

**EVALUATION OF
THE MÉTIS HOUSING
ADMINISTRATION PROGRAM**

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This report has been prepared by the Regina Branch, Canada Mortgage and Housing Corporation, Social Housing and F/P Relations Department. Thanks are expressed to all the participating agencies and the students for their time and views on the program.

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EXECUTIVE SUMMARY

Introduction and Background

The Métis Housing Administration Program (MHAP) was a pilot training initiative funded by Canada Mortgage and Housing Corporation (CMHC), Saskatchewan Municipal Government Housing Division (MGHD), and the Métis Nation of Saskatchewan (MNS). The MHAP training program was unique in that it consisted of an eight month classroom (theory) component and then an eight month practical (hands-on) component. The classroom consisted of an extensive overview of key aspects of housing administration and delivery, while the practical training gave students a chance to practice their classroom knowledge in working situations. The program was developed to address the shortcomings of the existing Native Cadre program while providing its participants a comprehensive training program and an opportunity to prepare for employment in the delivery, administration and management of housing.

This evaluation examines issues related to three key areas, 1) Program Rationale, 2) Success Issues, and 3) Cost-effectiveness. Recommendations on enhancing the program are also outlined. The main findings of the evaluation are as follows:

Program Rationale Issues

Four key factors have been identified in support of this initiative:

1) The Aboriginal population is experiencing substantial growth within Canada. Trends show there will be significant new household formation and increased migration to urban areas. These two factors will create an immediate and future demand for housing. The MHAP assists Aboriginals in gaining the knowledge and experience required to help create solutions to deal with housing issues.

2) A large portion of the Province's social housing units are inhabited by Aboriginal people. In the views of Aboriginal organizations, there should

be more management and control of these units by Aboriginal agencies. The MHAP helps to provide the skilled human resources to enable this.

3) The Aboriginal movement is towards self-government. This self-sufficiency can begin in housing and expand on all fronts. The current lack of skilled Aboriginal people impedes the ability of advancing these strategic objectives. The need for trained personnel will be addressed by an extensive program like the MHAP.

4) There are no comparable courses which offer a comprehensive and extensive housing field training program. The only programs and courses which are available are usually inaccessible to Aboriginal people due to costs and previous experience or educational requirements. The MHAP provides opportunities to obtain valuable education and training.

It was determined that government involvement is important to the success of the program. This involvement should include Program coordination, funding, and practical training. The involvement of Aboriginal training institutes and other Aboriginal organizations is important in ensuring all partners have input into the development and delivery of the program.

The design of the training program did reflect the intent and lead to the achievement of program objectives. The program demonstrated it is a vehicle to addressing the shortage of qualified Métis people involved in the delivery and administration of housing programs at the same time, assisting Métis people to participate in the labour market. The proof of this is in the fact that eight of the ten graduates are currently employed. Of these, six of the eight are currently working in the housing field.

A further objective was to provide a comprehensive and systematic training approach which was met through the efforts of program coordinators and trainers. Students were satisfied with both the variety of topics covered and the logical presentation of these topics.

It was agreed by all who were familiar with the Native Cadre program, the final objective of improving on the existing Cadre program was achieved.

The MHAP was more structured and defined allowing for a more effective training approach.

Success Issues

The training was seen to have educational benefits. According to the students the program allowed an overall increase in housing knowledge. All topics covered in the curriculum were given positive reviews on educational benefit.

The students, who were directly involved with the training approach, found it somewhat comprehensive and systematic. The main concern by students and trainers alike was that the program lacked comprehensiveness due to time restraints. Much of the material was rushed over because of the limited amount of time.

There was satisfaction in both the quality of the classroom and practical experiences. All involved believed that the classroom played an important part in the learning process in that it gave the students good background knowledge on housing issues. It was thought that the classroom training prepared the students very well for the practical training. The importance of the practical training was emphasized by all students and trainers. The combined approach to the course was essential in delivering effective training, and could not have been achieved using only one or the other.

The MHAP was designed to improve on the existing Cadre program. Program coordinators looked at the shortcomings of the Cadre program and incorporated changes in the MHAP to address them. The main improvement was the inclusion of a formal classroom training portion in the program. This allowed the educators to focus on the important aspects of housing, providing the students with useful information. The MHAP was also a more structured program, with training plans developed for each student at each agency. Training guides were also provided to all trainers, outlining expectations. By building on the Cadre program's shortcomings, the MHAP was able to provide valuable training experience.

Funding for this program came through a joint partnership between three sponsoring agencies. One of the main successes of the program was the leveraging of funding from the partners involved. Senior Management suggested that partnership funding was essential to getting the program going, as well as ensuring the commitment of all agencies involved.

Cost-Effectiveness Issues

The total costs of the program including overhead is estimated at \$703 705. This is viewed as substantial for ten students in a 16 month program. Consideration of cost-effectiveness includes examining both the costs and program effectiveness. Considering the success issues of the program, the MHAP was effective in achieving all its goals. Cost comparisons to the Native Cadre Program show that in terms of \$/student/year, the programs are almost equal. (see Table 3.4 - Cost Comparison of Cadre Program and MHAP) With some program refinements, the cost for the MHAP can be reduced to a level below the Native Cadre program. Some of the major financial considerations to be studied are the costs which will not be incurred if the program is offered again (ie. some course and curriculum development costs), student allowances during the classroom portion of the program, student allowances for travel home, and a 15% administration charge on top of all program costs.

Program Enhancements and Future Directions

All who were interviewed as part of this evaluation were asked to provide comments on program enhancements and future directions. The majority of the comments dealt with timing of the program. Most believed that the program was too short, not allowing adequate time to get involved in much detail. Another comment about timing was with the scheduling of the students during their practicums. Due to the cyclical nature of the housing field, some of the students were at certain agencies during slower times of the year. These areas are addressed under Recommendations.

All of those surveyed believed that the program was headed in the right direction in terms of approach. Possible long term directions included: the turning over of the entire program to an educational institute in a Co-op setting, geographical expansion, follow-up courses, and modulizing of the course.

Recommendations

All comments and results were considered in forming evaluation recommendations. These recommendations are categorized into Roles of Sponsoring Agencies, Selection Criteria, Accreditation, Expansion, Training, and Financial Matters.

The highlights of the recommendations include:

- ° continued partnership with government role being reduced to that of a facilitator,
- ° maintaining the selection process,
- ° accreditation for future programs,
- ° expansion to all Aboriginal groups,
- ° addressing concerns on timing and length of program,
- ° review of allowances paid to students,
- ° review of administration charge,
- ° continued assessment of other possible cost refinements.

RÉSUMÉ

Introduction et contexte

Le Métis Housing Administration Program (MHAP) est un projet pilote de formation financé conjointement par la Société canadienne d'hypothèques et de logement (SCHL), la Municipal Government Housing Division (MGHD) et la nation des Métis de la Saskatchewan (MNS). Le MHAP constitue un programme de formation particulier en ce sens qu'il comprend deux volets, d'une durée de huit mois chacun, l'un constitué de cours théoriques donnés en classe et l'autre, de travaux pratiques. Les cours théoriques fournissent une vue d'ensemble des éléments clés de l'administration et de l'application des programmes de logement, alors que les travaux pratiques permettent aux étudiants d'appliquer leurs nouvelles connaissances au milieu du travail. Le MHAP a été créé pour pallier les insuffisances du Programme actuel de formation des cadres autochtones, et fournir aux participants une formation globale ainsi que l'occasion d'acquérir les connaissances nécessaires pour postuler un emploi dans le domaine de l'administration et de la gestion des logements.

La présente évaluation examine des questions liées aux trois principaux éléments suivants du programme : 1) raison d'être, 2) réalisations et 3) rentabilité. Vous trouverez ci-après les principaux résultats de l'évaluation.

Raison d'être du programme

Quatre facteurs clés ont été définis à l'appui de cette initiative :

1) La population autochtone connaît actuellement une forte croissance au Canada. Selon les tendances, un nombre important de nouveaux ménages seront formés et la migration vers les centres urbains s'accentuera. Ces deux facteurs influenceront sur la demande actuelle et éventuelle de logements. Le MHAP aide les Autochtones à acquérir les connaissances et l'expérience nécessaires pour résoudre les problèmes liés au logement.

2) Les Autochtones occupent une large proportion des logements subventionnés par la province. Selon les organismes autochtones, la gestion et le contrôle de ces logements devraient être confiés davantage aux agences autochtones. Le MHAP contribue donc à fournir une main-d'oeuvre qualifiée pour répondre à ces besoins.

3) Le peuple autochtone s'oriente vers l'autonomie gouvernementale. Cette autosuffisance peut commencer dans le domaine de l'habitation et s'étendre à tous les domaines. Le manque actuel de main-d'oeuvre qualifiée empêche le peuple autochtone d'atteindre ses objectifs stratégiques. Des programmes globaux comme le MHAP permettront de répondre à ce besoin.

4) Aucun autre cours comparable n'offre de programme de formation aussi complet et détaillé dans le domaine de l'habitation. Les autres cours et programmes offerts ne sont généralement pas accessibles aux Autochtones, en raison des frais d'inscription élevés et des exigences relatives à l'instruction ou à l'expérience. Ainsi, le MHAP fournit l'occasion d'obtenir une éducation et une formation précieuses.

Il a été précisé que la participation gouvernementale contribue sensiblement au succès du programme. À cet égard, on estime que les gouvernements devraient coordonner et financer le programme et fournir une formation pratique. La participation des instituts de formation et d'autres organismes autochtones est également essentielle pour veiller à ce que tous les partenaires contribuent à l'élaboration et à l'application du programme.

Le programme de formation a atteint les objectifs visés. Tout indique qu'il a permis de remédier au manque de personnel métis qualifié dans le domaine de l'application et de l'administration des programmes de logement en aidant les participants à s'intégrer sur le marché du travail. En effet, huit des dix diplômés du programme ont actuellement un emploi. De ce nombre, six travaillent dans le domaine de l'habitation.

Un autre objectif visait à utiliser une méthode de formation globale et systématique. Cet objectif a été atteint, grâce aux efforts des

coordonnateurs et des moniteurs du programme. Les étudiants étaient satisfaits du choix des sujets et de la présentation logique du matériel.

En outre, l'objectif définitif, qui visait à améliorer le Programme de formation des cadres autochtones, a également été atteint, selon toutes les personnes concernées.

Le MHAP, plus structuré et précis que l'ancien programme, a permis d'utiliser des techniques de formation plus efficaces.

Réalisations

On estime que la formation offerte a une valeur éducative. Les participants jugent que le programme leur a permis d'accroître leurs connaissances globales relatives au logement. En fait, tous les sujets traités durant le cours ont reçu une bonne cote en ce qui concerne l'aspect éducatif.

Les étudiants directement concernés ont trouvé la méthode de formation modérément détaillée et systématique. La principale préoccupation des participants et des animateurs était que le programme manquait d'exhaustivité en raison des contraintes de temps. En fait, presque tout le matériel de cours a été traité rapidement en raison du manque de temps.

Tous les intervenants se sont dits satisfaits de la qualité de la formation théorique et des travaux pratiques. Les personnes concernées estiment que les cours théoriques ont largement contribué au processus d'apprentissage en donnant aux étudiants de bonnes connaissances de base en matière de logement, ce qui les a très bien préparés pour les travaux pratiques. Tous les participants et les moniteurs ont également souligné le rôle important des travaux pratiques. Les deux volets du cours vont de pair et sont essentiels pour l'efficacité de la formation.

