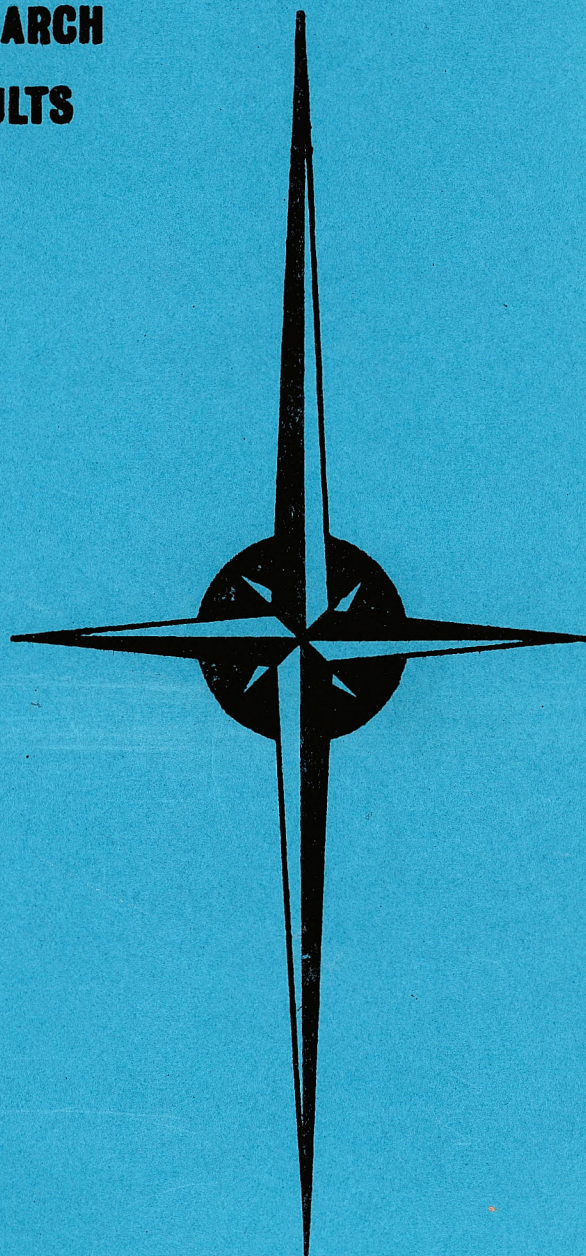


# ADULT EDUCATION

RELATING

SASKATCHEWAN NEWSTART RESEARCH

TO EDUCATION FOR INDIAN ADULTS



Department of Indian Affairs  
and Northern Development,  
Education Branch

E97  
C43





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OTTAWA, Ontario K1A 0H4  
September 2, 1971.

1/25-16 (E7 & E9)

Relating NewStart Research To  
Education For Indian Adults

The Adult Basic Education Consultant and the Social Education Consultant appreciate having had the opportunity to visit five of the six NewStart centres where social science research is being conducted. In their work with Indian adults, they have felt the need for this type of research and for materials with Canadian content.

Each NewStart Centre was using a different approach to the problems associated with underdeveloped areas and underprivileged people. The limited period of funding by the Department of Regional Economic Expansion (DREE) was a contributing factor to the amount and kind of research. Three of the four Centres that were incorporated in 1967 will terminate this year; Saskatchewan NewStart has been granted an extension to June 1972.

The pragmatic approach adopted by Saskatchewan NewStart has resulted in the production of programs and texts suitable for use anywhere in Canada rather than concentrating on a series of research papers. For this reason, the Adult Education Consultants decided that a review of the Saskatchewan research should be dealt with separately from that of the other four Centres.

Prince Albert was chosen as the site for the Saskatchewan NewStart Centre mainly because of its close proximity to 13,000 Indian and Metis people. Some of the student-participants in the Life Skills/Adult Basic Education programs were of Indian ancestry. The Small Business Management course was designed especially for Indian and Metis adults living in northern Saskatchewan. The research therefore includes the reaction of Indian adults.

The Adult Education Consultants feel that the programs and texts produced by Saskatchewan NewStart should be made available to the Regional Adult Education Supervisors since these are based on the reaction of Indian adults and have Canadian content. While agreeing with the individual and group approach, the Consultants feel that it may be necessary to adapt the instructional technique of using four 'coach-instructors' under the constant supervision and direction of a professional if the programs are used under less favourable conditions.

Two recommendations are submitted at the end of the review relating to Regional experimentation on reserves with Saskatchewan NewStart programs. If the methods prove adaptable to on-reserve conditions, this could mean an expansion of educational opportunities for Indian adults. The third recommendation, similar to a previous recommendation in "Adult Education, Analysis of Reports, Fiscal Year 1970-71" (page 39 ), urges a workshop for the adult education staff at which time the research findings and programs of Saskatchewan NewStart that relate to educational opportunities for Indian adults could be reviewed.

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RELATING  
SASKATCHEWAN NEWSTART RESEARCH  
to EDUCATION for INDIAN ADULTS

August 1971

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## FOREWORD

The Adult Education Consultants, Department of Indian Affairs and Northern Development, extend sincere thanks to the Executive Director and Staff of Saskatchewan NewStart Incorporated for the opportunity to attend seminars and to confer with those responsible for the research development of programs and materials. Permission to use the following five, copyrighted, flow charts is gratefully acknowledged:

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## INTRODUCTION

This is a review of the social science research conducted by Saskatchewan NewStart over a four-year period, 1967-71. The purpose of the review is to analyze and appraise the findings, and to relate them to the Adult Education Services provided for Indian people by the Department of Indian Affairs and Northern Development.

The Adult Basic Education Consultant and the Social Education Consultant base their comments on:

- attendance at three seminars,
- conferring with staff at the NewStart Centre,
- observing the testing of three courses
  - life skills,
  - basic education for adults (5-10),
  - small business management for Indians and Metis,
- speaking with student-participants,
- reviewing programs developed through research,
- reviewing publications of Saskatchewan NewStart, including texts.

Four years is a relatively short period of time to develop social science research on as important a subject as the adult development and social adjustment of disadvantaged individuals and groups. Indian adults were among the student-participants used to test the research, therefore the findings provide information on their reaction to the methods and techniques developed by Saskatchewan NewStart. However, there is no evidence of testing under less favourable conditions than those at the NewStart Centre, such as on an Indian reserve. The Adult Education Consultants feel that additional experimentation is necessary with Indian adults, and make three recommendations at the end of the review that would provide for this.

## SASKATCHEWAN NEWSTART INCORPORATED

Saskatchewan NewStart was one of the four experimental social science research centres established in the summer of 1967. The expiry date for the Department of Regional Economic Expansion (DREE) funding of this Centre has been set for June 1972.

### Incorporation

There was wisdom in the decision to organize the NewStart projects as incorporated bodies under provincial legislation. Incorporation has permitted leeway in experimentation and in determining priorities. It has provided for provincial input through the Board of Directors. Incorporation has also permitted the use of funds over a longer period of time than the fiscal year; this has a definite advantage in testing research hypotheses. When the Department of Regional Economic Expansion (DREE) planned the research Centres, they set a four to five-year limitation on the funding arrangements.

