

EVALUATION
OF THE
SASKATCHEWAN INDIAN COMMUNITY COLLEGE
OCCUPATIONAL TRAINING PROGRAMS
1976-1981

A Thesis

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ABSTRACT

The Saskatchewan Indian Community College (SICC) is an institution of the Federation of Saskatchewan Indian Nations (FSIN) having the mandate to deliver occupational training programs to Indian people in Saskatchewan. For the years of this study, 1976-1981, the SICC delivered approximately 250 occupational training programs to nearly 3000 students. This study is the first attempt to evaluate the effectiveness of these training programs in a systematic manner. The purposes of this study were to evaluate the effectiveness of the SICC occupational training programs and to make recommendations regarding the future operation of these programs.

The main goal of SICC occupational training programs is to provide their recipients with skills to advance to either further levels of training or to employment. As a result, the Decision Making Model of evaluation was utilized in order to gain adequate information on the results of SICC training in relation to employment. In order to obtain a broader perspective in terms of all the impacts of SICC training, the Goal Free Model was also used.

Data for this study was collected through interviews administered by research assistants. Research assistants were trained in a week-long orientation and skill session to prepare them to conduct student follow-up interviews. The research assistants travelled to reserves to interview as many former SICC students as possible. A total of 806 of 2909 former SICC students were interviewed for this study between June, 1982 to August, 1982.

The Adult Basic Education student completion rate was 60.8 per cent

and it was 70.5 per cent for skills training. The pre-training Adult Basic Education employment rate was 33.5 per cent as compared to 33.3 per cent after training. The pre-training skills training employment rate was 33.3 per cent as opposed to 54.6 per cent after training. While SICC training is one variable affecting the employability of students, the difference may be the result of a number of variables of which SICC training is only one.

Former SICC students generally were satisfied with and perceived their training to have been of high quality but found the training to be of limited value in gaining employment. The training was of limited benefit in such unintended areas of increasing the respondents' self-confidence, their involvement in band affairs, their incomes, and their children's attendance in school by their example.

There are a number of structural barriers limiting the effectiveness of the College's occupational training programs. These include (a) the lack of positive definition of the type of institution that the College is or should be, (b) a complicated program identification, request, and approval process, (c) lack of accreditation of skills and trades programs, (d) lack of a student support system and strategy, and (e) inadequate linkages between training and economic development and employment opportunities.

Recommendations from the study include ensuring (a) that the nature of the SICC as an educational institution be positively defined and that this definition take into account the complex set of factors affecting the College, (b) that SICC training fits into a larger strategy of economic and employment development, (c) that a comprehensive set of occupational training opportunities exist, (d) that training be fully

accredited and recognized, and (e) that links be made between Adult Basic Education programs and skill programs and employment.

This study provides a baseline of information on the SICC and the effectiveness of its occupational training programs. There needs to be further research in this area to develop a model for the delivery of occupational training that can be generally applied.

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TABLE OF CONTENTS

	PAGE
Abstract	ii
Acknowledgements	v
Table of Contents	vi
List of Tables	ix
List of Figures	xi

CHAPTER

1. Nature and Purpose of the Study

Background	1
Purpose and Objectives	7
Rationale	8
Delimitations	9
Definition of Terms	9

2. Background of the Study

Historical and Cultural Factors	13
Federation of Saskatchewan Indian Nations (FSIN)	18
Saskatchewan Indian Community College (SICC)	29
Summary	50

3. Review of the Literature on Evaluation Models

A Taxonomy of Evaluation Models	52
Evaluation Models Chosen for this Study	57
Summary	61

CHAPTER	PAGE
4. Design and Methodology	
Problem Statement	62
Study Design	63
Research Assistants	66
Data Collection	70
Analysis	75
Summary	75
5. Presentation and Analysis of Data	
The Population and the Sample	77
Program Evaluation	83
Additional Comments from the Respondents	127
Summary	132
6. Discussion, Conclusions, and Implications	
Conclusions and Findings Related to the Description of the Saskatchewan Indian Community College	137
Conclusions and Discussion Related to the Decision Making Evaluation	141
Goal Free Evaluation	158
Recommendations from the Study	159
Implications for the Literature	162
Limitations of the Study	163
Recommendations for Further Study	166
Summary	167
Reference List	172

	PAGE
Appendix A - Map of Saskatchewan Indian Bands	175
Appendix B - List of Saskatchewan Indian Bands and Districts	177
Appendix C - Map of Saskatchewan Community College Regions	179
Appendix D - List of Saskatchewan Indian Community College Occupational Training Programs	181
Appendix E - Course List Form	183
Appendix F - Student List Form	185
Appendix G - Personal Information Form	187
Appendix H - Follow-Up of Saskatchewan Indian Community College Students Interview Schedule	190
Appendix I - Letter to Chiefs and Councils	202
Appendix J - Article in <u>Saskatchewan Indian</u>	204

LIST OF TABLES

TABLE	PAGE
1. Demographic Characteristics of Population and Sample and Chi Square Tests for Goodness of Fit	80
2. Relationship Between Demographic Characteristics and Type of Program and Chi Square Tests of Independence	85
3. Relationship Between Demographic Characteristics for Adult Basic Education Programs and Student Completion Rates and Chi Square Tests of Independence	89
4. Relationship Between Demographic Characteristics for Skill Programs and Student Completion Rates and Chi Square Tests of Independence	92
5. Relationship Between Demographic Characteristics and Student Completion Rates and Student Employment Rates for Adult Basic Education Programs and Chi Square Tests of Independence	98
6. Relationship Between Demographic Characteristics and Student Completion Rates and Student Employment Rates for Skills Training Programs and Chi Square Tests of Independence	101
7. Summary of the Results of the One-Way Analyses of Variance of Satisfaction Scores for Adult Basic Education Programs Classified on the Basis of Demographic Characteristics, Student Completion Rates, and Student Employment Status with Student-Newman-Keuls Comparisons Among Ordered Means	118
8. Summary of the Results of the One-Way Analyses of Variance of Satisfaction Scores for Skills Training Programs Classified on the Basis of Demographic Characteristics, Student Completion Rates, and Student Employment Status with Student-Newman-Keuls Comparisons Among Ordered Means	120

9. Summary of the Results of the One-Way Analyses of Variance of Perceptions of Program Quality scores for Adult Basic Education Programs Classified on the Basis of Demographic Characteristics, Student Completion Rates, and Student Employment Status with Student-Newman-Keuls Comparisons Among Ordered Means 122

10. Summary of the Results of the One-Way Analyses of Variance of Perceptions of Program Quality Scores for Skills Training Programs Classified on the Basis of Demographic Characteristics, Student Completion Rates, and Student Employment Status with Student-Newman-Keuls Comparisons Among Ordered Means 124

LIST OF FIGURES

FIGURE	PAGE
1. Executive Structure of the Federation of Saskatchewan Indian Nations	26
2. Organizational Structure of the Saskatchewan Indian Community College	30
3. Model of the Program Request and Decision Making Process	48
4. Summary of House's Taxonomy of Major Evaluation Models	54
5. The Population and the Sample	78
6. Reasons Students Not Interviewed	82
7. Reasons Students Completed Training	96
8. Reasons Students Didn't Completed Training	97
9. Sources of Student Income	105
10. Employed Adult Basic Education Students' Career Goals as Compared to their Actual Careers	106
11. Employed Skills Training Students Career Goals as Compared to their Actual Career Areas	108
12. Work Preference Locations	110
13. Assistance in Finding a Job	111
14. Reasons Students Were Working	113
15. Reasons Students Were Not Working	114
16. Advantages to On-Reserve Training	126
17. Problems with On-Reserve Training	128
18. Technical Training Delivery Options	129

CHAPTER 1

NATURE AND PURPOSE OF THE STUDY

Background

In 1975, the Federation of Saskatchewan Indian Nations (FSIN), the organization representing Status Indians in this province, negotiated with the Government of Saskatchewan to establish the Saskatchewan Indian Community College (SICC). The provincial cabinet brought the SICC into being in 1976 by Order-In-Council 258/76. Established under the province's Community Colleges Act, the SICC delivers occupational training programs, that is, employment-related training, to adult status Indians living on Saskatchewan reserves and Crown Lands. For the years of this study, 1976-1981, the SICC delivered over 250 occupational training programs to approximately 3000 students.

While the SICC has been very active in the delivery of occupational training programs, it has done little in a systematic way to determine the effectiveness of these training programs. The aim of this study has been to follow-up on SICC students in order to determine the effectiveness of the College's occupational training programs.

The SICC is part of a complicated milieu, and it is important to understand the unique institutional environment within which it exists. The SICC is an institution of the FSIN. The FSIN is involved in a variety of activities and programs, including economic development, treaty rights and research, and education (Federation of Saskatchewan Indians, 1973).

The education program of the FSIN is comprised of three Indian-controlled institutions: the Saskatchewan Indian Cultural College, the

Saskatchewan Indian Federated College and the SICC. Each has a different mandate. The Cultural College provides resources for all aspects of Indian education programs from Kindergarten to Grade 12. It is involved in the development of Indian-content curricula; it houses a library of Indian content materials; and it stores collections of materials from Indian elders.

The Saskatchewan Indian Federated College is federated with the University of Regina and it offers degree and certificate programs in Indian Studies, Indian Education, Indian Social Work, and Indian Art, as well as programs in Indian Management and Administration. More than half of the Federated College's classes are delivered off campus, mainly on reserves.

The SICC serves the adult training needs of the Indian community. Chiefs and Councils, the elected leaders, are relied upon heavily in determining the programs offered by the SICC. The Annual Report of the SICC for 1980-81 describes the College's work on reserves, in the following manner:

Each year, every reserve operates a housing program, and as a result, several of these reserves request training in carpentry, electrical and plumbing and heating to produce Band members capable of performing the jobs required by the housing projects. Often there are economic opportunities available to a Band in a given area, and the College mounts programs to help them take advantage of them. An example this year was the welding class that was delivered at Nikaneet. It is hoped that graduates of this course will be able to work on the pipeline cutting across the corner of that province (Saskatchewan Indian

Community College, 1981).

While the SICC is part of the FSIN, it is also part of a province-wide system of community colleges. Community colleges in Saskatchewan are unique in their approach to providing adult education opportunities compared to community colleges in other provinces.

Saskatchewan community colleges are regionally based to decentralize learning opportunities for the province's adults. Decentralization is reflected in the college's utilization of existing community facilities and resources throughout their regions, rather than development of campus models that tend to centralize opportunities ...Community college boards, consisting of eight members, determine policy, set priorities and administer college affairs. They hire a minimum of permanent staff members in order to maintain flexibility in meeting the needs of individuals and communities in their regions. The college boards and staffs rely heavily on volunteers at the community level. Over 600 local committees, composed of volunteers, serve to identify local program needs and assume other responsibilities as approved by their respective college boards (Department of Continuing Education, 1980).

Community Colleges in Saskatchewan are not credit-granting institutions in the manner of provincial universities and technical institutes. Most of the courses offered by community colleges relate to home skills, arts and crafts, and health and personal development (Department of Continuing Education, 1980). In order for a community college to offer an accredited program, it must affiliate the program

with a credit-granting institution. In such cases, the community college must meet all the criteria for accreditation set out by the university or technical institute. The course is a university or technical institute course and the community college is the agent of the credit-granting institution in delivering it.

The training programs mounted by the SICC are occupational and aim to improve the employability of Indian people. Indian people in Saskatchewan constitute a poverty group with high unemployment rates, poor housing and poor health conditions, and a high dependence on welfare (Department of Indian Affairs and Northern Development, 1980). Several writers have identified education as a major tool for Indian people to break this cycle in order to develop economic self-sufficiency (Department of Indian Affairs and Northern Development, 1980; Federation of Saskatchewan Indians, 1975; National Indian Brotherhood, 1972; Walsh, 1971).

The main funding for SICC programs is through the Canada Manpower Training Program of the federal government's department of Employment and Immigration Canada (EIC). The SICC programs purchased under the Canada Manpower Training Program and Basic Training for Skill Development, commonly referred to as upgrading or Adult Basic Education. Occupational skill training programs vary in length from eight to 16 weeks of full-time instruction while Adult Basic Education programs vary from 18 to 24 weeks, and both types of training usually involve between eight to 12 students. An Occupational Training Allowance (OTA) is usually paid to each student by EIC while he or she is taking training under the Canada Manpower Training Program. The training allowance varies with the number of the trainee's dependents.

Occupational skill training programs provide training for adults entering an occupation for the first time as well as upgrading the levels of competence of workers in particular skills (Canada Employment and Immigration Canada, 1979). Courses of this type offered by the College to the bands are primarily in the construction trades: carpentry, electrical skill, plumbing and heating, and cabinet making.

Adult Basic Education programs provide trainees with the basic knowledge required for enrolment in occupational skill training programs (Canada Employment and Immigration Commission, 1979). These programs are designed to provide skills and knowledge in oral and written communication, mathematics and science. Levels of instruction may include up to Grade 12, but most of the training falls between Grades Seven and Ten.

The program offerings of the SICC more closely resemble those of a technical institute than the social demand and personal interest programs of most other Saskatchewan community colleges (Department of Continuing Education, 1980). The SICC attempts to model its skill training programs very closely after the pre-employment programs offered by the provincial technical institutes. These aim at providing "training for persons who have limited or no experience in the trade and are not under an apprenticeship contract", while their apprenticeship programs provide "training for persons engaged in the work of a designated trade and under apprenticeship contract" (Saskatchewan Technical Institute, 1980).

Whenever possible, only individuals who are qualified as journeymen in their trade by the Department of Labour are hired as instructors by the SICC. SICC programs provide an orientation to the trade. The curricula utilized are as similar as possible to those utilized by the

technical institutes, but SICC trades programs are not recognized for credit. As a result, while the programs provide skills to the students, they do not affect the formal qualifications of the students. They do, however, provide the students with the option of advancing to an accredited program or to employment.

Adult Basic Education programs utilize the curricula guidelines established by the Department of Advanced Education and Manpower (DAEM) and the College hires university-trained instructors. These courses are fully recognized by the Department of Advanced Education and Manpower and provide the students with all the rights and privileges of Adult Basic Education graduates from anywhere in the province.

When deciding to evaluate the effectiveness of the SICC's occupational training programs, a number of approaches to evaluation were considered. E. R. House (1978) has compiled a taxonomy of evaluation models commonly used in evaluation research and these models were reviewed for use in this study. House identified eight evaluation models: the Systems Analysis Model, the Behavioral Objectives Model, the Decision Making Model, the Goal Free Model, the Art Criticism Model, the Accreditation Model, the Adversary Model, and the Transactional Model. The evaluation models chosen for use in this study are the Decision Making and the Goal Free Models. The Decision Making Model has as its main aim to determine program effectiveness and quality. The methodology of decision making evaluation research is through surveys, questionnaires, and interviews. The major audiences of decision making evaluation research are decision makers and administrators. The Goal Free Model of evaluation research has as its goal to provide program consumers with adequate knowledge to make knowledgeable choices and to

determine the social utility of programs. The methodology of goal free evaluation research concentrates on controlling bias and determining the effects of programs in all areas, not just in intended areas. Program consumers and participants are the major audiences of goal free evaluation research.

Purpose and Objectives

Purpose

1. To evaluate the effectiveness of the SICC occupational training programs, and
2. To make recommendations about the future operation of the SICC occupational training programs.

Objectives

1. To describe the operation of the SICC in terms of:
 - (a) Its institutional milieu: (i) the socio-economic conditions of Saskatchewan Indians, (ii) the Federation of Saskatchewan Indian Nations (FSIN), (iii) the Saskatchewan community colleges, (iv) the Canada Manpower Training Program, and (v) the structure and programs of the SICC.
 - (b) Program descriptions: (i) Adult Basic Education and (ii) Skills and Trades.
 - (c) Course descriptions: (i) Adult Basic Education and (ii) Skills and Trades.
2. To assess the effectiveness of the SICC occupational training programs in terms of their employment objectives:
 - (a) To provide basic demographic data on SICC students, including: (i) age, (ii) sex, and (iii) educational levels;
 - (b) To describe the employment status of SICC students;

(c) To compare similarities and differences between SICC students who: (i) are currently employed, (ii) are not currently employed, and (iii) did not complete their SICC program or programs; and,

(d) To identify selected unintended outcomes to SICC students and Indian bands from SICC occupational training programs.

Rationale

Since its inception in 1976, the SICC has not evaluated its operation in a comprehensive and systematic fashion. This study is of both practical value and theoretical interest. The practical aspects are both immediate and long term. Because the SICC has delivered a significant amount of training, it is important to understand how effective this training has been. Many Indian people require occupational training; this study should help the SICC determine the best way to plan and organize its delivery system. Policy makers and funding agencies involved in providing training to Indian people can look to this study for help in deciding on future programming efforts. Training for Indian people is often cited as a pressing need (Canada Employment and Immigration Commission, 1981; House of Commons, 1981). Occupational training is costly, and in a time of economic restraint, it is important that the resources available for such training are utilized in the most effective manner possible. This study will give the SICC information to improve its program delivery system.

The study also gives some insight, although limited, into theoretical concerns. Conventional attempts to deliver training to this group have been ineffective for the most part (Federation of Saskatchewan Indians, 1975). Should Indian people be expected to participate in the

regular training institutions? Should training for Indian people be provided in the form of programs that are parallel to those available to non-Indians but designed exclusively for Indian people? This study provides limited information leading to understanding the general problem of providing training to Indian people, and hopefully it begins to provide some answers to this problem.

Delimitations

The occupational training programs delivered by the SICC in the period of 1976-1981 are the subject of this evaluation study. These occupational training programs were purchased under the Canada Manpower Training Program of Employment and Immigration Canada. Except for students residing in reserves that were not accessible by highway, the entire population of students taking these programs was utilized in this study. All subjects were Status Indians who were members of Saskatchewan Indian bands. An attempt was made to interview the entire population of former SICC students.

Definition of Terms

Adult Basic Education: The training designed to give adults the opportunity to acquire academic pre-requisites for entering technical, vocational, trade, or post-secondary training programs.

Band: The body of Indians recognized by government for whose benefit and use, land and money have been set aside and held by the government.

Canada Employment Centre: The local service centre of Employment and Immigration Canada delivering employment-related services to the residents within its area.

Canada Manpower Training Program: The program of Employment and Immigration Canada established under the authority of the Adult

Occupational Training Act for the funding of adult training.

Chief: The person elected under the Indian Act by the band or chosen through the custom of the band. The Chief is the highest elected or chosen official of the band.

Continuing Student: A student who took more than one Saskatchewan Indian Community College occupational training program.

Council: Council of the band or band council means the council either elected under the Indian Act by the band or chosen through the custom of the band.

Course: Refers to a single component of a program.

Department of Advanced Education and Manpower (DAEM): The provincial government department responsible for the Saskatchewan community college system and for the provincial approval of training programs purchased through the Canada Manpower Training Program. It was known as the Department of Continuing Education until its name change in 1983.

District Representative: The official elected by the District Chiefs who acts on their behalf. The District Representative may be a Chief from that district.

Districts: The organization of bands into geographical areas for administrative purposes. There are six districts and one agency in Saskatchewan: Meadow Lake, North Battleford, Prince Albert, Saskatoon, Touchwood/File Hills/Qu'Appelle, Yorkton, and Shellbrook. District and agency are used synonymously in this study.

District Chiefs: The group of Chiefs within a district organized for the purpose of conducting the common business of the bands within that district.

Employment and Immigration Canada (EIC): The federal government responsible for funding adult training programs through the Canada Manpower Training Program. It was known as the Canada Employment and Immigration Commission until its name change in 1983.

Federation of Saskatchewan Indian Nations (FSIN): The official organization representing Status Indians in Saskatchewan. It was known as the Federation of Saskatchewan Indians (FSI) until its re-organization in 1982.

Indian or Status Indian: A person registered or entitled to be registered as an Indian according to the Indian Act.

Indian Act: An act of the Parliament of Canada passed in 1951 exercising its legislative jurisdiction for "Indians and lands reserved for Indians" assigned in the British North America Act, Section 91(24).

Indian and Northern Affairs Canada (INAC): The federal department exercising delegated duties, powers, and functions of the Minister of Indian and Northern Affairs Canada under the Indian Act and related appropriation acts. It was known as the Department of Indian Affairs and Northern Development until its name change in 1983.

Native: Canadians of aboriginal descent, including Status and Non-Status Indians, Inuit, and Metis.

Occupational Training: Training designed to prepare trainees for entry into the labour market in the vocational and technical areas.

Program: Refers to one of the sub-divisions of Adult Basic Education and Skill programs.

Reserve: The tract of land set aside for the use of a band, the legal title to which is vested with Her Majesty.

Saskatchewan Indian Community College (SICC): The community college delivering adult training programs to treaty Indian people in Saskatchewan under the authority of the Federation of Saskatchewan Indian Nations (FSIN) and the Saskatchewan Community College's Act.

Skill Training: Technical, vocational, or trades training designed to provide trainees with sufficient skills to enter an occupation.

Treaty: A historic agreement entered into by a group of Indians and the British or Canadian governments.

CHAPTER 2

BACKGROUND TO THE STUDY

A very important set of variables affecting Indian people is their historical and cultural backgrounds. This includes their lifestyle prior to the coming of the Europeans, the treaties signed with the British Crown, the Indian language groups, the Indian Act, and the relationship of Indian people to the federal government department, Indian and Northern Affairs Canada (INAC). It is important to have a basic understanding of these variables in order to put the Saskatchewan Indian Community College (SICC) in a proper historical and cultural perspective. It must be noted, however, that this is not a cultural or historical study. This information is included only to provide a basic understanding of the larger cultural and historical framework. No attempt is made to interpret this study from a cultural or historical point of view.

Historical and Cultural Factors

While this study is primarily concerned with the present factors affecting Indian people in Saskatchewan, some attention needs to be paid to key historical and cultural factors.

Traditional Lifestyle

The traditional lifestyles and values of Indian people in Saskatchewan vary significantly from the lifestyles and values of the present predominant culture. It is important to refer to these traditional lifestyles and values. Many Indian people in today's society have difficulty in resolving the conflict between their traditional values and the values that they need in order to be self-sufficient in

current economic terms (National Indian Brotherhood, 1972).

Prior to the coming of the Europeans, Indian people had a self-sufficient lifestyle and a stable economy based on the resources of the land. This involved using plant and animal life to meet their basic needs for food, clothing, and shelter. Because the fulfillment of these basic needs was so closely tied to nature, Indian people tended to be nomadic as they had to follow these resources wherever they were most plentiful. Traditional Indian life placed a high degree of emphasis on the elders. Elders were seen to possess great wisdom and understanding about life, and the band relied heavily on them in all matters of importance. They played an especially important role with regard to the training of the youth in the Indian way of life. (National Indian Brotherhood, 1972).

Individual ownership, particularly of land, was not a meaningful concept in traditional Indian life: sharing and communal ownership were assumed. Indian people, who for centuries earned a living from the land, developed the necessary skills needed for survival and self-sufficiency. They hunted and trapped wild animals, fished, farmed, and logged. This lifestyle stayed relatively constant year after year (Saskatchewan Indian Cultural College, 1974). Traditional Indian values emphasized pride in one's self, understanding others, and living in harmony with nature (National Indian Brotherhood, 1972).