Le MHAP a été conçu en vue d'améliorer le Programme existant de formation des cadres autochtones. Après avoir repéré les insuffisances de ce dernier, les coordonnateurs ont incorporé les améliorations au MHAP. L'ajout des cours théoriques constitue l'amélioration principale du programme, car ils

permettent aux enseignants de mettre en évidence les importants aspects du secteur de l'habitation et de fournir aux étudiants des renseignements utiles. Étant plus structuré que l'ancien programme, le MHAP a permis d'élaborer des plans de formation adaptés à chaque participant et à chaque agence. Les animateurs ont également reçu un guide de formation, résumant les attentes. En remédiant aux points faibles de l'ancien Programme de formation des cadres autochtones, le MHAP a réussi à fournir une formation précieuse.

Le MHAP a été financé conjointement par trois organismes de parrainage. L'accroissement des fonds engagés par les organismes concernés constitue l'un des principaux facteurs de la réussite du programme. Selon la haute direction, le financement du programme par divers partenaires était essentiel pour la mise en oeuvre du cours de formation et pour assurer l'engagement des organismes concernés.

Rentabilité

Le coût total du programme y compris les frais indirects est évalué à 703 705 \$. On estime que ce montant est élevé pour former 10 personnes sur une période de 16 mois. La rentabilité a été évaluée en fonction des coûts et de l'efficacité du programme. Compte tenu des réalisations, le MHAP a permis d'atteindre tous les objectifs fixés. Une comparaison des coûts du MHAP et de ceux du Programme de formation des cadres autochtones démontre que les sommes engagées par participant sur une base annuelle sont environ les mêmes (voir le tableau 3.4 - Comparaison des coûts du Programme de formation des cadres autochtones et du MHAP). En améliorant certaines composantes du MHAP, les coûts pourraient être inférieurs à ceux du Programme de formation des cadres autochtones. Certaines dépenses importantes pourraient être éliminées si le programme est offert une autre fois (p. ex. les frais de réalisation du cours et du programme) les allocations d'études durant les cours théoriques et pour le retour au domicile, ainsi que les frais d'administration de 15 % ajoutés aux coûts du programme.

Améliorations du programme et orientations futures

On a demandé aux personnes interviewées lors de l'évaluation de suggérer des améliorations au programme et des orientations futures. La plupart des observations portaient sur la durée du programme. Selon la majorité des répondants, le programme était trop court et on n'accordait pas suffisamment de temps à l'étude en détail des sujets. D'autres observations portaient sur la période choisie pour effectuer les travaux pratiques. Compte tenu de la nature cyclique du secteur du logement, certains participants ont effectué leurs travaux pratiques durant une période de faible activité. On a tenu compte de ces propos en rédigeant les recommandations.

Toutes les personnes interrogées estimaient que le programme s'orientait dans la bonne direction en ce qui concerne les techniques d'enseignement utilisées. Quant aux orientations à long terme, il a notamment été proposé que le programme devrait : être confié à un établissement d'enseignement coopératif; soit offert dans d'autres régions; comporter des cours de suivi et être organisé en modules.

Recommandations

Les recommandations de l'évaluation tiennent compte de l'ensemble des observations et des résultats de l'étude. Elles ont été classées selon les catégories suivantes : rôles des organismes de parrainage, critères de sélection, accréditation, participation d'autres régions au programme, formation et facteurs financiers.

Voici quelques points saillants des recommandations :

- ° accroissement du nombre de partenaires de sorte que le rôle du gouvernement soit réduit à celui d'un facilitateur;
- ° maintien du processus de sélection;
- ° accréditation éventuelle du programme;

- ° participation de tous les autres groupes autochtones au programme;
- ° résolution des difficultés liées au calendrier et à la durée du programme;
- ° examen des allocations d'études accordées aux étudiants;
- ° examen des frais d'administration;
- ° évaluation continue en vue de diminuer davantage les coûts.



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1.0 INTRODUCTION

The Métis Housing Administration program was a pilot program jointly developed by Canada Mortgage and Housing Corporation (CMHC), Saskatchewan Municipal Government Housing Division (MGHD), and the Métis Nation of Saskatchewan (MNS). The purpose of the program was to enable participants to prepare for employment in the delivery, administration and management of housing programs in the public and private sectors. The purpose of this report is to outline the evaluation findings of the Métis Housing Administration Program.

The evaluation assesses the continuing need for the Métis Housing Administration Program, the extent to which the program has achieved objectives and the cost-effectiveness of the approach taken. The evaluation also suggests program enhancements and future directions. The findings of this evaluation will assist decision-makers in determining the extent to which CMHC will support the continuation and/or expansion of this training approach to other regions of the country and/or for other training participants.

2.0 BACKGROUND TO PROGRAM

The idea of the MHAP was conceived and based on the desire to improve upon the existing Native Cadre Training program. Given CMHC's extensive role in dealing with Aboriginal social housing, it was viewed that considerable improvements could be made in the area of effective training for Aboriginal people.

2.1 Program Objectives

The specific objectives of the Métis Housing Administration Program are to:

- a) Address the shortage of qualified Métis people involved in the delivery, administration and management of housing programs both in public and private sectors;
- b) ensure a comprehensive and systematic approach to the training of such people, including practical experience;
- c) provide skills that will assist Métis people to more effectively participate in the labour market;
- d) address the perceived shortcomings in the design of the existing Cadre program.

To help ensure that program objectives were being met, a steering committee was formed. The group consisted of representatives from Métis Urban Housing Association of Saskatchewan (MUHAS), MGH, CMHC, Provincial Métis Housing Corporation (PMHC), the Gabriel Dumont Institute (GDI), and the students. The committee met regularly to monitor and deal with various aspects of the program.

2.2 Program Description

The program was based on five components, Academic Preparation, Business Administration, Housing Administration, Rehabilitation Skills, and a Work Placement Component.

The Academic Preparation component upgraded student's academic skills in various areas. It consisted of 300 hours of class work divided as follows:

Business Communications	75 hours
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Business Mathematics	75 hours
Basic Computers	75 hours
Métis Studies	75 hours

The Business Administration training involved a number of classes selected from the Saskatchewan Institute of Applied Science and Technology (SIAST) Business Administration Certificate Program. Instruction was provided by SIAST staff. This program component consisted of 320 hours of class work based on the following categories:

Basic Communication Principles	25 hours
Writing Business Reports	60 hours
Decision-Making Principles	30 hours
Presentation Skills	30 hours
Meeting Principles	30 hours
Financial Management	105 hours
Counselling Skills Program	40 hours

CMHC, with the cooperation of MGHD, developed courses on different aspects of Housing Administration. The largest part of classroom training was the 500 hours in Housing Administration, taught by CMHC and GDI staff. An outline and a curriculum were designed with the hours students spent in each area as follows:

History of sponsoring agencies	30 hours
Federal-Provincial Relations	75 hours
Social Housing Programs	60 hours
Community Housing need	20 hours
General Real Estate	15 hours
Buying Existing Real Estate	15 hours
Finance and Appraisal	15 hours
New House Construction	40 hours
Contract Administration	40 hours
Portfolio Management	75 hours
Property Management	115 hours

The Rehabilitation Skills course was 75 hours, instructed by the Northern Alberta Institute of Technology and included inspecting dwellings, specification writing, and cost estimating.

The final program component was the Practical Work Experience. This portion was approximately one half of the training provided, consisting of three 10 week on-the-job training placements for each student. The training agencies taking part were CMHC, MGHD, the Provincial Métis Housing Corporation (PMHC), Gabriel Housing Corporation, P.A. Community Housing Corporation, and Sasknative Rentals. (See Appendix 1. for background information on participating groups.)

3.0 ANALYSIS OF THE ISSUES

The following section outlines with the methodology used in evaluating the program, the recruitment and selection process, program rationale issues, success issues, and cost-effectiveness issues.

3.1 Methodology

The methodology used for the evaluation of the Métis Housing Administration Program combined both survey data, secondary information and other data sources. Interviews were conducted with as many individuals involved in the program as possible. The final count of interviews was 31, which included 10 students, 13 class and practical trainers, 8 Senior Management/Program Coordinators. Each of these groups can be defined as follows:

Students: those who experienced the program first hand by going through the classroom and practical training.

Educators: those who were responsible for teaching the theory aspects in the class. This group included both CMHC and GDI instructors.

Work Trainers: various members from all participating agencies who worked with and/or trained the students during their practicums.

Program Coordinators: those who were involved in the preliminary aspects of the program, including coordination, and course and curriculum development.

Senior Management: this group consisted of senior staff from participating agencies including, the Chief Financial Officer of MNS, General Manager of CMHC - Prairie Regional Office, Associate Deputy Minister - MGHD, Executive Director - GDI, and General Manager of PMHC.

Three surveys were developed for this evaluation: 1) Students, 2) Educators/Work trainers, and 3) Senior Management/Program Coordinators (see Appendices 2-4 for actual surveys). Because the number of

interviews was limited to 31, the emphasis was on obtaining qualitative comments instead of quantitative data. Whenever possible, the comments of Students, Work Trainers, Educators, Program Coordinators, and Senior Management are included within the report.

The secondary information and other data sources gave supporting evidence on various aspects of the evaluation. This was used primarily to assess Program Rationale and Cost Effectiveness issues. The references are outlined in a List of Sources at the end of the report.

This methodology was adopted based on the need to obtain immediate views on the program by key participants. Moreover, with the given timeframe to complete the evaluation, the most appropriate way of obtaining information was to interview all people involved, as well as using supporting evidence for reference.

Because this was a pilot program, only 10 students have actually taken part and graduated. Long term benefits and future effects of the program should be studied after the program is offered to a larger number of students.

For the purpose of this report, the term Aboriginal refers to Status and Non-Status Indians, Métis people, and Inuit people.

3.2 Recruitment and Selection Process

Recruitment of students began with advertising throughout various organizations affiliated with the Métis Nation of Saskatchewan. Advertisements describing the program along with application forms were sent to various Aboriginal employment agencies, as well as local and regional Canada Employment Centers. Along with these postings, advertisements were placed in selected Saskatchewan newspapers. This process was coordinated through the Gabriel Dumont Institute (GDI).

Students were selected for interviews on the basis of educational and vocational experience. The interviews were conducted by a panel consisting of various representatives from participating agencies. Included in the interview process was a written assignment. From this interview process, 10 students were selected.

The students were asked to comment on the interview process. The written portion of the interview was thought to be an important part of the process. It was suggested by some of the students that the interview panel was intimidating and could possibly be cut down in size in the future. Although reducing the number of people on the interview panel may be less intimidating, there is still a need to permit all agencies to be involved in the selection of the best candidates.

Comments by those other than the students were all positive. It was suggested that the high quality of students was due to the selection criteria. Moreover, the overall success of the program was due in part to the selection process.

3.3 Program Rationale Issues

Program rationale issues address fundamental questions concerning the basic need for the Métis Housing Administration Program. The most basic issue to be addressed is whether there is a need for such a program. This section also examines the existence of links between the major design features of the program and the achievement of the program objectives.

Issue 1.

Is there a need for a housing educational training program to assist Aboriginal people to be involved in the delivery and management of housing programs?

A number of factors point to the need for an Aboriginal housing training program:

Population figures from the 1991 Census show that the Aboriginal population is experiencing substantial growth within Canada. As part of this growth, two key factors will contribute to the increased demand for housing within the Aboriginal population. First, with a high proportion of the Aboriginal population between the ages of 15-25, there will be a relatively high incidence of household formation and in turn increased housing demand. Secondly, the trends show that a considerable number of Aboriginal people are migrating from rural to urban areas. The influx of Aboriginal people into urban areas also places a high demand for suitable, adequate and affordable housing. Based on the two factors outlined above, there will be an increasing need for Aboriginal housing in the future. The MHAP will help to involve Aboriginal people developing strategies and solutions to addressing this increased housing need.