### The Objectives of Saskatchewan NewStart Inc.

The objectives of Saskatchewan NewStart Incorporated focused on the development and testing of new methods of adult development and social adjustment. This was accomplished by designing courses and laboratories, and employing a staff of 76 professionals, technicians, administrators and others. The city of Prince Albert was selected because it is a centre for many disadvantaged individuals



and groups from northern Saskatchewan. There are over 13,000 Indians and Metis living in the surrounding area; only 10 percent of these are employed on a permanent basis. There were limitations on the number of participants Saskatchewan NewStart could accept because of the research factor and the studies being implemented at any given time. New courses were started only as new or revised courses were developed and tested. The selection of participants was made from men and women referred to the Centre by Canada Manpower, the Social Service Centre, the provincial Department of Welfare and other organizations.

#### The Research Pattern

The printed materials published by Saskatchewan NewStart by August 1971 tend to give the impression that the emphasis has been on producing materials and developing methods and procedures. If, however, one takes time to follow the four years of research step by step, there is considerable evidence that the materials produced were a means to an end. Initial surveys were conducted to research the physical area, the people and their needs. Priorities were based on the needs of the underprivileged or underdeveloped people - white, Metis, and Indian. When the objectives were set, research was again in evidence in the experimental testing and developing of methods to determine the causes contributing to the underdevelopment of the people and the community. Since the traditional educational system has not succeeded in providing the educational tools needed to cope with employment, family life,

community living, and the resulting day-to-day situations, Saskatchewan NewStart related all of these factors into their social science research.

The research was designed to determine how people respond to instructional materials, and methods and techniques of presentation. Criteria was developed so that the research could be substantiated by data, and analyzed by professionals and specialists.

In 1970-71, the program had advanced to the stage where it was possible for Saskatchewan NewStart to conduct seminars to acquaint those interested with their experimentation and findings. At the seminars, it was evident that some of those attending were having difficulty in accepting the research factor, and were looking for immediate results. This attitude was further substantiated by criticism of the high proportion of staff to the small number of student-participants used at any one time to test the research hypotheses.

#### Four Years of Operation

Preliminary surveys disclosed that disadvantaged people living in proximity to the Centre were lacking basic education, job skills, job opportunities, and the 'life skills' required to obtain and hold employment. As a result of these studies, the Saskatchewan NewStart

staff decided to concentrate on:

1. developing a 'life skills' course including the training of 'coaches' as instructors,
2. developing programs in basic education, first in the Vocational 5-10 sector, and later at the Grade 1-4 level including "Fluency First",
3. training paraprofessionals as teacher aides, social worker aides, and the like, (Socanics),
4. training Indians and Metis for small business management.

Social and Human Resource Development Program-98p.(1970)

The publication, "Social and Human Resource Development Program," February 1970, is not a text, but rather an overall research plan describing the objectives, the research hypotheses, and initial findings as related to underdeveloped groups and their problems. It will have additional value when the scientific data is assessed.



## THE LIFE SKILLS PROGRAM

During the four years of experimentation NewStart has developed a Life Skills course of a quality which can be used with predictable results by other organizations. This included one major rewrite and several modifications based upon continued laboratory and field testing. A Life Skills course in French has been prepared and is ready for testing.

The Life Skills course is a planned sequence of experiences which gives adult participants the courage and help necessary to develop themselves, relate to other people, cope with home and family situations, use leisure time purposefully, exercise rights and responsibilities in the community, and make decisions for their future including employment.

### The Life Skills Course Structure

The Life Skills course is an activity program using specially trained 'coaches' as instructors who are assisted and supervised by professional staff. The primary force to change behaviour is the behaviour-oriented trainee group. The methods and techniques develop a strong sense of trust and mutual interest in helping each other. The lessons or projects are focused on the problem areas in the life of the group members. Two publications are available as of July 1971: "LIFE SKILLS: a course in applied problem solving", (p. 134), "Life Skills Coach Training Manual"

(p. 266). Lessons and teaching aids are to be ready for use anywhere in Canada by August 31, 1971. \*1 It should be noted that the two publications listed above are not recommended for use with native people who do not speak English. However, in developing the Fluency First course, participants will be encouraged to use their mother tongue in discussing practical living problems.

"LIFE SKILLS: a course in applied problem solving" (134 pages)

This book presents the concepts which were the basis for developing the Life Skills course. There are eight chapters written by different members of the research team. Bibliographies listing 102 references are included. In defining the Life Skills Course and its use the following statement is made:

"The Life Skills course of Saskatchewan NewStart represents a serious attempt at the integration of educational and psychotherapeutic principles and techniques for the development of personal competence in many aspects of life. The Life Skills course represents, therefore, not only a promising training/counselling technique but also a new model for human and social development programs. The effective implementation of the course requires that the agency - whether it be educational, welfare or other institution - integrate social science concepts with those of organization management in its own operation." \*2

This book is listed as a textbook in "What Have We Started?", Saskatchewan NewStart Incorporated. In our estimation it is a

\*1 "What Have We Started?", Saskatchewan NewStart Incorporated (pamphlet)

\*2 "LIFE SKILLS: a course in applied problem solving", Saskatchewan NewStart Incorporated, p. 3.

reference book for anyone considering using the life skills concept in a training program. The first edition did not indicate the operating costs. This has been added to the later edition and includes operating costs and capital outlay for training equipment, special materials and supplies. These costs are based on a four-month period with 48 students subdivided into groups of 12 with two groups taking Life Skills in the forenoon and Basic Education or other educational courses in the afternoon, and the other two groups in the reverse process. This type of operation requires a staff of seven consisting of:

- 1 supervisor (professional)
- 1 senior coach
- 4 coaches
- 1 clerk/stenographer

"Life Skills Coach Training Manual" (266 pages)

Saskatchewan NewStart recognized that the disadvantaged adult frequently has difficulty in communicating with persons of different value systems. To bridge this gap paraprofessionals have been trained; in the Life Skills course, the paraprofessionals is termed a Coach. Life Skill coaches are given two to four months of intensive training. Most of the coaches are recruited from among mature adults who are of, or who identify closely with, the disadvantaged. The selection of coaches is extremely important. Some of the major criteria are:

- age between 23-55 years,



- male or female candidates of similar socio-economic backgrounds to the life skills group,
- interested in working with people,
- above average intelligence, either formal or self-educated,
- writing ability,
- willingness to undergo a number of pencil-and-paper tests,
- willingness to undergo an intensive pre-course experience after which a decision is made on admittance to the Coach training program.