When the Europeans arrived on North America, bringing their technology, the Christian religion, and educational systems, the economic basis that had served Indian people for centuries eroded very rapidly. As a result, Indian people found it increasingly difficult to pursue their traditional way of life. The coming of the Europeans was preceded

by the fur traders and the missionaries. After they had made inroads in the new frontier, settlers came to establish settlements in Canada with relatively little conflict and overt violence towards Indian people. Thus, the coming of the Europeans was marked by negotiations as opposed to battles and wars. This paved the way for treaties to be signed between Indian people and the British Crown (National Indian Brotherhood, 1972).

Treaties with the British Crown

Between 1817 and 1929, the Indian people of Canada negotiated treaties with British Government, and in some cases the Canadian Government, who were acting as agents of the British Crown. Indian people agreed to cede certain lands for Canada's use and settlement in return for promises, or rights, guaranteed under the treaties. The treaties gave Canada the use of the land for its people, while reserving certain lands and resources for the use of Indian people. As a result, those Indian people bound by these arrangements are called Treaty Indians, and the lands they lived on are called reserves (Federation of Saskatchewan Indians, 1979).

There are four treaties affecting most Indian people in Saskatchewan. Treaty 4, signed in 1874, was negotiated with the Cree, the Saulteaux, and Assiniboine Indians of southern Saskatchewan. Treaty 6, signed in 1876, was negotiated with the Plains Cree of central Saskatchewan. Treaty 10, signed in 1906, was negotiated with the Chipewyan and Cree Indians of northern Saskatchewan. Treaty 8, signed in 1899, covers the Chipewyan bands in the northwest corner of Saskatchewan. The rights which Indian people received for giving up their lands include hunting, fishing, trapping, and gathering rights as well as the right to

be educated, to receive health services, to be exempt from taxation and war, and to cross international boundaries (Federation of Saskatchewan Indians, 1979).

Language Groups

A further complexity of the Indian people of Saskatchewan is the various language groups represented in the province. There are cultural differences in the language groups represented. It is not the intention of this study to examine these differences in any detail. It is the intention, however, to alert the reader that these differences exist and that they are in the background to this study.

Indian people in Saskatchewan belong to three language groups: the Algonkian, the Athabaskan, and the Siouan. The Algonkian language group is the most common Indian language family in Canada. It includes a number of dialects, of which Cree and Saulteaux are predominant in Saskatchewan. The Cree language group is divided into three dialects: Woodland Cree, Plains Cree, and Swampy Cree. Four bands of Woodland Cree live in northern Saskatchewan. The Plains Cree live on the northern edge of the Great Plains, chiefly in the park belt, the transitional area between the forest and the plains. The Plains Cree are by far the most common Indian language group in Saskatchewan, comprising 34 bands. They inhabit reserves in most southern and central areas of the province. The Swampy Cree, which include three Saskatchewan bands, inhabit the marshy lands of eastern Saskatchewan. The Saulteaux, or Plains Ojibwa, inhabit 13 reserves in the eastern part of the province. The Dene or the Chipewyan of Saskatchewan are a branch of the Athabaskan language family. There are six Chipewyan bands and they are located in northern Saskatchewan. The Siouan language family is the smallest Indian language

group represented in Saskatchewan, and it is made up of the Dakota Sioux and the Assiniboine. The Dakota Sioux migrated from the United States and reside in four dispersed central Saskatchewan reserves. The Assiniboine also migrated from the United States and they are located in three small bands in southern and central Saskatchewan. The map in Appendix A shows all the bands in Saskatchewan, indicating to which language family each belongs (Saskatchewan Indian Cultural College, 1974).

Relationship with Indian and Northern Affairs Canada (INAC)

The SICC's primary funding source is the federal government department Employment and Immigration Canada (EIC). It has little to do with INAC, but the influence of INAC on the lives of Indian people is so pervasive that it requires some explanation. In 1951, the Government of Canada revised a piece of legislation, the Indian Act to regulate the affairs of Indian people in Canada and established INAC to enforce the Indian Act. INAC is the only department of the federal government that has been established for the express purpose of dealing with only one group of people.

The Indian Act is a very comprehensive piece of legislation that affects and controls virtually every aspect of the life of Indian people. The Indian Act deals with 22 general topics including the definition of the status of an Indian, reserves, sale or barter of produce, estates and wills, loans to Indians, treaty money, election of Chiefs and Councils, taxation, enfranchisement of Indians and bands, and schools. INAC was established to enforce the Indian Act.

Many Indian people claim that their current economic dependence and underdevelopment is linked very closely to the existence and role of the

Indian Act and INAC. Many officials of Indian organizations claim that this act and this department conflict with the rights guaranteed to Indian people under treaty arrangements (Saskatchewan Indian Cultural College, 1979).

Federation of Saskatchewan Indian Nations (FSIN)

The Federation of Saskatchewan Indian Nations (FSIN) is the official organization representing Status Indians in Saskatchewan. The product of a long struggle by Indian people to organize, it was preceded by other organizations including the Saskatchewan Treaty Protection Association founded in 1930, the Association of Indians of Saskatchewan founded in 1943, and the Union of Saskatchewan Indians founded in 1946. The FSIN was immediately preceded by the Federation of Saskatchewan Indians which was in existence from 1958 until its recent name change in 1982. The FSIN is a confederacy of chiefs dedicated to the protection and enhancement of Indian rights. The goals of the FSIN are: (a) to protect Indian treaties and treaty rights; (b) to promote the welfare of the Indians of Saskatchewan; (c) to foster progress in the economic development, education, and social life of Indians; and, (d) to co-operate with civil and religious authorities in matters pertaining to Indian interests (Federation of Saskatchewan Indians, 1973).

There are 69 bands in Saskatchewan. Each band is represented by a chief and council who are elected, usually for two-year terms, or chosen by band custom. The 69 chiefs, who form the General Assembly of the FSIN, meet twice yearly to set FSIN policy. The General Assembly is responsible for the election of eight executive members who, along with seven district representatives, form the Executive Council of the FSIN. The Executive Council is headed by the Chief of the FSIN, with executive

members, including the positions of secretary and treasurer. Also on the Executive are several vice-presidents or vice-chiefs.

The province is divided into six districts and one agency for administrative purposes. The chiefs of each district and the agency form District Chiefs Councils who meet regularly to deal with their common concerns. Representing the chiefs is the District Representative who oversees the affairs of the District Chiefs. See Appendix B for a list of the bands and the districts that they fall into. The District Representative is elected by the District Chiefs, usually from within their own ranks. The District Chiefs Councils provide direction for the six districts and one agency administrations: Meadow Lake, North Battleford, Prince Albert, Saskatoon, Touchwood/File Hills/Qu'Appelle, Yorkton, and Shellbrook. The District Representatives sit on the Executive Council with the executive members.

Socio-Economic Profile

There are 69 Indian bands occupying 131 reserves in Saskatchewan. Estimates of the population range between 45,000 to 50,000 Status Indians. Approximately two thirds of this population live on-reserve, with the remaining one third living off-reserve in a variety of urban centres. This trend of urban migration is expected to accelerate in the future (Federation of Saskatchewan Indians, 1975).

Traditionally, Indian people have been involved in the non-wage sectors of the economy. Economic pursuits such as trapping, fishing, hunting, gathering, and farming have been mainstays of the Indian economy. Approximately 50 per cent of Indian people in northern Saskatchewan still earn most of their income in the non-wage sector (INAC, 1980). These traditional pursuits, however, no longer provide an

adequate economic base for the Indian population. Indian people are in a situation where their traditional economic activities are no longer adequate but they do not have the occupational training necessary to access employment.

A 1966 Department of Indian Affairs and Northern Development report, A Survey of Contemporary Indians of Canada, describes the economic situation of Indian people this way:

...the Indian population constitutes a group economically depressed in terms of the standards...accepted in Canada. They are not sharing equally with others in proportion to their numbers in the material and other gains...and there are indications that the gap between Indians and non-Indians has been widening.

A 1975 study by the Federation of Saskatchewan Indians titled Socio-Economic Profile of Saskatchewan Indians and Indian Reserves, describes the poverty of Indian people in Saskatchewan:

The economic situation of Saskatchewan Indians is characterized by poverty and dependence on social assistance. The economic problems of Indian people are very basic. There are insufficient economic opportunities and prospects for employment on reserves. The unemployment rate for Indian people is approximately 70%, and of those Indians who are employed, their average annual income is significantly lower than that of non-Indians. This is due to the predominantly seasonal, part-time, or unskilled nature of their employment. Approximately 75% of Saskatchewan Indians are dependent on welfare for their income. Many Indian people have

self-destructive lifestyles, with very high rates of alcohol abuse.

Reserve housing in Saskatchewan is amongst the worst in the country, and it has a direct influence on the health of Indian people. Infant mortality is twice as high as the provincial average. The kinds of diseases that are most serious among Indians - pneumonia, respiratory infections, and skin diseases - are the diseases of poverty and poor housing. There is an average of 7.3 persons to each reserve house, and over 90% of these houses do not have running water or indoor toilets (Federation of Saskatchewan Indians, 1975).

A 1980 study by the Department of Indian Affairs and Northern Development, Indian Conditions: A Survey, notes that there have been improvements in Indian employment rates in the last 10 to 20 years, however:

More Indians, though the same proportion, are working than 10 years ago, more consistently throughout the year, and more in 'white collar' jobs, but average Indian incomes are probably one-half to two-thirds of national levels.

one-half to two-thirds of national levels.

In regard to the present situation facing Indian people, the same report notes that "Despite improvements, Indian participation in the national economy remains characterized by inexperience and caution on both sides" (Department of Indian Affairs and Northern Development, 1980).

An adequate education is a major ingredient in allowing Indian people to fill the economic gap between their present situation and a more equal share in the economy (Walsh, 1971). A 1980 report by the

Saskatchewan Department of Continuing Education indicated, however, that "although the completion rate at the Grade 12 level is increasing, 90% of registered Indian students entering Grade 1 in 1967-68 did not complete Grade 12; 80% of those students did not complete Grade 10" (Department of Continuing Education, 1980).

The 1975 Federation of Saskatchewan Indians study talked about the effects of the school system on Indian children in the following way:

School, for most children, is an adaptive process whereby they are trained to carry on the society of their parents, which is highly valued, and to participate successfully in the labour market. In short, it is considered beneficial. However, for the majority of Indian children, school is maladaptive. Not only does it fail to benefit them, it actually harms them. It does this by making Indian children see themselves as failures, as inferior, right from the first years in school. The statistics given document the failure of the educational system, past and present, to contribute to the development of Indian people. What the education system has succeeded in doing is to make Indian children doubt themselves; and their culture, their parents and their ancestors.

The problems of the children are then carried over to adulthood and they affect the ability of adults to access the labour market. The very comprehensive work of the task force dealing with employment opportunities for the 1980's, Work for Tomorrow, indicates some of these problems:

Indians and other Natives are clearly subject to much discrimination in the labour market, and although they are an

important potential source of skilled manpower in Canada's northern communities, the necessary training base has not been provided. For Native people, a tremendous effort must be made on two fronts. First, to provide them with the resources to expand employment opportunities; and second, to give them the resources to train their people to fill these jobs once they are available (House of Commons, 1981).

The Federation of Saskatchewan Indians study goes on to talk about the importance of economic development for reserves:

Economic development is a crucial part of the solution to the problems discussed above. Economic development provides the money that is an essential means to other ends: better housing and health, better education, etc. Moreover, jobs are the most important activity for most people, they link individuals to their community and give a sense of status and identity (Federation of Saskatchewan Indians, 1975).

In referring to how Indian people can capitalize on current economic opportunities, a 1981 study by the Canada Employment and Immigration Commission, titled Labour Market Development in the 1980's, indicates:

There is a growing resolve by Native people to improve their standard of living to levels generally enjoyed by non-Native people and to do so in a way and on terms that reflect Native values and aspirations. Native people are no longer able to provide for their needs through traditional economic activities. Many are moving off the land into settlements, towns, and major urban centres in search of employment, economic opportunities, and improve future prospects. Many

local Native economies are being placed at risk by the sudden and pervasive emergence of nearby resource development projects. The choice facing Native people is to find some accommodation with the majority culture and modern industrial economy, either by migrating to larger urban centres, by striking some agreement with resource development enterprises, by developing a local Native economy or by some combination of all three responses.

A recent study for the Task Force on Labour Development concluded that (a) the majority of the Native labour force is locked into low-skill and low-wage occupations; (b) its participation in the labour market is significantly lower than the non-Native population; and (c) the levels of formal education and training have a strong bearing on patterns of employment, type of occupation, and upward occupational mobility (Canada Employment and Immigration Commission, 1981).

While this describes the present situation confronting Indian people, it should also be noted that over 50% of the Indian population in Saskatchewan is under the age of 18, indicative of an Indian "baby boom" (EIC, 1981). Thus, if steps are not taken now to alleviate the current economic situation facing Indian people, the problem will be far more dramatic in 10 to 15 years when this population attempts to access the labour market.

In regard to the future participation of native peoples in the labour market, the Skill Development Leave Task Force reported that:

There will be strong growth in the Native population of working age, which is expected to increase at an annual rate of 2.9 percent, compared to 1.1 percent for the total population. The

increases will be more pronounced in the prairie provinces with 20 percent of the labour force being comprised of Native peoples. Elimination of educational, societal, cultural, geographic, systematic barriers to this group's full participation will be necessary. Realistic education and training opportunities, often distance-delivered, are essential (Employment and Immigration Canada, 1983).

Political Activities

The FSIN's activities are divided into two main areas: political and program. Each area of activity complements the other. The FSIN maintains that Indian control of all institutions affecting the lives of Indian people is their goal (Federation of Saskatchewan Indians Nations, 1982). The FSIN has undergone a number of organizational changes over the last several years. The organizational structure in Figure 1, however, applies for the years of this study.

The FSIN is involved in a number of activities of a political nature. The FSIN "has deliberately avoided becoming a 'response agency' to non-Indian government policy" (FSIN, 1982). The FSIN practices Indian control by taking policy initiatives to government agencies. This is demonstrated by the initiative taken by the FSIN in the negotiation process with the provincial and federal governments to settle outstanding land entitlements.

Prior to 1982, the FSIN experienced rapid growth and it employed approximately 300 staff at the provincial and district levels. This rapid growth resulted in some difficulties, however, as the administrative structures and systems that were in place prior to this growth were effective for a small organization but have proved to be

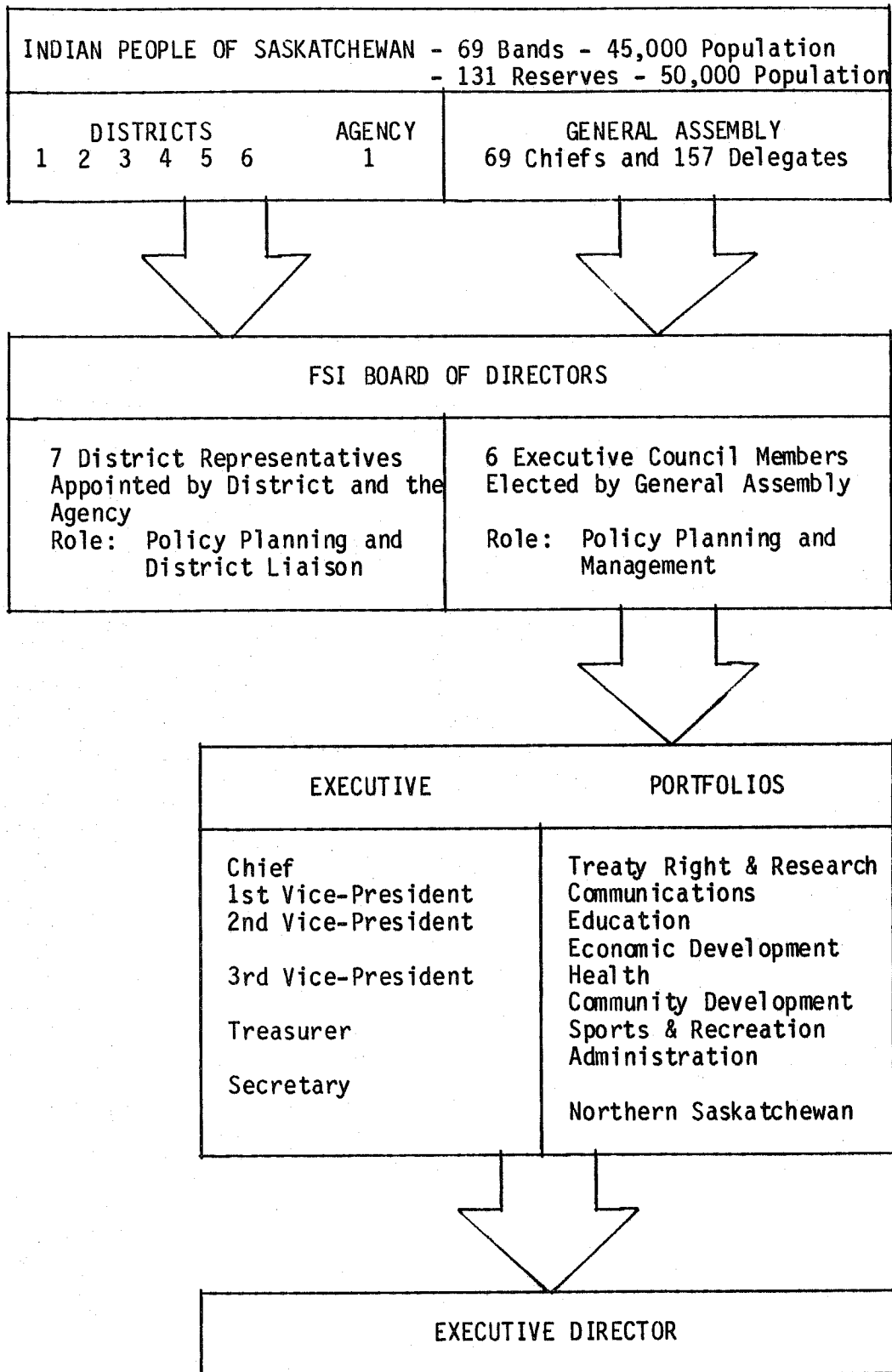


FIGURE 1. Executive Structure of the Federation of Saskatchewan Indian Nations

restrictive for the expanded organization. As a result, the FSIN adopted a plan for restructuring the organization in 1982 which called for decentralization of authority to the District Chiefs Councils and Chiefs Policy Boards. Chiefs have taken on increased responsibility for the programs of the FSIN and policy development is the responsibility of province-wide boards in the various program areas. The FSIN performs an administrative and supportive role as opposed to being a delivery agency. The FSIN considers this to be "in keeping with the spirit of the treaties and our position as First Nations" (Federation of Saskatchewan Indian Nations, 1982). Through this new structure, the FSIN has put into place the structure and process of Indian Government.

At the national and international levels, the FSIN is a member of the Assembly of First Nations and the World Council of Indigenous People. It has been a leading voice in these organizations as demonstrated by the FSIN's staging of the World Assembly of First Nations in Regina in July, 1982 (Federation of Saskatchewan Indian Nations, 1982).

Program Activities

In the years this study applies, 1976-1981, the FSIN operated a variety of programs and services for on-reserve Indians. These programs include community development, communications, economic development, social services, health liaison, recreation, culture, education, drug and alcohol rehabilitation, and treaty research. Funding for these programs comes primarily from the federal departments of Indian and Northern Affairs Canada, Secretary of State, Employment and Immigration Canada, and the Department of Regional Industrial Expansion. The FSIN also receives a limited amount of funding from the provincial government.

The Saskatchewan Indian Community College (SICC) is part of a

comprehensive post-secondary system operated by the FSIN which includes three Indian-controlled institutions: the Saskatchewan Indian Cultural College, the Saskatchewan Indian Federated College, and the SICC. The Saskatchewan Indian Cultural College concentrates on the Kindergarten to Grade 12 phase of education for Indian people. It is comprised of several departments including the Culture Centre, Curriculum Studies and Research, Cultural Arts, Education Liaison, Library, and Graphic and Visual Arts (FSIN, 1979). The philosophy of the Cultural College is based on the following principles: (a) that it serves all Saskatchewan Indians in the area of educational and cultural enhancement, (b) that Indian people formulate its policies and programs and have authority over the institution, (c) that the aim of the College is to develop a proud and positive self-image in Indian people, and (d) that the College bring about an understanding and appreciation of Indian cultures in the larger Canadian society (Federation of Saskatchewan Indians, 1979).

While the Saskatchewan Indian Cultural College is concerned primarily with cultural enhancement in the day school program, the Saskatchewan Indian Federated College is involved in the delivery of university education on the campus of the University of Regina. The objectives of the Saskatchewan Indian Federated College are (a) to have direct control and administration of an institution of education by the Indian people of Saskatchewan, (b) to research, develop, and implement methods and programs to make the educational process relevant to the Indian people of Saskatchewan, and (c) to maintain and promote the various Indian cultures of Saskatchewan in terms of histories, beliefs, and values (Federation of Saskatchewan Indians, 1979). The programs of study available through the Saskatchewan Indian Federated College are

accredited by the University of Regina and therefore are recognized for credit in degree programs. Many classes which are included in these programs are offered as off-campus extension classes. During the 1977-78 calendar year, there were over 750 Indian students who attended university classes on their own reserves through the Saskatchewan Indian Federated College. Programs offered by the Federated College include Indian Studies, Indian Art, Indian Communication Arts, Indian Social Work, Indian Education, Indian Management and Administration, and Indian Language (Saskatchewan Indian Federated College, 1984).

Saskatchewan Indian Community College

The SICC was established at the request of the FSIN in 1976 by an Order-in-Council of the Cabinet of the Government of Saskatchewan. Intended to deliver adult training programs to Indian people living on reserves and Crown lands, the SICC is governed by the provincial legislation regulating community colleges, the Community Colleges Act, but it is at the same time an institution of the FSIN. The Board of Directors of the SICC is comprised of the District Representatives of the Chiefs of the Indian bands of Saskatchewan. The board sets policy regarding the operation and programs of the SICC. The organizational structure of the SICC is illustrated in Figure 2.

The objectives of the SICC are as follows:

1. To provide all Indian bands in Saskatchewan an opportunity to establish a community education program based upon the social and economic needs of their members.
2. To assist Band Councils in the identification and development of community programs specialized to meet the needs of Indian people in this province.