As of the end of 1993 there were approximately 9 741 Social Housing family units in Saskatchewan. Of this total, 1 653 are CMHC funded, on-reserve family units which are administered by Band representatives. Of the remaining 8 088 units, 67% or 5 387 are occupied by Aboriginal households. In terms of direct Aboriginal involvement in the administration of off-reserve units there are currently 12 Urban Native Housing groups in the province. As of December 1993, these organizations were responsible

for administration of 28% or 2 296 Aboriginal Social housing units in urban areas. Aboriginal people also act as board members for local housing authorities, particularly in Northern Saskatchewan. However, from the point of view of Aboriginal organizations and based on their key strategic objectives, more Social housing units could be managed and controlled by Aboriginals. Another reoccurring problem is that when a housing position becomes available, there is a lack of skilled Aboriginal candidates to fill the position. The MHAP is designed to give Aboriginals a broad-based knowledge and experience in all matters related to housing, which allows them to firstly, move into the housing field and gain experience and secondly, possibly move into future managerial roles.

Commencing in October 1993, the Federation of Saskatchewan Indian Nations (FSIN) began to coordinate the development of a Strategic Conceptual Plan for eventual First Nations Control of First Nations Housing. This plan is considered a component of First Nations Self-government. Based on implementation of this plan, there will be an increased demand for trained First Nations people to aid in the control and management of housing. Housing training programs for First Nations people will be of importance if their strategic objectives are to be achieved.

According to the Métis Nation of Saskatchewan, their objectives are to develop initiatives in education, training, cultural and social support services to ensure long term viability and stability. The Métis Housing Administration Program (MHAP) assists in meeting these objectives by providing a training and educational program for Métis people. A look at the goals set out by the Métis Nation of Saskatchewan shows that by the year 2000 and beyond, the Métis population aims to be in a self-government role, controlling their own destiny. This includes total control of all their own housing properties. The availability of skilled human resources are going to be a determining factor in attaining these goals. A training program such as the MHAP will assist in providing these vital human resources.

The Aboriginal movement towards self-control is gaining momentum. Housing is an area that can be used as a primary building block because

of the number of Aboriginals involved in Social Housing programs. The MHAP provides qualified personnel an opportunity to at least get into the housing field, where experience can be gained and used in the future to move into leadership roles. Government directions are in support of more Aboriginal control with training being viewed as a critical component.

In addition, government and non-government staffing objectives support the hiring of Aboriginal people. As part of employment equity strategies, organizations are seeking qualified and well trained employees. A program like the MHAP, which focuses on Aboriginal students, provides additional candidates for organizations to consider.

The pilot of the MHAP offered a specific training program for a specific target group. This target group, Métis people, in the past have found it hard to access current training opportunities in Universities and other post secondary institutes. At the current time, there are no comparable courses which offer what the MHAP provides, a combined approach to housing training using both classroom and practical training. The lack of alternatives and the difficulty of Aboriginal people finding appropriate education both contribute to the need of an Aboriginal training program.

Work Trainers/Educators

From surveying the 13 people who fell in this category, a definite need was established. Respondents indicated that Aboriginal people have the desire but need the skill development and training to succeed. A program like the MHAP builds confidence and enforces the pride of Aboriginal people.

It has been the general consensus that over the years when the need for Aboriginal workers arises, the number of skilled people are limited. This program not only helps to provide more people with skills, but also provides a bridge which allows Aboriginal people to look after themselves. As one work trainer stated, "In the long term the program should pay for itself by putting Aboriginal people back into their own communities to run housing programs."

The only question of doubt which came up was the ease of finding employment in a market which is down-sizing. The programs need is dependent on the supply and demand of personnel. Caution should be taken in terms of supplying the market with a high number of quality people who would all be competing for a limited number of jobs.

Senior Management/Program Coordinators

The 8 Senior Managers and Program Coordinators all believed there was a need for this type of training program. It was felt that previous training approaches have been ineffective or not available. "A solid training program like the MHAP will fill the gaps."

This group also indicated there is a lack of Aboriginal workers not only in housing, but also other areas. An extensive training program creates employment opportunities in all areas. Respondents in this category commented that this program will allow Aboriginal people to become better administrators and provides other basic building blocks for self-sufficiency.

Issue 2.

Is CMHC the appropriate agency to facilitate this function?

Traditionally, CMHC has played a large role in terms of addressing the training needs of external clients. Training for non-profit housing groups (Aboriginal and Non-Aboriginal) has primarily been led by CMHC. CMHC has the resources to draw upon in terms of providing training, not the least of which is its long involvement and experience with the delivery and administration of social housing on behalf of the Federal government.

There are essentially four major sources of training presently available:

- 1) CMHC developed and delivered training
- 2) Provincial Government developed and delivered training
- 3) Third sector-developed and delivered training
- 4) Private organization training (including profit making companies and institutional training)

Courses or workshops are available on selected topics in the housing field. CMHC has developed training packages in Client Counselling and Preventative Maintenance. As well, CMHC has sponsored the Native Cadre training program. Provincial housing agencies also provide some training, particularly as it relates to administration of housing.

The Ontario Non-Profit Housing Association (ONPHA) is now actively involved in developing third sector lead training courses in areas such as Tenant Relations and Financial Management. ONPHA also has plans to develop a formal certificate program in non-profit housing management through linking with the Institute of Housing Management (IHM) Certificate Program for Property Managers. ONPHA's and other third sector developed non-profit training plans may be a viable approach in the future.

More training is also available through the private sector. The Real Estate Institute of Canada (REIC) and its American equivalent, Institute of Real Estate Management (IREM) provide a path to obtain designation in Certified Property Management (CPM) and Certified Real Estate Financing (CRF). These options are not open to people without previous training or experience in Property Management or Real Estate. As well, these courses have educational requirements. These two reasons make the option of REIC training inaccessible to most of the Aboriginal population.

CMHC's involvement in training will be affected by a number of factors. One of the most important factors in developing training packages is cost-effectiveness. With the availability of other training sources, CMHC must closely examine the cost-effectiveness of either developing a specific program or purchasing appropriate training through external agencies (this will be assessed later in the report).

The Métis Housing Administration Program was unique in that it took a combined approach of classroom and practical training and applied it to the housing field. A post secondary institution could not offer the same type of program without having a work placement section, similar to a Co-op work study program. Currently, none are in place.

Work Trainers/Educators

When asked about Government's future role in the program, all were in agreement that they must have a role in the coordination of the program. The reasons being that Government agencies, like CMHC, have the expertise and help to ensure that the training is applicable to the market. With CMHC's housing background and its involvement in Aboriginal housing, a transfer of skills and knowledge can take place. Along with its background, CMHC brings with it, leadership and reputation which adds credibility to the program.

The emphasis on having a collective approach for the program was made. Involvement of other agencies and groups, especially Aboriginal groups, was stressed. The involvement of a number of agencies at different levels gives an awareness of the roles and interrelations of each agency. This bigger picture with Federal, Provincial, and Aboriginal groups is then seen by the students. Government interaction and partnership with Aboriginal groups can also lead to better working relations.

When asked specifically about the program delivery, only about 25% of the respondents thought Government agencies should deliver the program. The remaining 75% thought only limited involvement for specific curriculum components would be needed. CMHC's role would be as a facilitator, but not as a teacher. Some also suggested in the future when the program is established and a competent replacement could be found, CMHC or other Government agencies, do not have to have any role in the actual delivery of the program. It was thought by some respondents in this category, that Aboriginal groups are not only responsible for education of Aboriginals, but will eventually be equally qualified to teach them.

Senior Management/Program Coordinators

The management and coordinators believed that CMHC should be involved initially. Senior Management agreed with the trainers in the fact that the role of the government should be that of a facilitator. CMHC's main role would be in providing the initial expertise and perhaps to assist with

funding. Funding could be through buying seats for students in a qualified educational institute once the program is accredited. "Training institutes are equipped with professional instructors able to provide classroom instruction and should be utilized for this purpose." It was also noted that some government involvement is needed and should be maintained in order to give a well-rounded practicum.

Overall the general consensus was that government agencies should have a joint partnership in the program, along with Aboriginal organizations, like GDI. This partnership would continue on the basis of an educational institute taking over all teaching aspects, while CMHC and MGHD would continue to offer their support and primarily be directly involved in practical training.

Issue 3.

Does the design of the training program reflect the intent and lead to the achievement of objectives?

The objectives of the Housing Administration Program are to:

a) address the shortage of qualified Métis people involved in the delivery, administration and management of housing programs both in public and private sectors;

The program itself was a Métis program, only opened to Métis people. The program took ten Métis people with applicable backgrounds and taught them the various aspects of housing deliver, administration and management. A commitment was made by all organizations involved in the program to assist students in their search for employment opportunities. At the time of this evaluation, eight of the ten who participated are employed full time. Six of these placements have occurred in the housing field.

b) ensure a comprehensive and systematic approach to the training of such people, including practical experience;

The program coordinators spent many hours in devising a training program which was both comprehensive and systematic. The first step in curriculum development was to identify the key housing areas. After the key areas were identified, categories in each area were structured. Individual categories were given to CMHC staff to prepare training material in their areas of expertise. After all material was prepared, CMHC staff, along with 2 professional educators from GDI, put the course together. A look at the course outline shows a logical structure beginning with introductory skills reviewing basic educational practices, followed by a history of public housing and moving consistently through the entire course curriculum. The course curriculum covered:

- Housing program objectives/procedures
- Housing Inspections
- Housing Appraisals
- Client Selection/Needs Assessment
- Client Counselling
- Mortgage Lending
- Project Management

When appropriate, specific pre-established courses were chosen. These pre-existing courses were taught by instructors brought in from external institutes, for example, the students took an introductory accounting course through SIAST, and were taught rehabilitation skills through the Northern Alberta Institute of Technology (NAIT).

Organizations involved in the practicum developed specific training plans to ensure that the students were receiving appropriate training experiences. These agencies tried to involve the students in as many areas of housing as possible making the practicum very comprehensive.

c) provide skills that will assist Métis people to more effectively participate in the labour market;

Included in the curriculum were areas of training not only applicable to housing but also to any area of employment. Topics such as accounting skills, writing skills, and computer training are all areas which could

easily be applied to another field. Combined with the taught skills, students also learned commitment, communication skills, and how to work in a team. Practicum experiences gave students a look at all levels of housing (Federal, Provincial, and Aboriginal Organizations) and the interactions which occur, which is similar to other employment areas such as agriculture or health. The students were also given a brief introduction in job finding skills, including resume writing and interview skills.

d) address the perceived shortcomings in the design of the existing Cadre program;

An evaluation of the Native Cadre program was done by CMHC in 1989. The results of the evaluation showed that from the program's beginnings in 1974, the training the Cadres received seems to have been more useful in helping them find work immediately rather than in keeping them in the housing field over the long term. Of those surveyed, only 37% remain employed in housing. The success of the MHAP on the long term will have to be studied in the future.

The Cadre evaluation shows that, although it has worked well overall, there are some areas where an increased emphasis could be made to ensure the meeting of objectives. Three methods of training were found to be the most beneficial in increasing the Cadres knowledge and skills. These methods were: observation, involvement in decision-making, and workshop attendance. The evaluation noted administrative functions can be taught through a number of approaches, but to be effectively understood, technical training must be approached differently with greater involvement by the trainee in program decisions or active participation in forums such as workshops. It was also noted that constructive feedback is very helpful in the overall feeling of training helpfulness. Coordinators of the MHAP have tried to incorporate these findings in order to make a better program.

According to most who were familiar with the Cadre program, it is a program which could use considerable improvement. The Métis Housing Administration Program was designed to meet these shortcomings. The

Cadre program did not include classroom training while the MHAP consisted of half of the time in a classroom component, which provided students with a theoretical background to housing issues. The classroom setting with an instructor and fellow classmates provides a more defined training approach compared to the Cadre program, where in some instances, the trainees relied on training manuals to sort out program requirements. Important aspects of particular procedures or programs are stressed by the instructors. The instructors are there to help the students, while other classroom students can also lend support.

