?
8. How could evaluation be designed to recognize the long-range values for the individual, the family, and the community?

Summary

This is an interim report based on limited information. The Adult Education Consultants will review the Nova Scotia NewStart final reports on research and analyze them for application to planning educational programs for Indian adults. Supplementary information will be prepared for distribution to Departmental field staff.

Those interested in obtaining copies of the Nova Scotia NewStart reports should write to:

The Director,
Social and Human Analysis Section,
Department of Regional Economic Expansion,
Sir Guy Carleton Building,
161 Laurier Avenue West,
Ottawa, Ontario. K1A 0M4

NAME: _____

DATE: _____

My Opinions About Education *

- Instructions: (1) Read each item
- (2) Quickly decide if you agree or disagree and
- (3) Put an "X" on the right hand side in the correct place to show how much you agree or disagree

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1. A man can learn more by working than by going to school.					
2. The more education a person has the better he is able to enjoy life.					
3. Education helps a person to use his leisure time to better advantage.					
4. A good education is a great comfort to a man out of work.					
5. Only subjects like reading, writing, and arithmetic should be taught at public expense.					
6. Education is no help in getting a job today.					
7. Most young people are getting too much education.					
8. Education is worth all the time and effort it requires.					
9. Our schools encourage an individual to think for himself.					

* By Dr. Blair Shaw, Assistant Professor of Applied Psychology, Ontario Institute of Studies in Education and Research Associate Nova Scotia NewStart Inc.

	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
10. There are too many fads and frills in modern education.					
11. Education only makes a person discontented					
12. School training is of little help meeting the problems of real life.					
13. Education tends to make an individual less conceited.					
14. Solution of the world's problems will come through education.					
15. A man is foolish to keep going to school if he can get a job.					
16. Savings spent on education are wisely invested.					
17. An educated man can advance more rapidly in business and industry.					
18. Parents should not be compelled to send their children to school.					
19. Education is more valuable than most people think.					
20. Public money spent on education during the past few years could have been used more wisely for other purposes.					

FOR THE SAKE OF ARGUMENT *

Below are 25 pairs of statements, lettered A and B respectively. Select the one statement of each pair (and only one) which you more strongly believe to be true. Record your choice by making an "X" in the appropriate space on the answer sheet.

There is no time limit, but work as quickly as you can.

1. A. Children get into trouble because their parents punish them too much.
B. The trouble with most children nowadays is that their parents are too easy with them.
2. A. Many of the unhappy things in people's lives are partly due to bad luck.
B. People's misfortunes result from the mistakes they make.
3. A. One of the major reasons why we have wars is because people don't take enough interest in politics.
B. There will always be wars, no matter how hard people try to prevent them.
4. A. In the long run, people get the respect they deserve in this world.
B. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
5. A. The idea that teachers are unfair to students is nonsense.
B. Most students don't realize the extent to which their grades are influenced by accidental happenings.
6. A. Without the right breaks one cannot be an effective leader.
B. Capable people who fail to become leaders have not taken advantage of their opportunities.
7. A. No matter how hard you try some people just don't like you.
B. People who can't get others to like them don't understand how to get along with others.
8. A. I have often found that what is going to happen will happen.
B. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

* By Dr. Blair Shaw, Assistant Professor of Applied Psychology, Ontario Institute of Studies in Education and Research Associate Nova Scotia NewStart Inc.

- A. In the case of the well prepared student, there is rarely if ever such a thing as an unfair test.
 - B. Many times exam questions tend to be so unrelated to course work that studying is really useless.
10.
 - A. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
 - B. Getting a good job depends mainly on being in the right place at the right time.
11.
 - A. The average citizen can have an influence in government decisions.
 - B. This world is run by the few people in power, and there is not much the little guy can do about it.
12.
 - A. When I make plans, I am almost certain that I can make them work.
 - B. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.
13.
 - A. In my case getting what I want has little or nothing to do with luck.
 - B. Many times we might just as well decide what to do by flipping a coin.
14.
 - A. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
 - B. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.
15.
 - A. As far as world affairs are concerned, most of us are the victims of forces we can neither understand nor control.
 - B. By taking an active part in political and social affairs the people can control world affairs.
16.
 - A. Most people don't realize the extent to which their lives are controlled by accidental happenings.
 - B. There really is no such thing as "luck".
17.
 - A. One should always be willing to admit mistakes.
 - B. It is usually best to cover up one's mistakes.
18.
 - A. It is hard to know whether or not a person really likes you.
 - B. How many friends you have depends upon how nice a person you are.

19. A. In the long run the bad things that happen to us are balanced by the good ones.
B. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
20. A. With enough effort we can wipe out political corruption.
B. It is difficult for people to have much control over the things politicians do in office.
21. A. Sometimes I can't understand how teachers arrive at the grades they give.
B. There is a direct connection between how hard I study and the grades I get.
22. A. Many times I feel that I have little influence over the things that happen to me.
B. It is impossible for me to believe that chance or luck plays an important role in my life.
23. A. People are lonely because they don't try to be friendly.
B. There's not much use in trying too hard to please people, if they like you, they like you.
24. A. What happens to me is my own doing.
B. Sometimes I feel that I don't have enough control over the direction my life is taking.
25. A. Most of the time I can't understand why politicians behave the way they do.
B. In the long run the people are responsible for bad government on a national as well as on a local level.