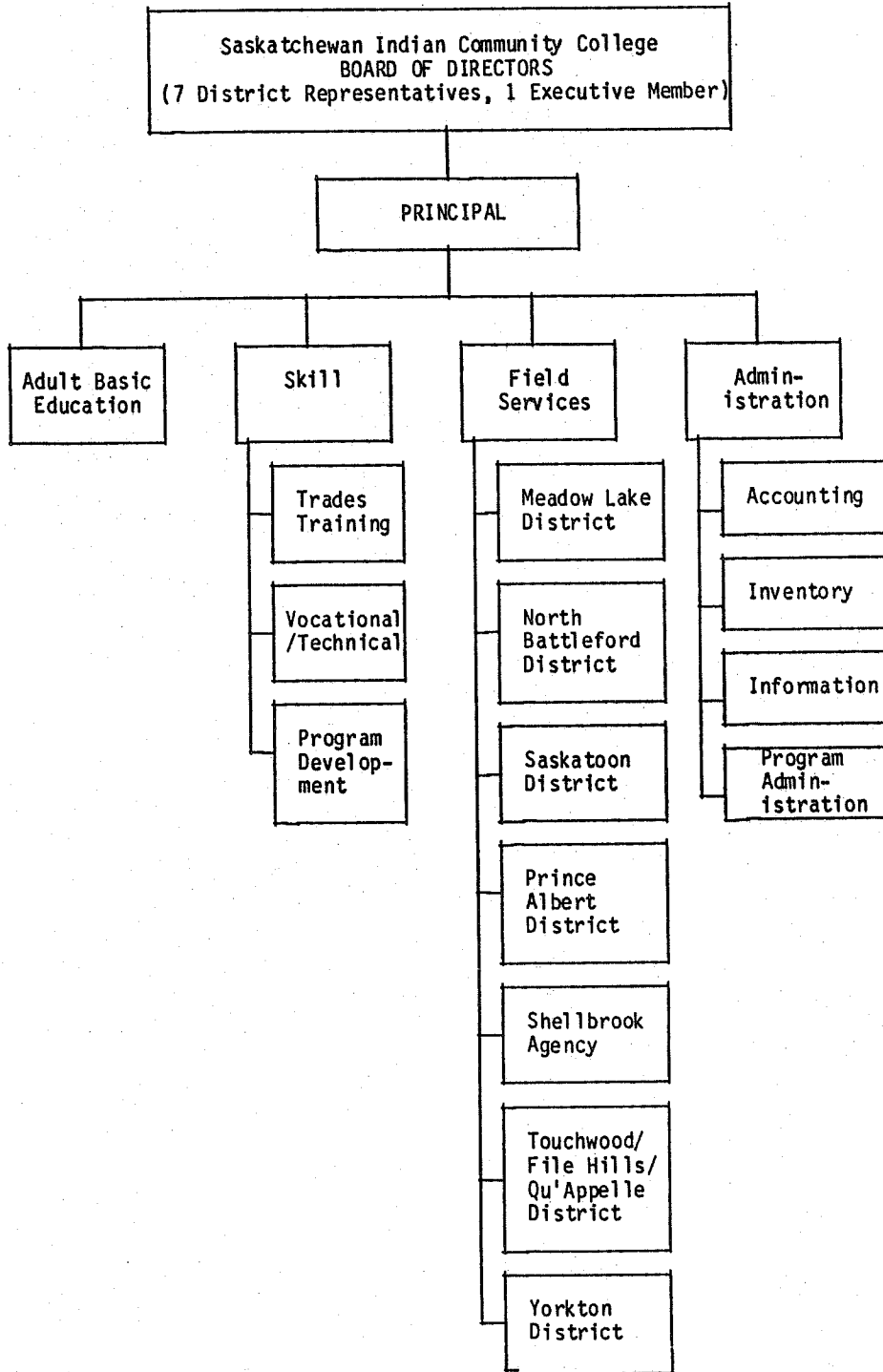


FIGURE 2. Organizational Structure of the Saskatchewan Indian Community College

3. To research, plan, develop, and deliver quality adult programs consistent with individual band aspirations.
4. To evaluate the effectiveness of programs delivered.
5. To never endanger or contradict the traditional lifestyle of Indian people on any reserve (Federation of Saskatchewan Indians, 1979).

Relationship with Saskatchewan's Community Colleges

The SICC is part of a province-wide system of community colleges. The name community college, as it applies in Saskatchewan, is perhaps a misnomer. Community Colleges refer to geographical areas and their regional communities. Appendix C is a map of the community college regions in the province. The key word in the name is not college but community. Saskatchewan community colleges, contrary to traditional colleges, possess no buildings, offer no permanent courses, and hire no full-time instructors. Saskatchewan has adopted the concept that the "community is the college the and college is the community" (Department of Education, 1972).

The Saskatchewan concept of community colleges has evolved from a long tradition in adult education. The mid-1940's saw the introduction of the Lighted School House Program which encouraged the use of school facilities in the evenings by adults. The Farm Radio Forum (1941-1957) presented information on a wide range of issues relevant to the rural community. The Royal Commission on Agriculture and Rural Life, established in 1953, recommended that a Centre for Community Studies be created. The centre, in operation from 1957 to 1964, was formed under the joint sponsorship of the provincial government and the University of Saskatchewan to provide research and resources for community development.

The emphasis in adult education shifted away from community education in the mid-1960's toward the expansion of technical training facilities in the province. In 1971 however, the government conducted a series of conferences to discuss the development of community colleges in the province. As a result of these conferences, the Honourable Gordon MacMurchy appointed an advisory committee to make recommendations on a community college model for Saskatchewan.

Community colleges have the mandate to meet the changing needs of individuals and communities through an educational approach. Central to the development of this particular concept is an ongoing needs identification process. Theoretically, the learning needs the community college is able to meet are limited only by the imagination of the residents of the communities. Learning needs can be divided into formal areas in which accreditation is involved as well as in informal areas. Formal learning opportunities can be made available to the people in their communities (Department of Continuing Education, 1980). Community colleges are designed to meet many informal learning opportunities. These opportunities are in such areas as arts and crafts, life skills and academic upgrading, occupational training and farm skills, recreational and cultural activities, homemaking and handyman skills, personal and family development, business and communication skills, and general interest areas (Department of Continuing Education, 1980).

Such programs indirectly enrich the communities in which they are held, but in addition, Saskatchewan community colleges devote some of their work to communities as a whole. Community colleges are seen to have a role in the area of community development as indicated in the fourth of seven principles on which community colleges are based:

A community college shall assist in community development by offering programs of community education and service ...

(Department of Education, 1972).

Most communities have adequate facilities to house educational programs. Facilities in the form of local schools, churches, community halls, store fronts, and shops. Community colleges utilize these existing facilities in co-ordinating the delivery of adult education programs in the most natural learning environment possible.

Saskatchewan community colleges are not credit-granting institutions, and as a result, they work with these institutions in the delivery of formal training programs. Community colleges contract with provincial universities and technical institutes to conduct and accredit the requested formal educational programs. The standards set by the credit-granting institutions must be met in order for students to be certified.

In the case of informal programs, instructors are hired on a contractual basis, and priority is given to local resource people. If instructors are not available locally, they are brought in from other areas. Adults are encouraged to participate either as instructors or students, regardless of their ages or educational backgrounds. There are no curricula that must be followed in informal programs, but guidelines are usually available. Courses are often tailor-made to fit the needs of the learners. Once a need has been met, the structure for meeting that need is disbanded. This provided the community college with a great deal of flexibility in responding to the changing needs of people.

A college region is generally composed of 60 to 90 communities. Each college region has seven-member board that is the legal authority

for all adult education programs operated in that region. This board is an independent and autonomous body which receives an overall grant from the Department of Advanced Education and Manpower (DAEM) for the delivery of requested programs. The college board performs an administrative and policy function. In most instances, committees, which act as the local community college authority, are formed in each community. The first duty of the local committee is to inform other residents of the learning opportunities available. It is also their responsibility to conduct on-going training needs assessment and resource searches. They also provide interest groups with the means of making program requests. In summary, the local committee is the backbone of the whole structure. The Government of Saskatchewan provides each college with administrative expertise and finances to assist them in functioning effectively. College staff are available to aid these local committees to locate suitable resource people, facilities, and equipment to mount the desired training. The community college also underwrites a portion of program costs with the balance paid by the learners in the form of tuition fees.

The key to Saskatchewan's community college system is local involvement. The community college is an attempt to provide people in Saskatchewan with the skills and knowledge that they require. Community colleges are actively demonstrating that "learning is lifelong". While this is not a new idea, what is unique is the way that this is applied in Saskatchewan through its community college system.

Relationship with Canada Manpower Training Program

The major source for training program funding for the SICC is EIC. Funding for most other Saskatchewan community colleges is from DAEM. EIC has a number of training programs designed to give people access to the

labour market. The largest training program offered by EIC is called the Canada Manpower Training Program and it is the primary funding source for SICC programs. There are six programs in the Canada Manpower Training Program: Occupational Skill Training, Basic Training for Skill Development, Job Readiness Training, Work Adjustment Training, Apprenticeship Training, and Language Training.

The Canada Manpower Training Program is a flexible means through which job seekers, who have difficulty in getting or keeping employment, can gain the skills that they need to be useful in the labour market. The objectives of the program are to provide workers in Canada with the skills needed to get better paying, steadier, and more satisfying jobs, and to match the supply of skilled workers with the demands of the economy (Canada Employment and Immigration Commission, 1979). The federal government pays the costs of Canada Manpower Training Program courses and training allowances but there is close co-operation with the provincial governments in the planning and management of these courses. The provincial governments are also responsible for the course curricula and teaching methodologies. Budget allocations are set nationally but provincial-federal Manpower Needs Committees co-operate to determine training needs and training plans. This committee makes allocations to individual training centres, including the SICC.

Trainees are selected by counsellors from the Canada Employment Centres, the manpower service centres existing in a number of locations throughout the province. Several factors are considered in the trainee selection process, including the client's work history, academic achievements, aptitudes, and interests. Canada Employment Centre counsellors work closely with provincial representatives in this trainee

selection process.

The first of the component programs of the Canada Manpower Training Program is Occupational Skill Training. It is designed to provide training to adults entering an occupation for the first time as well as to workers who need to have their skills upgraded to keep up with advancements in their occupation. Most occupational skill training takes place in a formal classroom setting, although there is some flexibility in that a part of the course can involve training in the actual work setting.

EIC purchases Adult Basic Education programs through the Canada Manpower Training Program. Adult Basic Education programs purchased through the Canada Manpower Training Program are referred to as Basic Training for Skill Development which has as its primary aim "to provide trainees with the basic knowledge required for enrollment in a skill training course" (Canada Employment and Immigration Commission, 1979). The training available through Basic Training for Skill Development is usually at the grades five to 10 level although it may cover up to the grade 12 level. This training is often delivered on an individualized basis enabling trainees to advance through the course at their own pace.

In Job Readiness Training, trainees are aided in crossing "special barriers to employment by providing the opportunity to learn the basic skills necessary to find and hold a suitable job" (Canada Employment and Immigration Commission, 1979). This training involves instruction in communications, mathematics, and life skills. Graduates from Job Readiness Training programs usually advance to further levels of Canada Manpower Training Program courses.

Work Adjustment Training addresses the problems of workers who lack basic education or job skills by providing counselling as well as work

placements. This training is for workers who have serious difficulties in gaining or keeping employment. Apprenticeship training refers to the classroom portion of the process whereby workers gain their journeymen status in an occupation through a combination of on the job training and classroom training. Language training in either French or English may be arranged for immigrants or migrant Canadians who have difficulty gaining employment because of a lack of second-language fluency.

If the trainee is eligible, financial assistance is available for trainees taking Canada Manpower Training Program courses in the form of unemployment insurance benefits, or weekly training allowances. In cases where trainees are not eligible for unemployment insurance benefits, basic training allowances are usually paid, provided trainees have no other sources of income. The amount of the training allowance increases with the number of the trainees' dependents. Other assistance available for trainees when they are taking Canada Manpower Training Program courses include a living-away-from-home allowance, a commuting allowance, and a travel grant for a round trip for the trainee to and from the training site when the trainee must leave his or her home to attend training.

Saskatchewan Indian Community College (SICC) Programs

Indian people in Saskatchewan constitute a poverty group and as a result their needs for training reflect their economic needs. Because of this, the SICC Board of Directors decided to give priority to vocationally-oriented training programs rather than to the informal training that characterizes other provincial community colleges. The following provides a description of the programs of the SICC which fall into the category of occupational training. Occupational training is designed to provide trainees with the necessary skills to successfully

enter the labour market. The occupational training programs offered by the SICC are primarily of two types: Adult Basic Education and skills training programs. These programs, offered from 1976 to 1981, were all purchased through the Canada Manpower Training Program of Employment and Immigration Canada. Appendix D gives a complete list of the occupational training programs offered by the SICC for the years 1976-1981.

(i) Adult Basic Education (ABE)

While the federal government, through the Canada Manpower Training Program, provides most of the funding for Adult Basic Education in this province, it is up to the provincial government, through DAEM, to set the standards and program requirements. In order for the SICC to gain credit for the Adult Basic Education programs that it offers, it must observe the standards and procedures as laid out by DAEM. The goals of Adult Basic Education are as follows:

1. To provide adults with the opportunity to acquire the academic pre-requisites to enter technical, vocational, trade or other post-secondary training programs.
2. To help adults prepare themselves for employment.
3. To provide opportunities for adults to increase their education for purposes of self-improvement.
4. To provide opportunities for adults to develop "living and social" skills. (Department of Continuing Education, 1980).

Adult Basic Education programs are designed to meet a wide range of vocational needs and as a result "programs should be adapted where possible, to meet the needs or expectations of the individual adult student" (Department of Continuing Education, 1980). Instructors of Adult Basic Education academic courses normally hold valid Saskatchewan

teaching certificates or an acceptable combination of education and experience. The individual training centres have the responsibility of determining what constitutes an acceptable combination of education and experience. Instructors in non-academic areas may be required to hold other qualifications, as might be the case for courses in Employment Readiness and Living Skills and Occupational English.

Adult Basic Education Programs are of three basic types: English as a Second Language, Employment Readiness and Living Skills, and Academic Opportunities. English as a Second Language is designed "to provide adults whose first language is not English with a basic knowledge of the English language" (Department of Continuing Education, 1980). Employment Readiness and Living Skills is designed to help adults function effectively in work and life. The program is very flexible and it may include a combination of components in such areas as work orientation, career planning, life skills, job search techniques, academic opportunities, work placements, or any combination of these. The Academic Opportunities 1-12 program is designed to give adults the basic academic skills associated with a particular grade level. The grade levels available are Adult 1-10, Adult 11, and Adult 12. When purchased through the Canada Manpower Training Program, these programs are referred to as Basic Training for Skill Development.

Adult Basic Education programs are delivered through a number of channels with the provincial community colleges being the main delivery agents. There are 15 such community colleges in Saskatchewan as described in the previous section. The Meadow Lake Regional Vocational Centre is also involved in the delivery of Adult Basic Education programs.

Applicants to Adult Basic Education programs may apply for financial assistance while taking training, or they may apply to be accepted as fee payers. Indian students taking Adult Basic Education programs through the SICC normally are sponsored through the Canada Manpower Training Program of Employment and Immigration Canada (EIC). By law, all applicants for admission must be "17 years of age or over and out of school for at least one year" (Department of Continuing Education, 1980). Further selection criteria for SICC programs are often worked out jointly among the SICC, the band and local Canada Employment Centre.

Because of the funding restrictions set out in the Canada Manpower Training Program, only certain programs within Adult Basic Education are normally offered by the SICC. The prime type of Adult Basic Education program offered by the SICC is in the Academic Opportunities 1-12 area, with programs at the Adult 5-10 level being the most predominant. The objectives of Academic Opportunities 1-12 programs are:

1. To provide adults with the opportunity to increase their general level of education for purposes of self-improvement.
2. To prepare individuals for entry into the world of work, based upon the trainee's own employment goal.
3. To provide adults with the pre-requisites to enter technical, vocational, and trade schools (Department of Continuing Education, 1980).

(ii) Adult Basic Education Courses and Curricula

There are three basic academic areas of instruction in the SICC Adult 1-10 programs. These are Communications, Mathematics, and Science. These courses have been authorized by DAEM and Manpower and they may be supplemented by the training centre but the course materials are "subject

to the authorization of the Department and require the consideration of the Department prior to use" (Department of Continuing Education, 1980).

The course materials utilized by the SICC in these programs in the Adult 1-10 level for the subjects Communications and Mathematics are from the Learning Individualized for Canadians (LINC) Program. LINC materials were developed and published by Saskatchewan Newstart Inc. for the Training Research and Development Section. LINC is a program of individualized materials designed to allow adults to:

Prepare themselves to enter vocational training and to achieve personal coping skills through improved competency in the communications and mathematics needed in their everyday personal, home, work, and community lives (Saskatchewan Newstart, 1972).

LINC allows students to enter a program at any time and to work at their own pace. The LINC process involves diagnosis of student skill levels, placement in the program dependent on their skill levels, learning activities based upon diagnosis, and continuous evaluation. The program allows students to enter at the Grade Four to Grade Five level and to exit at approximately a Grade Ten level. Grade Ten is the trade entry level required by most trades training programs.

The LINC curricula are organized utilizing the DACUM (Designing a Curriculum) model, which involves stating the terminal skills expected of students. Learning activities are prepared based on each instructional objective and students go through this material on their own, are graded on that material, then go on to the next instructional objective. In this very specific and concrete way, students learn the material that they require to pass through the whole program. Student progress is

recorded on an individual DACUM chart and this chart becomes their permanent training record (Saskatchewan Newstart, 1972). For the other courses in the Adult 1-10 program, the materials recommended by DAEM are utilized.

In 1979, the SICC developed its own curriculum in the area of Indian Studies for use in the Adult 5-10 program. The curriculum was developed to examine history from an Indian point of view, to provide information on the traditions of Indian people, to be applicable to the contemporary situation, and to be culturally relevant to Indian people. The curriculum is structured for the individualized Adult 5-10 programs and it is suitable for self-paced instruction. Indian Studies is divided into five units: (a) geography, (b) early Indian people, (c) first contact with Europeans, (d) history of the prairie region, and (e) Indian people in the twentieth century (Saskatchewan Indian Community College, 1979).

Adult 11 and Adult 12 programs are designed to orient students toward "providing the skills required to cope with technical institute, vocational centre, or private trade school courses and as required to satisfy employment pre-requisites" (Department of Continuing Education, 1980). Courses in the Adult 12 program are geometry-trigonometry, algebra, communications, physics, chemistry, and biology. Other courses may be used for credit if prearranged between the training centre and DAEM.

In order to receive certification for Adult Basic Education programs, students must fulfill the program requirements. At the Adult 1-10 level this involves satisfying the pre-requisites as well as successfully completing the required units in the communications,

mathematics, science, and environmental explorations curricula. As well, they are required to meet certain standards through the Canadian Test of Basic Skills in the following areas: vocabulary, reading, English composition, mathematics concepts, and mathematics problems. When the training center is satisfied that the student has completed the requirements of the program and can provide concrete evidence of completion, DAEM provides the student with a certificate.

In order to graduate from an Adult 11 program, students must meet the pre-requisites, which include either completion of an Adult 10 program or passing an entrance examination, and gaining five credits. These credits must include mathematics and communications as well as three electives. In order to graduate from the Adult 12 program, students have to meet the necessary pre-requisites, which include completion of Adult 11, completion of Grade 11 from another school, or by passing an entrance examination. As well, students must complete communications as well as four electives.

(iii) Skill Training Programs

The skill training programs offered by the SICC are modelled after the programs offered by the provincial technical institutes. SICC skill training programs fall into two general areas: trades and vocational/technical. Included in the trades training offerings by the SICC are carpentry, plumbing and heating, welding, cabinet making, motor vehicle maintenance and repair, drywalling, masonry, and electrical skills. Included in the vocational/technical offerings by the SICC are courses in community health, recreation directors training, and various shorter term, in-service types of training. Funding for the trades training comes from the Canada Manpower Training Program of EIC and funding for

the vocational/technical training comes primarily from Indian and Northern Affairs Canada (INAC).

(iv) Skill Training Courses and Curricula

A pre-employment course in carpentry at Kelsey Institute lasts for 32 weeks while the SICC equivalent would last only 12 to 16 weeks depending on the resources available. Curricula and course materials are usually similar to the technical institutes, but the shorter length of SICC courses dictates the amount of material that can be covered. The practical aspects of trades training is emphasized in SICC courses as opposed to the more theoretical aspects that would be covered in the technical institute offerings.

In cases where the SICC does not have curriculum guidelines for a particular course, instructors are hired to develop suitable course outlines and materials. Bands usually have a strong sense of ownership of these training programs and often utilize them for very specific band developments. For example, when a band has a cabinet making class, the cabinets that the students produce in this class might be utilized within the band's housing program.

Usually the goals of the training program and the goals of the band exist amicably but there have been instances where the band expects the training to be primarily a work project. This can cause difficulty for the instructor and the students in the class. Because the trades training courses are not accredited, chiefs and councils sometimes wish to determine what is involved in the training. In a discussion with Oliver Cameron, Principal of the SICC for 1979-1983, he indicated that:

With a lack of employment opportunities on reserves, some bands utilize SICC training programs as job creation projects. This

is especially true for carpentry and cabinet making programs that are sometimes used to offset the labour costs in the reserve housing programs (O. Cameron, personal communication, March 9, 1985).

The SICC hires the instructors for the courses, provides the necessary tools and equipment, and provides the course materials for the training. The band makes sure that a suitable facility is available for the training as well making sure that there are sufficient a number of students for the course. Usually 10 to 12 students are considered to be a minimum for SICC courses.

(v) Course Request Process

Each year the SICC receives a training budget from Employment and Immigration Canada (EIC). The amount of this budget is determined by the joint federal-provincial Manpower Needs Committee. This budget is in the form of training days, that is, the cost of putting one student through school for one day.

The training days are allocated by the SICC's board of Directors to each of the six districts and the one agency. For example, the SICC might receive a budget of 40,000 training days for a year. The Board of Directors then decides how many of these days each district and the agency would receive. The District Chiefs Councils then meet to decide which bands would receive training days in that year. SICC Field Co-ordinators meet with bands individually prior to this meeting to help the bands identify their training needs. The decisions respecting training are kept at the political level, that is, with the elected Indian leaders. The Board of Directors make the allocations to the districts and then the District Chiefs Councils make the allocations to

the bands. The individual Chiefs and Councils identify their own training needs. This is a fundamental concept within the FSIN that the elected officials of Indian people make the decisions affecting Indian people. In short, this is Indian control of Indian education.

Normally, the training days available to each band are not sufficient to mount programs of significance. As a result, there is a good deal of negotiating at the District Chiefs Councils on this issue. Some districts divide the number of training days available to them by the number of bands in their district to get an amount available to each band. By utilizing this process, there are usually only 700 to 800 training days available to a band, enough to mount only a short skill training course. An Adult Basic Education program takes between 1200 and 1400 training days. Some districts co-operate to offer district courses, that is, courses that are centralized within the district and open to all bands within the district. Sometimes deals are struck with individual bands allowing them to utilize that band's training days in the current year in exchange for their own days in the subsequent year. This allows for programs of greater duration. Many bands, however, do not co-operate with the other bands and operate on their own. So while a band may get a training program one year, it often has to let another band take its turn in the next year. These limited training resources make it difficult for the College and the bands to conduct consistent long range planning.

The District Chiefs Councils meet to discuss the abundance of business they have in common. Adult training programs often do not rate very high on the list of their concerns, when compared to the issues of housing and economic development. The process of allocating the training days within each district and the agency is oftentimes not a co-operative

exercise, and it can lead to competition between bands for scarce resources. Thus it can be a divisive process.

Once a band receives its allocation of training days and decides on the training that it needs, it does not automatically receive this training. While Employment and Immigration Canada allocates these days to the College and the College through the District Chiefs Councils to the bands, the bands must work with the local Canada Employment Centres to have their request for training approved. EIC operates on a de-centralized basis and there is a great deal of latitude in how the local offices implement the policy and procedures of the Canada Manpower Training Program through which the SICC programs are purchased. As a result, having the training requests from the bands approved by the local Canada Employment Centre can range from being very easy to very difficult. In order for a training request to be approved, it must have the approval of the local Canada Employment Centre. While the SICC is under Indian control, the locus of control for program approval is with the local Canada Employment Centres.