The MHAP expanded on the practical training aspect in that they gave the students an opportunity to see the housing area from a wider scope. This was done by including Federal and Provincial housing organizations, and Aboriginal agencies. Whenever possible, students were given work assignments with as many as three different organizations, greatly expanding their scope of experience. The intent was to give the program breadth, allowing the students to see housing from a global perspective.

3.4 Success Issues

This section examines issues related to the achievement of program objectives. In doing so, the overall course is assessed as a whole, then each component of the course is reviewed (ie. Classroom and Practical), and a detailed comparison to the existing Cadre training program is conducted.

Issue 1.

Was the training beneficial from an educational point of view? Have the trainees increased their knowledge and skills of housing delivery, administration, and management practices?

Students

According to the ten students who took part in the MHAP, all thought they had increased their housing knowledge. On a five point scale, where 1 was the lowest and 5 was the highest, the results were as follows:

1	2	3	4	5
-----	-----	-----*	-----*	-----*
		20.0%	30.0%	50.0%

It was noted that those with a partial (3) increase of knowledge, had a greater knowledge coming into the program from extensive backgrounds in housing. Those who came in with limited or no previous housing knowledge had the greatest increases.

Given a list of the topics covered in the program, the trainees rated how much training they received in that specific area. The topics outlined all the main areas of the curriculum. On the whole, all topics were given positive responses, proving the effectiveness of the classroom training. The averages of all students ratings on each component are listed below.

Area of course	Avg. Rating (on a scale of 1-5)
CMHC programs	4.2
Provincial program	4.2
Housing Inspections	3.6
Housing Appraisals	2.8
Client Selection/ Needs Assessment	3.9
Client Counselling	4.1
Mortgage Lending	3.0
Project Management	3.9
General Office/ Clerical Procedures	2.9
Others: Basic Computer Skills	4.0

The training areas which students learned the most about were about both CMHC and Provincial programs. As one student suggested, "The housing

program portion of the course was the most important." Although most areas were given satisfactory reviews, students commented that certain areas could have included more training. They included Housing Inspections and Property Management.

Work Trainers/Educators

Trainers and educators also commented on the effectiveness of the classroom training on increasing the trainees knowledge. There was a definite feeling by the educators that the students learned the key areas of housing. Although the instructors thought students were rushed, they were able to interact with the students daily and witnessed through testing, that the classroom material was being retained. Immediately following the classroom portion of the program, the students were placed in working environments. The work trainers were generally impressed with the basic housing knowledge that the students already possessed.

The practical training was dependant on timing. If the students were placed in an organization during a busy time of the year, more was learned. In a practical situation it is hard to teach the trainees everything about housing in such a short time. Most said that for their own specific areas, the students were able to increase their knowledge. It is concluded that students experienced an overall increase in their knowledge of housing, notwithstanding some of the noted shortcomings.

Senior Management/Program Coordinators

The educational benefits of the program were commented on by Senior Managers and Program Coordinators. This group acknowledged the educational benefits of the program as students were able to practice what they learned in class, which is one of the best ways to actually retain and learn something.

Issue 2.

Was the training approach comprehensive (meet the needs of students entering the housing field) and systematic (the information was presented in an orderly manner)?

Students

The course's comprehensiveness was thought to be quite good considering the timeframe. Some of the students believed the course could have been more extensive if more time was allotted. In this regard, the students felt that certain areas could have used more time, but time restraints made them rush ahead. Breaking up the program into classroom and practical training, the students thought that the class was much more comprehensive than the practical training. This could be explained by the fact that many of the students were at one organization or more at a slower time of the year.

Trainees had a sense that the program followed a fairly logical plan. On the average it was stated that the course was somewhat systematic, flowing from one subject to another quite well. Again, any disorganization could have been remedied by allotting more time for the program.

Work Trainers/Educators

Work Trainers believed that the practical portion of the program lacked comprehensiveness because some students came at a slower time of the year. It was noted that as a result of specific work functions being cyclical, some students missed out in some areas.

Most work trainers believed that for their areas of training the program was comprehensive. A statement made by some was that although the course may have been comprehensive, the students may not have learned it all because it was so rushed. Merely one week in certain areas does not provide much detail. For example, five days of exposure to an entire department does not allow the students to see the role that department plays in the entire organization. One work trainer went as far as saying the program was, "too broad and trying to teach too much". This was dependant on the type of training - whether it was very broad or whether it was more focussed. It was left up to each organization as to which training approach would be taken.

The organization of the practicums was good because training plans were devised for the trainees. Although some were more extensive than others, the fact that a plan was written on paper assists in presenting information in an orderly manner.

The classroom instructors thought that during the classroom training, parts were too detailed and some parts were not detailed enough. For example, the accounting portion of the course was commented to be too extensive for the time frame allowed. Overall the course was comprehensive in that it touched on all areas, but it could use some minor refinements to stress the more important aspects of the class.

In setting up the program, the educators set forth to make a curriculum which would follow a logical sense. As well, a training outline for trainers and a mechanism to regulate progress were put in place. It was thought that the course seemed to flow well on paper which continued into the classroom.

Senior Management/Program Coordinators

Full marks on comprehensiveness were given by most Senior Management and Program Coordinators. It was acknowledged that the course curriculum was very broad with not many areas missing. The program was originally more comprehensive, but when funding restraints were introduced, some scaling down had to be done. The thought was that if the training was two years in length, it would be very comprehensive.

A general consensus from Senior Management and Program Coordinators was that the program was well delivered with a good structure. It may not have been perfect, but as a pilot program, ready for refinements, it flowed well. This group was quite pleased with the approach, with some stating that it went better than expected.

Issue 3.

To what extent has the classroom experience benefitted the trainee?

Students

According to the students, the classroom was an important part of the curriculum in that it prepared them for the practical component of the training. Students had a strong feeling that the background information was a critical part of the entire program. The academic preparation portion of the course, which included report writing, math review, and computer skills was thought to be of great benefit, "it got those who hadn't been in school for a while, back into the practice." The theory aspect of the program gave a good base of knowledge on which the students could build. It also provided a source of information which the students could use for reference during practical training. The fact that there are so many areas of housing that are important, emphasizes the importance of structured class training. The classroom setting was an important factor in the learning process as it allowed the instructor to give guidance to the students.

Students were asked specifically to rate their overall classroom experience on a five point scale (where 1 was not at all satisfied, 3 was somewhat satisfied, and 5 was very satisfied). The results were as follows:

	<u>Average</u>
Variety of topics covered	4.3
Length of training	2.6
Interest/support of trainer	3.9
Overall classroom experience	4.0

It can be seen from the averaged results, that the students viewed the classroom experience as beneficial. The only low rating was in length of training where most students thought that the class was rushed.

When asked about the trainers of the classroom portion, the students gave the trainers, as a whole, positive reviews. Areas which were rated were the trainers familiarity with how well the students understood, accuracy of their completed work, skills they improved/acquired, and career interests. In particular, students noted that a large amount of constructive feedback was given by the educators which allowed for better assimilation of the material.

Work Trainers/Educators

Classroom training was an important aspect of the program, according to work trainers and educators. It was thought by all of the work trainers and educators that the class played a vital role in providing the students with valuable knowledge of various housing topics. In an area such as housing, the topics encompassed by the practical experience require a basic understanding. The class gave trainees the depth of knowledge necessary to be able to function in the work settings.

Senior Management/Program Coordinators

The group of Senior Managers and Program Coordinators outlined their views on the benefits of classroom training. In particular this group recognized the importance of formal class training as a key component of the overall training approach.

Issue 4.

To what extent has the practical experience benefitted the trainee?

Students

The results of this question were overwhelmingly positive. All of the students believed that the practical component was of great benefit and helped them the most. The hands-on experience allowed them to apply their classroom training to real working situations. Students noted that practical training shows how things might be done differently in reality. It was also noticed by the students that the interactions between the various levels, Aboriginal housing groups, Provincial, and Federal Governments, played a key role in helping to understand why and how programs work.

There seemed to be a good link between the classroom and the practical portions of the program. The practical experience brought together all the material taken in class. The better the link, the easier to assimilate and learn the materials.

In most cases, the persons responsible for the training of the students were the office managers or the office professionals, which included field inspectors, appraisers, and program managers. Most of these trainers were willing and capable, so the training went quite well. One aspect of improvement suggested by some of the students was to explain more of the reasons behind doing a task instead of just showing how to do it. Considering the comments of one student, "more direct involvement of students in practicum would be beneficial."

All the trainers as a group were rated by the students on how familiar they were with: how well the trainees understood, the accuracy of their completed work, skills they had improved or acquired, and their career or work interests. Each category was rated on a five point scale (where 1 was Not at all familiar, 3 was Somewhat familiar and 5 was Very familiar). The outcomes were favorable with all categories falling within the range of 3.3 to 4.0.

Each workplace was rated in terms of the variety of topics covered, length of training, interest/support of trainer, and overall practical experience. Using the same scale as outlined above, the following are the overall averaged results:

	<u>Average</u>
Variety of topics covered	4.0
Length of training	2.5
Interest/support of trainer	3.8
Overall practical experience	4.1

Overall the ratings averaged around a 4 out of 5, with only one category lagging for each participating agency. The length of training for each place averaged an unfavorable 2.5. The reason for this single low rating was that the students found the 10 week work terms too short. The consensus was that 10 weeks is not enough time to get familiar with the work place, and then it was off to another agency. Those four students who experienced two terms at one agency rated length of timing at a favorable average of 4.0. The other categories (ie. Variety of topics) would likely have benefitted if more time was spent at each work place.

Work Trainers/Educators

All from this group agreed that practical training is vital, especially for a program like the MHAP. The practicum challenges the trainees to apply their learned knowledge to real situations. Knowing the theory is fine, but hands-on is also important. Most of the work trainers agreed with the students in the fact that the work terms were too short. Another factor which came up was the timing. The participating housing agencies have cyclical patterns with some parts of the year more busy than others. If a student showed up at a slower time, the practical experience was lacking. A suggested remedy to both these problems was to extend the length of time of work term to allow more exposure.

Although practical training was thought to be a necessary part of the training, it was also noted that practical alone does not provide the in depth background needed for an extensive area like housing. Using both classroom and practical training is the most effective way of teaching.

Senior Management/Program Coordinators

Senior management believed the practical training offered to the students was very high caliber. Hands-on training is a proven method of teaching and high quality training should have great benefits to the students. The practical training setting is a good, controlled environment for practicing what was learned in class.

Maintaining the balance between classroom and practical training was the key comment here. Having only one or the other would cut out a big part of the overall learning process. Both are necessary to compliment each other. It was thought that an excellent balance was achieved in the MHAP.

Issue 5.

Was the training provided better than the existing Cadre program?

A comparison of curriculum and training plans of both programs shows that the MHAP gives its participants a greater knowledge of housing, while the Cadre program potentially provides more detailed work experience. The Cadre program lacks the classroom portion of the MHAP, but the MHAP lacks the time (approx. 1 year) that the Cadre has to offer in practical training. A look at the comparisons of training plans reveals that both basically try to do the same thing. Both give exposure to Housing Delivery, Portfolio Management, Asset Management, Housing Inspections and Appraisals. While one can see that the Cadre program would have an advantage in the depth of practical experience, the MHAP allows a broader spectrum by having a number of work placements at different agencies.

Work Trainers/Educators

For those who had previously been involved in the Cadre program, or for those who were familiar enough with it to comment, the question of whether this program was better than the Cadre was asked.

The MHAP rated far better than the existing Cadre program. The training received in the MHAP was much more advanced than that of the Cadre. This was mainly due to the fact of the formal classroom training which allowed a theoretical background to be gained, which in turn allowed more involved working tasks for the students. The Cadre program did not have any class training, instead the Cadre trainees were often given manuals to review. The important aspects of these manuals could only be speculated on by the Cadre worker. In the MHAP, the trainees came into the workplace with a good base of housing knowledge and workable skills.