2

Name: _____

Date: _____

Examiner: _____

FOR THE SAKE OF ARGUMENT

ANSWER SHEET

- | | A | B |
|----|-----|-----|
| 1. | () | () |
| 2. | () | () |
| 3. | () | () |
| 4. | () | () |
| 5. | () | () |
| 6. | () | () |
| 7. | () | () |
| 8. | () | () |

- | | A | B |
|-----|-----|-----|
| 9. | () | () |
| 10. | () | () |
| 11. | () | () |
| 12. | () | () |
| 13. | () | () |
| 14. | () | () |
| 15. | () | () |
| 16. | () | () |
| 17. | () | () |
| 18. | () | () |

- | | A | B |
|-----|-----|-----|
| 19. | () | () |
| 20. | () | () |
| 21. | () | () |
| 22. | () | () |
| 23. | () | () |
| 24. | () | () |
| 25. | () | () |

- 65 -

My Opinions *Instructions

1. Here is a chance to think about how you feel about yourself, about other people, and about how people feel about you.
2. Notice that there is a different heading at the top of each page -- although the rest of each page is the same -- each page has 22 number lines.
3. Read the heading at the top of the page and then indicate your feelings and opinions by putting a check mark (✓) in one space on each line.
4. For each line there are five spaces. They are numbered from 1 to 5. Place the check mark to indicate how strongly you feel about or rate each part.

For example

If you put a check mark for # 1 over on the right hand side closest to unhappy you would be saying that you feel more unhappy than most people do, if you put your check in slot # 3 you would be saying you are about as happy as the average person, a check mark in slot # 4 would be in between -- not quite as happy as average and not as seriously unhappy as some people are.

1.	happy	1	2	3	4	5	unhappy

5. Please remember -- put only one check mark on each line and read the new heading at the top of each page.
6. Thanks -- go on at your own rate.

* By Dr. Blair Shaw, Associate Professor of Applied Psychology, Ontario Institute of Studies in Education and Research Associate Nova Scotia NewStart Inc.

A I am

About
Average

	1	2	3	4	5	
1. happy						unhappy
2. well-liked						not well-liked
3. usually with money problems						rarely with money problems
4. hopeful						not hopeful
5. healthy						not healthy
6. usually worried						rarely worried
7. interesting						not interesting
8. bored						not bored
9. hard to get along with						easy to get along with
10. intelligent						not intelligent
11. lazy						not lazy
12. able to learn						not able to learn
13. responsible						irresponsible
14. self-starting (initiative)						not self-starting (low initiativ
15. one who does not give up easily						one who gives up easily
16. rebellious						not rebellious
17. good at self-control						not good at self-control
18. clean						not clean
19. good						bad
20. beautiful						not beautiful
21. energetic						not energetic
22. trustworthy						not trustworthy

B People tend to regard
me as

About
Average

	1	2	3	4	5	
1. happy						unhappy
2. well-liked						not well-liked
3. usually with money problems						rarely with money problems
4. hopeful						not hopeful
5. healthy						not healthy
6. usually worried						rarely worried
7. interesting						not interesting
8. bored						not bored
9. hard to get along with						easy to get along with
10. intelligent						not intelligent
11. lazy						not lazy
12. able to learn						not able to learn
13. responsible						irresponsible
14. self-starting (initiative)						not self-starting (low initiative)
15. one who does not give up easily						one who gives up easily
16. rebellious						not rebellious
17. good at self-control						not good at self-control
18. clean						not clean
19. good						bad
20. beautiful						not beautiful
21. energetic						not energetic
22. trustworthy						not trustworthy

C People who are out of work a lot or who don't hold a job are usually:

About Average

	1	2	3	4	5	
1. happy						unhappy
2. well-liked						not well-liked
3. usually with money problems						rarely with money problems
4. hopeful						not hopeful
5. healthy						not healthy
6. usually worried						rarely worried
7. interesting						not interesting
8. bored						not bored
9. hard to get along with						easy to get along with
10. intelligent						not intelligent
11. lazy						not lazy
12. able to learn						not able to learn
13. responsible						irresponsible
14. self-starting (initiative)						not self-starting (low initiative)
15. ones who do not give up easily						ones who give up easily
16. rebellious						not rebellious
17. good at self-control						not good at self-control
18. clean						not clean
19. good						bad
20. beautiful						not beautiful
21. energetic						not energetic
22. trustworthy						not trustworthy

D People who are poor are usually:

About Average

	1	2	3	4	5	
1 happy						unhappy
2 well-liked						not well-liked
3. usually with money problems						rarely with money problems
4 hopeful						not hopeful
5. healthy						not healthy
6 usually worried						rarely worried
7 interesting						not interesting
8. bored						not bored
9 hard to get along with						easy to get along with
10. intelligent						not intelligent
11 lazy						not lazy
12 able to learn						not able to learn
13. responsible						irresponsible
14 self-starting (initiative)						not self-starting (low initiative)
15 ones who do not give up easily						ones who give up easily
16 rebellious						not rebellious
17. good at self-control						not good at self-control
18 clean						not clean
19. good						bad
20 beautiful						not beautiful
21. energetic						not energetic
22. trustworthy						not trustworthy

E People who drop out of school
or who don't do well in
school are usually:

About
Average

	1	2	3	4	5	
1. happy						unhappy
2. well-liked						not well-liked
3. usually with money problems						rarely with money problems
4. hopeful						not hopeful
5. healthy						not healthy
6. usually worried						rarely worried
7. interesting						not interesting
8. bored						not bored
9. hard to get along with						easy to get along with
10. intelligent						not intelligent
11. lazy						not lazy
12. able to learn						not able to learn
13. responsible						irresponsible
14. self-starting (initiative)						not self-starting (low initiative)
15. ones who do not give up easily						ones who give up easily
16. rebellious						not rebellious
17. good at self-control						not good at self-control
18. clean						not clean
19. good						bad
20. beautiful						not beautiful
21. energetic						not energetic
22. trustworthy						not trustworthy

F Most teachers I had in school were:

About Average

	1	2	3	4	5	
1. happy						unhappy
2. well-liked						not well-liked
3. usually with money problems						rarely with money problems
4. hopeful						not hopeful
5. healthy						not healthy
6. usually worried						rarely worried
7. interesting						not interesting
8. bored						not bored
9. hard to get along with						easy to get along with
10. intelligent						not intelligent
11. lazy						not lazy
12. able to learn						not able to learn
13. responsible						irresponsible
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16. rebellious						not rebellious
17. good at self-control						not good at self-control
18. clean						not clean
19. good						bad
20. beautiful						not beautiful
21. energetic						not energetic
22. trustworthy						not trustworthy

SECTION III

NEW BRUNSWICK NEWSTART INCORPORATED

INTRODUCTION

The Adult Education Consultants, Department of Indian Affairs and Northern Development, visited New Brunswick NewStart in March 1971, approximately a year after it was established. It was found that New Brunswick NewStart had decided to research '*total community development activities*' since the NewStart Centres in Alberta, Saskatchewan, Prince Edward Island, and Nova Scotia had been developing basic literacy programs for almost four years. In New Brunswick, Adult Basic Education was being handled mainly by the provincial Department of Education and Memramcook Institute; therefore NewStart decided to play a catalytic role between the communities and these agencies.

Richibucto was chosen as the centre for New Brunswick NewStart. It was located in a county with a constellation of interconnecting villages where many underprivileged people lived. The village became the focal point for the social science research. During the initial year major emphasis was placed on obtaining data to determine villages which could be paired for comparative studies. French was the mother tongue of the majority of the people in the county.

NEW BRUNSWICK NEWSTART INCORPORATED

Pairing Communities

Research in the first year of operation was designed to gather data on communities or villages in the County, and to analyze the data from the standpoint of:

- income distribution,
- economic interdependence with the larger society,
- population movements,
- cultural attitudes, etc.

It was possible to establish an interdisciplinary view of the County's situation and problems, and to group communities into a series of pairs for further study. *"Four pairs and one triplet of communities were selected for an experiment in action research aimed at discovering the significance of change at the structural level in the communities."*

- Buctouche and Cocagne (control)
- Acadieville and St. Ignace (control)
- St. Paul and Ste. Marie (control)
- Rexton and St. Antoine (control)
- Richibucto Village, Ste. Anne, and Pointe Sapin (control)

The communities of Buctouche and Rexton were chosen for programs attempting to change 'fluidity' patterns (socio-political factors); Acadieville for an increase in 'linkage'; Richibucto Village, an attempt at increasing 'differentiation'; St. Paul, an attempt at modifying community structures through community education.