The bands and the SICC co-operate to try to convince the local Canada Employment Centre of the legitimacy of the course request. This process can fall victim to difficulties at several points because of the number of agencies and individuals involved. While the key decision-making authority lies with the local Canada Employment Centre, the regional office of EIC and DAEM are also involved. The program request and approval process is outlined graphically in Figure 3. Once the band's program requests are agreed to by the District Chiefs, the SICC Field Co-ordinator "begins the process of meeting with the bands to determine start dates, instructional staff, student selection, facilities, etc., as

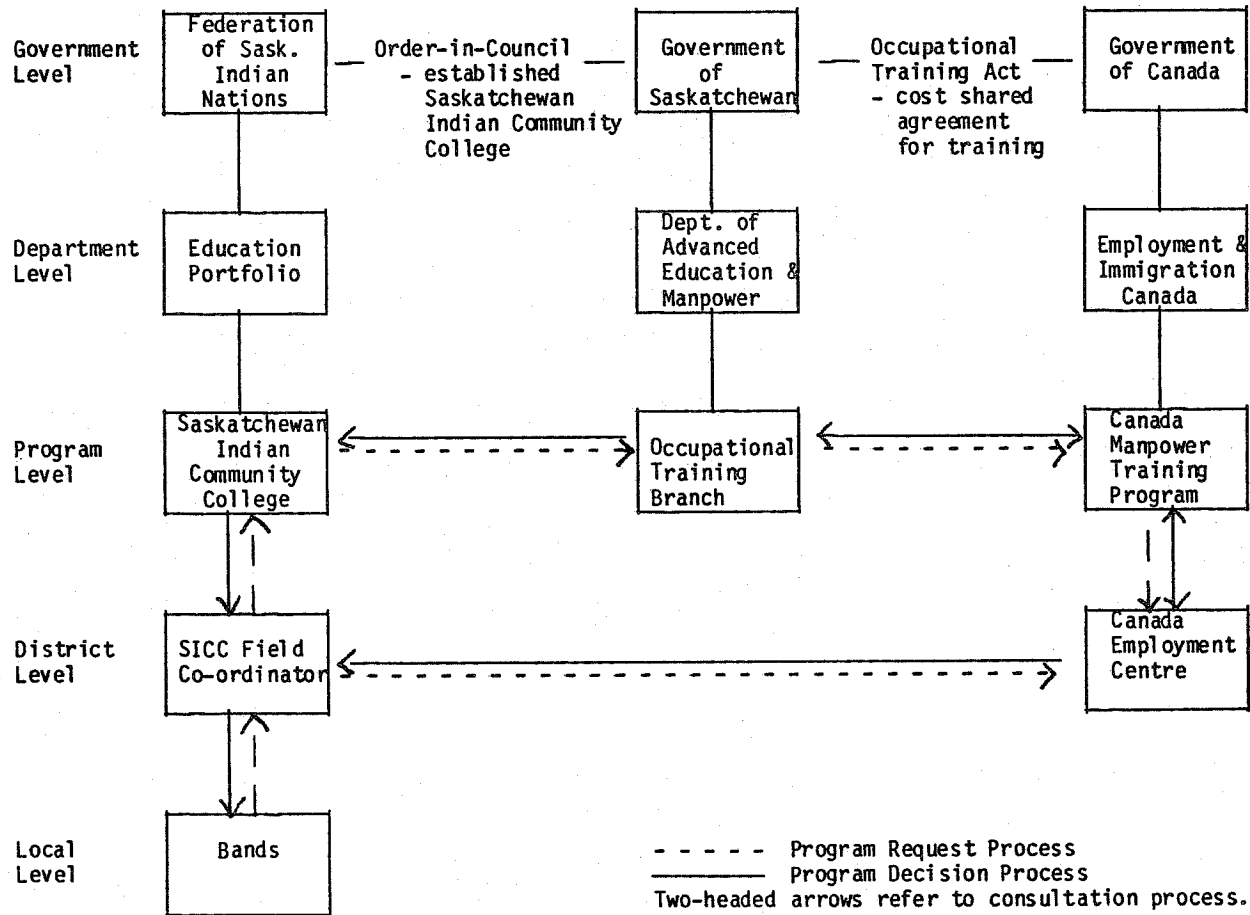


FIGURE 3. Model of the Program Request and Decision Making Process.

well as to begin again the process of training needs identification for the following year" (Saskatchewan Indian Community College, 1978).

Many local managers at the Canada Employment Centres do not view training on Indian reserves in a very positive light. They sometimes think that the band is only interested in having a course so that the trainees can be shifted from the band's welfare accounts to the department's training allowance accounts for the period of the training. Also, local Canada Employment Centre Managers often see programs as being mounted more in response to the band's political situation than to the actual training needs of the labour market. In very few cases is there the respect for the authority of chiefs and councils in the way envisioned by the FSIN (O. Cameron, personal communication, March 9, 1985).

Staff of the SICC have generally observed that graduates of SICC programs and employers do not view SICC certificates as having any particular value. This is especially true of the skill courses that are not affiliated with the technical schools and do little to advance the qualifications of graduates. Certificates from SICC in Adult Basic Education are issued in co-operation with DAEM and are as fully recognized as Adult Basic Education certificates issued by any other institution in the province.

The SICC does not have any credit-granting capacity, and it can only give formal credit in co-operation with institutions that can. Credit-granting institutes have stringent criteria governing the courses that they will recognize. It is very difficult for the SICC to meet these criteria because most reserve facilities are inadequate. As well, the inability to hire permanent instructional staff limits the ability of

the SICC to offer employment to accredited instructors. The programs the SICC offers is up to the bands and the Canada Employment Centres. As a result, the SICC seldom knows in advance what instructional staff it will require, and it is reduced to offering short term contracts to instructors to teach in relatively remote locations.

Summary

The SICC was established in 1976 at the request of the FSIN by the provincial government under the Community College's Act. The main purpose of the College is to deliver occupational training programs to Indian people on reserves or Crown Lands. For the years of this study, the SICC has delivered over 250 occupational training programs to approximately 3000 students. This study is the first systematic evaluation of the effectiveness of these programs in a thorough and systematic manner.

In order to understand the SICC, it is important to be aware of the set of factors affecting it. The first set of factors is the historical and cultural backgrounds of Indian people, including their (a) traditional lifestyle, (b) treaties with the British Crown, (c) Indian language groups, and (d) their relationship with INAC. The second set of factors relate to the Saskatchewan Indian political organization, the FSIN. These factors include (a) the socio-economic people of Saskatchewan Indians, (b) the political activities of the FSIN, and (c) the program activities of the FSIN. The final set of factors deal with funding agencies. These factors include the SICC's (a) relationship with Saskatchewan's community colleges, (b) its relationship with the Canada Manpower Training Program, and (c) the occupational training programs of the SICC.

The purposes of this study are to (a) evaluate the effectiveness of the occupational training programs of the SICC and (b) to make recommendations about the future operation of these programs. It is not intended to be a cultural study or an evaluation of the SICC's programs from a cultural perspective. The SICC's occupational training programs exist, however, within a larger context and it is important to understand this context when determining the effectiveness of its training programs.

CHAPTER 3
REVIEW OF THE LITERATURE
ON
EVALUATION MODELS

Evaluation is not a single concept with only one means of approach. Rather, there are a variety of ways to go about evaluation research and many writers have proposed evaluation models, such as Stufflebeam's Decision Making Model (Stufflebeam, 1971) and Scriven's Goal Free Model (Scriven, 1967). A useful way of understanding evaluation models is to compare them with one another. One writer, House (1978), has compared various evaluation models according to their underlying assumptions in order to see how logically similar the models are.

A Taxonomy of Evaluation Models

To achieve his purpose, House organized a taxonomy of evaluation models and compared them in terms of a number of underlying assumptions. He identified eight evaluation models: systems analysis, behavioral objectives, decision making, goal free, art criticism, accreditation, adversary, and transactional evaluation. House has made use of the classifications of several writers, especially Stake (1976), Popham (1975), and Worthern and Sanders (1973). The underlying assumptions utilized in the comparison include the target audience receiving the conclusions of the evaluation, the methodology, and the outcomes of the evaluation.

Figure 4 is a summary of House's taxonomy. The models in the taxonomy are related to one another in a systematic way. Generally speaking, as one progresses from systems analysis towards the

transactional model, the audience receiving the conclusions of the evaluation tends to be the consumers or recipients of the programs rather than those administering the programs. In this way, moving from the upper to the lower levels of the taxonomy, the less elitist and the more democratic the audience becomes. The research methodology in systems analysis tends towards the use of cost-benefit analysis, while in transactional evaluation the methodology tends towards the use of case studies, interviews, and observations. As well, moving down the taxonomy the outcomes become less concerned with social efficiency and more concerned with personal understanding. Each model is described briefly to aid in the interpretation of Figure 4.

The Systems Analysis Model

The Systems Analysis Model utilizes quantifiable output measures to determine the effects of programs. The major audience of this type of evaluation tends to be economists and program managers. Experimental designs are considered to be the ideal type of systems analysis, and its methodology makes use of cost benefit analysis techniques. The main outcome reached in utilizing this evaluation model is efficiency. The questions answered include whether the expected results were achieved and can the results be achieved more economically? Rivlin is one of the major proponents of evaluation based on the use of the Systems Analysis Model.

The Behavioral Objectives Model

Evaluation based on the use of the Behavioral Objectives Model assumes consensus on prespecified objectives and quantified outcome variables, and its major audience tends to be program managers and psychologists. Its methodology makes use of behavioral objectives

Model	Proponents	Major Audiences	Methodology	Outcomes
Systems Analysis	Rivlin	Economists, managers	Cost benefit analysis, experimental designs	Efficiency
Behavioral Objectives	Tyler, Popham	Program managers, psychologists	Behavioral objectives, achievement tests	Productivity, accountability
Decision Making	Stufflebeam, Alkin	Decision makers, administrators	Surveys, Questionnaires, interviews	Effectiveness, program quality
Goal Free	Scriven	Consumers, program participants	Bias control, logical analysis	Consumer choice, social utility
Art Criticism	Eisner, Kelly	Connoisseurs Consumers	Critical review	Improved standards
Accreditation	North Central Association	Teachers, public	Review by panel, self-study	Professional acceptance
Adversary	Owens, Levine, Wolf	Jury	Quasi-legal procedures	Resolution
Transaction	Stake, Smith, MacDonald, Parlett-Hamilton	Client, Practitioners	Case studies interviews, observations	Understanding diversity

FIGURE 4. Summary of House's Taxonomy of Major Evaluation Models

stating the performance expected and the conditions and criteria of satisfactory performance. The major outcomes reached in utilizing this evaluation model are measures of productivity and accountability. The questions answered include whether or not the students are achieving the objectives and whether or not the teacher is producing? Tyler and Popham are two of the major proponents of evaluation based on the use of the Behavioral Objectives Model.

The Decision Making Model

The Decision Making Model of evaluation assumes consensus on general program goals and the criteria for assessing goal achievement. The structure of the evaluation is based on the decisions to be made and the role of the evaluator is to provide information to help in making the identified decisions. Decision makers, especially administrators, are the major audience receiving evaluation information in this model. Its methodology makes use of surveys, questionnaires, and interviews. The major outcomes reached in utilizing this evaluation model are effectiveness and quality control. The questions answered include whether or not the program is effective and which parts are effective? Stufflebeam and Alkin are two of the major proponents of evaluation based on the Decision Making Model.

The Goal Free Model

The Goal Free Model of evaluation assumes consensus on program consequences and the criteria for meeting program goals. The evaluator does not bias himself or herself by searching for the consequences of a program based on the intents of the program developer. Rather, the evaluator searches for all the consequences of a program, both intended and unintended. In this way, the evaluator supplies evaluation

information to the major audiences of the model, the program consumers. Its methodology emphasizes bias control and logical analysis and the major outcomes reached in utilizing this evaluation model have to do with the social utility of programs. An important question by the use of the Goal Free Model include what are all the effects of the programs? Scriven is the major proponent of evaluation based on the Goal Free Model.

The Art Criticism Model

The Art Criticism Model of evaluation has evolved from the traditions of art and literary criticism and program connoisseurs and consumers are the major audiences of the evaluation. The model presumes that the evaluator is attuned by experience and training to judge the quality of educational programs by critically reviewing them. The major outcomes reached in utilizing this evaluation model have to do with an improvement in standards. A main question answered is whether or not a critic would approve of this program? Eisner and Kelly are the major proponents of evaluation based on the Art Criticism Model.

The Accreditation Model

The Accreditation Model of evaluation involves a team of outside professionals reviewing educational programs to recommend or disapprove of them. The major audience of the evaluation is teachers and the public, and its methodology involves review by a panel of outside experts, as well as self-study. The major outcomes reached in utilizing this evaluation model deal with professional acceptance of a program. A main question answered through the Accreditation Model is how professionals would rate the program? The North Central Association of Colleges and Post-Secondary Schools is the major proponent of the Accreditation Model.

The Adversary Model

The Adversary Model makes use of quasi-legal procedures in having the pros and cons of an educational program reviewed. Evaluation is often trial by jury with the major audience being the jury. The major outcome reached in utilizing this evaluation model deals with the resolution of opposing arguments into a decision on the value of a program. Owens, Levin, and Wolf are some of the major proponents of evaluation based on the Adversary Model.

The Transaction Model

The Transaction Model of evaluation involves the people affected by a program in the process of evaluation. It concentrates on the process of evaluation and makes use of various informal means of investigation. Its major audiences are clients and practitioners. Its methodology makes use of case studies, interviews, and observations. The major outcomes reached in utilizing this evaluation model have to do with understanding the program and attempting to make sense out of diversity. The questions answered include what does the program look like from different points of view? Stake, Smith, MacDonald, and Parlett-Hamilton are some of the major proponents of evaluation based on the Transaction Model.

Evaluation Models Chosen for this Study

The purposes of this research project were (a) to evaluate the effectiveness of the SICC occupational training programs, and (b) to make recommendations about the future operation of the SICC occupational training programs. The intents of the research project were closely aligned with the Decision Making Model of evaluation. The Decision Making Model has as its major outcomes some measure of program effectiveness and quality control. This coincides with the study goals

of evaluating the effectiveness of SICC occupational training programs and making recommendations about the future operation of these programs.

Surveys, questionnaires, and interviews comprise the evaluation methodology utilized in the decision-making model. Chapter 4, Design and Methodology, describes the rationale behind the use of interviews.

To examine SICC programs from the point of view of the employment objectives of these programs is to examine only a narrow segment of their full effect on Indian people. These programs operate within a milieu of underemployment and undereducation. Most reserves do not have the resources to see a high proportion of employed band members. To overcome this deficiency in the evaluation, Scriven's goal free evaluation was also utilized in order to find out what other costs or benefits accrue from SICC courses. For example: if it is difficult to achieve a high rate of success on a measure of employment, are there sufficient personal and community benefits to justify the existence of this type of program? Are there any negative effects of providing training to people who have difficulty in becoming employed? Goal-free evaluation has as its major audience the consumers of the educational programs. Utilizing the underlying assumptions of goal-free evaluation, SICC occupational training programs were examined from the point of view of the program consumers, former SICC students.

Components of the Decision Making Model

Stufflebeam (1971), a major proponent of the Decision Making Model, has identified four major types of evaluation conducted under this model: context, input, process, and product evaluation. Below is a brief description of each.

(i) Context Evaluation

The purpose of context evaluation is to "provide a rationale for determination of objectives" (Stufflebeam, 1971). It defines the relevant environment, describes the desired and actual conditions relating to the environment, identifies unmet needs and unused opportunities, and diagnoses the problems that prevent needs from being met. Context evaluation provides the basic information about the operation of a system.

(ii) Input Evaluation

The purpose of input evaluation is to "provide information for determining how to utilize resources to meet program goals (Stufflebeam, 1971). Input evaluation provides information to decide what plan or strategy should be used to implement project goals. Developing project proposals requires a process of input evaluation.

(iii) Process Evaluation

The purposes of evaluation are "to detect or predict defects in the procedural design or its implementation during the implementation stages, to provide information for programmed decisions, and to maintain a record of the procedure as it occurs" (Stufflebeam, 1971). Process evaluation provides program feedback on utilization of resources during the implementation stage.

(iv) Product Evaluation

The purpose of product evaluation is to "measure and interpret attainments not only at the end of a project cycle, but as often as necessary during the project term" (Stufflebeam, 1971). Product evaluation occurs during and after the project, and it measures the degree to which project objectives are met. It is concerned with the

outcomes of programs.

Application of the Decision Making Model

There is a logical coupling of evaluation types as identified by Stufflebeam. Context and product evaluations assess the extent to which ends are being attained while input and process evaluation examine the resources utilized in attaining those ends.

The evaluation conducted in this study is essentially of the context and product types. Context evaluation was utilized to get a baseline of information on the SICC and the environment within which it operates. The initial part of the project provides descriptive information on the SICC and its milieu.

A follow-up study of former SICC students was conducted in order to assess the outcomes or products of SICC programs. The information supplied by these two evaluation types should help the management of the SICC, the Indian leadership, and appropriate funding agencies decide on the effectiveness of SICC programs. The information generated by this evaluation should aid in deciding how the resources of the SICC should be utilized.

Application of the Goal Free Model

While the bulk of questions asked of SICC students in this study dealt with employment, they were not the only questions asked. The Goal free Model was used and in its application, questions were also asked with regard to the personal benefits accruing to students taking SICC training, personal benefits such as an increase in self-confidence, greater involvement in band affairs, and increased income and an increase in their children's school attendance by their example. Also, some questions were asked as to the advantages and disadvantages of having

occupational training programs delivered on Indian reserves.

Summary

There are a number of different approaches to evaluating educational programs. One writer, House (1978), has organized the commonly used educational evaluation models in a taxonomy. The first three models: Systems Analysis, Behavioral Objectives, and Decision Making, are based on an objectivist epistemology emphasizing quantitative objectivity. They tend to have management as the major audiences of their evaluation activities. The Goal Free Model also has an objectivist epistemology but emphasizes qualitative objectivity as opposed to quantitative objectivity. Its audience tends to be consumers and it is a more democratic model.

The Art Criticism, Accreditation, Adversary, and Transactional Models are based on a subjectivist epistemology emphasizing tacit knowledge. The Art Criticism and Accreditation Models emphasize expertise through experience and are elitist with professionals as their major audiences. The Adversary and Transaction Models emphasize transactional knowing and are participatory and democratic.

As the Decision Making Model has as its major outcome some measure of program effectiveness, it was the primary model used for this study. In addition, in order to examine the full effects of the SICC's occupational training programs, the Goal Free Model was chosen for use.

CHAPTER 4

DESIGN AND METHODOLOGY

Problem Statement

Indian people in Saskatchewan constitute a group with high unemployment rates and low income levels relative to the Saskatchewan population as a whole. Education and training, especially by the Indian community, have often been cited as solutions to these basic economic problems. Traditional methods of providing training to Indian people, however, have had, for the most part, limited success. Very few Indian people in Saskatchewan complete their high school education let alone complete university or technical institute training. Indian political organizations have long talked about the need to have Indian education under Indian control. The Saskatchewan Indian Community College (SICC) was established in 1976 under the Federation of Saskatchewan Indians to deliver technical and vocational training to Indian people in an attempt to provide them with employable skills. Thus, for the first time technical training was being delivered to Indian people under Indian control.

The stated goal of the programs of the College is to provide Indian people with employable skills. This study is a systematic evaluation of the occupational training programs of the SICC in terms of the effects of the training on the employability of its graduates. It is the first such study.

To determine the effectiveness of SICC programs strictly on the basis of some measure of employability is to ignore their total impact, and, therefore, their possible value. The value of programs must be

determined in unintended areas as well. These include the effects of the training on the individuals themselves as well as on the Indian communities as a whole.

Study Design

In designing this study, a wide range of study alternatives were considered. Sources of these alternatives included: a review of the evaluation literature, and discussions with thesis committee members, representatives from the SICC, the Department of Advanced Education and Manpower (DAEM), and Employment and Immigration Canada (EIC). Through these discussions the following set of design decisions was reached:

1. That the decision-making and goal-free evaluation models would be appropriate for this study.

2. That the methodology for obtaining the necessary information to make the evaluation decisions would be a student follow-up study.

3. That an interview format would be used for the follow-up with research assistants travelling to the reserves of former students to conduct the interviews. The main reason for sending the research assistants to the reserves to conduct the interviews was because it was the only method that would achieve a reasonable response rate under the circumstances. Telephone interviews and mail questionnaires would have been extremely difficult because more Indian people on reserves have neither telephones nor regular mailing addresses. As well, many Indian people have an aversion to being studied and it was assumed they would be more likely to participate in the study given an interview format with the interviews being administered by other Indian people.

4. That through the interviews, a wide range of information be collected, including: (a) basic demographic data, (b) the value of the

training for gaining employment, (c) the value of the training for increasing students' involvements in the band affairs and their own personal development, and (d) students' perceptions on the optimal method of delivering training to Indian people.

Subjects

The entire population of students participating in SICC occupational training programs from 1976-1981 were subjects for this study. Basic demographic information was collected on the entire student population by reviewing SICC student records. When research assistants travelled to the reserves, they attempted to interview as many of these students as possible.

There were a total of 2909 subjects in the study population, of which 806 were interviewed. The reasons subjects were not interviewed were recorded. These reasons included subjects (a) working off the reserve, (b) not located, (c) not wanting to be interviewed, (d) deceased, or (e) the research assistant did not attempt to contact the subject due to time restrictions.

Instrument Design

In designing the interview schedule, a number of sources were consulted. These included discussions with SICC staff, thesis committee members, DAEM, and EIC. As well, the following instruments were utilized for ideas and questions: (a) DAEM in their follow-up of provincial technical institute graduates, (b) the Saskatoon Region Community College in their follow-up of Adult Basic Education graduates, and (c) the Indian and Northern Affairs Canada (INAC) Human Resources Inventory. As a result of this review process, the following interview schedule ends and means objectives were decided upon:

(i) End Objectives

1. To determine the effectiveness of SICC training in helping students to obtain employment.
2. To determine whether or not there are non-employment benefits to SICC training.

Once these end objectives were decided upon, a draft interview schedule was drawn up. With these objectives in place, the following set of means objectives were developed.

(ii) Means Objectives

1. To obtain basic demographic data on the students.
2. To obtain general information on the reasons why students enrolled in the training and the usefulness of the training.
3. To obtain student perceptions of their work history before and after taking SICC training.
4. To obtain information on students' current employment status.
5. To obtain students' perceptions of the reasons for their current employment status.
6. To obtain students' perceptions of their reasons for their completion or non-completion of SICC training.
7. To obtain information on students' sources of income.
8. To obtain students' perceptions of the value of SICC training in unintended areas.

The interview schedule was assessed by means of a pilot test. The pilot was conducted during the research assistant pre-service training described in the next section. Respondents and research assistants were asked for feedback on the appropriateness and clarity of the questions, as well as suggestions for improvement and missing questions. Colleagues

and users of the study results were consulted as suggested by Dillman (1978).

Closed questions were used for most parts of the interview schedule, primarily because of easier analysis (Dillman, 1978). Space was also left at the end of the interview schedule for additional comments from the respondents. According to Moser and Kalton (1971), space left for comments increases the respondents' incentive to respond because it allows them to say what they would like to say, rather than just respond to the questions asked in the interview schedule.