The Cadre program had a much longer timeframe in the practical aspect, and therefore the experience gained may have been higher. It was thought that the training in the MHAP was more formal, with work outlines written up and more of a training regiment being followed. The progress of the students in the MHAP was also measured better than those in the Cadre program.

Senior Management/Program Coordinators

This group agreed with the work trainers in that the MHAP was thought to be superior to the Cadre program. The Cadre was seen to be narrow in scope with not enough formal training. The MHAP allowed exposure to a broad spectrum of housing, both in the class and in the practical. The class curriculum, as outlined previously, was comprehensive. The exposure to different organizations during practical training gave students an unbiased view of the housing sector. The Cadre program did not have this outside involvement. Respondents indicated that this aspect contributed greatly in ensuring a beneficial training experience.

A comparison to the Cadre can be found in the fact that in both cases, the success is highly dependant on the individual trainee. The MHAP not only had committed students, but all sponsoring agencies showed a great commitment, helping to ensure success. Overall, most viewed the new Métis Housing Administration Program to be much better than the Cadre Work Trainer Program.

Issue 6.

To what extent has the training prepared the students to obtain jobs in the housing field?

According to those in the housing field already, this program gives the graduates a good start. Depending on the graduates previous work background, some may need more housing field experience to add to their knowledge and skills. Although the MHAP may not necessarily lead to an immediate job in a managerial position, it is a step in the right direction. Employers in today's job market are looking for people with both education and experience, the MHAP gives its participants both. The general consensus by all involved in the program, is that the students are in a much better position to find a job in the housing field as a result of the training program.

Jobs are in big demand in today's job market. At the end of any training or educational program there is always a wonder as to whether a job will be easily found. In most cases a job is not waiting for anyone immediately following graduation. There were no guarantees of jobs for the graduates

of the MHAP, however, a commitment was made by the MHAP Steering Committee to assist the graduates of the program in finding jobs.

Prior to the program, 44% of the participants were employed full time, 22% were employed part time, and 33% were unemployed. As of July '94 (approximately 3 months after the end of program) the employment numbers are impressive. Eight of the ten graduates are working full time, six of these are working in the housing field, either permanently or on contracts. Details are being finalized to make another position available as a management trainee with one of the participating agencies.

If the numbers can be used as a determination of how the MHAP prepared the students to find jobs, one can definitely say that this course has succeeded. The question of whether the course will succeed in the long term can only be answered by future tracking of the students.

Issue 7.

To what extent has this approach lead to leveraging of resources?

The approach taken for the MHAP was to involve a number of sponsoring agencies. CMHC undertook the lead role to seek funding and formed a joint partnership with the MNS, and MGHD. The partners involved contributed funding and staff resources. It should be noted that the MNS funding amount was part of their Pathways to Success funding. Pathways to Success is an initiative sponsored by Employment and Immigration Canada (EIC) and Aboriginal groups. It is the objective of Pathways to establish an effective partnership to invest in and develop a trained Aboriginal labour force. CMHC's source of funding was the Native Cadre Training program budget. In terms of funding the following amounts were provided by the respective organizations:

MNS	\$100 000
MGHD	\$ 80 869
<u>CMHC</u>	<u>\$242 608</u>
TOTAL	\$423 477

Leveraging of resources is seen to be an important component of this training as it leads to additional funding which allowed for a more detailed training initiative. It also ensured "buy in" from the sponsoring agencies to commit to the success of the program. The significant contributions by all organizations involved, in time and effort, and in monetary resources was one of the major successes of the program.

With respect to staff resources, the parties were involved in curriculum development, program planning and coordination, interview process, delivery of the program, and the program evaluation.

Senior Management

The question of importance of shared funding was asked to Senior Management. This cost-sharing approach was said to be very important to the success of the program. The partnership was essential, without which, the program would not have got off the ground. Many thought that the involvement of these partners meant a commitment by all. There was an overall satisfaction with the partner's contributions.

3.5 COST-EFFECTIVENESS ISSUES

Cost-effectiveness issues estimate how much the initiative cost and whether this amount is reasonable for the results obtained or whether the same results could be achieved in more cost-effective ways. Possible cost-refinements are also suggested.

Issue 1.

What was the total cost to sponsoring agencies to develop and deliver this program? Where could possible cost refinements occur?

The items included in the initial program budget were mainly those which would be accumulated once the program began. The budgeted costs included such thing as, student allowances and travel, courses purchased from institutes, and some curriculum development. They did not include overhead costs such as time spent coordinating and developing the program or the time spent by workplace trainers. Program costs, were cost-shared by the joint partnership of MNS, MGHD and CMHC. The \$423 477, actual cost of the program was cost-shared as follows:

ACTUAL	MNS	\$100 000
BUDGET:	MGHD	\$ 80 869
	<u>CMHC</u>	<u>\$242 608</u>
	TOTAL	\$423 477

(See Appendix 5. for Program Cost Breakdown)

In addition to the above costs, development and overhead expenses were also estimated. Participating agencies were asked to make an estimate of the costs related specifically to developing the program and training material, and office overhead. Other costs which were not included in the budget were wages for the CMHC educator and workplace trainers. The total costs not budgeted for were estimated by participating agencies at \$280 228. This amount, although a rough estimate, can be added directly to the actual budgeted cost to come up with an estimated grand total for the entire organization and delivery of the MHAP (16 months).

Estimated overhead costs:

Course Development	\$ 30 805
Curriculum Development	\$ 30 520
Administration/supplies	\$ 5 778
Rent - classroom space	\$ 47 025

Estimated Overhead total	\$114 128

Wages (including benefits):

Training - classroom	\$ 73 261
- practical	\$92 839

Estimated Wages (including benefits)	\$166 100
Costs not budgeted	\$280 228
Actual budgeted costs	\$423 477

Grand Total	\$703 705

To look at cost-effectiveness one must not only consider the cost, but also the effectiveness of the program. Based on the assessment of Success Issues (previous section), and the fact there is an established need, the program can be seen to have considerable merit. Yet, program cost equating to \$703 705 for a 16 month training program is considered substantial. The following examines possible program and participating agency cost reduction options:

As a first time program, there are costs included which would not occur if the program was offered again. These costs include Course and Curriculum Development. Adding the estimated costs of course and curriculum development not included in the budget (\$61 325) to the budgeted cost for curriculum development (\$40 080) gives a figure of \$101 405. It can be estimated that approximately one hundred thousand dollars would be taken off total costs if the program was offered again because little or no development costs would be incurred.

In addition, actual refinements to the program should be considered to help reduce the program's cost. If the movement is towards a more institutional approach, then it can be questioned whether students should be paid an allowance to take the course. In most post-secondary training situations, a student is not paid a salary. In fact, most students must pay to take a training course. A large amount of expenditure can be cut if the student allowances covering monthly pay and travel home are removed. The cost of both together is approximately \$176 554. However, the fact that the students would be working at their practicums for half of this time, means that it may be appropriate to provide some compensation. As an alternative to cutting the entire student allowances, paying the students during their work terms only could be considered. In this type of set-up, the total cost of the program would go down by approximately \$99 210. A caution on cost-cutting is that an assessment of how measures taken to reduce costs may impact the objectives of the program and the participation of students.

A major cost of a 15% administration charge was paid to GDI. This accounted for \$55 236 of total costs. This charge was paid to cover administrative duties like issuing cheques to the students, GDI and SUNTEP library use, involvement of and access to various GDI directors. Review of this administration charge should be examined as an alternative to help reduce costs.

The pilot program was offered to ten students. The possibility of expanding this small class size could be considered. Disregarding student allowances and travel, if the same course was offered to twice the number of students, the cost per student would essentially be cut in half. The logistics of placing all 20 students for their work terms would be of great consideration. Only if more sponsoring agencies were found could this option be considered.

Possible ways to alleviate costs to participating agencies include the use of Unemployment program incentives or skill upgrading programs. Employment and Immigration Canada has programs in which they continue to pay Unemployment Insurance benefits to those who enter into training programs.

These benefits are usually only paid to those who qualify for unemployment insurance or those who are going to be in an unemployed situation.

Accepting only unemployed individuals would also limit the student selection. In the past, various businesses have entered into agreements with employees in which the employee will return to an educational program to upgrade current skills while still remaining on the payroll. If enough interest was shown by employers this option could be considered.

With the aforementioned cost reductions and refinements, the MHAP becomes much more acceptable. The following outlines the cost of the program with the suggested refinements:

Grand Total	\$703 705
- Curriculum development	\$101 405
- Student Travel home	\$ 21 866
- Half Student Allowances	\$ 77 344
- <u>15% Admin. Charge</u>	<u>\$ 55 236</u>
Reduced Total	\$447 854

Although lower, further reductions may have to occur in order to ensure the program's future. A concern that must be stressed is that cuts should not occur to the extent that the program loses its quality.

Issue 2.

Are there any alternative training approaches that are less expensive and produce comparable results?

Cost comparisons of the MHAP and any other existing programs are difficult to assess. This is due to the fact that when a cost of an external course is studied, it is the cost to take the course, not the cost to develop or offer it. This must be remembered when trying to directly compare tuition costs with the overall cost of the MHAP.

The Métis Housing Administration Program was a unique program which offered a chance for participants to gain both knowledge and practical experience. This approach could be compared to a University Co-op program, in which the

students attend University for a semester and then go on a work placement for a semester. This process repeats until the required courses are taken, at which time the graduating student has a degree but has also gathered approximately a year and a half of practical experience in their specific area of study. Costs to a student in this type of program are tuition and book fees which equates to approximately \$10 000/year. Because there are no universities in Canada which offer a degree in Housing Administration, this option is not viable.

A search for any housing programs offered through various community colleges and technical institutes came up empty. There are no comparable courses offered at this time. As mentioned previously, The Ontario Non-Profit Housing Association (ONPHA), is currently developing a formal certificate program in non-profit housing management, but it is still in the developmental stages and can not be considered at this time.

Although there are courses offered through CMHC (ie.Rehab.skills) and a few other institutes like the Real Estate Institute of Canada (REIC), these would only offer partial exposure to some of the areas covered in the MHAP. As well, some of these courses would be inappropriate for a group of students with little or no background in housing.

The existing Native Cadre Program offers the closest comparison of cost. This program takes an aboriginal person and gives them up to a year of practical experience in the housing setting of CMHC. Although it has been stated that the Native Cadre program is inferior to the Métis Housing Administration Program, a cost comparison will be made.

TABLE 3.4 - COST COMPARISON OF CADRE PROGRAM AND MHAP

=====					
: Program:	Total \$: # of	:	\$/Student	: \$/Student
:	:	: Students:	:	:	: One Year
=====					
: CADRE	:\$10 832 404:	267	:	\$40 571*	: \$54 094
=====					
: MHAP	: \$703 705 :	10	:	\$70 370**	: \$52 778
=====					
: reduced:	:	:	:	:	:
: MHAP	: \$447 854 :	10	:	\$44 785	: \$33 589
=====					
* Based on 9 months (estimate based on approximate length of program)					
** Based on 16 months					

Source: The dollar figures expressed on Cadre costs are obtained from the CMHC's 1989 evaluation of The Native Cadre Program. The Cadre figures are expressed in 1988 dollar terms.

Since 1974, an estimated \$10 million dollars has been spent on the program. Over this time, there has been 267 trainees who have taken part in the program. The calculated cost per Cadre trainee in 1988 dollar terms is \$40 571/cadre. This figure reflects the cost of training each Cadre for a period of 6-12 months. These costs also includes an overhead figure of 197%. This includes items such as travel, benefits, office space, etc. This, however, does not include program development or training time by CMHC staff.