The "Life Skills Coach Training Manual", published January 1, 1971, is divided into two volumes and six parts supported by seven appendices:

Volume I - Problem Solving and Personal Development in a Group

- Part 1 - Problem Solving Practice in a Group
- Part 2 - Individual Behaviours in the Problem-Solving Group Situation
- Part 3 - Useful Techniques for the Coach
- Part 4 - Personal Development in the Problem-Solving Group

Volume II - The Coach as a Group Leader

- Part 5 - The Life Skills Coaching Process
- Part 6 - Six Important Coaching Activities
  - A - Motivating
  - B - Planning
  - C - Informing
  - D - Leading Discussion
  - E - Counseling
  - F - Evaluating

Appendices

- 1 - Further Notes on Motivating
- 2 - Further Notes on Counseling
- 3 - Case Studies and the Case Method
- 4 - Techniques in Asking Questions
- 5 - Index of Points Emphasized in the Situation in Parts 6A to 6F
- 6 - Reference List of "Helping" and Harmful Behaviours
- 7 - Reference List of Some Categories of Coach Talk.

The Coach Training course provides experience with:

- "encounter techniques" in group process,
- various instructional techniques (questioning, role playing, lecturing),
- handling of instructional equipment (projectors, videotape, blackboard, audio-recorders),
- extensive practice using lessons of the Life Skills course with videotape recorded playback,
- peer evaluation.

The Coach is a unique member of the encounter group and is responsible for:

- creating situations conducive to learning,
- establishing a model of behaviour,
- introducing new values,
- facilitating the flow of communication,
- participating as an "expert" by involving the group,
- identifying and finding solutions to problems.

Lesson plans and multi-media kits are included for each lesson; three to four coaches work under the direction of a supervisor. Before and after each lesson time is spent discussing approaches and results. There are six parts to a lesson:

1. The Overview
2. Skill Objectives
3. What the Coach Must Do - 5 phases
  - Stimulus
  - Evocation
  - Objective Enquiry
  - Application
  - Evaluation
4. Resources Required
5. Multi-Media Kit
6. Handouts - forms, case studies and materials.

Further revision is being made to the "Life Skills Coach Training Manual" so that it can be used anywhere in Canada.



## ADULT BASIC EDUCATION

Initial research in Adult Basic Education disclosed that many underprivileged adults have failed to achieve the academic level required for satisfying job placement or for entrance into trade training programs. There are others who desire upgrading for self improvement, or to more fully understand the available educational opportunities. Indians and Metis who speak mainly their mother tongue frequently lack a working knowledge of either English or French and desire basic literacy training in order to communicate effectively in situations with people who do not use their language. Prior to developing an approach to the literacy problem, Saskatchewan NewStart found it necessary to explore existing materials, programs, and testing procedures, and experiment with the reactions of student-participants to the various programs and teaching techniques. Some of the major findings were:

- many of the disadvantaged, including Indians and Metis, dropped out of school because of failure to comprehend the average text books,
- most participants tested at different levels in various subjects,
- commercially-produced programmed materials are:
  - suitable only for the average learner,
  - lacking in systematic content,
  - lacking adequate built-in testing materials,
  - lacking in variety (especially mathematics),

(Supplementary materials had to be prepared.)

- success in mathematics required high comprehension in reading,

- the greatest problems in mathematics were:
  - decimals (percent, fraction conversions),
  - geometry (parallel and perpendicular lines, angles and triangles, parts and areas of circles),
  - trainees whose initial testing showed a high academic level took less time to progress through a grade level,
- experimentation with Pitman's i/t/a (initial teaching alphabet) found:
  - it useful,
  - existing training materials inadequate,
  - the reading materials difficult for students not speaking or understanding English,
- experiments to May 1970 showed 53 percent of the trainees attained Adult 10 status, and statistically 83 percent capable of reaching this goal given enough time,
- experimentation showed participants in a combined life skills/adult basic education course achieved the same academic level in the same period of time as a comparable group in only adult basic education,
- a system of individually prescribed instruction (IPI) permitted a student to take what he needed, and to progress at his own rate.

The following priorities were established as a result of the initial research:

- A. A Plan for Individual Prescribed Instruction (IPI)
- B. Basic Education for Adults (1970-71)  
Adult 5-10 Program:
  - Mathematics
  - Communications - Developmental Reading
  - Communications - Functional Reading
  - Communications - Skill Reinforcement Series
- C. Basic Literacy for Adult Development - Grade 1 to 4  
including "Fluency First" (1972)

A. The Individually Prescribed Instruction (IPI)

The purpose of IPI is to plan, provide, and conduct a battery of learning experiences tailored to a trainee's characteristics as a learner. The process adapts instruction to the individual in an integrated scheme of evaluation, development, and training.

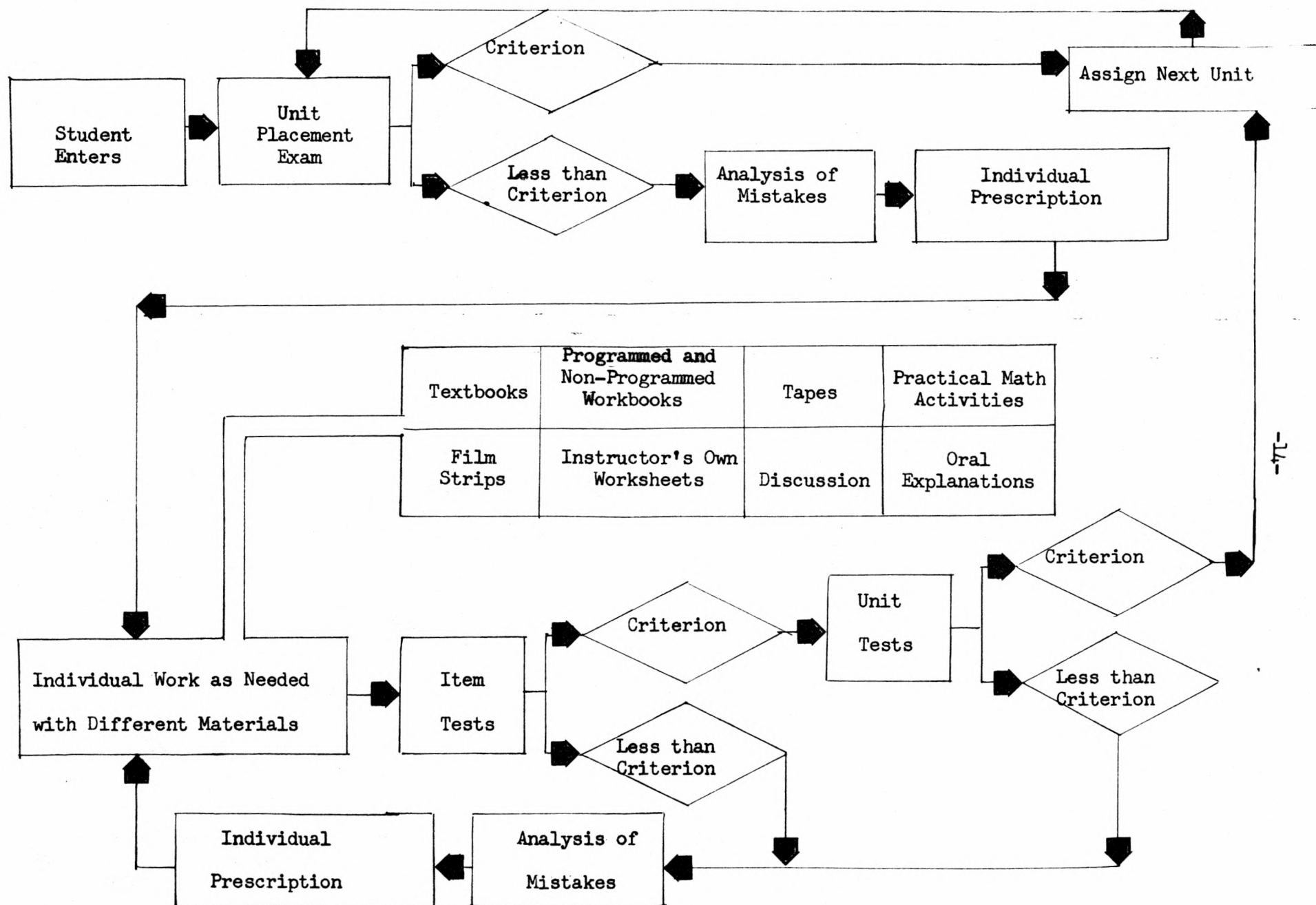
Findings in the research indicate:

- diagnostic measures determine the precise curriculum needed for each participant. e.g. one student tested at the Grade 6 level in reading and at Grade 10 in mathematics,
- a participant showed greater responsibility for his development when helped at every stage to recognize his weaknesses, and by involving him in planning his programs,
- participants asked for personal coaching when needed,
- professional staff analysis of errors, as to place and frequency, determined causes and resulted in remedial action.

When a student tests at 85 percent in an area of work he moves to the next unit. If he tests at less, he goes back for a new individualized plan (IPI) designed to overcome his weaknesses. The IPI as developed by Saskatchewan NewStart can be applied to learning situations other than the 5-10 program. The following flow chart indicates the design of the total process.

(See chart on following page)





The Individualized Process for the Adult Mathematics Program.

B. Basic Education for Adults 5-10

Mathematics and Communications texts consist of stated objectives, a series of developmental exercises, and evaluation sheets. These have been prepared for use anywhere in Canada and are ready for distribution. The Canadian Tests of Basic Skills are used for the initial and final testing. On the basis of experience to date, the Saskatchewan NewStart Basic Education materials reduce the time required to advance from grade to grade.

ADULT 5-10 Mathematics Text (576 pages - 2nd edition)

The ADULT 5-10 Mathematics text contains units of instruction, work sheets, and tests. (See chart next page.) A battery of placement tests (pink sheets) identify individual needs. The chart is used to determine the IPI programming which is supported by multi-media materials. Further testing is administered at the completion of each unit; two tests are given, and appear in the text on "blue" and "green" sheets. The second test (green sheets) is administered a week or so later to check whether or not the participant has retained what he has learned. Answers to the tests are on white sheets at the back of the ADULT 5-10 Mathematics text. If, and only if, a participant makes 85 percent on a test is he permitted to progress to another unit of work. The Mathematics program is currently being used in Alberta and Zambia. \*3

\*3 "What Have We Started?" - Saskatchewan NewStart Incorporated (pamphlet)

ITEM A	ITEM B	ITEM C	ITEM D	ITEM E	ITEM F	ITEM G	ITEM H	UNIT
Counting	Place Value							I Fundamental Concepts I
Addition	Subtraction	Multiplication	Division					II Basic Operations
Rounding Off	Averages	Roman Numbers						III Further Concepts
Initial Concepts	Addition & Subtraction	Multiplication & Division	Ratio and Proportion					IV Fractions
Decimals and Fractions	Place Value	Money System	Addition & Subtraction	Multiplication & Division				V Decimals
Meaning of Per Cent	Operations with Per Cent	Percentage and Problems	Methods of Probl. Solv.					VI Per Cent
Graphs								VII Business Graphs
Liquid Measure	Measurement of Weight	Measurement of Time	Linear Measurement					VIII Measurement
Points and Lines	Degrees	Angles	Geometrical Figures	Perimeter	Circumference	Area		IX Geometry I
Volume	Properties of Parallel Lines	Properties of Triangles						X Geometry II
Terminology	Negative Numbers	Set Theory Notation	Order of Operations	Bracket Removal	Addition Laws	Multiplication Laws	Division of Signed Numbers	XI Fundamental Concepts II
Squares	Square Root	Powers	Scientific Notation					XII Exponents
Composite Numbers	Prime Numbers	Prime Factoring						XIII Numbers
Monomials and Binomials	Addition & Subtraction	Multiplication & Division	Factoring					XIV Algebra I
Inequalities	Equalities	Equations of One Unknown	Equations of Two Unknowns					XV Algebra II

Mathematics - Curriculum Content of Program  
 Core - above line  
 Technical Supplement - below line

ADULT 5-10 Communications Text  
Developmental Reading (560 pages)

The ADULT 5-10 Communications Developmental Reading text is designed for the many adult students entering an upgrading program who lack the vocabulary and the comprehension skills needed to understand, interpret, and evaluate what they read. The objective of the program is to raise the reading level of student-participants as quickly as possible to the Saskatchewan Adult 10 level.

(Approximately Grade 8.5 as determined by the Canadian Tests of Basic Skills - published by Thomas Nelson and Sons.) Individualized instruction (IPI) encourages each student to master a skill area, and to proceed at his own rate.

The curriculum is organized into units, items, and behavioral objectives. A unit is made up of 19 Skill Development items, each with definite objectives. There are five units:

- Unit A - Word Analysis
- Unit B - Word Meaning
- Unit C - Literal Comprehension
- Unit D - Interpretive Comprehension
- Unit E - Evaluative Comprehension

Non-professional instructors or 'coaches' can be used as well as those professionally trained. A three-week orientation along with on-the-job assistance from a professional was found adequate training for 'coaches'. Certified teachers can learn to use the program in a shorter time.



ADULT 5-10 Communications Text  
Functional Reading (234 pages)

The objective of the Functional Reading program is to train individuals to obtain information by developing the following reading skills:

- understanding informational material,
- evaluating and understanding what is read,
- locating needed reading materials,
- organizing what is read.

The text lists the following commercial materials in teaching Functional Reading:

Basic Skills in Grammar Books I and II, Ralph Alger, New York: Cambridge Book Company, 1958.

Essentials in English First and Second Book, Ellen Smith and Leona McAnulty, Ohio: McCormick - Mathers Publishing Co., Inc., 1962.

Better and Faster Reading, Lee Learner Gray, New York: Cambridge Book Company, Inc., 1964.

Developing Your Vocabulary, Paul Witty and Edith Grotberg, Science Research Associates Inc., 1960.

Individualized Corrective English Books 5 and 6, Edith Price, Flora B. Miller and others, Cincinnati, Ohio: McCormick-Mathers Publishing Company, 1962.

Adult 5-10 Communications Program  
Skill Reinforcement Series, Saskatchewan NewStart Inc., 1971.

Individualized programming (IPI) is designed by the instructor so that students can work by themselves completing prescription sheets which later are used along with tests to analyze student progress. For students who fail to reach the proficiency requirement on the

first test must complete extra prescriptive work before a second test is given. The program is organized in a standard pattern with 61 objectives, 15 items, and 6 units.