Questions of a personal nature were avoided almost entirely in the interview schedule as basic demographic data was obtained by reviewing student records. The personal questions in the interview schedule, those related to current employment status, work history, and sources of income, were placed away from the beginning of the schedule as recommended by Li (1982).

Research Assistants

The SICC hired six research assistants to conduct the student follow-up interviews. The following sections describe in detail who they were, how they were chosen, and their role in the study.

(i) Job Descriptions of Research Assistants

1. To obtain a list of EIC sponsored-courses for the district to which they had been assigned for the period of 1976-1981 by completing Course Lists. (See Appendix E for Course List Form).
2. To obtain a list of students for the above courses by completing Student Lists. (See Appendix F for Student List Form).
3. To obtain basic demographic data for the students on the Student Lists by completing the Personal Information Forms. (See Appendix G for

Personal Information Forms).

4. To plan weekly interview and travel itineraries.

5. To identify and locate as many students as possible from the Student Lists and to interview them using the Follow-Up of SICC Students Interview Schedule. (See Appendix H for Follow-Up of SICC Students Interview Schedule).

6. To brief the researcher by way of weekly study team meetings and by keeping a journal of observations of the study generally and the interviews specifically.

(ii) Research Assistant Selection Criteria

In selecting research assistants to work on this study, the following criteria were used. The criteria are listed in the order in which they were applied.

1. Ability to travel: (a) possess a valid operator's license and a vehicle, and (b) be willing to travel.

2. Background and personal characteristics: (a) interview and research skills (if applicants did not have these skills, an assessment had to be made as to their potential to acquire them. If applicants were post-secondary students, the potential to develop interview and research skills tended to be assumed); (b) ability to work with limited supervision; (c) ability to see tasks through; and (d) a sense of responsibility.

3. Home district: an attempt was made to hire research assistants whose home districts were the ones in which they were being chosen to work.

(iii) Recruitment and Selection of Research Assistants

A brief job description was prepared along with research assistant

requirements, and it was circulated to the Indian Teacher Education Program (ITEP) at the University of Saskatchewan campus, the Indian Social Work Education Program (ISWEP) at its facilities in Saskatoon, and the Saskatchewan Indian Federated College at the University of Regina campus. Several applications for the positions were received and the following steps were utilized in the selection process: (a) reviewing and appraising applications, (b) checking out references, (c) shortlisting applicants, (d) interviewing applicants, and (e) making the final selections.

The recruitment and selection process was supervised by the researcher, who in turn made the final selection with advice from other SICC staff.

(iv) Descriptions of Research Assistants

Six research assistants were hired by the SICC to conduct the interviews for the follow-up study. All six were Status Indians from Saskatchewan reserves as well as being post-secondary students. The following is a brief description of each of the research assistants and name of the districts in which they worked.

1. Research assistant 1 - Meadow Lake District: (a) from Flying Dust Band of the Meadow Lake District, (b) male, 20 years old; and (c) first year Physical Education student, University of Saskatchewan.

2. Research assistant 2 - North Battleford District: (a) from Beardy's Band of Saskatoon District; (b) male, 19 years old; and (c) second year Vocational Agriculture student, University of Saskatchewan.

3. Research assistant 3 - Prince Albert District and Shellbrook Agency: (a) from Peter Ballantyne Band of Prince Albert District; (b) female, 18 years old; and (c) first year Arts and Science Student,

University of Saskatchewan.

4. Research assistant 4 - Saskatoon District: (a) from Moose Woods Band of Saskatoon District; (b) female, 36 years old; and (c) fourth year Indian Social Work Education Program (ISWEP), Saskatchewan Indian Federated College.

5. Research assistant 5 - Touchwood/File Hills Qu'Appelle District: (a) from Peter Ballantyne Band of Prince Albert District; (b) female 20 years old; and (c) second year education student, University of Manitoba.

6. Research assistant 6 - Yorkton District: (a) from Beardy's Band of Saskatoon District; (b) female, 19 years old; and (c) first year nursing student, Kelsey Institute of Applied Arts and Sciences.

While an attempt was made to hire assistants from the district in which they were to work, it was considered more important to hire the most skilled applicants, regardless of where they were from.

In order to control for interviewer bias, the research assistants were oriented in a pre-service training course. This training took place during the first week of the project. The following is an outline of the topics covered in the five-day course.

(i) Day 1

(a) Socio-economic profile of Saskatchewan Indians, (b) description of the FSIN, (c) the community college concept, (d) the roles of EIC and DAEM, and (e) the SICC (its structure; its relationship to the FSIN, EIC and DAEM; and Adult Basic Education and skills training program descriptions).

(ii) Day 2

(a) Review of interview schedule, (b) explanation of and rationale

for questions, (c) critique of questions and suggestions for improvement, and (d) importance of interviews.

(iii) Day 3

(a) Interviewing skills (listening skills, attending behavior and question-asking techniques); (b) brainstorming (how to make entry on to the reserves, how to access subjects, and how to close interviews); and (c) simulation of interviews (role play and critique of process).

(iv) Day 4

Pilot of interview schedule and interviewing skills (three of the research assistants travelled to Beardy's Reserve, two travelled to Wahpeton Reserve, and one travelled to Moose Woods Reserve).

(v) Day 5

(a) Critique of the pilot project (interview schedule and interviewing skills), (b) introduction to other SICC staff at staff meeting, and (c) work on Course Lists and Student Lists.

The resource people for the pre-service training were the researcher and a staff member with a Bachelor of Social Work with extensive interviewing skills. Resource person presentations were kept to a minimum and ample opportunity was given for the development of research assistant skills. These sessions involved group discussions, role playing and skill development, research assistant and resource person feedback. After piloting the interview schedule, several refinements were made before the final Follow-Up of SICC Students Interview Schedule was developed.

Data Collection

The SICC identified the need to determine the effectiveness of its occupational training programs in the Spring of 1981. The Principal of

the College authorized the researcher to begin the initial study design at that time. In the fall of 1981, the SICC Board of Directors approved the implementation of the evaluation study for the Summer of 1982. From the Fall of 1981 to the Spring of 1982, the researcher planned the study in greater detail.

Advertisements for the research assistant positions were prepared and circulated in March, 1982. Letters to Chiefs and Councils informing them of the study were sent on May 3, 1982. An article explaining the study was published in the June, 1982 edition of the Saskatchewan Indian, the monthly newsmagazine of the FSIN. This magazine has an extensive circulation and readership amongst the bands. Research assistants were interviewed and selected in April, 1982 and they began work in May, 1982. Their first week was spent in pre-service training which included the pilot testing of the instrument. The next two weeks were spent completing Course Lists, Student Lists, and the Personal Information Forms. While the research assistants reviewed the student records, the researcher finalized the interview schedule revisions.

The research assistants began visiting the reserves in the latter part of May, 1982 and continued until the latter of August, 1982. The researcher was kept informed of the progress of the interviews by telephone and weekly, or close to weekly, team meetings. The research assistants spent the last week of August, 1982 making sure that all Course Lists, Students Lists, and Personal Information Forms were completed and that the Follow-Up of SICC Students Interview Schedules were organized and filed properly. The data was then transferred from the data collection forms to Opscan Sheets.

Informing Bands

Prior to the implementation of the study, a number of steps were taken in order to inform bands of the study and thereby to gain their support. These steps are summarized below.

1. Presentation of the study to and acceptance by the Board of Directors of the SICC.
2. Letters to all Chiefs and Councils in the province from the Principal of the College informing them of the study and encouraging their support. (See Appendix I for letter to Chiefs and Councils).
3. An article explaining the study in the Saskatchewan Indian, a monthly newsmagazine published by the FSIN and circulated to all bands in the province. (See Appendix J for article in the Saskatchewan Indian). The bands were informed of the study by the above process prior to the research assistants being hired to conduct the interviews. Before visiting the reserves, the research assistants made up posters to inform band members of the study and had them placed on the bulletin boards in the band offices.

Reviewing Student Records

The research assistants collected three levels of information on SICC students by reviewing the SICC student records. These three levels of information are described below.

1. Course Lists: Each research assistant was required to make a list of all EIC sponsored courses for the years of the study for the district to which he or she was assigned. A separate Course List was made for each year and each type of program, whether ABE or skills training.
2. Student Lists: A list of students was made for each course that

the research assistants had recorded in their Course Lists. Each student was assigned a student identification number based upon (a) the year the course was taken, (b) the reserve the course was taken on, and (c) the program type.

3. Personal Information: Basic demographic information was recorded for each student from the registration forms that the students had completed at the time of their registration. Personal information collected included: (a) age, (b) sex, (c) marital status, (d) educational standing before and after course, (e) number of dependents, (f) whether or not the subject completed the training, and (g) whether or not the subject took any other SICC courses and what they were. The Personal Information Form was also used to record other information related to the interview. This information included (a) whether or not the subject was interviewed, and (b) if the subject was not interviewed, the reasons for this.

Interviews

Once the research assistants had completed the Course Lists, the Student Lists, and the Personal Information Forms, they were ready to proceed with conducting the student follow-up interviews. The first step was to decide the order in which each of the bands in their district were to be interviewed. The guiding principle was to start with the bands with the greatest student population in order to interview the greatest number of students possible.

Once on reserves, the research assistants went to the band office. They attempted to see the Chiefs to explain the study and to answer any questions the Chiefs might have about the study. After these meetings, the research assistants met with someone from the band staffs who would

help in identifying where the subjects were residing. Band staff contacted tended to be either the Band Manager, the Welfare Administrator or the Education Counsellor. Generally speaking, these band staff were very helpful to the research assistants.

The goal of the interviewing process was to have the greatest number of subjects interviewed as possible. The only way of contacting subjects was to go to the reserves to see if they were there. There was no easy access to the subjects through either telephone or mail. Therefore, it was important to contact as many subjects as there were living on the reserve at the time of the visit.

When approaching the subjects, the research assistants advised them of the purpose of the research and to emphasize the voluntary nature of their participation. If subjects did not wish to be interviewed, they were thanked, and the research assistants went on to the next subject.

When subjects agreed to be interviewed, they were shown a copy of the interview schedule so that they understood the type of questions that they would be asked. The interviewer would then read the question to the subject and wrote down his or her answers. If the subject was unsure of what was meant by the question, the research assistant would explain it until the subject understood what was meant. In some cases, the research assistant would have to translate the questions into an Indian language before the subject was able to respond. If the research assistant could not speak the Indian language, the bands would often provide a translator. At the close of the interview, the subject was thanked for his or her time, and asked if he or she had any questions. In some cases the research assistants found that they were asked a number of questions about the SICC. They answered what they could and, if they did not feel

qualified to answer a particular question, it was referred to a staff member of the SICC for follow-up. This process was considered to be very important in order to maintain the credibility of both the SICC and the research assistants. If a subject could not be interviewed, this was recorded along with with reason on the Personal Information Form and the file was closed.

Analysis

The data from this study has been analyzed utilizing descriptive statistics calculated with the SPSS. Frequencies were calculated for all variables and crosstablutions were used to compare individual variables with other variables. The qualitative data collected in the Additional Comments section of the interview schedule was summarized and presented in narrative form in Chapter 5, Presentation and Analysis of Data.

Summary

This study was designed to determine the effectiveness of the Saskatchewan Indian Community College's (SICC) occupational training programs and to make recommendations about the future operation of these programs. A research assistant administered interview schedule was the instrument used in this study. The instrument was designed based on similar follow-up instruments utilized by other provincial institutions and researcher-designed questions. All 2909 former SICC students were part of the study.

Basic demographic data was obtained on the entire student population by reviewing SICC student records. Chiefs and Councils were informed of the study in May, 1982 and the study was publicized in May and June, 1982 to inform former students that research assistants would be visiting their reserves to interview them for this study. Research assistants

travelled to the reserves to conduct the interviews in the latter part of May, 1982 until late August, 1982.

CHAPTER 5

PRESENTATION AND ANALYSIS OF DATA

This study was designed to evaluate the effectiveness of the Saskatchewan Indian Community College (SICC) occupational training programs and to make recommendations about the future operations of these programs. In order to accomplish these purposes, the institutional milieu within which the SICC exists was described in detail. Interviews were administered by research assistants with former SICC students in order to obtain information on the effects of the training, especially with regard to employment. The results of these interviews are presented in this chapter.

The Population and the Sample

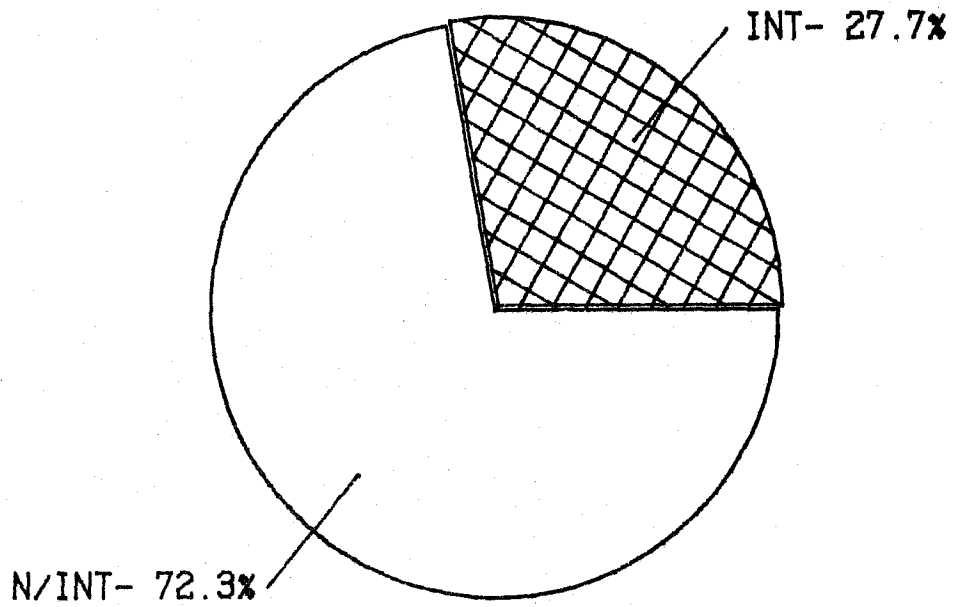
Response

The total population of former SICC students from its occupational training programs for the years 1976 to 1981 was 2909. Basic demographic data was obtained for this entire population from SICC student records. All former students were considered for interview. Research assistants travelled to each reserve accessible by highway to interview as many former students as possible. A total of 806 (27.7%) former students were interviewed. (See Figure 5).

The Chiefs and Councils were informed in April and May, 1982 that the research assistants would be visiting the reserves to interview former SICC students. The research assistants conducted the interviews from mid-May, 1982 until the latter part of August, 1982.

Of former students not interviewed, 1252 (59.5%) were not interviewed because the research assistants had insufficient time to

POPULATION AND SAMPLE



N=2909

INT - Interviewed

N/INT - Not Interviewed

FIGURE 5. The Population & the Sample.

attempt to locate them. Six hundred and forty (30.4%) could not be interviewed because the research assistants were unable to locate them after repeated attempts to do so. One hundred and forty (6.7%) could not be interviewed because they were working and living off the reserve; 43 (2.1%) refused to be interviewed, and 28 (1.3%) were deceased. (See Figure 6).

Demographic Characteristics

Demographic data was collected for the entire population of 2909 former SICC students from student records. The demographic characteristics of the population and the sample and the chi square tests for goodness of fit are provided in Table 1.

Of former students, most took their training in 1979-80, 845 (29.0%); and in 1980-81, 680 (23.4%). Most students were from the Touchwood/File Hills/Qu'Appelle District, 781 (26.8%); the North Battleford District, 485 (16.7%); and the Prince Albert District, 465 (16.0%). Most former SICC students, 1643 (56.5%), were enrolled in Adult Basic Education while 1266 (43.5%) were enrolled in skills training programs.

There were 1627 (62.2%) male and 988 (37.8%) female students. Almost two thirds of the students, 1639 (63.5%), were in the age category of 20-29, while almost a quarter of the students, 23.3 per cent, were between 30-39 years of age. Of the students, 1451 (58.9%) were in the single, divorced, or widowed category while 1014 (41.1%) were in the married or separated category. Eight hundred and sixty-seven (36.0%) students had no dependents, 39 per cent of the students had between one to three dependents, while the balance indicated from four to more than six.

Table 1

Demographic Characteristics of Population and Sample
and Chi Square Tests for Goodness of Fit

Demographic Variables	Population		Sample		χ^2	DF	P
	N	%	N	%			
Years of Programs							
1976-77	370	12.7	68	8.4			
1977-78	541	18.6	111	13.8			
1978-79	473	16.3	166	20.6			
1979-80	845	29.0	216	26.8			
1980-81	680	23.4	245	30.4			
Totals	2909	100.0	806	100.0	6.09	4	>0.05
District of Residence							
Meadow Lake	307	10.6	171	21.2			
North Battleford	485	16.7	98	12.2			
Prince Albert	465	16.0	90	11.2			
Saskatoon	341	11.7	79	9.8			
Shelbrook	82	2.8	17	2.1			
Touchwood/File Hills/ Qu'Appelle	781	26.8	251	31.1			
Yorkton	448	15.4	100	12.4			
Totals	2909	100.0	806	100.0	15.01	6	<0.05
Type of Program							
Adult Basic Education	1643	56.5	502	62.3			
Skill	1266	43.5	304	37.7			
Totals	2909	100.0	806	100.0	1.37	1	>0.05
Sex							
Male	1627	62.2	455	56.5			
Female	988	37.8	351	43.5			
Totals	2615	100.0	806	100.0	1.38	1	>0.05
Age							
<30	1705	66.1	520	65.4			
30-39	602	23.3	187	23.5			
40-49	190	7.4	69	8.7			
>50	83	3.2	19	2.4			
Totals	2580	100.0	795	100.0	0.44	3	>0.05
Marital Status							
Single/Divorced/Widowed	1451	58.9	434	56.7			
Married/Separated	1014	41.1	332	43.3			
Totals	2465	100.0	766	100.0	0.20	1	>0.05

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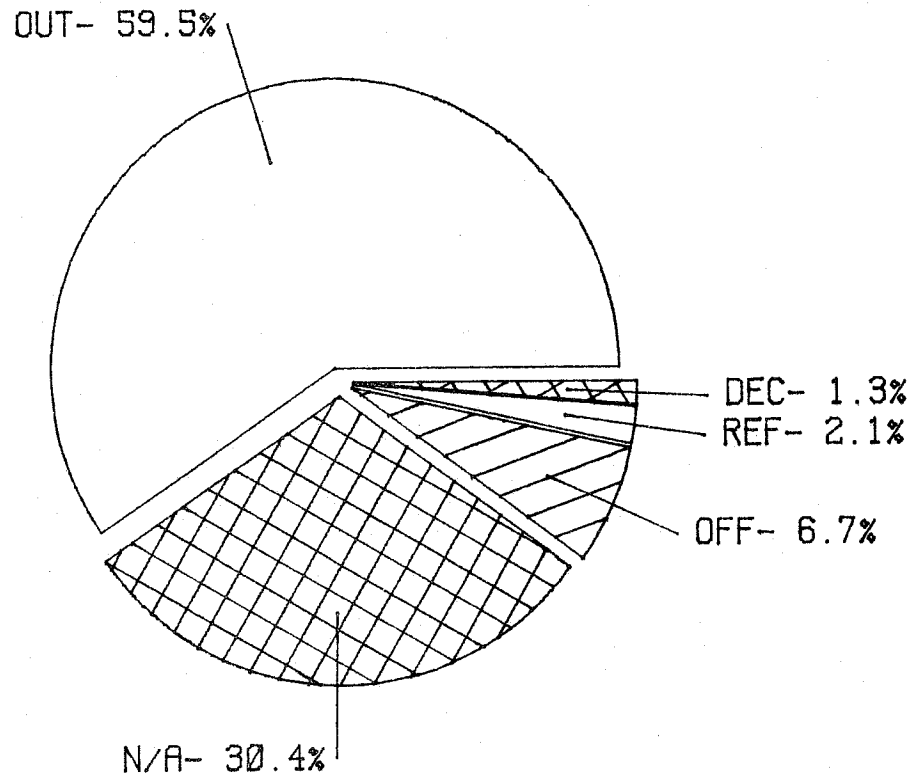
Table 1

Demographic Characteristics of Population and Sample
and Chi Square Tests for Goodness of Fit
(Continued)

Demographic Variables	Population		Sample		X ²	DF	P
	N	%	N	%			
Number of Dependents							
0	867	36.0	268	35.6			
1	359	14.9	110	14.6			
2	315	13.1	99	13.1			
3	266	11.0	92	12.2			
4	188	7.8	53	7.0			
5	147	6.1	55	7.3			
6	96	4.0	39	5.2			
>6	173	7.2	37	4.9			
Totals	2411	100.1 ₁	753	99.9 ₁	1.55	7	>0.05
Entry Grade							
0-4	80	3.0	21	2.8			
5-8	1340	49.6	373	49.9			
9-12	1280	47.4	354	47.3			
Totals	2700	100.0	748	100.0	0.01	2	>0.05
Exit Grade (For ABE Only) ₂							
0-4	29	1.9	11	2.4			
5-8	598	39.6	180	39.4			
9-12	882	58.4	266	58.2			
Totals	1509	99.9 ₁	457	100.0	0.13	2	>0.05
Continuing Student							
One Program	1940	81.0	570	71.6			
>One Program	455	19.0	226	28.4			
Totals	2395	100.0	806	100.0	5.74	1	<0.05
Work Status Before Training (For Sample Only) ₃							
Working Full-Time			247	33.6			
Working Part-Time			139	18.9			
Unemployed			350	47.6			
Totals			736	100.0			

Note. 1 - Does not total 100 per cent due to rounding error.
 2 - Exit grades for Adult Basic Education (ABE) students only as only ABE is designed to increase a student's grade level.
 3 - Work history before training available only for the sample.

REASONS NOT INTERVIEWED



N=2103

OUT - Outstanding
N/A - Not Available for Interview
OFF - Off-Reserve
REF - Refused to be Interviewed
DEC - Deceased

FIGURE 6. Reasons Students Not Interviewed.

Almost half of the students, 1340 (49.6%), entered their SICC programs with the Grades Five to Eight education, while 47.7 per cent entered with Grades Nine to Twelve education. Only four former students indicated that they had received any training at a business school, technical school, or university prior to taking SICC training. In the case of Adult Basic Education, the majority of students, 1527 (59.0%), exited their training with Grades Nine to Twelve education. There were 455 (19.0%) continuing students, that is, students who took more than one SICC program. A total of 226 continuing students, or 28.4 per cent of the sample, were interviewed.

The chi square tests for goodness of fit, summarized in Table 1, indicate that the sample was representative of the population for all but two demographic characteristics. The study sample was over-represented in the district of residence characteristic by the Meadow Lake and Touchwood/File Hills/Qu'Appelle Districts and was under-represented by the North Battleford and Yorkton Districts. The study sample was also over-represented by continuing students.

Program Evaluation

In an earlier chapter, the theoretical framework for the evaluation process was established. Included in this framework were the two evaluation models used in this study, the Decision Making and the Goal Free Models. The Decision Making Model was divided into four types, two of which were used in this study, Context and Product Evaluation. The objective of the Context Evaluation was to determine who the clientele of SICC programs were when classified on the basis of demographic or contextual characteristics. The objective of the Product Evaluation was to determine the differences that exist amongst SICC clientele when

classified on the basis of demographic or contextual characteristics by program outcomes or products. The objective of the Goal Free Evaluation was to describe selected unintended outcomes of SICC programs. The results of the evaluation based on the Decision Making and the Goal Free Models are described in the following sections.