Therefore, the Cadre program is only somewhat comparable to MHAP. As a result, the most realistic comparison on Table 3.4 is the column showing the one year comparison. This takes into account the approximate length of each program and standardizes for a one year cost. It should also be noted that the cost of Cadre does not reflect the development of training plans or staff training time over the years as it would be extremely difficult to assign an accurate dollar value. This adds an additional cost to the Cadre

program. This comparison does show that although the price was substantial to train the ten participants, it was comparable to the cost/student/year of the existing Cadre program. Moreover, as outlined in the section on comparing the MHAP to the Native Cadre Program, the MHAP is seen to have more merit than the existing Cadre program.

The table also shows the cost of the program if one time costs, as well as refinements or cost-cutting measures (as noted in the previous section) were considered. In particular, one time development costs would not occur again, reducing the cost considerably. These savings would bring the cost of MHAP under that of the Cadre program.

Sub Issue

Would it be more cost-effective to sponsor students and have an educational agency administer the program?

Because of the fact that there are no comparable college programs, it is hard to judge whether sponsoring a student would be more cost-effective. The only comparisons that can be made are to courses with similar time frames. Again costs cannot be directly compared because of the fact that the cost per student given by educational institutes do not reflect entire program costs.

At the Saskatchewan Institute of Applied Science and Technology (SIAST), the fees to the students for a usual technical course of one year in length are approximately \$2 000. This cost includes tuition, books, and materials. The fact that SIAST does not offer anything close to a comparable course makes this a misleading value. This value is also misleading in that it gives the cost to the student, and is not given in terms of the financial cost to SIAST in offering the program. Until the time comes that a housing program is offered through a community college or University, no comparisons can be made. Should the program be picked up by an educational institute, sponsoring seats should be assessed to determine whether it would be a cost-effective alternative.

4.0 SUGGESTIONS FOR PROGRAM ENHANCEMENTS

As a pilot program, the MHAP has some areas in which refinements should occur. All those who were involved in the program were asked what improvements and enhancements could be made. The comments which came up are generalized into three areas: 1) length of program, 2) timing of program, and 3) improving training.

Length of Program

The major view expressed was the length of the course was too short, especially the practicum. A longer practicum would allow the students to obtain additional benefits in terms of work experience. A number of suggestions to overcome this problem were noted. The simplest was to change the program from the existing 16 months to a two year program. This change would bring up a large factor of extra funding. The extension of the program would mean an extra half a year in which either or both the classroom and practicum could be extended. This would alleviate some of the student's problems with the hurried pace of the course.

Another idea which was brought up was to cut the number of working terms down from three - 10 week terms to two - 15 week terms. This would give the students an extra 5 weeks of practical experience at a specific place. Cutting the number to two would also cut exposure to the three levels of organization, Aboriginal organizations, Provincial and Federal government. This would narrow the exposure that the students receive. According to those who did not get exposure to all levels, still provided a valuable experience. Support for this set-up comes from those individuals from the pilot program who got two - 10 week placements at one organization. These students generally had the view that they got more out of the longer working term.

Timing of Program

The main suggestion under the timing of the program is to better coordinate the practical training with peak work functions carried out by

housing agencies. Due to the timing of some job placements, students did not gain as much exposure to certain functions as they would have at other times of the year. A suggested remedy to this problem was to split up the class and practical so that during the non-peak times, the students would be in the class. This arrangement would be hard to organize. In this regard it is suggested to end the classroom portion in May, when housing starts and developments are at the highest. A possible drawback to placing a student during busiest times may be the lack of time of work trainers. It was commented that the smaller sponsoring organizations should only get one student at a time, making it easier to keep the students busy.

Improving Training

The overall training approach was found to be satisfactory, but as in any program, there is always be room for improvement. One such improvement to the class curriculum was to take more of a cultural approach with more Aboriginal issues covered. It was suggested that a more defined outline of requirements and expectations of the practical components should be provided. This would enable work trainers to give a more structured thrust to the practicum.

Some respondents thought that more testing processes should be carried out. This would make it more comparable to a university program, in which passing grades must be obtained in order to stay in the program. A high caliber of students ensures a high caliber program.

As agreed by students, trainers, coordinators, and Senior Management, with a bit of fine tuning, the MHAP will become an outstanding program, well worth continuing.

5.0 FUTURE DIRECTIONS

If the MHAP is offered again, it should move towards certain goals. These long term goals should aim to improve on the existing program. All who took part were asked to provide input on which directions the program should take in the future. Again it was determined that certain themes ran through the suggested directions. It was suggested, the future directions should include accreditation, expansion, a follow-up program, and turn over to an educational institute. The following respondents suggestions will be considered as part of the overall Recommendations in Section 7.0 of the report.

Accreditation is a primary concern for the improvement of the program. It has been widely held that the future credibility of the program is dependent to a large extent on the pursuit of recognition by an educational institute. Accreditation offers a number of benefits. A program that is not recognized is thought of as less rigid and structured as those which are accredited. The MHAP was as rigorous and as structured as any other accredited program. Employers looking at training backgrounds place higher importance on a program that is accredited. The accreditation of the MHAP would provide greater credibility and ensure recognition across the country.

According to some, structuring the program into modules and providing options to students would compliment the accreditation. By offering the program in smaller portions, those who are interested in a certain area would be able to take only that specific area. For those who wish to take all the modules of the program, a certificate would be given upon graduation. This method of structuring may also help to organize a program similar to a Co-op program, where the students would take a module or course, then work in the housing field for a length of time, then return to take another course, and so on.

The MHAP was offered only in Saskatchewan. It was suggested in the future that the course be offered nationally. The MHAP may be unique, but the needs of Saskatchewan are not. Other provinces would definitely

benefit from the MHAP. A nationwide Aboriginal training program could definitely help pave the way to increasing Aboriginal self-sufficiency.

Expansion not only in geographical terms, but to also open the program up to all Canadians interested in getting into the housing field was a suggestion. If the course was open to all, it could be used as part of the training for new and existing CMHC staff. A definite expansion to other Aboriginal and Non-Aboriginal groups was thought to be a good idea for the future. In this case, implications of such expansion would raise questions such as what would happen to costs; what funding arrangements could be made?

The idea that another higher level course could be offered as a follow up to the MHAP was mentioned. This course could be open to those who have graduated from the MHAP and have gained more background experience through working for some time. A second program could be much more detailed and focussed than the introductory MHAP. All the same issues of program rationale would have to be answered for any follow up program. Other comments were that Certified Property Management (CPM) and Residential Property Management (RPM) courses could be taken to help compliment the existing training.

Educational institutions are in place to educate people. The MHAP is an educational training program. Those asked, commented that it makes more sense for an educational institute to offer the program. One of the future directions could be to eventually allow the entire program to be coordinated and delivered by an educational institute, with government being involved as a facilitator. If this was the case, then a tuition could be considered to help pay for the program.

It was thought that an Aboriginal training program should be run by Aboriginals. There are Aboriginal training institutes in place. With a little bit of help, these organizations would be capable of offering the MHAP.

For the initial run of the program and perhaps for some time to come, in depth government involvement is needed. However, long term future

involvement of MGH and CMHC, was suggested to be as facilitators of the training program only. As facilitators, there would be no need for direct involvement in the educational portion of the training, instead participation would be involved in aspects such as sponsoring a number of students to take the course or offering knowledge and expertise to program coordinators. Direct involvement would also continue in the practical training aspect of the program.

6.0 CONCLUSIONS

The main conclusions of the evaluation are outline in this section. They are outlined in the following order: Program Rationale, Success of Program, and Cost-effectiveness.

Program Rationale

- ° It has been shown that there is a definite need for this type of training specifically for Aboriginal people. Both lack of alternatives and Aboriginal strategic objectives associated with self-sufficiency are establishing factors of need.
- ° CMHC should have a role in a program of this nature. Their role should be that of a facilitator. As a facilitator, CMHC would be involved in certain funding aspects, as well as, continued practical training. It may be more suitable for classroom instruction to be provided by educational institutions.
- ° All objectives of the program have been met to some extent. A comprehensive and systematic approach was taken to build upon the existing Native Cadre Training Program. The MHAP was able to address the perceived shortcomings of the Cadre Program, providing valuable skills that will assist Métis people to effectively participate in the labour market, especially housing.

Success of Program

- ° The training has been beneficial from an educational point of view. All students in the program showed an increase of knowledge in all key aspects of housing.
- ° The training approach was found to be both comprehensive and systematic. It was noted that both of these issues could have been more successful if more time was allowed.
- ° Classroom training is seen as an important part of the MHAP. This

component allowed the students to gain a theoretical background to housing. This knowledge is important in dealing with the various issues which come up in the housing field.

- ° The practical training was seen as a crucial part of the program, especially in terms of enhancing housing knowledge and skills.
- ° Compared to the existing Cadre program, the MHAP was a step beyond. The MHAP offers a higher quality of training because of its incorporation of both classroom and practical training and its more formal style of training.
- ° According to the current graduate employment figures, the MHAP has succeeded in preparing its participants for obtaining a job in the housing field. Long term employment will have to be studied at a later date.
- ° A number of sponsoring agencies donated both time and financial resources to the MHAP. This joint partnership was vital in getting the program off the ground. Having a number of organizations involved contributed to the success of the program in terms of costs and expanding knowledge through exposure to a variety of organizations.

Cost-effectiveness

- ° The total cost of the program to sponsoring agencies is considered substantial. Some cost reductions can be made to the program to ensure a more cost-effective, high quality training program.
- ° At the current time there are no alternative training programs which can offer comparable results. Although future courses may be developed, the MHAP was unique in that it offered both classroom and practical training.

7.0 RECOMMENDATIONS

The information and feedback gathered in the evaluation process has been used to identify recommendations in support of program continuation. These recommendations are categorized under specific areas.

Roles of Sponsoring Agencies

The MHAP's success was due in large part to its contributing partners. It is a recommendation that any future programs include the continued involvement from Aboriginal organizations. An Aboriginal training program must have Aboriginal input in order to remain culturally sensitive.

Government involvement should continue primarily on the basis of a facilitator. Involvement would include assisting in program coordination, funding, and practical training. The academic portion of the program should be provided by educational institutes. It is also suggested that initial involvement in classroom instruction and curriculum development may be necessary until professionally trained educators could be found.

Program Expansion

In terms of expansion, the recommendation is to include all Aboriginal groups in this type of training initiative. Opening up the program to these groups will help to assist the overall Aboriginal objectives.

Geographically, it is recommended that the options for offering the program in other provinces be assessed, while continuing to keep the program aimed at the Aboriginal population. If a demand exists in other provinces, the program should be expanded.

Selection Criteria

A major success of the program was in the selection process. It is recommended that the current recruitment and selection processes remain in place. The efforts of the selection board can be seen in the caliber of students in the first program. Any changes in the program which would also change the selection process should be regarded closely to ensure that the quality of students is maintained.

Training

It is a strong recommendation to continue to offer the program in its combined format, including both classroom and practical training. The results of this evaluation suggest that the right balance between each of these components would be to include slightly more practical training, while ensuring the classroom training is maintained.

Some areas of training improvement include timing of the program, and length of the program. The recommendations for addressing the problem of length include making the program longer, as long as cost reductions and controls can be made in order to keep the program's costs reasonable. It is recommended that consideration of reducing the work placements to two 15 week terms be studied.

Specific improvements to classroom training should include the adaptation of a more culturally sensitive approach to subject matter and training procedures. This will be aided by the involvement of Aboriginal organizations. The course curriculum should continue to offer its rounded approach by covering both technical and administrative sides of housing. It is recommended that the course curriculum remain virtually unchanged, with only minor refinements.

Practical training recommendations involve the training methods and the trainers. The Cadre Worker Program Evaluation has showed that the most effective way to train a student is through in depth involvement. In terms of enhancing the practical training this fact should be incorporated. This in depth involvement should be undertaken by giving the students tasks or specific projects which they could take from start to finish, thus allowing a more beneficial training experience.