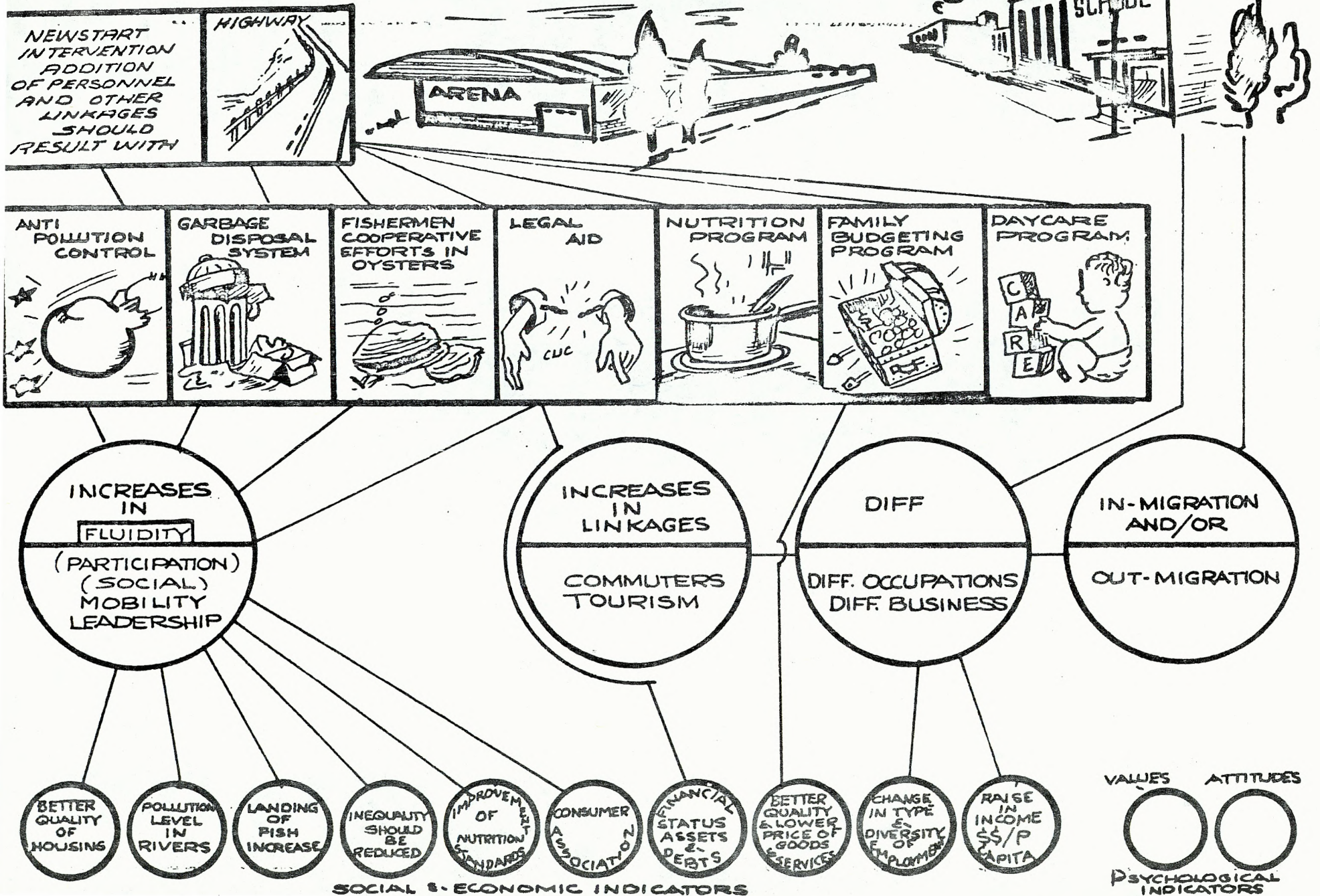
It was planned during 1971 to conduct a wide sample survey covering the five experimental and five control communities which would indicate the social, economic, and attitudinal factors. It was proposed that the survey be repeated in '72, '73, and '74. When the Adult Education Consultants visited the Centre the measuring tools for this survey were being designed. Structural changes in the 11 communities will be monitored since such changes would probably affect the quality of life. In some communities consideration will be given to such structural variables as migration. The overall social science research of the New Brunswick NewStart was planned as a co-ordinated attempt to conduct a study on community structures, social change, and migration.

Research Design

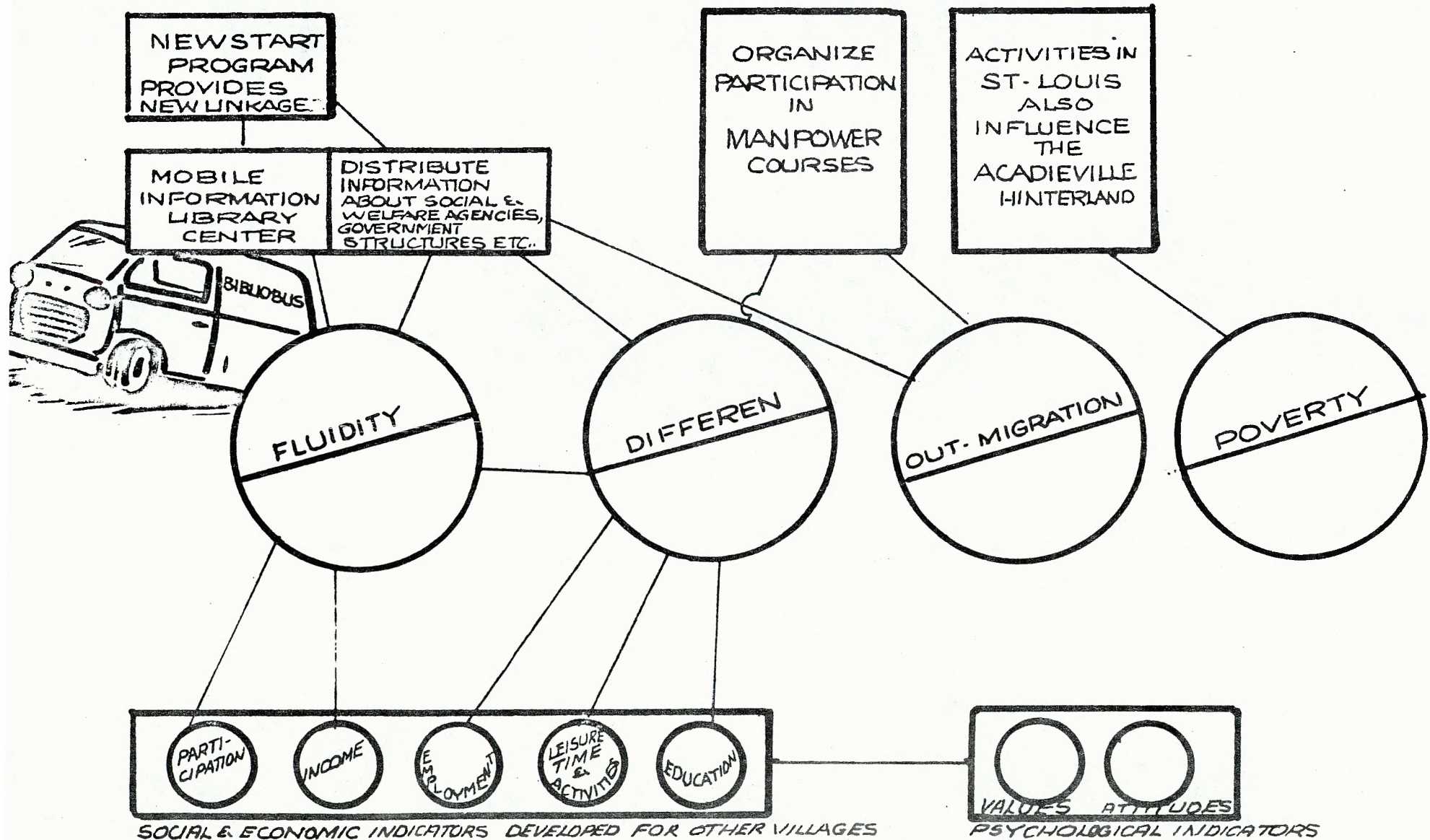
Graphic designs were prepared by the NewStart staff for four of the five communities to be used for experimentation. These were based on the initial studies made in each community and indicate the problem areas. In planning the research, objectives were determined so that measurements could be applied and analyzed. Examples were:

- a baby-sitting program had as its objective to increase the take-home pay of the working women who use the day-care service,
- the objective of a fishermen's workshop was to increase the material well-being of fishermen by measuring:
 - total landings of fish,
 - total income derived from fishing,
 - total leisure time available for fishermen.

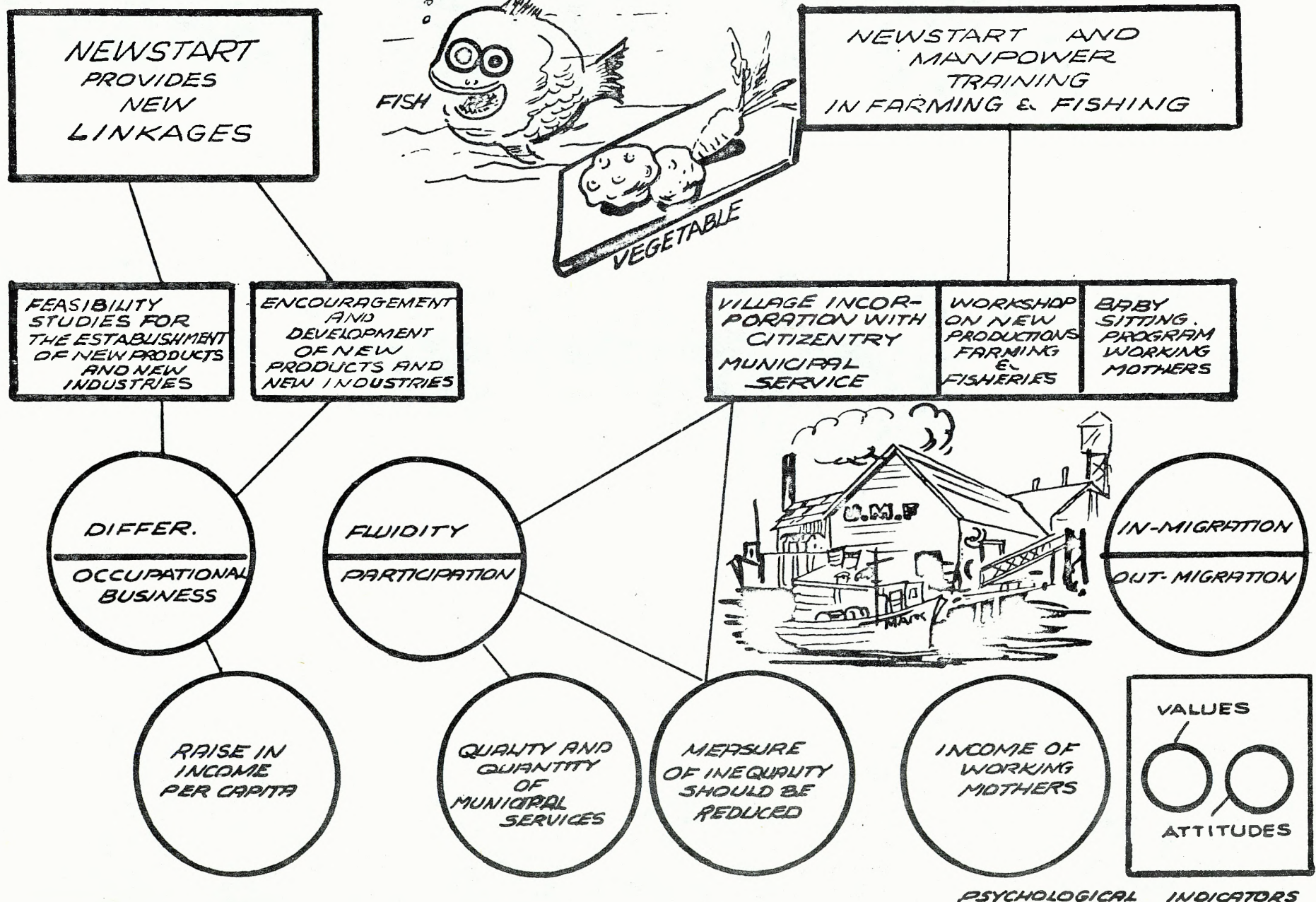
BUCTOUCHE



ACADIEVILLE

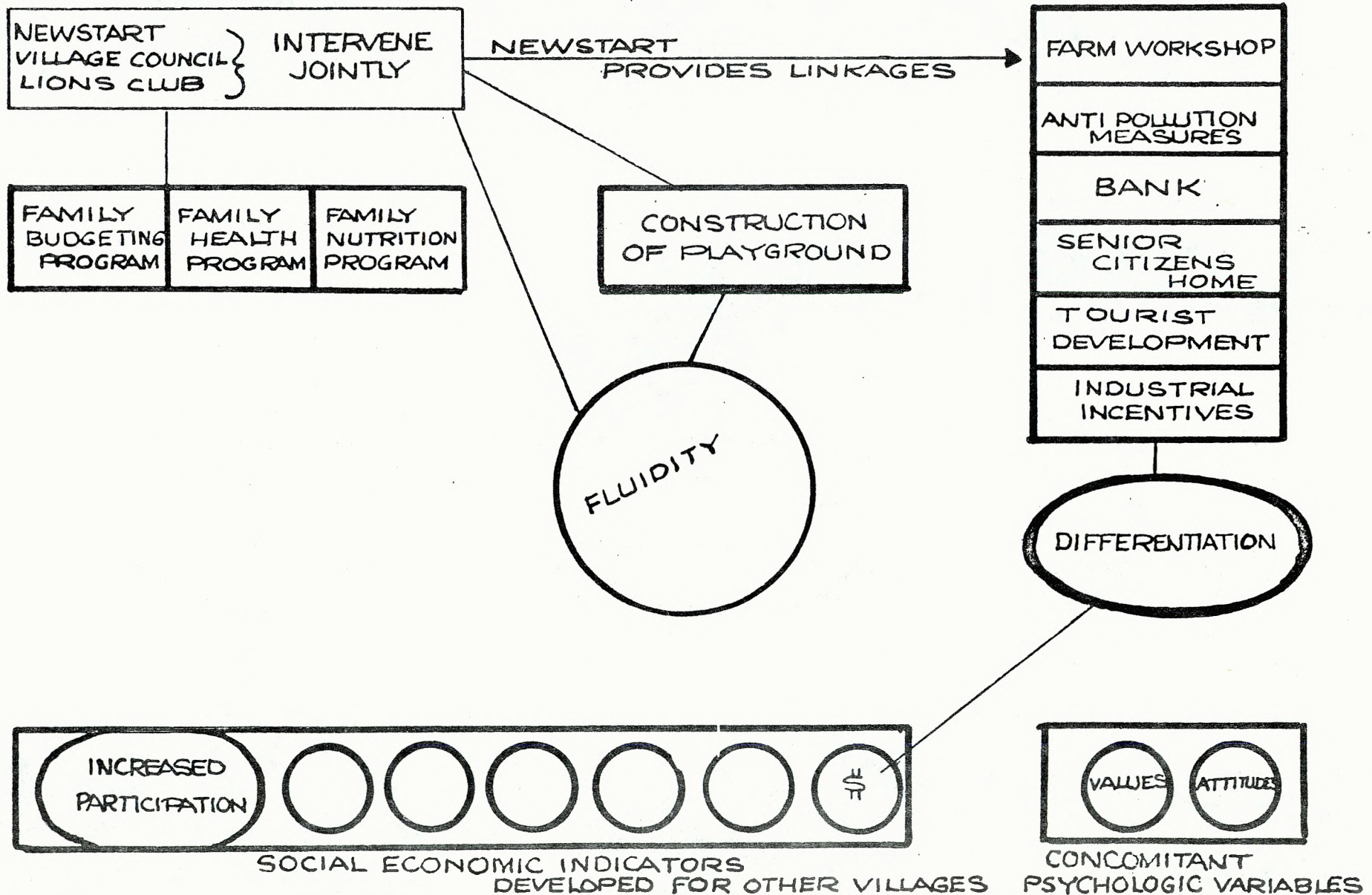


RICHIBUCTO VILLAGE

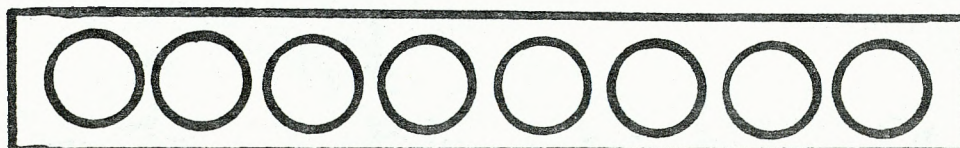
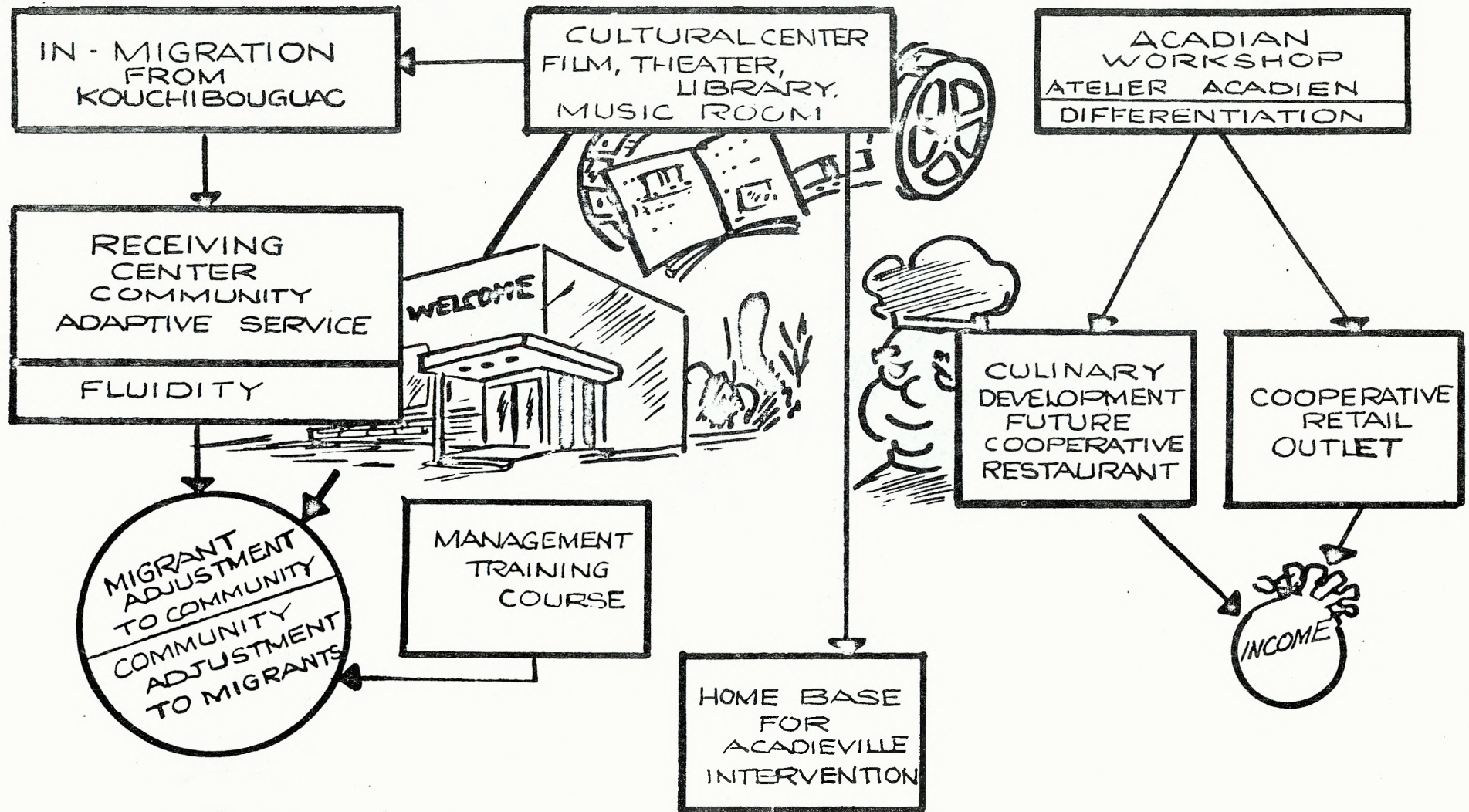


REXTON

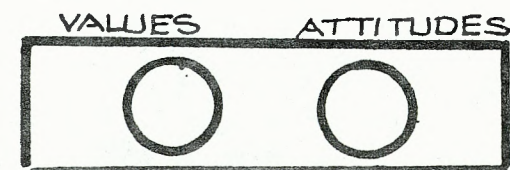
EMPHASIS ON ADMINISTRATION-PROGRAM SIMILAR TO
BUCTOUCHE



ST. LOUIS



SOCIAL & ECONOMIC INDICATORS



PSYCHOLOGICAL INDICATORS

TRAINING PROJECTS

During the first year of operation New Brunswick NewStart became aware of opportunities for training '*para-professionals*' for employment. Two programs were conducted:

- a Community Workers Course to prepare staff for employment with NewStart,
- a Teacher-Aide Course to experiment with training the first teacher-aides to be employed by the Department of Education.

Community Workers Course

This course was eight weeks in length and conducted in French. Of 36 applicants, 14 were selected for training, and 11 employed by NewStart following the course; the remaining three found employment with other agencies. The requirements were:

- grade 10 education,
- county residence,
- bilingual,
- a personal interview.

Two tests were given:

- Raven - Les Matrices de Croissance,
- Gauthier - Teste de Tendances Personnelles.

Successful candidates were being used to gather data, compile records, and operate NewStart information centres. This required writing reports, knowledge of office procedure, operating audio-visual equipment, conferring with consultants/groups/individuals in the community, as well as assisting with community projects.

Teacher-Aide Course

The Teacher-Aide Course required a specialist in elementary education; New Brunswick NewStart felt they were fortunate in obtaining the services of Sister Noella Saulnier as Teacher-Aide Project Manager. The training consisted of an eight-week intensive program and 16 weeks on-the-job training in '*pilot*' schools. The course was conducted primarily in French. Of 37 applicants, 15 were selected for training. All were employed by the Provincial Government in '*pilot*' schools. The training program included instruction in typing, operating office and audio-visual equipment, preparing graphs and charts, as well as developing an understanding of the elementary school curriculum and '*teaching*' techniques. The teacher-aides assisted the professional teacher.