Decision Making Evaluation

(a) Context Evaluation

Chi square tests of independence were conducted to see if there were significant differences in enrollment patterns between demographic characteristics and program types. The results of these tests are summarized in Table 2. Adult Basic Education students accounted for 1643 or 56.5 per cent of the population while skills training students accounted for 1266 or 43.5 per cent of the population. The results indicate that there were significant differences in enrollment patterns for all demographic characteristics between Adult Basic Education and skills training programs. The years 1976-77, 1980-81, and 1977-78 were over-represented by Adult Basic Education students while 1978-79 and 1979-80, were over-represented by skills training students. Adult Basic Education students were over-represented in the Meadow Lake, North Battleford, and Saskatoon Districts and skills training students were over-represented in the Prince Albert, Touchwood/File Hills/Qu'Appelle, and Yorkton Districts. Males were significantly over-represented in skills training programs while females were significantly over-represented in Adult Basic Education. The 20-29 age category was over-represented by Adult Basic Education students while the 30-39, 40-49, and 50-59 age groups were over-represented by skills training students. Adult Basic Education students were over-represented in the

Table 2

Relationship Between Demographic Characteristics and
Type of Program and Chi Square Tests of Independence

Demographic Variables	ABE		SKILL		χ^2	DF	P
	N	%	N	%			
Years of Programs							
1976-77	242	14.7	128	10.1			
1977-78	349	21.2	192	15.2			
1978-79	246	15.0	227	17.9			
1979-80	390	23.7	455	35.9			
1980-81	416	25.3	264	20.9			
Totals	1643	99.9 ₁	1266	100.0	72.79	4	<0.05
District of Residence							
Meadow Lake	250	15.2	57	4.5			
North Battleford	431	26.2	54	4.3			
Prince Albert	117	7.1	348	27.5			
Saskatoon	253	15.4	88	7.0			
Shellbrook	51	3.1	31	2.4			
Touchwood/File Hills/ Qu'Appelle	311	18.9	470	37.1			
Yorkton	230	14.0	218	17.2			
Totals	1643	99.9 ₁	1266	100.0	607.90	6	<0.05
Sex							
Male	630	43.5	997	85.4			
Female	817	56.5	171	14.6			
Totals	1447	100.0	1168	100.0	479.10	1	<0.05
Age							
<30	977	70.6	646	61.6			
30-39	294	21.3	258	24.6			
40-49	79	5.7	103	9.8			
>50	33	2.4	42	4.0			
Totals	1383	100.0	1049	100.0	29.58	3	<0.05
Marital Status							
Single/Divorced/Widowed	904	64.6	547	51.3			
Married/Separated	495	35.4	519	48.7			
Totals	1399	100.0	1066	100.0	43.68	1	<0.05

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Table 2

Relationship Between Demographic Characteristics and
Type of Program and Chi Square Tests of Independence
(Continued)

Demographic Variables	ABE		SKILL		χ^2	DF	P
	N	%	N	%			
Number of Dependents							
0	536	39.2	331	31.8			
1	255	18.6	104	10.0			
2	183	13.4	132	12.7			
3	138	10.1	128	12.3			
4	95	6.9	93	8.9			
5	66	4.8	81	7.8			
6	57	4.2	39	3.7			
>6	39	2.8	134	12.9			
Totals	1369	100.0	1042	100.01	135.86	7	<0.05
Entry Grade							
0-4	39	2.5	41	3.6			
5-8	931	59.3	409	36.2			
9-12	600	38.2	680	60.2			
Totals	1570	100.0	1130	100.0	140.42	2	<0.05
Continuing Student							
One Program	1111	82.7	728	77.9			
>One Program	233	17.3	206	22.1			
Totals	1344	100.0	934	100.0	7.89	1	<0.05
Work History Before Training							
Working Full-Time	157	33.5	90	33.6			
Working Part-Time	61	13.0	78	29.1			
Unemployed	250	53.4	100	37.3			
Totals	468	99.9 ₁	268	100.0	31.58	2	<0.05

Note. 1 - Does not total 100 per cent due to rounding error.

single, divorced, or widowed category and skills training students were over-represented in the married or separated category.

Those with no dependents and those with one dependent were over-represented in Adult Basic Education while skills training students were over-represented by those with three, four, five, and more than six dependents. Students who entered training with Grades Five to Eight education were over-represented in Adult Basic Education and those who entered training with Grades Zero to Four and Grades Nine to Twelve education were over-represented in skills training. Continuing students were over-represented in skills training programs. Those unemployed prior to training were over-represented in Adult Basic Education while those working part-time prior to training were over-represented in skills training.

In order to obtain a profile of the typical SICC student, the modal category for each demographic characteristic was chosen. The typical Adult Basic Education student took training in 1980-81, was from the North Battleford District, and was female. She was in the 20-29 age range, was in the single, divorced or widowed category, and had no financial dependents. The typical Adult Basic Education student entered training with Grades Five to Eight education, exited with Grades Nine to Twelve education, and took only one SICC program. The typical Adult Basic Education program student was unemployed prior to taking training.

The typical SICC skills training student took training in 1979-80, was from the Touchwood/File Hills/Qu'Appelle District, and was male. The typical skills training student was in the 20-29 age range, he was in the single, divorced, or widowed category, and had no dependents. He entered training with Grades Five to Eight education, he took only one SICC

training program, and he was unemployed prior to training.

(b) Product Evaluation

Four main products or outcomes to SICC training were evaluated in this study. These were student completion rates, student post-training employment rates, student satisfaction with training, and student perceptions of quality of training. The results of the product evaluation are summarized below:

(i) Student Completion Rates

In the case of Adult Basic Education students, the student completion rate was 60.8 per cent. Chi square tests of independence, summarized in Table 3, indicate that there were significant differences in student completion rates for the demographic characteristics year of program, district of residence, sex, entry grade, exit grade, continuing student, and work history before training.

The years 1976-77 and 1977-78 were over-represented by those who completed training while the years 1978-79 and 1979-80 were over-represented by those who did not complete their training. The North Battleford and the Yorkton Districts were over-represented in the completion rate while the Meadow Lake, Prince Albert, and Saskatoon Districts were over-represented in the non-completion rate. Females were over-represented in the completion rate while males were over-represented in the non-completion rate.

Those who entered training with Grades Nine to Twelve education were over-represented in the completed category while those who entered training with Grades Five to Eight education were over-represented in the not completed category. A similar situation existed for the exit grade characteristic. Those who took only one SICC program were

Table 3

Relationship Between Demographic Characteristics for ABE Programs and Student Completion Rates and Chi Square Tests of Independence

Demographic Variables	ABE		SKILL		χ^2	DF	P
	N	%	N	%			
Years of Programs							
1976-77	170	17.6	64	10.3			
1977-78	233	24.1	110	17.7			
1978-79	139	14.4	104	16.7			
1979-80	185	19.2	184	29.6			
1980-81	238	24.7	160	25.7			
Totals	965	100	622	100.0	40.20	4	<0.05
District of Residence							
Meadow Lake	117	12.1	127	20.4			
North Battleford	290	30.1	138	22.2			
Prince Albert	45	4.7	58	9.3			
Saskatoon	137	14.2	108	17.4			
Shelburne	26	2.7	25	4.0			
Touchwood/Field Hills/ Qu'Appelle	185	19.2	109	17.5			
Yorkton	165	17.1	57	9.2			
Totals	965	100.0 ₁	622	100.0	60.36	6	<0.05
Sex							
Male	318	38.4	281	48.9			
Female	510	61.1	294	51.1			
Totals	828	100.0	575	100.0	14.76	1	<0.05
Age							
<30	562	69.3	415	72.4			
30-39	178	22.0	116	20.2			
40-49	49	6.0	30	5.2			
>50	21	2.6	12	2.0			
Totals	810	99.1 ₁	573	99.8 ₁	2.68	3	>0.05
Marital Status							
Single/Divorced/Widowed	515	64.0	358	64.9			
Married/Separated	290	36.0	194	35.1			
Totals	805	100.0	552	100.0	0.08	1	>0.05

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Table 3

Relationship Between Demographic Characteristics for ABE Programs
and Student Completion Rates and Chi Square Tests of Independence
(Continued)

Characteristic	Completed		Not Completed		χ^2	DF	P
	N	%	N	%			
Number of Dependents							
0	284	36.4	230	42.1			
1	149	19.1	99	18.1			
2	116	14.9	64	11.7			
3	84	10.8	51	9.3			
4	56	7.2	35	6.4			
5	43	5.5	21	3.8			
6	33	4.2	24	4.4			
>6	16	2.0	22	4.0			
Totals	781	100.1 ₁	546	99.8 ₁	12.39	7	>0.05
Entry Grade							
0-4	19	2.0	14	2.4			
5-8	525	56.0	390	66.0			
9-12	393	41.9	187	31.6			
Totals	937	99.9 ₁	591	100.0	16.33	2	<0.05
Exit Grade							
0-4	12	1.3	14	2.5			
5-8	223	24.2	363	66.0			
9-12	685	74.5	173	31.5			
Totals	920	100.0	550	100.0	262.64	2	<0.05
Continuing Student							
One Program	629	79.8	482	86.7			
>One Program	159	20.2	74	13.3			
Totals	788	100.0	556	100.0	10.26	1	<0.05
Work History Before Training							
Working Full-Time	73	25.6	83	46.1			
Working Part-Time	36	12.6	24	13.3			
Unemployed	176	61.8	73	40.6			
Totals	285	100.0	180	100.0	23.37	2	<0.05

Note. 1 - Does not total 100 per cent due to rounding error.

over-represented in the not-completed category while those who took more than one program were over-represented in the completed category.

Those who were unemployed prior to training were over-represented in the completed category while those who were employed full-time prior to training were over-represented in the not completed category.

There were no significant differences in completion rates for Adult Basic Education students when classified according to age, marital status, and number of dependents.

The modal categories for Adult Basic Education students who completed their training were used to obtain the following student profile. This student took training in 1980-81, was from North Battleford District, and was female. She was in the 20-29 age range, was single, divorced, or widowed, and had no dependents. The typical Adult Basic Education student who completed training entered training with Grades Five to Eight education and exited with Grades Nine to Twelve education. She took only one SICC program and was unemployed prior to enrolling in her training program.

In the case of skills training students, the student completion rate was 70.5 per cent. The completion rate for skills training was determined to be significantly different than the Adult Basic Education student completion rate of 60.8 per cent ($\chi^2=26.89$, $df=1$, $P<0.05$). The average completion rate for students when not classified by program type was 64.8 per cent.

Chi square tests of independence, summarized in Table 4, indicate that there were significant differences in skills training student completion rates for the demographic characteristics year of program, district of residence, and work history before training. The years

Table 4

Relationship Between Demographic Characteristics for Skill Programs
and Student Completion Rates and Chi Square Tests of Independence

Characteristic	Completed		Not Completed		χ^2	DF	P
	N	%	N	%			
Years of Programs							
1976-77	44	5.5	18	5.3			
1977-78	143	17.7	47	13.9			
1978-79	148	18.3	78	23.1			
1979-80	284	35.2	136	40.2			
1980-81	188	23.2	59	17.5			
Totals	807	99.9 ₁	338	100.0	10.22	4	<0.05
District of Residence							
Meadow Lake	34	4.2	11	3.3			
North Battleford	40	5.0	7	2.1			
Prince Albert	200	24.8	77	22.8			
Saskatoon	50	6.2	36	10.7			
Shelburne	28	3.5	3	0.9			
Touchwood/File Hills/ Qu'Appelle	321	39.8	124	36.7			
Yorkton	134	16.6	80	23.7			
Totals	807	100.1 ₁	338	100.2 ₁	24.89	6	<0.05
Sex							
Male	633	85.7	263	81.7			
Female	106	14.3	59	18.3			
Totals	739	100.0	322	100.0	2.41	1	>0.05
Age							
<30	450	61.6	196	61.7			
30-39	182	24.9	76	23.9			
40-49	73	10.0	30	9.4			
>50	26	3.5	16	5.0			
Totals	731	100.0	318	100.0	1.09	3	>0.05
Marital Status							
Single/Divorced/Widowed	350	51.2	166	56.1			
Married/Separated	333	48.8	130	43.9			
Totals	683	100.0	296	100.0	1.75	1	>0.05

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Table 4

Relationship Between Demographic Characteristics for Skill Programs
and Student Completion Rates and Chi Square Tests of Independence
(Continued)

Characteristic	Completed		Not Completed		χ^2	DF	P
	N	%	N	%			
Number of Dependents							
0	214	31.7	94	33.6			
1	66	9.8	31	11.1			
2	89	13.2	39	13.9			
3	82	12.1	31	11.1			
4	59	8.7	23	8.2			
5	61	9.0	19	6.8			
6	21	3.1	7	2.5			
>6	84	12.4	36	12.9			
Totals	676	100.0	280	100.1 ₁	2.36	7	>0.05
Entry Grade							
0-4	18	2.5	10	3.2			
5-8	241	32.9	123	39.7			
9-12	474	64.7	177	57.1			
Totals	733	100.1 ₁	310	100.0	5.37	2	>0.05
Continuing Student							
One Program	495	76.2	233	82.0			
>One Program	155	23.8	51	18.0			
Totals	650	100.0	284	100.0	3.65	1	>0.05
Work History Before Training							
Working Full-Time	72	38.3	10	14.9			
Working Part-Time	54	28.7	22	32.8			
Unemployed	62	33.0	35	52.3			
Totals	188	100.0	67	100.0	13.48	2	<0.05

Note. 1 - Does not total 100 per cent due to rounding error.

1977-78 and 1980-81 were over-represented in the completion category while the years 1978-79 and 1979-80 were over-represented in the non-completion category. The North Battleford and Shellbrook Districts were over-represented by those who completed their training while the Saskatoon and Yorkton Districts were over-represented by those who did not complete their training. Those who were working full-time prior to training were over-represented in the completion category while the unemployed were over-represented in the non-completion category.

There were no significant differences in completion rates for skills training students when classified according to sex, age, marital status, number of dependents, entry grade, and continuing students.

The modal categories for skills training students who completed their training were used to obtain the following student profile. This student took training in 1979-80, was from Touchwood/File Hills/Qu'Appelle District, and was male. He was in the 20-29 age range, was single, divorced, or widowed, and had no dependents. He entered his training with Grades Nine to Twelve education, took one program, and was working full-time before training.

Respondents were asked a number of other questions related to completion of the training. The results of these questions are summarized below. The responses are presented in aggregate form, not being classified by program type, unless otherwise stated.

In a multiple response question, subjects were asked their reasons for completing their SICC training. They responded it was because of (a) family support, 116 (25.6%); (b) band support, 46 (10.4%); (c) interesting course material, 259 (54.0%); (d) a good instructor, 173 (37.8%); (e) the training allowance, 132 (29.5%); (f) their high

motivation, 195 (42.5%); and (g) wanting to fulfill their career goal, 242 (52.5%). See Figure 7 for a comparison of Adult Basic Education and skills training students' responses and the results of the chi square tests of independence.

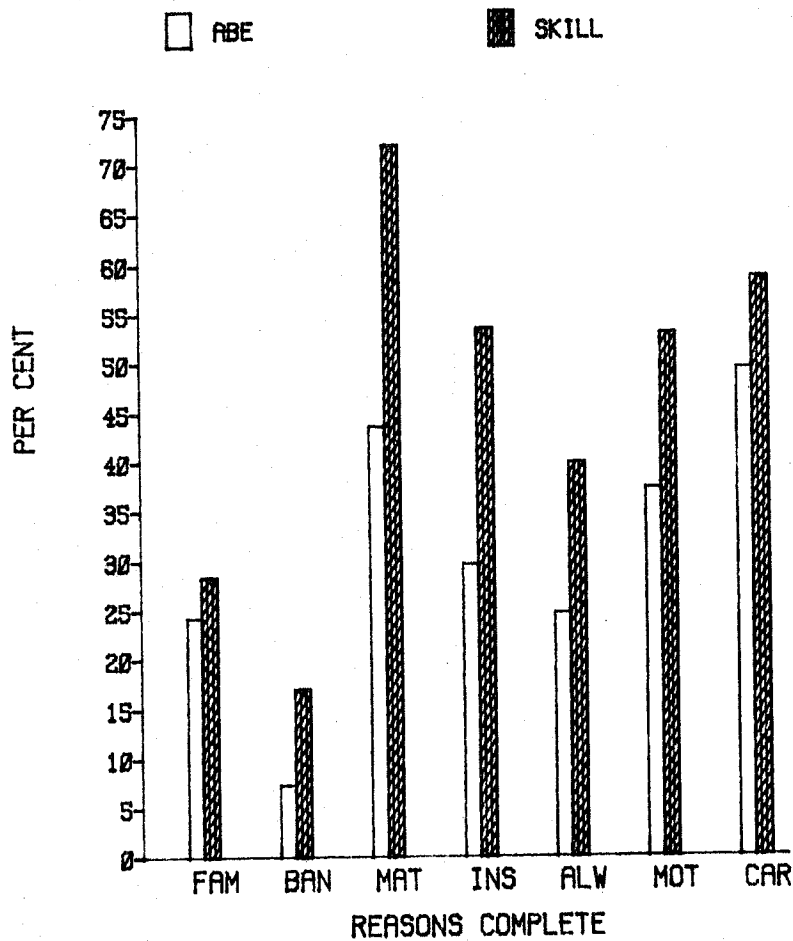
If the respondents did not complete their SICC training, they were asked in a multiple response question their reasons for this. They responded it was because (a) the course was not what they had wanted, 68 (27.0%); (b) the course was too difficult, 24 (9.8%); (c) personal problems, 80 (32.3%); (d) babysitting problems, 24 (9.8%); (e) transportation problems, 28 (11.3%); (f) problems with training allowances, 7 (2.8%); (g) problems with the training, 6 (2.4%); (h) financial difficulties, 10 (4.1%); and (i) problems with drugs or alcohol, 13 (5.3%). See Figure 8 for a comparison of Adult Basic Education and skills training students' responses and the results of the chi square tests of independence.

(ii) Student Employment Rates

In the case of Adult Basic Education students, the post-training employment rate was 33.3 per cent. Chi square tests of independence, summarized in Table 5, indicate that there were significant differences in student employment rates for the demographic characteristics district of residence, sex, number of dependents, entry grade, and work history before training.

The Touchwood/File Hills/Qu'Appelle and the Yorkton Districts were over-represented in the employed category while the Meadow Lake, the Prince Albert, and the North Battleford Districts were over-represented in the unemployed category. Males were over-represented in the employed category. Those with no and five dependents were over-represented in the

REASONS TRAINING COMPLETE



Multiple Response Question

- | | |
|-----------------------------------|--------------------------------|
| FAM - Family | ALW - Training Allowance |
| BAN - Band | MOT - High Motivation |
| MAT - Interesting Course Material | CAR - To Achieve a Career Goal |
| INS - Good Instructor | |

Note. There were significant differences in the reasons why Adult Basic Education students indicated that they completed their training ($\chi^2=83.14$, $df=6$, $P<0.05$).

Over-representation: Interesting course material, high motivation and to achieve a career goal.

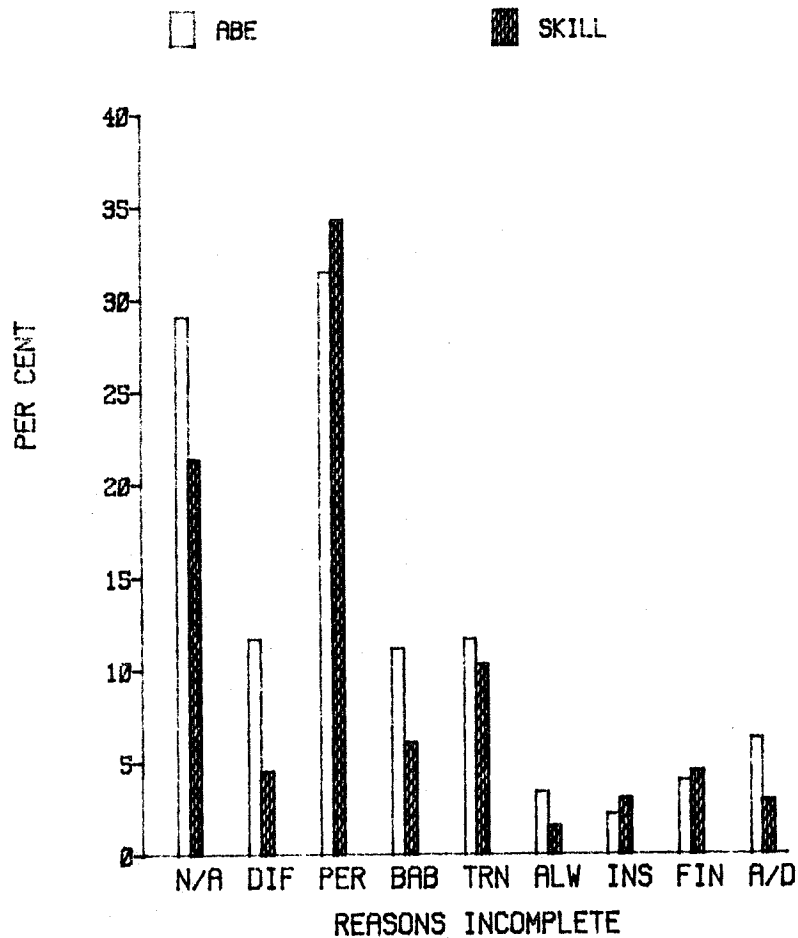
There were significant differences in the reasons why skills training students indicated that they completed their training ($\chi^2=131.82$, $df=6$, $P<0.05$).

Over-Representation: Interesting course material, good instructor, high motivation, and to achieve a career goal.

There were no significant differences in the reasons why Adult Basic Education and skills training students indicated that they completed their training ($\chi^2=11.74$, $df=6$, $P>0.05$).

FIGURE 7. Reasons Students Completed Their Training.

REASONS TRAINING NOT COMPLETE



Multiple Response Question

N/A - Training Not Appropriate
DIF - Difficult Course Material
PER - Personal Problems
BAB - Babysitting Problems
TRN - Transportation Problems

ALW - Training Allowance Problems
INS - Problems with Instructor
FIN - Financial Difficulties
A/D - Drug or Alcohol Problems

Note. There were significant differences in the reasons why Adult Basic Education students indicated they did not complete their training ($X^2=127.91$, $df=8$, $P<0.05$).

Over-Representation: Course not appropriate and personal problems. There were significant differences in the reasons why skills training students indicated they did not complete their training ($X^2=71.25$, $df=8$, $P<0.05$).

Over-Representation: Course not appropriate and personal problems. There were no significant differences in the reasons why Adult Basic Education students indicated they did not complete training when compared to the reasons indicated by skills training students. ($X^2=7.65$, $df=8$, $P>0.05$).

FIGURE 8. Reasons Students Did Not Complete Training.