To ensure the best possible training possible, the trainers must be aware of what is expected. Following the classroom portion of the pilot program, there was a two day workshop for workplace trainers which provided an overview of the classroom content, a review of what was expected from the work experience portion, and an opportunity for the students and their trainers to get to know each other. It is a recommendation that more emphasis be placed on effective training methods and on what is expected

of the trainers, therefore the possibility of a more extensive training workshop for workplace trainers should be examined. Once trainers are prepared, training for such programs should be placed in their job descriptions and should be evaluated yearly. This would ensure commitment by the trainers and would improve the training the students receive.

It is recommended that the problem of timing at each workplace be addressed. As mentioned previously, there has been a problem with the fact that the students have been placed at a participating agency at inopportune times. Questioning participating agencies beforehand as to their peak periods, then scheduling student placements during these times, would ensure the students get the best possible training opportunities. Caution must be taken in this regard, as not to take away the time of the trainers to the extent that they are too busy to help the students.

Continued Assessment

It would be recommended that in the future, a tracking process be devised which would allow a more detailed assessment of the program's benefits. This continued assessment should include studying the employment opportunities for the graduates of the program to ensure the job market in the housing field remains a viable option for a training program.

Financial

Financial recommendations cover both alleviating of costs to participating agencies, and reducing the overall costs of the program. Before any financial matters are changed, the impacts on the program must be considered. It is recommended that the process of leveraging resources from a number of different funding partners be maintained as a critical aspect to the program's success.

The avenues for involving more funding partners should be studied to help spread out the costs to participating agencies. It is also suggested that options of including Employment and Immigration Canada funding by Unemployment benefits and Career/Skill Upgrading be regarded as possible alternatives for student funding. Both of these alternatives may not lower

total program costs, but would distribute the costs out to essentially more participants.

Recommendations for cutting the program's costs closely follow the aforementioned cost-cutting measures in the Cost-Effectiveness section. A major portion of the program's expenses were incurred through student allowances and travel. It is a recommendation that the paying student fees only during practical training be considered. As well, student travel home should not be covered by the program's funding partners. Both of these measures can be taken to lower overall program costs only if the adverse effects are not seen to be high.

A large part of the program's cost was the 15% administration, charged by GDI. This standard amount charged by educational institutes to offer programs covers such things as accounting procedures and access to facilities and services. It is recommended that this amount be reviewed as it is deemed excessive in some instances.

Accreditation

It is highly recommended that the processes involved in accreditation of the program be carried out before any future offering of the program occur. The accreditation process is currently underway.

8.0 APPENDICES

8.1 Appendix 1. Participating Agencies

Canada Mortgage and Housing Corporation (CMHC)

Canada's national housing agency, CMHC, has played a major role in the development and deliver of housing in Canada for the past 47 years. Through its Social Housing portfolio, CMHC provides financial assistance to various non-profit groups and organizations to enable affordable and adequate housing to be made available to low and moderate income Canadians. Approximately 652 000 housing units throughout Canada are funded in this way. Many of these housing units are provided in partnership with one of the ten provinces or two territories.

Municipal Government Housing Division (MGHD)

A division of the Provincial Department of the Municipal Government. This division is responsible for the administration of social housing programs within the Province. The program portfolios include approximately 20,000 rental units and 1,600 mortgages.

These responsibilities include the following functions that were the focus of the training provided to students in this program:

- management of low-income rental housing projects
- administration of a subsidized mortgage portfolio
- inspection and contract administration related to the repair and protection of housing units and projects

Provincial Métis Housing Corporation (PMHC)

PMHC was established by the Métis Nation of Saskatchewan to assist Métis people in Saskatchewan to obtain adequate affordable housing and to promote the physical, mental, and economic well-being of Métis people. In its role, PMHC annually enters into service agreements with CMHC and/or MGHD to act as a delivery agent on their various programs.

Métis Urban Housing Association of Saskatchewan (MUHAS)
Gabriel Housing Corp., Sasknative Rentals, P.A. Community Housing

The above organizations are three of seven members of the Métis Urban Housing Association of Saskatchewan. These Urban Native organizations, scattered throughout the Province, have the objectives of providing affordable housing to low and moderate income families.

The three organizations currently own or operate some 784 housing units with annual operating budgets of some \$7.2 million. Operating assistance is provided by Canada Mortgage and Housing Corporation and Municipal Government Housing Division.

8.2 Appendix 2.

EVALUATION SURVEY FOR STUDENTS OF MHAP

1. How did you first become aware of the Métis Housing Administration Program (CHECK ONLY ONE)

CMHC	1
MGHD	2
LOCAL/PROVINCIAL NATIVE ORGANIZATION ...	3
FAMILY/FRIEND/NEIGHBOR	4
NEWSPAPER ADVERTISEMENT	5
OTHER (SPECIFY)	6
CAN'T REMEMBER	7

2a. Why did you apply to become a Trainee under this program? (CIRCLE ALL THAT APPLY)

TO OBTAIN A JOB WITH THE GROUP/ORGANIZATION/PERSON WHO NOMINATED ME	1
TO LEARN MORE ABOUT THE HOUSING PROGRAMS ..	2
TO IMPROVE MY HOUSING DEVELOPMENT SKILLS	3
TO INCREASE MY INCOME	4
TO BECOME EMPLOYED	5
TO IMPROVE MY OFFICE/ ADMINISTRATIVE SKILLS ..	6
OTHER (SPECIFY)	7

2b. If you circled more than one reason, which of these would you say was the most important reason? (SELECT ONE FROM THE ABOVE LIST)

MOST IMPORTANT REASONNUMBER_____

3. At the time you applied for the Métis Housing Administration Program, what was the highest level of formal education you achieved?

NO FORMAL EDUCATION1
PRIMARY SCHOOL2
SOME HIGH SCHOOL3
HIGH SCHOOL GRADUATE4
ADULT BASIC EDUCATION GRADUATE5
SOME COMMUNITY COLLEGE6
COMMUNITY COLLEGE GRADUATE7
SOME UNIVERSITY8
UNIVERSITY GRADUATE9
OTHER (SPECIFY)10

4a. At the time you applied for the Métis Housing Administration Program were you employed full or part time outside your home? (CIRCLE ONE)

YES, FULL TIME1
YES, PART TIME2
NO, UNEMPLOYED3

4b. Were you doing anything else at the time you applied for the program? (CIRCLE ALL THAT APPLY)

WORKING WITHOUT PAY:

IN THE FAMILY BUSINESS/FIRM1
VOLUNTEER FOR A PRIVATE GROUP2
ATTENDING SCHOOL FULL TIME3
ATTENDING SCHOOL PART-TIME4
OTHER (SPECIFY)

5. What types of work experience did you have at the time you applied to the Métis Housing Administration Program? (CHECK ALL YOU WERE EVER INVOLVED IN, INDICATING WHETHER IT WAS PAID OR VOLUNTEER)

WORK EXPERIENCE:	PAID	VOLUNTEER
NO PREVIOUS PAID OR VOLUNTEER WORK EXPERIENCE	1	1
HOUSING CONSTRUCTION/RENOVATION TRADE PERSON	2	2
BAND/MUNICIPAL COUNCIL	3	3
SOCIAL/RECREATIONAL/COUNSELLING	4	4
CLERICAL/SECRETARIAL	5	5
OFFICE ADMINISTRATION	6	6
UNSKILLED LABORER	7	7
SALES OR SERVICE	8	8
OTHER (SPECIFY) _____	9	9

6a. What selection processes were used in considering you as a candidate for the Métis Housing Administration Program? (CIRCLE ALL THAT APPLY)

PERSONAL INTERVIEW.....1
WRITTEN TEST.....2
RECOMMENDATION OF LOCAL/PROVINCIAL
NATIVE GROUP.....3
OTHER (SPECIFY) _____ 4

6b. Which aspects of the selection process did you like?

6c. Are there any aspects of the selection process you would have liked to have changed?

NO1
YES (EXPLAIN) _____2

7. Do you feel you have increased your knowledge and skills of housing delivery, administration and management practices?

NOT AT ALL		PARTIALLY		SIGNIFICANTLY

1	2	3	4	5

8a. In what area(s) did you gain knowledge or learn about in your training program? (where 1 = none, 5 = extensive)

HOUSING PROGRAM OBJECTIVES, PROCEDURES:

CMHC PROGRAMS	1	2	3	4	5
PROVINCIAL/TERRITORIAL PROGRAMS..	1	2	3	4	5
HOUSING INSPECTIONS	1	2	3	4	5
HOUSING APPRAISALS	1	2	3	4	5
CLIENT SELECTION/NEEDS ASSESSMENT ..	1	2	3	4	5
CLIENT COUNSELLING	1	2	3	4	5
MORTGAGE LENDING	1	2	3	4	5
PROJECT MANAGEMENT	1	2	3	4	5
GENERAL OFFICE/CLERICAL SUPPORT	1	2	3	4	5
OTHER (SPECIFY) _____	1	2	3	4	5

8b. Considering the areas in Question 8a, in which area(s) would you have liked to become more familiar? (LIST ALL THAT APPLY)

9a. In your opinion, was the overall training approach comprehensive (ie. covered all areas of housing)?

NOT		SOMEWHAT		VERY
COMPREHENSIVE		COMPREHENSIVE		COMPREHENSIVE

1	2	3	4	5

9b. If you answered 1 or 2 to the previous question what areas do you feel were missed?

9c. Which areas do you think too much time was spent?

10. How would you describe the workload?

NOT HEAVY		MODERATE		VERY HEAVY

1	2	3	4	5

11a. In your opinion, was the overall training approach systematic (ie. presented in an orderly manner)?

NOT SYSTEMATIC		SOMEWHAT SYSTEMATIC		VERY SYSTEMATIC

1	2	3	4	5

11b. If you answered 1 or 2 to the previous question what areas do you feel were missed?

12a. In your view was the classroom experience beneficial in terms of the overall training.

NOT BENEFICIAL		SOMEWHAT BENEFICIAL		VERY BENEFICIAL

1	2	3	4	5

12b. Please explain the reason for your answer.

13a. In your view was the practical (workplace) experience beneficial in terms of the overall training.

NOT VERY BENEFICIAL		SOMEWHAT BENEFICIAL		VERY BENEFICIAL
------------------------	--	------------------------	--	--------------------

1	2	3	4	5

13b. Please explain the reason for your answer

14. For this type of training program how important do you feel it is for including both classroom and practical training.

NOT AT ALL IMPORTANT		SOMEWHAT IMPORTANT		VERY IMPORTANT
-------------------------	--	-----------------------	--	-------------------

1	2	3	4	5

15. In your opinion, was there a good link between the classroom material and practical training (class and practical training complimented each other)?

NO LINK		SOMEWHAT OF A LINK		VERY GOOD LINK
------------	--	-----------------------	--	-------------------

1	2	3	4	5

16. In terms of the classroom training, to what extent do you think your trainer showed interest in the following areas:

	NOT AT ALL FAMILIAR	SOMEWHAT FAMILIAR			VERY FAMILIAR
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
HOW WELL YOU UNDERSTOOD THE WORK	1	2	3	4	5
ACCURACY OF YOUR COMPLETED WORK	1	2	3	4	5
THE SKILLS YOU IMPROVED/ACQUIRED	1	2	3	4	5
YOUR CAREER/WORK INTERESTS	1	2	3	4	5

17. In terms of the classroom training, how much constructive feedback on your work performance did you receive from the instructors?