(See flow chart on following page.)

ADULT 5-10 Communications Program  
Skill Reinforcement Series

This is the third text in the ADULT 5-10 Communications Program; as of August 1971 it was still in the process of being developed. It is on the recommended list for teaching Functional Reading.

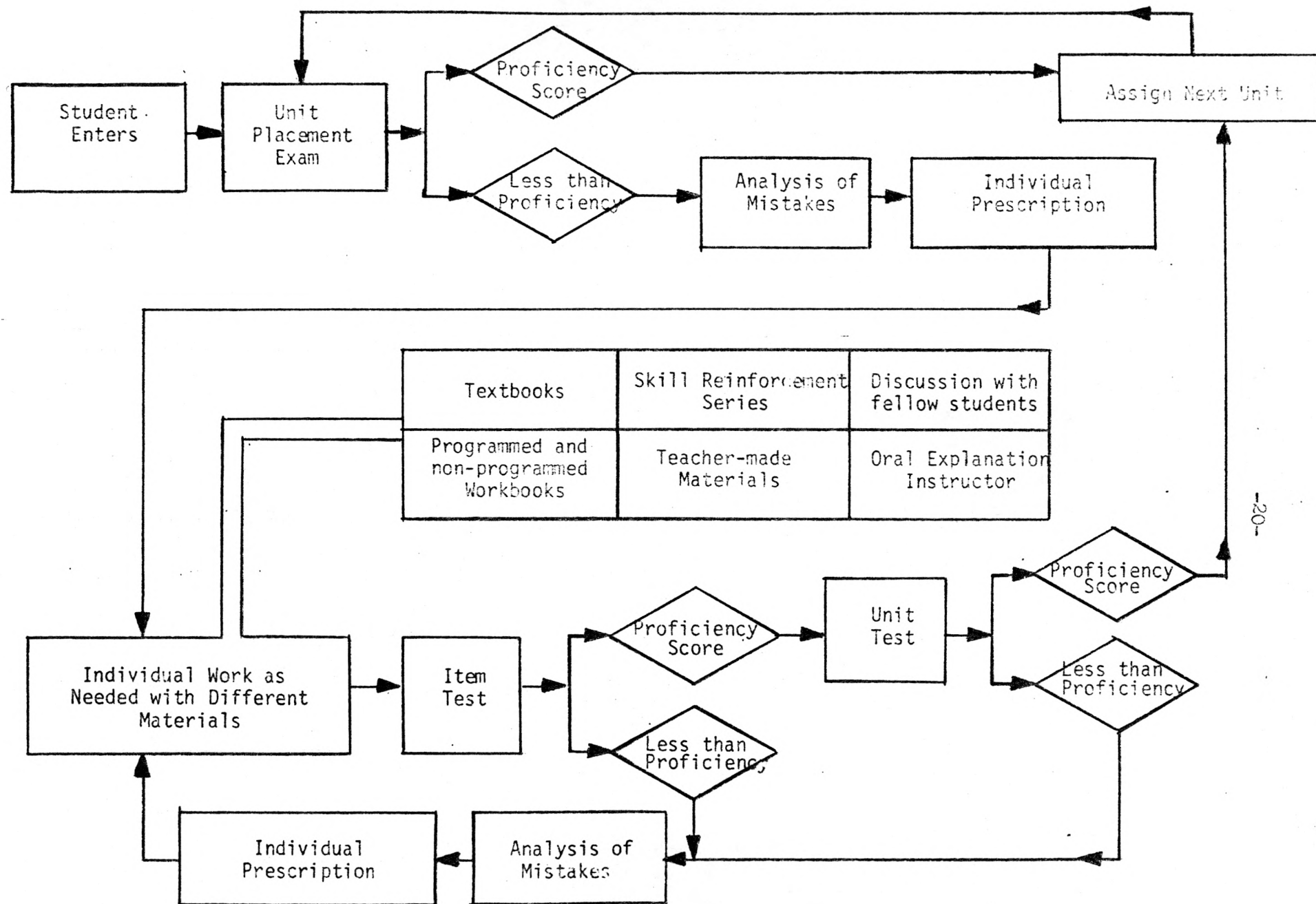
C. Basic Literacy for Adult Development 1-4

Saskatchewan NewStart according to present plans is working on the development of the Basic Literacy for Adult Development program which is at the Grade 1-4 level. There are two major parts: one for Indian adults who speak little or no English, and the other for illiterates who already speak English. The initial research is completed for a "Fluency First" course. It is described in a text.

A Plan For Fluency First (177 pages)

This is a preliminary document explaining the plan for the Fluency First program which will be ready for distribution in 1972. It is divided into two parts, "A Detailed Plan For Development" and "Specifications For The Course". Part I has seven chapters:

1. The Problem
2. A New Approach
3. Development of Methods and Materials



4. Conduct of the Pilot Course
5. Training of Instructional Staff
6. Evaluation
7. Suggestions for Projects Following Evaluation

Part II, "Specifications For The Course", will be of particular interest for those responsible for Functional Literacy programs. It includes a review and evaluation of books, periodicals, and courses on language and language teaching. It covers the proposed course content (61 pages). The instructional arrangements are explained and examples given. The instructional objectives are listed under general, oral English, reading and writing, and behavioural. Since Saskatchewan NewStart is situated in northern Saskatchewan where Cree and Chipewyan are the two major Indian languages, the last chapter relates the sounds of English, Cree, and Chipewyan, and lists four books which have been particularly useful in developing the plan for "Fluency First". Part II is composed of five chapters:

Introduction to Part II

1. Literature Survey
2. Proposed Course Content
3. Instructional Arrangements
4. Instructional Objectives
5. The Sounds of English, Cree, and Chipewyan.



## THE SOCANICS PROGRAM

During 1969-70, thirty-four teacher aides and 23 social worker aides were trained to assist professionals and to relieve them from tasks of a non-professional nature. Of the 57 graduates, 45 were placed in jobs related to their training. The term "Socanic" (skilled worker in social institutions) was coined for the job title and a new course evolved which is known as the Socanics course. There is not as much information available on this course as on the Life Skills and the Adult Basic Education courses, but it is on the schedule for further development.

There is a core of skills and knowledge common to the work of aides within all social organizations such as:

- services provided by education, welfare, recreation, and other organizations,
- problems of students, welfare recipients, and clients of other services,
- gathering and processing information,
- function and purpose of administration,
- oral and written reports,
- understanding and helping people to solve problems,
- developing skills in preparing and using audio-visual aids, interviewing, typing.

SMALL BUSINESS MANAGEMENT COURSE  
FOR INDIANS AND METIS

One of the main reasons for selecting Prince Albert as the site for Saskatchewan NewStart was the close proximity to 13,000 Indian and Metis people. In 1969-70 research was conducted to determine how best to assist these people. One of the major needs was to equip them to manage their own businesses, or to operate businesses owned by Bands, co-operatives, and others. Federal and provincial governments are prepared to provide financial support to native enterprises. Research indicated that business ventures by native people frequently were unsuccessful.