The Adult Education Consultants visited one of the '*pilot*' schools and observed the teacher-aide in the classroom. Both principal and teacher expressed their appreciation of this service. In addition to her work in the classroom, the teacher-aide had reorganized the reading materials making them accessible to all pupils, and initiating the children into using library services.

Selection criteria for the teacher-aide course were:

- grade 10 education,
- county resident,
- personal interview.

Tests given were:

- Edwards Personal Preference Schedule,
- Test d'Habileté Mentals - Otis - Ottawa.

SPECIAL RESEARCH PROJECTS

St. Louis Project

The St. Louis project is the result of the establishment of Kouchibouguac National Park which has forced many people to move and are resettling in St. Louis. The population of St. Louis was originally described as having 1,789 inhabitants, and since the massive in-migration, St. Louis has gained approximately 800 new citizens. NewStart therefore is interested in assisting the people to take some positive steps to facilitate the social adjustment of the migrants, and to protect the relative progressive situation already existing in this community.

Moncton Project

New Brunswick NewStart documented massive in-migration of the rural populations into the urban centre of Moncton, and a wide range of social, economic and psychological problems. It was therefore proposed to research how much mobility is desirable in social and human terms. This would include such studies as:

- industrial expansion trends,
- housing situations and needs,
- migration counselling services.

SPECIAL DEVELOPMENTS

Buctouche Information Centre

An information centre was opened in Buctouche August 1970 close to the fishermen's homes; two community workers had offices in the Centre. Seventy-five to eighty percent of the 62 families were on welfare due to slumps in the fishing industry. The first action taken was to conduct a survey of housing. With the Centre as a meeting place, the men discussed the possibility of getting a grant to assist them with financing their fishing. The women decided that they should have a say in the Centre, and organized a sewing course with 52 enrolled. Sister Cormier of the University of Moncton, Faculty of Home Economics, counselled the women in planning their programs. Projects chosen were: cooking, lunches, pre-school programs, pre-natal care, and home furnishing.

A '*direction*' committee was elected comprised of four men and five women. Projects undertaken were:

- obtaining a fisherman's grant,
- a course paying occupational training allowances,
- a Hallowe'en party for 400 children,
- selecting a name for the centre; '*Centre Publique*' was chosen out of 35 entries,
- opening of the '*Centre Publique*' in November featured official cutting of a ribbon,
- the youth became involved and arranged:
 - a local talent night (over \$400 was made),
 - film showings,
 - a speaker on drugs,
 - an Easter party.

CO-OPERATING AGENCIES

University of Moncton

The women of Buctouche community, through their contact with Sister Cormier of the University of Moncton, planned a field trip to see the Home Economics Department. In addition to a tour of the building, they observed demonstrations given by the fourth year students on:

- starch as a thickening agent,
- Canada's Food Rules,
- school lunches,
- breakfasts.

Videotape was used to record the demonstrations and the reactions of the women from Buctouche.

Group action was the main purpose of the outing. The women (15) arranged for a panel truck to convey them the 45 miles between their home community and the University. On their return, they were to discuss developing a program, and if possible, plan on how to obtain a home economist to work with them.

The Adult Education Consultants spent the day at the University and participated in the group's activities. The Head of Projects at NewStart was particularly pleased with this group and the initiative they were showing.

NOTE: Classes at the University of Moncton are conducted in French.

The University has an expanding campus. The Home Economics faculty was on the eve of graduating the first class of nine home economists (1971). According to the head of the faculty, the graduates would go into teaching or hospital work. Some of the students had gained experience through summer employment in community work.

New Brunswick Department of Agriculture

The NewStart Head of Projects arranged for the Adult Education Consultants to meet with the District Home Economist. In addition to the regular work with women and 4-H clubs, the Moncton office was concerned with the 250 families which are being affected by the establishment of Kouchibouguac National Park. These families can be divided into three groups:

- those that could afford to move into new homes,
- those that bought older homes or moved their houses,
- those that received compensation for their homes but had to use the money to clear debts; others that could afford only to move into low-rental housing.

The Home Economist working on this project is under the direction of the Special Projects supervisor in Fredericton rather than the District Office in Moncton. The Department of Agriculture also uses Home Visitors (women) and Counsellors (men). They are local people and are given three weeks training; older people have been found more satisfactory.

The Department of Agriculture was working in conjunction with the Department of Education and the Welfare Agency on training Program-Aides for Basic Clothing. The course was a total of 50 hours and dealt mainly with clothing construction.

A '*Head Start*' program was conducted a half-day three times a week for the 4-5 year olds. The children when they proceeded to elementary school showed greater progress than those who had not attended the '*Head Start*' program. A Home Economist and a Home Visitor worked with the mothers and arranged sewing, food, and physical education courses.

COMMENTS

The New Brunswick NewStart is only in the second year of operation. This means that the action research is in the initial stages of development. Since basic literacy for adults was being handled by other agencies, emphasis is on community structures, social change, and migration as these affect individuals, families, and groups. New Brunswick NewStart is also serving as a catalyst to promote greater interaction between established agencies and the people.