NO FEEDBACK AT ALL		SOME FEEDBACK		A LOT OF FEEDBACK
1	2	3	4	5

18. Overall, how satisfied were you with your classroom training experience in the following areas:

	NOT AT ALL	SOMEWHAT		VERY	
	SATISFIED	SATISFIED		SATISFIED	
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
VARIETY OF TOPICS COVERED	1	2	3	4	5
LENGTH OF TRAINING	1	2	3	4	5
INTEREST/SUPPORT OF TRAINER	1	2	3	4	5
OVERALL CLASSROOM EXPERIENCE	1	2	3	4	5

19a. In which office(s) did you work as part of your practical training?
(SPECIFY THE TYPE OF OFFICE, AGENCY NAME, AND THE CITY /TOWN
AND PROVINCE IN WHICH IT WAS LOCATED)

AGENCY NAME & CITY/TOWN, PROVINCE

CMHC OFFICE: _____

PROVINCIAL DEPARTMENT: _____

NATIVE ORGANIZATION: _____

19b. Who, in the office where you spent the majority of you time working,
was responsible for (or supervised) your Training? (CIRCLE ALL THAT
APPLY)

OFFICE MANAGER1

OFFICE PROFESSIONAL (E.G. Inspector,
Appraiser, Program Manager
Real Estate Manager)2

CLERICAL PERSON (S)3

OTHER (SPECIFY) _____ 4

20. In terms of the practical (office) training, to what extent do you think
your trainer showed interest in the following areas:

	NOT AT ALL FAMILIAR	SOMEWHAT FAMILIAR	VERY FAMILIAR		
	1	2	3	4	5
HOW WELL YOU UNDERSTOOD THE WORK	1	2	3	4	5
ACCURACY OF YOUR COMPLETED WORK	1	2	3	4	5
THE SKILLS YOU IMPROVED/ACQUIRED	1	2	3	4	5
YOUR CAREER/WORK INTERESTS	1	2	3	4	5

21. In terms of the practical (office) training, how much constructive
feedback on your work performance did you receive from the person(s)
responsible for your training?

NO FEEDBACK AT ALL		SOME FEEDBACK		A LOT OF FEEDBACK
1	2	3	4	5

22a. For work term one at _____, how satisfied were you with your practical (office) training experience in the following areas:

	NOT AT ALL SATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	
	1	2	3	4 5
VARIETY OF TOPICS COVERED	1	2	3	4 5
LENGTH OF TRAINING	1	2	3	4 5
INTEREST/SUPPORT OF TRAINER	1	2	3	4 5
OVERALL PRACTICAL EXPERIENCE	1	2	3	4 5

22b. For work term two at _____, how satisfied were you with your practical (office) training experience in the following areas:

	NOT AT ALL SATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	
	1	2	3	4 5
VARIETY OF TOPICS COVERED	1	2	3	4 5
LENGTH OF TRAINING	1	2	3	4 5
INTEREST/SUPPORT OF TRAINER	1	2	3	4 5
OVERALL PRACTICAL EXPERIENCE	1	2	3	4 5

22c. For work term three at _____, how satisfied were you with your practical (office) training experience in the following areas:

	NOT AT ALL SATISFIED		SOMEWHAT SATISFIED		VERY SATISFIED
	1	2	3	4	5
VARIETY OF TOPICS COVERED	1	2	3	4	5
LENGTH OF TRAINING	1	2	3	4	5
INTEREST/SUPPORT OF TRAINER	1	2	3	4	5
OVERALL PRACTICAL EXPERIENCE	1	2	3	4	5

23. How helpful was the program to you in the following areas:

	Not at all Helpful		Somewhat Helpful		Very Helpful	Too Early Tell
	1	2	3	4	5	6
To obtain a job in the housing field	1	2	3	4	5	6
To learn more about housing programs	1	2	3	4	5	6
To improve my housing development skills	1	2	3	4	5	6
To increase my income	1	2	3	4	5	6
To become employed (generally)	1	2	3	4	5	6
To improve my office/administrative skills	1	2	3	4	5	6
OTHER (SPECIFY) _____	1	2	3	4	5	

24. Are there any aspects of the training process you would have liked to have changed?

NO1
YES (EXPLAIN) _____ 2

25. Were you employed after finishing the training and what did you do there?

26. In your opinion why didn't you get a job immediately following the program? (CIRCLE ALL THAT APPLY)

I DIDN'T WANT TO RELOCATE1
TRAINING WAS INADEQUATE2
NO JOBS AVAILABLE3
TOO SOON SINCE END OF PROGRAM TO JUDGE4
OTHER (SPECIFY)5

27. If employed now, how useful were the skills you acquired in the training program?

	NOT USEFUL		SOMEWHAT USEFUL		VERY USEFUL	NOT TAUGHT
	1	2	3	4	5	7
RNH PROGRAM OBJECTIVES/						
PROCEDURES	1	2	3	4	5	7
HOUSING INSPECTION	1	2	3	4	5	7
HOUSING APPRAISALS	1	2	3	4	5	7
CLIENT SELECTION/						
NEEDS ASSESSMENT	1	2	3	4	5	7
MORTGAGE LENDING	1	2	3	4	5	7
PROJECT MANAGEMENT	1	2	3	4	5	7
GENERAL OFFICE/						
CLERICAL SUPPORT	1	2	3	4	5	7
OTHER (SPECIFY)	1	2	3	4	5	7

27. Did you receive any support or assistance in your job search following the program? If so, was it adequate? If not, would it have helped?

28. Are there any additional comments/suggestions/recommendations you would like to make about the program?

8.3 Appendix 3.

EVALUATION SURVEY FOR EDUCATORS AND WORK TRAINERS

1. Why did your organization decide to get involved in an Aboriginal training program like the MHAP?
2. In your opinion, do you think there is a need for this type of training program for Aboriginal people? Why?
- 3.a) In your view, do you think that government agencies, like CMHC and MGHD should coordinate this type of program initiative?
- b) In your view, do you think that government agencies, should also participate in the delivery of this type of program?
4. In your opinion, was the training you were involved in comprehensive (covered all relevant areas)?

1_____	2_____	3_____	4_____	5_____
not at all		somewhat		very
comprehensive		comprehensive		comprehensive

5. In your view, did the training help to increase the trainees knowledge in all key aspects of administration and management of housing programs?

1_____	2_____	3_____	4_____	5_____
not at		somewhat		very
all				much

6.a) The approach for this training program was to use both classroom and practical training. To what extent has the classroom/practical experience benefitted the trainee?

1_____	2_____	3_____	4_____	5_____
not at		some		greatly
all		benefit		benefitted

b) What are your views on this combined approach?

7. Did the trainees meet expectations?

1_____	2_____	3_____	4_____	5_____
far below	below	as	above	exceeded all
expected		expected		expectations

8. On a scale of 1 to 5, please rate the students in the following areas:
(where 1 = the lowest, and 5 = the highest)

Progress	_____
Enthusiasm	_____
Participation	_____
Commitment	_____
Willingness to learn	_____

9. **Educator only** -a) Did the design of curriculum follow an systematic approach (in an orderly manner)?

1_____2_____3_____4_____5
not at somewhat highly
all systematic systematic

-b) What changes in the curriculum would you like to see?

10. **Work Supervisor only** - a) How would you compare the abilities of the MHAP trainees with other new employees?

b) If a position became available at your prospective agency, would you hire one of the participants of this program?

c) How many MHAP trainees did you train?

d) How many months did they work with you?

11. Did the student/trainee show improvement from beginning of classroom/practical training to the end?

1_____2_____3_____4_____5
none some highly
 improvement improved

12. In your view, does this type of training effectively prepare students to obtain jobs in the housing field?

1_____2_____3_____4_____5

not at somewhat very
all much

13.a)Have you taken part in this type of program before?

b) If so, which ones?

c) Compared to the participants of past training programs, how would you rate those from the MHAP?

1 _____ 2 _____ 3 _____ 4 _____ 5
far equal far
worse better

14.a) Would you take part in this program again?

b) What kind of changes could be incorporated to improve it?

15. Now that the program is over, what future directions do you think this and other similar programs should take?

16. Can you suggest any other possible training alternatives which might be more beneficial or easier to conduct?

17. Do you have any other additional comments you would like to make about the program or any relevant issues?

8.4 Appendix 4.

Evaluation Survey For Senior Management And Program Coordinators

1. Why did your organization decide to get involved in an Aboriginal training program like the MHAP?

- 2.a) In your opinion, do you think there is a need for these types of training programs specifically for Aboriginal people? Why?

- b) Do you think this type of program aids the overall strategic objectives of Aboriginal organizations? Why?

3. Should government agencies, like CMHC and MGH, be responsible in coordinating and delivering these types of program initiatives? Why?

4. From what you know about the program structure,
 - in your opinion was the program comprehensive (did it cover all relevant areas)? If not, which areas were missed?

 - in your opinion was the program systematic (was information relayed in an orderly manner)?

5. The approach for this training program was to use both classroom and practical training. What is your opinion on this approach?

6. Based on your understanding of the training program, did it meet its expectations?

1_____2_____3_____4_____5
far below as exceeded all
expectations expected expectations

- 7.a) Has your organization taken part in this type of program before?

b) If so, which ones?

- c) Compared to previous training programs, how would you rate the MHAP?

1_____2_____3_____4_____5
far somewhat far
worse better better

Please comment on your decision:

- d) Compare the design of the Métis Housing Administration Training Program with that of the existing CADRE program.

- 8.a) How important was it that other agencies, along with yours, provided funding for the program?

1_____2_____3_____4_____5
not at somewhat very
all important important

b) Was the cost to your agency worth it?

c) Would you invest in this training program again?

9. A number of organizations worked together on this initiative, could you comment on the extent to which you are satisfied with the efforts of the organizations involved and their contributions?
10. Now that the program is over, what future directions do you think this and other similar programs should take?
11. Can you suggest any other possible training alternatives which might be more beneficial or easier to conduct?
12. Do you have any other additional comments you would like to make about the program or any relevant issues?

Appendix 5. Métis Housing Administration Program
Summary of Expenses

Expense Category:	Actual Cost:
Curriculum Development (GDI staff wages, etc...)	\$ 40 080.44
Student Allowances	154 688.08
Student Books/Supplies	1 368.33
Student Recruitment	4 213.78
Recreational Activities	34.51
Minor Furniture & Equipment	76.74
Equipment Rental - Computers,...	6 582.38
Computer Software/Support	1 412.19
Purchased Courses	49 822.36
Educational/Office Supplies	1 586.89
Library Materials	459.07
Contractual Services	1 336.93
Miscellaneous	145.66
Repairs & Maintenance - Facilities	38.91
Insurance	340.00
Postage and Courier	154.46
Telephone - Regular & Long Distance	1 766.11
Duplicating	546.02
Salaries - GDI Staff	51 695.79
Benefits (12.47%)	7 482.46
Travel - Staff	2 656.91
Travel - Students Classroom (Home)	10 424.27
Travel - Student Practicum (Home)	11 441.29
Practicum Advances (Student Work Travel)	17 194.36
Graduation	2 693.07
 SUB-TOTAL	 \$368 241.01
 15% Administration Charge (to GDI)	 \$55 236.15
 GRAND TOTAL	 \$423 471.16

9.0 LIST OF SOURCES

A number of sources were used for information in this evaluation. The following outlines them:

1. Evaluation of the Native Cadre Program Based on the Results of the Native Cadre Survey. Program Evaluation Division - CMHC, July 1989.
2. A New Vision - Developing the Métis Housing Program. Published by Métis Nation of Saskatchewan, MGHD, and CMHC, 1993.
3. Pathways to Success: Aboriginal Employment and Training Strategy. Employment and Immigration Canada, 1990.
4. MHAP Evaluation Surveys for Students, Work Trainers/Educators, and for Senior Mgmt./Program Coordinators. CMHC, 1994.
5. First Nations Control of First Nations Housing - Strategic Plan. Federation of Saskatchewan Indian Nations (FSIN), 1994.
6. Various documents outlining the MHAP Curriculum and Training plans.
7. Real Estate Institute of Canada 1994 Program Calendar
8. Different Provincial Documents on Aboriginal Involvement in Housing Activities. MGHD, 1993.
9. Statistics Canada 1991 Canadian Census data and information