The causes were:

- the educational level of most native people,
- the lack of skill in communicating in the English language,
- little business experience,
- the kinship system, a cultural trait, and the tendency toward community or joint possession depleting the resources of the business,
- failure to recognize the importance of separating business operation from family income,
- personal problems interfering with the effectiveness of the business.

It was therefore decided that before Indian and Metis people could take the Small Business Management course they should take a five-month Life Skills/Basic Education program.

To get a realistic picture of business situations, information was

gathered on community structures including population, businesses, and possible business opportunities. An experimental Small Business Management course commenced in October 1970. It has since been revised, and a "test run" will be made in 1971. It should be ready for use anywhere in Canada in 1972.

Course Development - (See chart on following page.)

The course consists of two volumes with detailed planning for 124 lessons divided into nine interlocking tracks or parts; these are:

- general,
- marketing,
- business organization,
- personnel,
- personal finances,
- technical operations,
- finance, accounting, bookkeeping,
- business communication,
- starting the business.

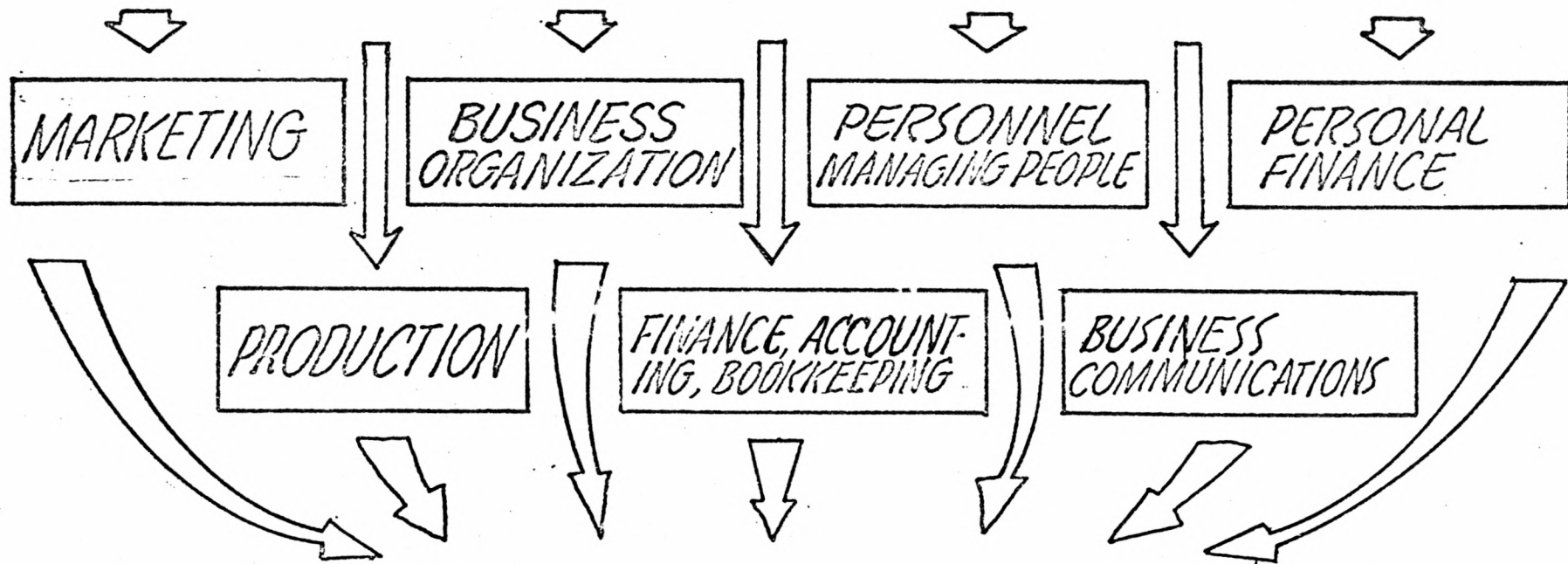
A problem-solving model embodied in each lesson is designed to create an awareness of difficulties, to find alternative solutions, and to decide upon the most appropriate type of action. Short case histories adapted from real life experiences, which the participants can easily relate to, are used to stimulate discussion. Films serve a useful purpose to expand life

# COURSE OUTLINE

GENERAL



AREAS OF MANAGEMENT DECISION



STARTING the BUSINESS



experiences and to develop the participant's interest and knowledge.

The Small Business Management course, like the Life Skills course, uses native people trained as coaches to conduct classes under the supervision and direction of professional staff. Each lesson contains a 'Coach Guide' and 'kit' which gives suggestions for the use of materials, discussion, and visual aids.

The duration of training is ten months, a five-month Life Skills/Basic Education component followed by the five-month Small Business Management course. Each class is limited to approximately 20 persons and operates on a full-day basis. The research showed that small business enterprises among Indian and Metis people involved both husband and wife; it is suggested that, whenever possible, wives should be included in the training.

The interest shown by the Department of Indian Affairs and Northern Development-Indian and Eskimo Economic Development Branch, in the research on Small Business Management resulted in a submission for a Regional Small Business Management Training and Research Centre being presented to the Department in June 1971. Consideration is being given to the submission by the Education Branch - Adult Education Section - and the Indian and Eskimo Economic Development Branch. The Adult Basic Education Consultant and the Social Education Consultant contributed to the review of the submission by preparing an evaluation of the proposed training.

## COMMENTS AND RECOMMENDATIONS

Five years of research is a relatively short period of time for developing, testing, and publishing the findings for a project as important as adult development and social adjustment of disadvantaged individuals and groups. The extension of DREE funding of Saskatchewan NewStart Inc. to June 1972 will permit additional research which it is hoped will include the statistical data upon which courses and materials were developed. When the close-off date was 1971, it was a logical decision to concentrate on producing materials and developing methods and techniques since there is a dearth of adult-oriented materials with Canadian content based on social science research.

The consensus of the Adult Education Consultants is that the research is applicable to both Adult Basic Education and Social Education services provided by the Department of Indian Affairs and Northern Development. The research included the reaction of people of Indian ancestry in the four major areas of study:

- life skills,
- adult basic education,
- training paraprofessionals,
- training Indians and Metis for small business management.