Table 5

Relationship Between Demographic Characteristics and Student Completion Rates and Student Employment Rates for ABE Programs and Chi Square Tests of Independence

Characteristic	Employed		Unemployed		X ²	DF	P
	N	%	N	%			
Years of Programs							
1976-77	24	15.7	35	11.4			
1977-78	20	13.1	41	13.4			
1978-79	28	18.3	64	20.9			
1979-80	30	19.6	68	22.2			
1980-81	51	33.3	98	32.0			
Totals	153	100.0	306	99.9 ₁	2.17	4	>0.05
District of Residence							
Meadow Lake	43	28.1	102	33.3			
North Battleford	20	13.1	71	23.2			
Prince Albert	5	3.3	21	6.9			
Saskatoon	17	11.1	30	9.8			
Shellbrook	2	1.3	6	2.0			
Touchwood/File Hills/ Qu'Appelle	42	27.5	49	16.0			
Yorkton	24	15.7	27	8.8			
Totals	153	100.1 ₁	306	100.0	19.96	6	<0.05
Sex							
Male	82	53.6	103	33.7			
Female	71	46.4	203	66.3			
Totals	153	100.0	306	100.0	16.03	1	<0.05
Age							
<30	95	62.9	218	72.6			
30-39	41	27.2	52	17.3			
40-49	12	7.9	20	6.7			
>50	3	2.0	10	3.4			
Totals	151	100.0	300	100.0	6.77	3	>0.05
Marital Status							
Single/Divorced/Widowed	80	54.1	181	60.9			
Married/Separated	68	45.9	116	39.1			
Totals	148	100.0	297	100.0	1.66	1	>0.05

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Table 5

**Relationship Between Demographic Characteristics and
Student Completion Rates and Student Employment Rates
for ABE Programs and Square Tests of Independence
(Continued)**

Characteristic	Employed		Unemployed		χ^2	DF	P
	N	%	N	%			
Number of Dependents							
0	64	44.8	95	32.5			
1	20	14.0	58	19.9			
2	20	14.0	44	15.1			
3	11	7.7	35	12.0			
4	10	7.0	20	6.8			
5	11	7.7	9	3.1			
6	6	4.2	25	8.6			
>6	1	0.7	6	2.1			
Totals	143	100.1 ₁	292	100.0 ₁	6.35	1	<0.05
Entry Grade							
0-4	1	0.7	15	5.2			
5-8	81	56.3	174	59.8			
9-12	62	43.1	102	35.1			
Totals	144	100.1 ₁	291	100.1 ₁	7.05	2	<0.05
Exit Grade							
0-4	1	0.7	10	3.7			
5-8	61	42.4	104	38.5			
9-12	82	56.9	156	57.8			
Totals	144	100.0	270	100.0	3.56	2	>0.05
Continuing Student							
One Program	110	73.8	247	81.0			
>One Program	39	26.2	58	19.0			
Totals	149	100.0	305	100.0	2.64	1	>0.05
Work History Before Training							
Working Full-Time	60	39.7	95	31.6			
Working Part-Time	29	19.2	28	9.3			
Unemployed	62	41.0	178	59.1			
Totals	144	99.9 ₁	301	100.0	15.81	2	<0.05
Program Completion							
Completed	98	64.5	181	59.5			
Uncompleted	54	35.5	123	40.5			
Totals	152	100.0	304	100.0	0.84	1	>0.05

Note. 1 - Does not total 100 per cent due to rounding error.

employed category while those with one, three, and six dependents were over-represented in the unemployed category. Those who entered training with Grades Nine to Twelve education were over-represented in the employed category while those who entered training with Grades Zero to Four and Grades Five to Eight education were over-represented in the unemployed category. Those working full-time and part-time prior to training were over-represented in the employed category while those who were unemployed prior to training were over-represented in the unemployed category.

There were no significant differences in employment rates for Adult Basic Education students when classified according to the year of program, age, marital status, exit grade, or continuing student.

The modal categories for Adult Basic Education students who were employed at the time of the interview were used to obtain the following student profile. This student took training in 1980-81, was from Meadow Lake District, and was male. He was in the 20-29 age category, was single, divorced, or widowed, and had no dependents. He entered training with Grades Nine to Twelve education, took only one SICC program, and was working full-time prior to training.

In the case of skills training students, the post-training employment rate was 54.6 per cent. The employment rate for skills training was significantly different than the Adult Basic Education employment rate of 33.3 per cent ($\chi^2=30.97$, $df=1$, $P<0.05$). The average employment rate when not taking into account program type was 41.2 per cent.

Chi square tests of independence, summarized in Table 6, indicate that there were significant differences in student employment rates for

Table 6

Relationship Between Demographic Characteristics and Student Completion Rates and Student Employment Rates for Skill Programs and Chi Square Tests of Independence

Characteristic	Employed		Unemployed		χ^2	DF	P
	N	%	N	%			
Years of Programs							
1976-77	5	3.4	1	0.8			
1977-78	18	12.2	18	14.6			
1978-79	34	23.0	18	14.6			
1979-80	50	33.8	53	43.1			
1980-81	41	27.7	33	26.8			
Totals	148	100.1 ₁	123	99.9 ₁	6.29	4	>0.05
District of Residence							
Meadow Lake	17	11.5	11	8.9			
North Battleford	3	2.0	2	1.6			
Prince Albert	33	22.3	35	28.5			
Saskatoon	8	5.4	8	6.5			
Shellbrook	1	0.7	6	4.9			
Touchwood/File Hills/ Qu'Appelle	63	42.6	32	26.0			
Yorkton	23	15.5	29	23.6			
Totals	148	100.0	123	100.0	13.73	6	<0.05
Sex							
Male	130	87.8	94	76.4			
Female	18	12.2	20	23.6			
Totals	148	100.0	123	100.0	5.34	1	<0.05
Age							
<30	83	56.5	71	58.2			
30-39	47	32.0	37	30.3			
>40	17	11.6	14	11.4			
Totals	147	100.1 ₁	122	99.9 ₁	0.07	2	>0.05
Marital Status							
Single/Divorced/Widowed	67	49.3	63	56.8			
Married/Separated	69	50.7	48	43.2			
Totals	136	100.0	111	100.0	1.09	1	>0.05

Continued on next page

Table 6

Relationship Between Demographic Characteristics and Student Completion Rates and Student Employment Rates for Skill Programs and Chi Square Tests of Independence (Continued)

Characteristic	Employed		Unemployed		χ^2	DF	P
	N	%	N	%			
Number of Dependents							
0	45	32.6	31	28.4			
1	13	9.4	11	10.1			
2	17	12.3	11	10.1			
3	22	15.9	10	9.2			
4	11	8.0	9	8.3			
5	10	7.2	14	12.8			
6	5	3.6	5	4.6			
>6	15	10.9	18	16.5			
Totals	138	99.9 ₁	109	100.0	6.35	1	>0.05
Entry Grade							
0-4	3	2.1	4	3.8			
5-8	43	30.7	45	42.5			
9-12	94	67.1	57	53.8			
Totals	140	99.9 ₁	106	100.1 ₁	4.64	3	>0.05
Continuing Student							
One Program	104	72.7	91	76.5			
>One Program	39	27.3	28	23.5			
Totals	143	100.0	119	100.0	0.30	1	>0.05
Work History Before Training							
Working Full-Time	58	40.3	32	26.7			
Working Part-Time	48	33.3	27	22.5			
Unemployed	38	26.4	61	50.8			
Totals	144	100.0	120	100.0	16.70	2	<0.05
Program Completion							
Completed	108	77.1	82	69.5			
Uncompleted	32	22.9	36	30.5			
Totals	140	100.0	118	100.0	1.56	1	>0.05

Note. 1 - Does not total 100 per cent due to rounding error.

the demographic characteristics of district of residence, sex, and work history before training. The Touchwood/File Hills/Qu'Appelle District was over-represented in the employed category while the Prince Albert, Shellbrook, and Yorkton Districts were over-represented in the unemployed category. Males were over-represented in the employed category while females were over-represented in the unemployed category. Those working full-time and those working part-time prior to training were over-represented in the employed category while those unemployed prior to training were over-represented in the unemployed after training category.

There were no significant differences in employment rates for skills training students when classified according to year of program, age, number of dependents, entry grade, and continuing student.

The modal categories for skills training students who were employed at the time of the interview were used to obtain the following student profile. The student took training in 1979-80, was from Touchwood/File Hills/ Qu'Appelle District, and was male. He was in the 20-29 age category, was in the married or separated category, had no dependents, and entered training with Grades Nine to Twelve education. He took only one SICC training program and was working full-time prior to training.

Using the chi square test of independence, it was determined that there were no significant differences among employment rates for Adult Basic Education students who completed their training and for those who did not ($\chi^2=0.84$, $df=1$, $P>0.05$). A similar situation existed for skills training students ($\chi^2=1.56$, $df=1$, $P>0.05$).

The Adult Basic Education pre-training employment rate was 33.5 per cent as compared to the post-training employment rate of 33.3 per cent.

This difference is not significant ($\chi^2=0.00$, $df=1$, $P>0.05$).

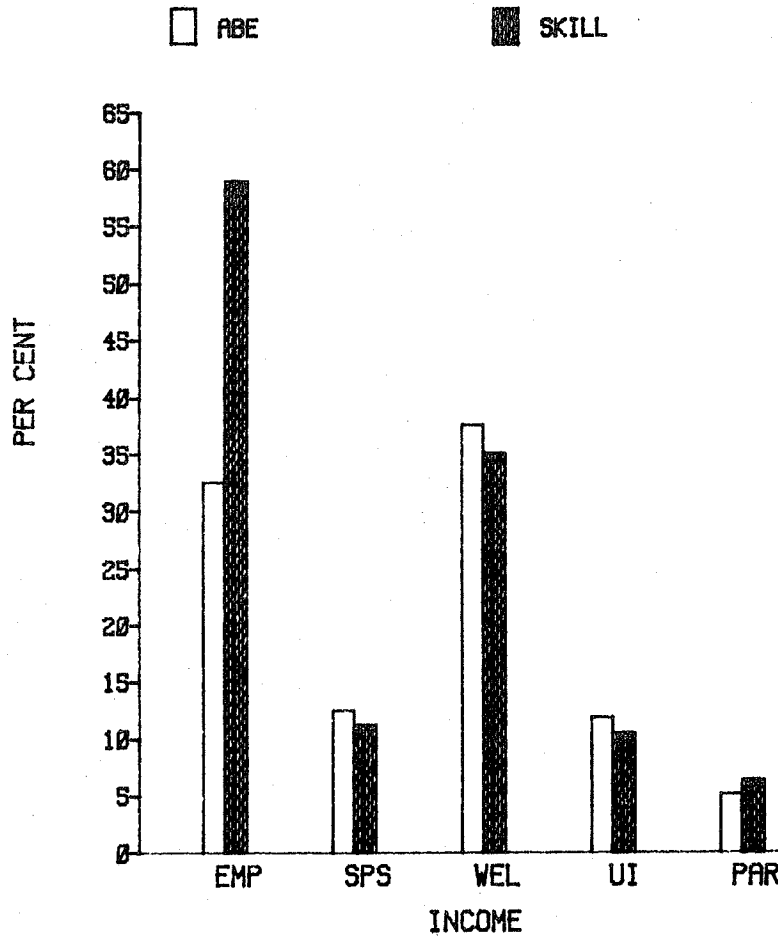
When the Adult Basic Education and the skills training pre-training employment rates were compared, no significant differences were found ($\chi^2=0.00$, $df=1$, $P>0.05$).

A number of other questions were asked of respondents related to post-training employment. The results of these questions are summarized below. The responses are presented in aggregate form, not being classified by program type, unless otherwise stated.

When asked, in a multiple response question, their main sources of income: (a) 277 (41.0%) indicated that it was from employment, (b) 79 (12.1%) were supported by their spouses, (c) 242 (36.9%) received welfare, (d) 74 (11.5%) received unemployment insurance, and (e) 35 (5.5%) were dependent upon their parents. The proportion who reported their main source of income from employment (41.0%) was consistent with the proportion who reported to be working at the time of the interview (41.2%). See Figure 9 for a comparison of Adult Basic Education and skills training students' responses and for the results of the chi square tests of independence.

Five hundred and ninety-two (80.5%) respondents reported career goals, with the majority in construction, 226 (38.4%), or in the service area, 162 (27.5%). Three hundred and one (41.2%) respondents were employed at the time of the interview. Of those employed: (a) 103 (39.6%) were employed in construction, (b) 46 (17.7%) were employed in management or the professions, and (c) 51 (19.6%) were employed in service occupations. See Figure 10 for a comparison of the career goals of Adult Basic Education students who were employed at the time of the interview and the career areas they were actually employed in with the

SOURCES OF INCOME



Multiple Response Question

EMP - Employment
SPS - Spouse
WEL - Welfare

UI - Unemployment Insurance
PAR - Parents

Note. There were significant differences in the sources of income indicated by Adult Basic Education students ($X^2=230.45$, $df=4$, $P<0.05$). **Over-representation:** Income from employment and welfare.

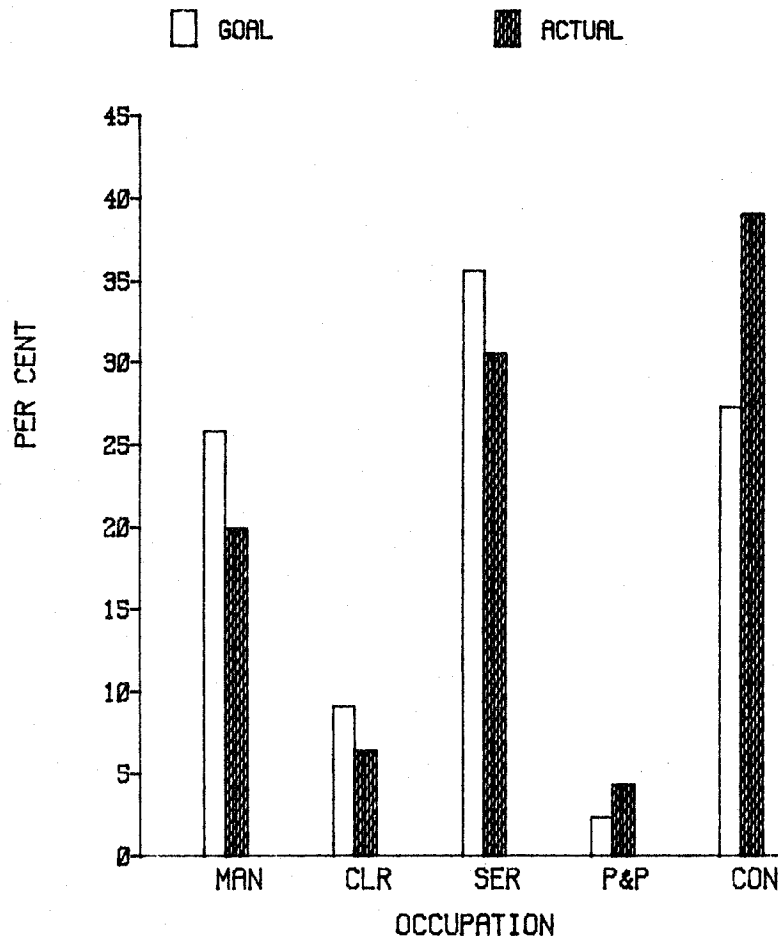
There were significant differences in the sources of income indicated by skills training students ($X^2=220.60$, $df=4$, $P<0.05$). **Over-representation:** Income from employment and welfare.

There were significant differences in the sources of income indicated by Adult Basic Education and skills training students ($X^2=22.06$, $df=4$, $P<0.05$).

Over-representation (Adult Basic Education): Supported by spouse, welfare, and unemployment insurance. **Over-representation (Skills Training):** Income from employment.

FIGURE 9. Sources of Student Income.

ADULT BASIC EDUCATION CAREERS



MAN - Managerial & Professional
CLR - Clerical
SER - Service

P&P - Primary & Processing
CON - Construction

Note. There were no significant differences in the career goals reported by employed Adult Basic Education students and the career areas they were actually working in ($\chi^2=3.56$, $df=4$, $P>0.05$).

FIGURE 10. Employed Adult Basic Education Students' Career Goals as Compared to their Actual Careers.

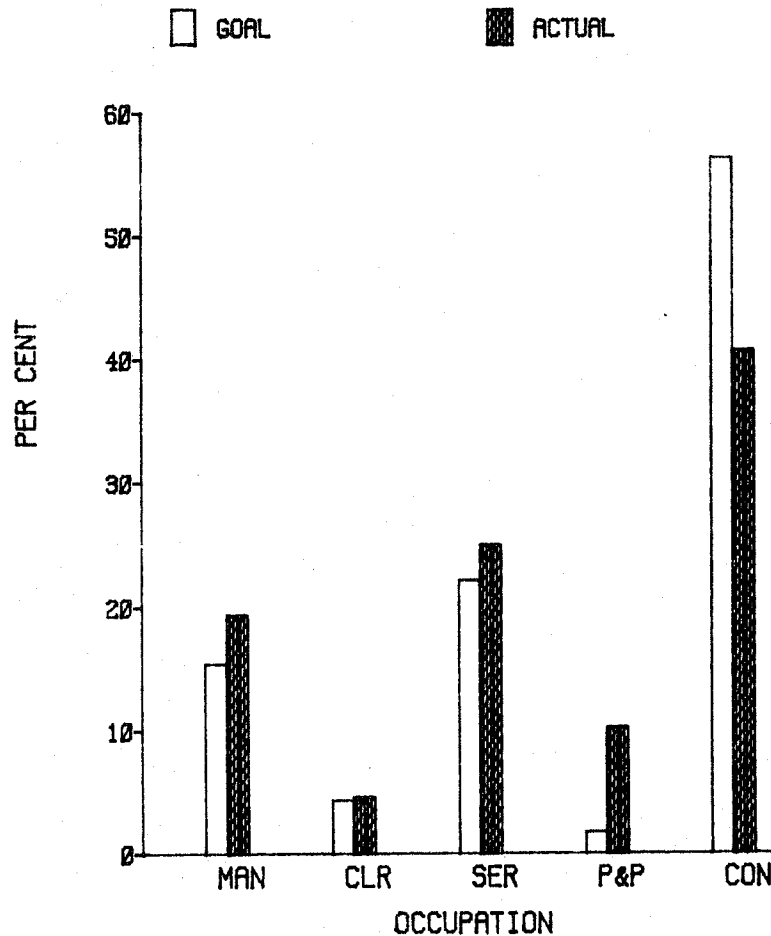
results of the chi square tests of independence. The results of similar comparisons for skills training students are provided in Figure 11. Of all former SICC students employed at the time of the interview, 247 (83.4%) were employed on reserve.

When asked if their SICC training had helped them to set a career goal, 514 (74.3%) indicated that it did while only 213 (32.0%) indicated that it actually helped them to fulfill it. Four hundred and ninety-eight (66.9%) respondents expected their SICC training to help them get a job while only 239 (32.2%) found that it did. Two hundred and forty-seven (33.6%) respondents were working full time immediately prior to taking training while 329 (44.7%) were unemployed. Five hundred and seventy-seven (77.3%) respondents had had at least one job in the five years prior to their training. This group had a mean of 2.5 jobs in this period, 1.7 on reserve and 0.9 off reserve. Respondents worked a mean of 4.9 months per year in the five years prior to their training with a mean of 2.5 years of total employment in this period.

Five hundred and thirty-seven (73.4%) respondents had had at least one job after training. They had a mean of 1.6 jobs after training, 1.1 on reserve and 0.6 off reserve. They had a mean of 5.4 months per year of employment after training with a mean of 1.8 years of total employment in this period.

The mean months of annual employment before and after training was tested for statistical significance. Using the one-tailed t -test technique for determining significant differences between means, the mean of 5.4 mean months of annual employment after training was not significantly different at 0.05 level, from the 4.9 mean months reported before training ($z=3.11$).

SKILL CAREERS



Multiple Response Question

MAN - Managerial and Professional
CLR - Clerical
SER - Service

P & P - Primary & Processing
CON - Construction

Note. There were significant differences in the career goals reported by employed skills training students and the career areas they were actually working in ($X^2=11.40$, $df=4$, $P<0.05$). **Over-representation (Career Goal):** Construction. **Over-representation (Career Area):** Processing & primary. There were significant differences in the career goals reported by employed Adult Basic Education and skills training students ($X^2=21.19$, $df=4$, $P<0.05$). **Over-representation (Adult Basic Education):** Management and Professional, Clerical, & Service. **Over-representation (Skills Training):** Construction. There were no significant differences in the actual career areas reported by employed Adult Basic Education and skills training students ($X^2=4.76$, $df=4$, $P>0.05$).

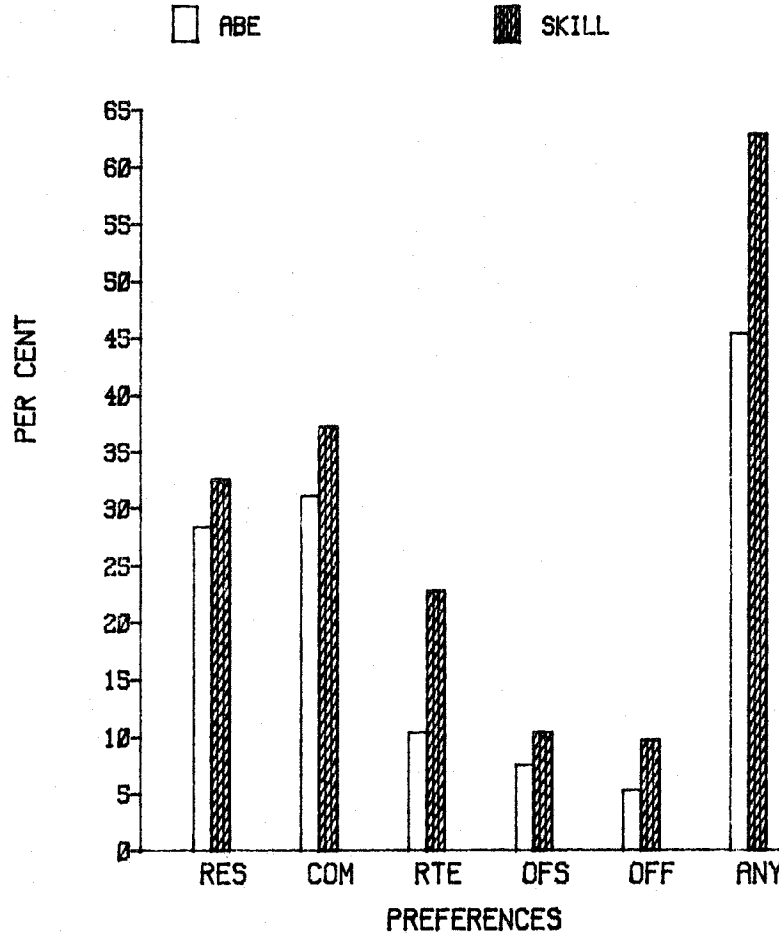
FIGURE 11. Employed Skills Training Students' Career Goals as Compared to Their Actual Career Areas.

In a multiple response question, the majority of students indicated they would be willing to go anywhere for suitable employment. Students reported the following preferences for work locations: (a) only on reserve, 197 (29.7%); (b) off the reserve if they could commute from the reserve, 218 (33.0%); (c) full time off the reserve if it was on a rotational basis, 90 (14.0%); (d) off the reserve and relocate their family, 42 (6.6%); (e) seasonal work off the reserve but not willing to relocate their family, 54 (8.4%); and, (f) anywhere if it was the type of employment they wanted, 347 (51.1%). See Figure 12 for a comparison of Adult Basic Education and skills training students' responses and the results of the chi square tests of independence.