The Consultants hesitate to recommend general use of the Saskatchewan NewStart programs until experimentation has been conducted on reserves, for these reasons:

- pre-testing of student-participants, because of the research factor, resulted in a more uniform group than would be found on an Indian reserve,
- during the research, student-participants worked under 'ideal' conditions with access to equipment and materials which might not be available in other locations,
- the instructional method of using 'coaches' under the constant supervision and direction of a professional might need adaptation to reserve situations,
- the favourable reaction of the student-participants to the 'coach' technique of instruction should be tested under less favourable conditions,
- since coaches are chosen from mature adults who can identify closely with the people, it presupposes a selection of coaches from reserves and the coach training course given before using the NewStart programs,
- the Life Skills course as developed is dependent upon a system of supervisors and coaches familiar with and capable of providing leadership essential to the success of the course,
- the Life Skills course should be tested on a part-time basis, such as two evenings a week,
- the materials produced are the result of research confined mainly to one geographical area,
- the materials were published for general use in August 1971; it will be a year before results can be assessed,
- the coach system of instruction is developed around continuous supervision of four coaches, working with 48 student-participants, by one professional, all at the same location; this might not be possible on reserves. Would the system be as effective with an itinerant supervisor?
- experimentation with the NewStart programs on reserves would permit evaluation, and adaptation if necessary,

Adult 5-10 Programs for Upgrading on Indian Reserves

The research conducted by Saskatchewan NewStart indicated that most student-participants enrolled in the Adult 5-10 programs at the Centre required communication skills, i.e. the ability to read and comprehend, in order to understand mathematical and other problems. To overcome this the Adult 5-10 program is divided into four parts:

- communications - developmental reading
- communications - functional reading
- communications - skill reinforcement series
- mathematics

The programs are structured so that each student-participant progresses at his own rate, and works through a series of individually prescribed instruction (IPI) only in the areas in which his learning experiences are inadequate. The IPI process works best with not more than 12-15 in the group at any one time.

The comprehensive Adult 5-10 program includes supplementary exercises from reference texts; however, other reference material of a similar nature may be used. Film strips, instructor-made work sheets, and programmed materials should be added to strengthen the program. Each unit of study has clearly-stated objectives with tests to determine progress and retention. The parts of the Adult 5-10 program can be conducted concurrently.



The supervisors (professionals) and the coach-instructors must be selected and trained in the concepts of the program. The coach-instructor must be capable of evaluating each student-participant's functioning level in order to develop his IPI plans, to tutor on new work, and discuss problems with both the individuals and the group.

The IPI process has advantages for adults since a student-participant may leave as soon as his objectives are completed. New students may be admitted as vacancies occur without having to wait for a new class.

The Adult Education Section has purchased a complete set of Saskatchewan NewStart's Adult 5-10 programs in Mathematics and Communications for each Region. These are being sent direct.

#### Recommendation

The Adult Education Consultants recommend that the Branch and Regions collaborate on conducting pilot projects on select Reserves to determine the validity of the Saskatchewan NewStart Adult 5-10 upgrading programs in Mathematics and Communications as related to the education of Indian adults, and further, that interested Regions notify the Branch so that uniformity in the experimentation will permit evaluation on a national as well as regional level.

Life Skills - A Factor in the Education of Indian Adults

Life on the Reserves tends to develop in some Indian adults attitudes which create a feeling of inadequacy and frustration. This is reflected in their day-to-day encounters with the public, their inability to obtain and hold employment, and the tendency to exclude themselves from the services and benefits of society. This lack of personal competency is sometimes described as a lack of "coping skills" or "life skills".

The Saskatchewan NewStart's "Life Skills: a course in applied problem solving" is based on the principle of change - change in attitudes and behaviour through individual and group participation. The Course defines the processes through which the problem solving takes place:

- recognition of the problem,
- defining the problem,
- choosing alternative solutions,
- implication of the alternative solutions,
- evaluating the results.

Each participant is helped through discussion of individual and group problems to recognize three stages of response - knowing, feeling, and acting. The "Life Skills" Course as developed, involves the use of coaches selected from mature adults who have been successfully trained, and who work under the supervision of a professional.

The Adult Education Consultants were favourably impressed when they visited the Saskatchewan NewStart Centre with the Life Skills Course and the reaction of the student-participants to the coach technique of instruction. However, they question the feasibility of using this method on reserves since it is based on the principle of four coaches working under the constant supervision and direction of a professional. Would the system be as effective with an itinerant supervisor or a staff member trained in the "life skills" processes who could visit the reserves on a regular basis and provide adequate supervision and direction?

Since many Indian adults would benefit from a Life Skills course, could it be operated on a part-time basis such as a half-day or two evenings a week as an independent program? Could a "life skills" component be used to enrich Social Education and Adult Basic Education programs presently being offered? This would require experimentation to determine the adaptation necessary, criteria for selecting and training Indians as coaches, the amount and kind of supervision, the availability and suitability of materials, and the reaction of the Indian people to the Life Skills program.

Saskatchewan NewStart recognizes that the ultimate value of the course is achieved only when the student-participants are able to transfer the use of the Life Skills processes from the protected learning environment to real-life situations. By promoting Life Skills courses on reserves the day-to-day family

and community problems would form the basis of the Life Skills processes, and would permit immediate application and transfer of learning.

The Adult Education Section has purchased the materials published by Saskatchewan NewStart on the Life Skills process and coach training for each Region. Copies are being sent direct.

#### Recommendation

The Adult Education Consultants recommend that the Branch and Regions collaborate on conducting pilot projects on select Reserves to experiment with the application of the Life Skills course in the following ways:

- (a) a combined Life Skills/Adult Basic Education program either on a full-day or part-time basis,
- (b) a Life Skills course on a part-time basis, such as a half-day and/or two evenings a week,
- (c) a Life Skills component to enrich Social Education programs presently being given, such as workshops for Chiefs and Councillors, home-making, citizenship and leadership courses,

and further, that interested Regions contact the Branch to formulate plans for the pilot projects and to develop guidelines so as to ensure sufficient uniformity and adequate data to evaluate, on both the national and regional levels, coach selection and training, supervision, operation procedures, and the reactions of the Indian adults to the Life Skills programs.



Adult Education Staff Workshop

In the "Adult Education Analysis of Reports, Fiscal Year 1970-71" (July 1971), the Adult Education Consultants recommended holding an annual workshop to discuss and develop adult education services in the Regions. This recommendation was one of 18, and was based on a 12-month review of a new reporting system introduced in April 1970. The reports pointed up certain weaknesses in the planning, development, operation, and evaluation of services. The recommendations were aimed at improving and strengthening the educational opportunities for Indian adults and not as a criticism of what had been done.

Unnecessary and costly 'trial and error' resulted from a lack of communication between the Regions. This could have been avoided through a sharing of experiences and opportunities to discuss the unique situations of Indian adults. Since the Saskatchewan NewStart programs were based on research and developed to overcome some of the same weaknesses, the adult education staff should have the opportunity to discuss the findings and the two previous recommendations in this report suggesting testing the validity and application of the Saskatchewan NewStart programs to the needs of Indian adults living on reserves.

Recommendation

The Adult Education Consultants recommend that a workshop be held for adult education supervisors and other professional staff responsible for the Regional Adult Education programs to discuss the educational services being provided for Indian adults, and to include a review of the research conducted by Saskatchewan NewStart and its possible application to Adult Basic Education and Social Education Services.

SUMMARY

One of the strong points in favour of Saskatchewan NewStart's program is the coach method of instruction. In adult education programming for Indian people, the coaches would be mature adults from the reserves with approximately a Grade 11 education.

The success of the program depends upon the adequate training and supervision of coaches. The Adult Education Consultants suggest that the training for the experimentation (Recommendations 1 and 2) be conducted at one centre to ensure uniformity, but not at Saskatchewan NewStart where there would be easy access to materials, teaching aids, and professional research staff which would not be available on reserves.

Unless Regional Adult Education staff understand the techniques, processes, and programs that have been developed by Saskatchewan NewStart and are willing to test the validity, it would be impossible to obtain adequate data on which to base a legitimate evaluation. If a staff workshop as

proposed in Recommendation 3 is held, it would permit detailed planning for the experimentation such as developing research hypotheses, guidelines for the selection and training of coaches, providing supervision, timing of the experimental projects, and the evaluation of data. While it is desirable to determine if the Saskatchewan NewStart research is applicable to on-reserve programming in the various Regions, the proposals made in Recommendations 1 and 2 would not interfere with Regions conducting independent studies.

Note:

No recommendation has been made on the Small Business Management Training Course for Indians and Metis since the Department is giving consideration to a proposal presented by Saskatchewan NewStart in June 1971.

August 1971

PRICE LIST OF PUBLICATIONS  
SASKATCHEWAN NEWSTART INCORPORATED

<u>Title</u>	<u>Cost per Unit</u>
What Have We Started? (1971)	Free
Life Skills: a course in applied problem solving (4th edition 1971)	\$4.95
Life Skills Coach Training Manual (1971)	4.95
Social & Human Resource Development Program (1970)	Free
Adult 5-10 Mathematics Program (2nd edition 1971)	9.95
Adult 5-10 Communications Program Developmental Reading (1971)	9.95
Adult 5-10 Communications Program Functional Reading (1971)	4.95
Adult 5-10 Communications Program Skill Reinforcement Series (1971)	5.95
A Plan For Fluency First (1971)	Free

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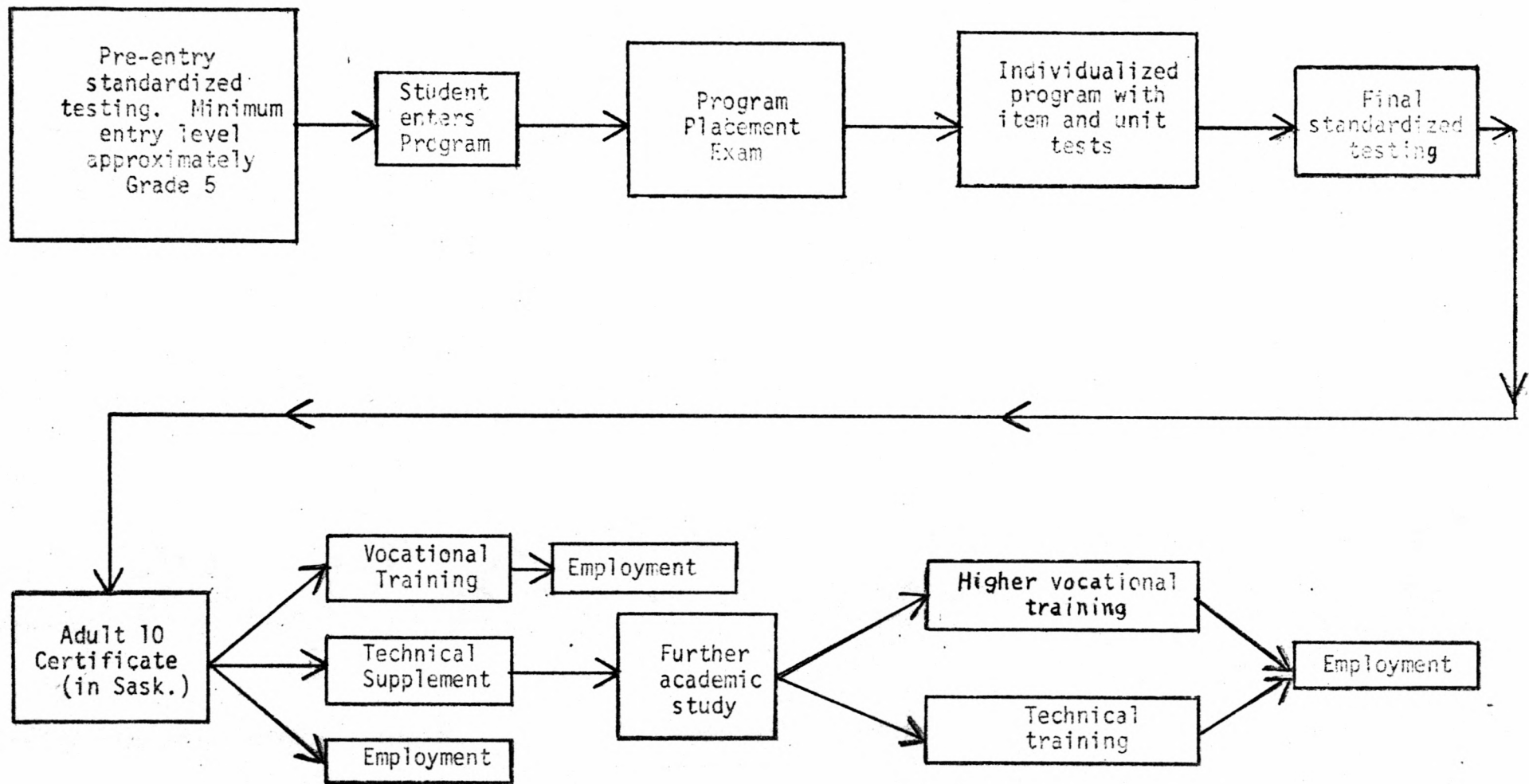
## Reference List of Mathematics Books Tried at Saskatchewan NewStart Inc.

ADULT 5-10 PROGRAM

1. Arithmetic. Brice. Holt, Rinehart and Winston of Canada.
2. ASTC Mathematics, Book 1. Ginn and Company.
3. Basic Mathematics. Holt, Rinehart and Winston of Canada.
4. Decimals, Books 1 and 2. T.M.I. Grolier.
5. Fractions, Books 1 and 2. T.M.I. Grolier.
6. Learning to Compute, Books 1 and 2. Harcourt, Brace and World.  
(Longmans Canada Ltd.)
7. Mathematics, Books 1 and 2. Cambridge Book Co.
8. Mathematics in Practise. MacMillan of Canada.
9. Multiplication and Division, Books 1 and 2. T.M.I. Grolier.
10. Occupational Preparational Math. Grays Publishing Co., Sydney, B.C.
11. Practical Mathematics. McGraw Hill, Toronto.
12. Programmed Math for Adults, Books 1-15. Sullivan Associates.  
McGraw Hill Company of Canada.
13. Refresher Mathematics. Stein. Allyn and Bacon. (MacMillan of Canada).

Beyond Adult 10 (Technical Supplement)

1. Basic Algebra. Cambridge Self Taught Publications Inc.
2. Basic Algebra, Books 1-4. General Learning Corporation.
3. Mathematics for Home and Business. General Learning Corporation.
4. Problem-Solving Skills. General Learning Corporation.
5. The Theory of Numbers, Books 1-4, General Learning Corporation.



Student Flow Chart For Adult Upgrading Classes