In a multiple response question, students reported that the following were of assistance in finding their present jobs: (a) an advertisement, 39 (13.5%); (b) a Canada Employment Centre or placement office, 45 (15.7%); (c) instructors, 46 (16.0%); (d) previous employment with the employer, 55 (18.5%); (e) friends or relatives, 51 (17.2%); and (f) their own initiative, 129 (43.4%). See Figure 13 for a comparison of Adult Basic Education and skills training students' responses and the results of the chi square tests of independence.

Two hundred and twenty-six (73.6%) of the respondents indicated that they could have obtained their present jobs if they had not taken their SICC training. When asked to rate the degree to which their training prepared them for their present job, with "one" representing not at all and "five" representing a great deal, respondents had a mean preparation score of 2.7 with 72.4% of the responses between one and three. Two hundred and eighty-two (74.2%) of those presently employed indicated that they required additional training that they had not received from their

WORK PREFERENCE LOCATIONS



Multiple Response Question

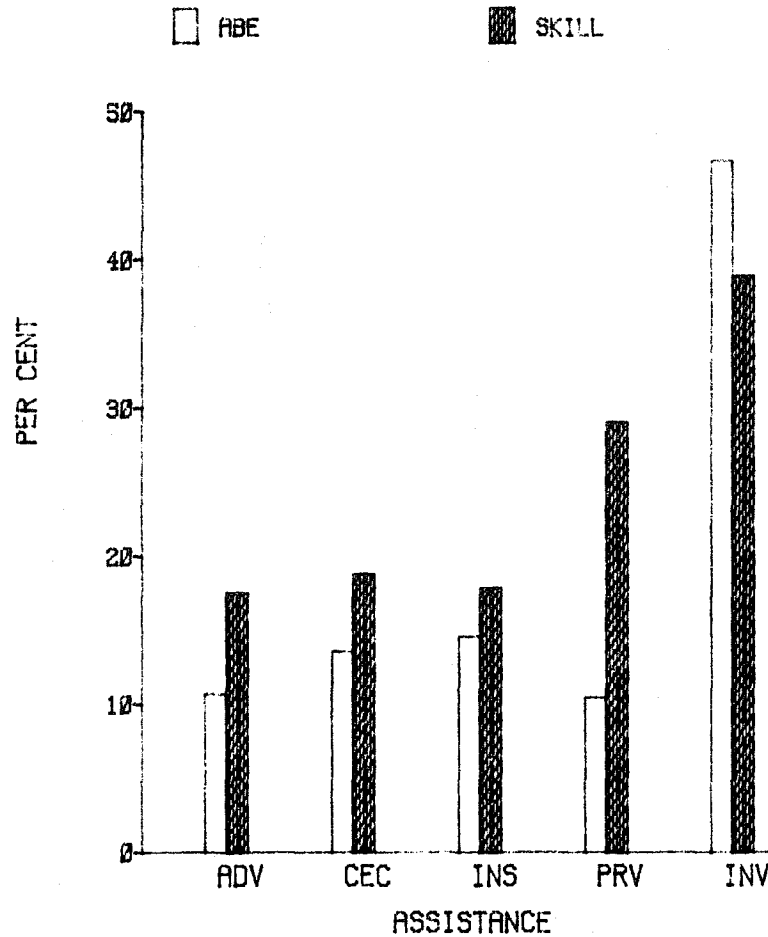
RES - On-Reserve
COM - Commute
RTE - Rotate

OFS - Off-Reserve (Seasonal)
OFF - Off-Reserve
ANY - Anywhere

Note. There were significant differences in the work preference locations reported by Adult Basic Education students ($X^2=350.23$, $df=5$, $P<0.05$). **Over-representation:** On-reserve, to commute from the reserve, and anywhere.
There were significant differences in the work preference locations reported by skills training students ($X^2=193.64$, $df=5$, $P<0.05$). **Over-representation:** On-reserve, to commute from the reserve, and anywhere.
There were no significant differences in work preference locations by Adult Basic Education and skills training students ($X^2=7.07$, $df=5$, $P>0.05$).

FIGURE 12. Work Preference Locations.

ASSISTANCE IN FINDING A JOB



Multiple Response Question

ADV - Advertisement

PRV - Previous Employment

CEC - Canada Employment Centre

INV - Own Initiative

INS - Instructor

Note. There were significant differences in what had been of assistance in helping employed Adult Basic Education students find a job ($X^2=92.89$, $df=5$, $P<0.05$).
Over-representation: Own Initiative.
There were significant differences in what had been of assistance in helping employed skills training students find a job ($X^2=25.82$, $df=5$, $P<0.05$).
Over-Representation: Previous employment and own Initiative.
There were significant differences in what had been of assistance in helping employed Adult Basic Education and skills training students find a job ($X^2=14.49$, $df=5$, $P<0.05$). **Over-representation (Adult Basic Education):** Own initiative.
Over-representation (Skills Training): Advertisements and previous employment with the firm.

FIGURE 13. Assistance In Finding a Job.

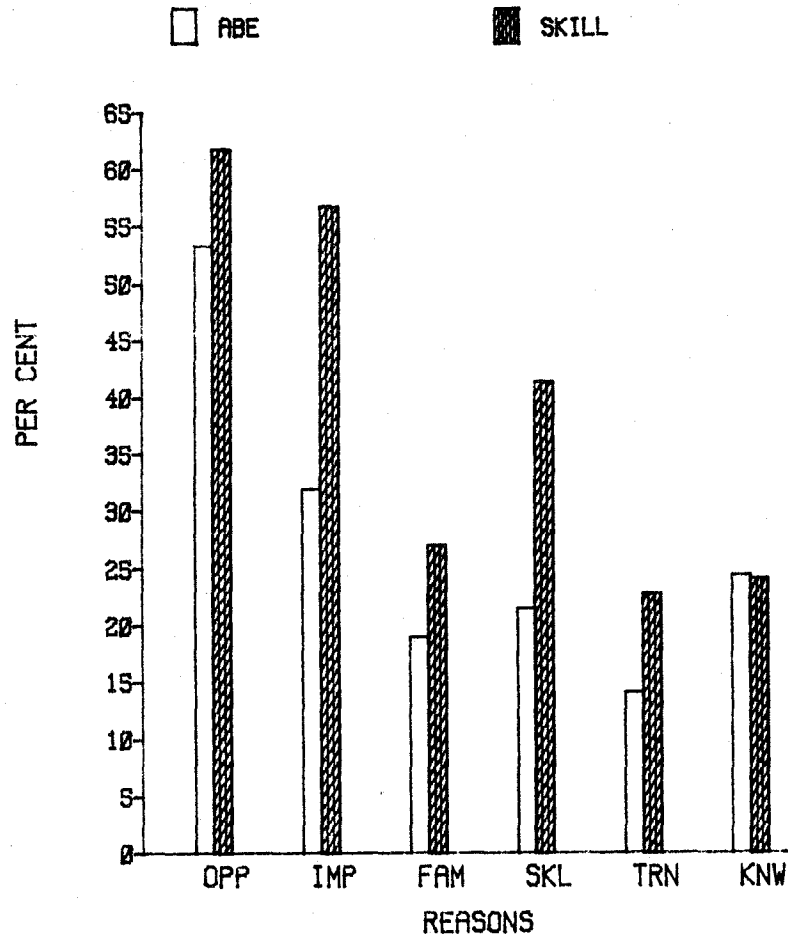
SICC training.

When those working at the time of the interview were asked in a multiple response question the reasons for their present employment, they responded it was because (a) the opportunity came up, 164 (56.9%); (b) work is important to them, 124 (42.6%); (c) a stable family situation, 62 (22.3%); (d) their skills, 83 (29.7%); (e) their SICCC training, 49 (17.6%); and (f) they knew someone who helped them get their job, 67 (24.3%). See Figure 14 for a comparison of Adult Basic Education and skills training students' responses and the results of the chi square tests of independence.

When those not working at the time of the interview were asked in a multiple response question their reasons for their present unemployment, they responded it was because (a) they needed more training or education, 285 (63.3%); (b) they lacked work experience in the occupation for which they were trained, 91 (21.4%); (c) seasonal unemployment in the occupation for which they were trained, (51 (12.1%); (d) a year round shortage of jobs in the occupation for which they were trained, 110 (25.5%); (e) they were unable to obtain the required license, trade certificate, or union membership, 118 (28.1%); (f) illness or a physical handicap, 13 (3.1%); and (g) they were keeping house full time, 86 (20.1%). See Figure 15 for a comparison of Adult Basic Education and skill training students' responses and the results of the chi square tests of independence.

In a multiple response question, subjects reported they needed the following help in finding a job: (a) knowledge of the kinds of jobs available, 143 (32.2%); (b) knowledge of how to look for work, 118 (27.1%); (27.1%); and (c) additional job training, 377 (80.0%). Three hundred and

REASONS WORKING



Multiple Response Question

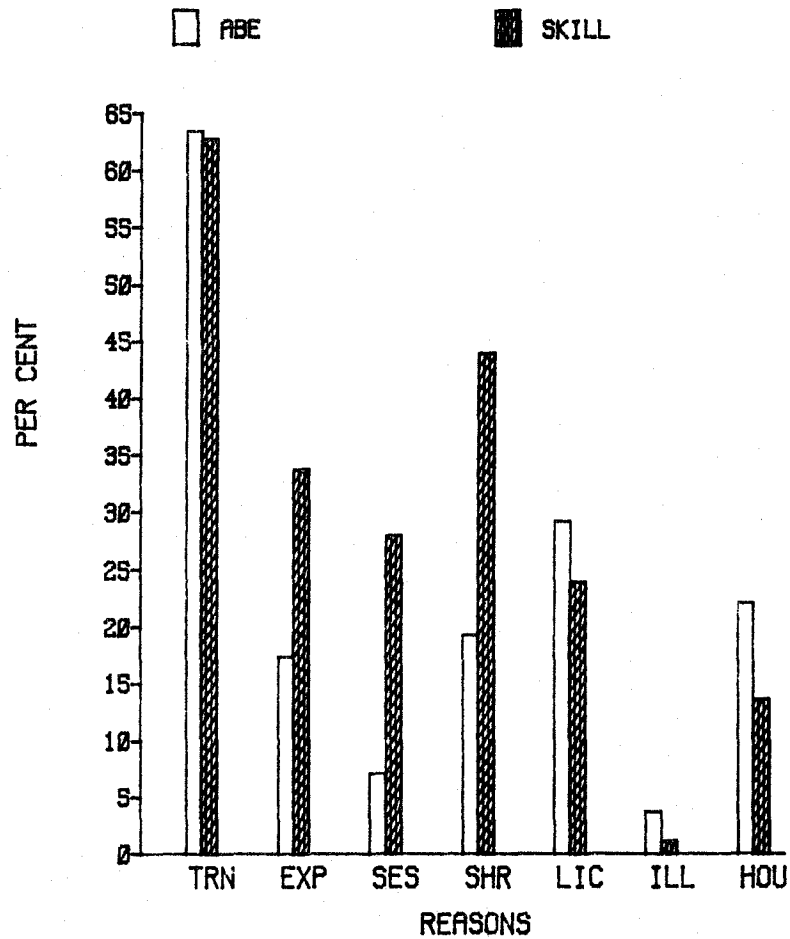
OPP - Opportunity Came Up
IMP - Work Is Important
FAM - Family Support

SKL - Skills
TRN - Training
KNW - Knew Someone

Note. There were significant differences in the reasons why Adult Basic Education students indicated they were working ($\chi^2=83.14$, $df=5$, $P<0.05$). **Over-representation:** Opportunity came up and work is important to them.
There were significant differences in the reasons why skills training students indicated they were working ($\chi^2=71.72$, $df=5$, $P<0.05$). **Over-representation:** Opportunity came up and work is important to them.
There were no significant differences in the reasons why Adult Basic Education students indicated they were working when compared to the reasons indicated by skills training students ($\chi^2=7.92$, $df=5$, $P<0.05$).

FIGURE 14. Reasons Students Were Working.

REASONS NOT WORKING



Multiple Response Question

TRN - Need More Training
EXP - Lack of Work Experience
SES - Seasonal Unemployment
SHR - Year Round Shortage of Jobs

LIC - Lack License
ILL - Illness or Handicap
HOU - Keeping House Full-Time

Note. There were significant differences in the reasons why Adult Basic Education students indicated that they were not working ($\chi^2=500.63$, $df=6$, $P<0.05$).

Over-representation: Need more training and health reasons.

There were significant differences in the reasons why skills training students indicated they were not working ($\chi^2=105.24$, $df=6$, $P<0.05$). **Over-representation:**

Need more training and lack the proper license.

There were significant differences in the reasons why Adult Basic Education and skills training students indicated that they were not working ($\chi^2=48.23$, $df=6$, $P<0.05$).

Over-representation (Adult Basic Education): Need more training, health reasons, and keeping house full-time. **Over-representation (Skills Training):** Lack work experience, seasonal unemployment, year round shortage of jobs, and lack the proper license.

FIGURE 15. Reasons Students Were Not Working.

fourteen (62.2%) respondents were actively looking for work at the time of the interview while 191 (37.8%) were not. When asked where they would be willing to work, 164 (35.7%) responded on reserve, 59 (12.9%) responded off reserve, and 236 (51.4%) responded in either location.

(iii) Satisfaction with the Programs

Respondents were asked in a multiple response question to give their reasons for taking SICC training. They reported the following reasons: (a) to improve job opportunities, 398 (56.4%); (b) to qualify for further training, 373 (54.1%); and (c) for personal satisfaction, 126 (18.8%).

The chi square test of independence was utilized to determine if there were significant differences among the reasons for enrolling in training and program type. The results of the test indicate that there were significant differences ($\chi^2=22.88$, $df=2$, $P<0.05$). Adult Basic Education students were under-represented in the group that enrolled in training to improve job opportunities and for personal satisfaction while being over-represented in the group that enrolled in training in order to qualify for further training. Skill training students were over-represented in the groups that enrolled in training to improve job opportunities and for personal satisfaction while being under-represented in the group that enrolled in training in order to qualify for further training.

The one-way analysis of variance technique was used to determine if there were significant differences among Adult Basic Education students' reasons for enrolling in training and the degree their reasons were satisfied, as measured by their satisfaction scores. "One" represented very well satisfied and "five" represented not satisfied at all. There were significant differences between the mean satisfaction scores of

those who took training in order to improve their job opportunities (2.7) and the mean satisfaction scores for those who did not (3.2). The observed F ratio was 14.609 with a probability of less than 0.05. There were no significant differences in mean satisfaction scores between those who enrolled in training in order to qualify for further training (2.2) and those who did not (2.3). The observed F ratio was 0.7141 with a probability of greater than 0.05. There were significant differences in mean satisfaction scores between those who enrolled in training for personal reasons (2.2) and for those who did not (3.0). The observed F ratio was 22.773 with a probability of less than 0.05.

In the case of skills training students, there were no significant differences between satisfaction scores for those who enrolled in their training in order to improve their job opportunities (2.5) and those who did not (2.6). The observed F ratio was 0.268 with a probability of greater than 0.05. There were no significant differences between those who enrolled in skills training in order to qualify for further training (2.6) and for those who did not (2.4). The observed F ratio was 1.8932 with a probability of greater than 0.05. There were no significant differences between those who enrolled in skills training for personal reasons (2.2) and for those who did not (2.6). The observed F ratio was 3.576 with a probability of greater than 0.05.

In the case of Adult Basic Education students, the average student satisfaction score, with "one" representing very well satisfied and "five" representing not satisfied at all, was 2.9. The one-way analysis of variance technique with Student-Newman-Keuls comparisons among ordered means was used to determine if there were significant differences in satisfaction scores for Adult Basic Education when classified on the

basis of demographic characteristics. The results are summarized in Table 7.

There were significant differences in satisfaction scores for the demographic characteristics year of program, district of residence, and entry grade. The mean satisfaction score for 1980-81 (2.6) was significantly different from the means for the years 1979-80 (2.7) and 1976-77 (2.9). These scores were in turn significantly different from the scores for 1977-78 (3.1) and 1978-79 (3.5). The mean satisfaction score for Touchwood/File Hills/Qu'Appelle (1.9) was significantly different from the mean satisfaction scores for Shellbrook (2.3) and North Battleford (2.6). These scores were in turn significantly different from the scores for Yorkton (3.0), Prince Albert (3.2), Meadow Lake (3.5), and Saskatoon (3.5). The mean satisfaction score for those who entered training with Grades Nine to Twelve education (2.7) was significantly different from those who entered with Grades Five to Eight (3.0) and Zero to Four (3.6) education. There were no significant differences in satisfaction scores when classified on the basis of the other demographic characteristics listed in Table 7.

In the case of skills training students, the average student satisfaction score, with "one" representing very well satisfied and "five" representing not satisfied at all, was 2.5. The one-way analysis of variance technique with Student-Newman-Keuls comparisons among ordered means was used to determine if there were significant differences in satisfaction scores for skills training students when classified on the basis of demographic characteristics. The results are summarized in Table 8.

There were significant differences in satisfaction scores among the

TABLE 7

Summary of the Results of the One-Way Analyses of Variance of Satisfaction Scores for ABE Programs
Classified on the Basis of Demographic Characteristics, Student Completion Rates, and Student
Employment Status with Student-Newman-Keuls Comparisons Among Ordered Means

Source of Variation	DF	SS	MS	F	P	Means							Ordered Means*	
						0	1	2	3	4	5	6		7
Year of Program	4	54.9	13.7	8.493	<0.05	2.9	3.1	3.5	2.7	2.6				<u>5 4 1 2 3</u>
District of Residence	6	184.4	30.7	22.887	<0.05	3.5	2.6	3.2	3.5	2.3	1.9	3.0		<u>6 5 2 7 3 1 4</u>
Sex	1	0.5	0.5	0.307	>0.05	2.9	2.9							2 1
Age	5	3.4	0.7	0.393	>0.05	2.9	3.0	2.6	3.0					4 2 1 3
Marital Status	1	0.0	0.0	0.000	>0.05	2.9	2.9							2 1
Number of Dependents	7	8.8	1.3	0.724	>0.05	2.8	3.1	2.8	2.8	3.2	2.8	2.8	3.2	2 5 6 0 3 1 7 4
Entry Grade	2	16.3	8.1	4.722	<0.05	3.6	3.0	2.7						<u>3 2 1</u>
Exit Grade	2	5.2	2.6	1.415	>0.05	3.5	2.8	2.9						2 3 1
Continuing Student	1	2.2	2.2	1.305	>0.05	2.8	3.0							1 2
Work History	4	5.0	1.2	0.728	>0.05	2.9	2.8	2.9						2 3 1
Student Completion	1	0.9	0.9	0.500	>0.05	2.9	3.0							1 2
Employment Status	1	30.0	30.0	18.422	<0.05	2.5	3.1							<u>1 2</u>

Note. * Ordered from highest satisfaction scores to the lowest. Those means over a segment of a line are not significantly different from means over the same segment but are significantly different from those over other segments of that line.

Year of Program: (1) 1976-77, (2) 1977-78, (3) 1978-79, (4) 1979-80, and (5) 1980-81; **District of Residence:** (1) Meadow Lake, (2) North Battleford, (3) Prince Albert, (4) Saskatoon, (5) Shellbrook, (6) Touchwood/File Hills/Qu'Appelle, and (7) Yorkton; **Sex:** (1) Male, and (2) Female; **Age:** (1) <20, (2) 20-29, (3) 30-39, (4) 40-49, (5) 50-59, (6) >60; **Marital Status:** (1) Single/Divorced/Widowed and (2) Married/Separated; **Number of Dependents:** (0) 0, (1) 1, (2) 2, (3) 3, (4) 4, (5) 5, (6) 6, (7) >6; **Entry Grade:** (1) 0-4, (2) 5-8 and (3) 9-12; **Exit Grade:** (1) 0-4, (2) 5-8, and (3) 9-12; **Continuing Student:** (1) One Program, and (2) >One Program; **Work History:** (1) Working Full Time, (2) Working Part Time, (3) Unemployed, (4) Retired, and (5) Other; **Student Completion:** (1) Completed, and (2) Not Completed; and **Employment Status:** (1) Employed, and (2) Unemployed.

means for the demographic characteristics year of program and district of residence. The Student-Newman-Keul comparison of ordered means revealed no significant differences between the means. There were no significant differences in satisfaction scores for the other demographic characteristics listed in Table 8.

There were no significant differences in mean satisfaction scores between Adult Basic Education students who completed their training (2.9) and those who did not (3.0). A similar case existed in skills training where there were no significant differences between satisfaction scores for those who completed (2.5) and for those who did not (2.8).

There were significant differences among Adult Basic Education students' satisfaction scores for those who were employed (2.5) at the time of the interview and for those who were unemployed (3.1). There were no significant differences between satisfaction scores for skills training students who were employed (2.4) at the time of the interview and for those who were unemployed (2.6).

There were significant differences between the mean satisfaction score for Adult Basic Education students (2.9) and skills training students (2.5) as indicated by an F ratio of 14.870 with a probability of less than 0.05. A response of "one" represents very well satisfied and "five" represents not satisfied at all.

(iv) Perceptions of Program Quality

In the case of Adult Basic Education students, the average perception of quality score, with "one" representing excellent and "five" representing very poor, was 2.3. The one-way analysis of variance technique with Student-Newman-Keuls comparisons among ordered means was used to determine if there were significant differences in perceptions of

TABLE 8

Summary of the Results of the One-Way Analyses of Variance of Satisfaction Scores for Skill Programs Classified on the Basis of Demographic Characteristics, Student Completion Rates, and Student Employment Status with Student-Newman-Keuls Comparisons Among Ordered Means

Source of Variation	DF	SS	MS	F	P	Means							Ordered Means*	
						0	1	2	3	4	5	6		7
Year of Program	4	22.1	5.5	3.008	>0.05	1.5	2.2	2.2	2.8	2.6				1 3 2 5 4
District of Residence	6	54.2	9.0	5.242	<0.05	3.1	2.0	2.7	3.1	3.6	2.0	2.6		2 6 7 3 1 4 5
Sex	1	2.6	2.6	1.360	>0.05	2.5	2.7							1 2
Age	5	10.6	2.1	1.120	>0.05	2.5	2.6	2.2						3 1 2
Marital Status	1	3.9	3.9	2.029	>0.05	2.4	2.7							1 2
Number of Dependents	7	7.6	1.1	0.589	>0.05	2.3	2.8	2.6	2.5	2.5	2.6	2.9	2.6	0 3 4 5 2 7 1 6
Entry Grade	2	0.1	0.0	0.023	>0.05	2.4	2.5	2.5						1 3 2
Continuing Student	1	0.1	0.1	0.035	>0.05	2.5	2.6							1 2
Work History	4	15.5	3.9	2.156	>0.05	2.4	2.4	2.7						1 2 3
Student Completion	1	4.9	4.9	2.593	>0.05	2.5	2.8							1 2
Employment Status	1	3.7	3.7	1.991	>0.05	2.4	2.6							1 2

Note. * Ordered from highest satisfaction scores to the lowest. Those means over a segment of a line are not significantly different from means over the same segment but are significantly different from those over other segments of that line.

Year of Program: (1) 1976-77, (2) 1977-78, (3) 1978-79, (4) 1979-80, and (5) 1980-81; **District of Residence:** (1) Meadow Lake, (2) North Battleford, (3) Prince Albert, (4) Saskatoon, (5) Shellbrook, (6) Touchwood/File Hills/Qu'Appelle, and (7) Yorkton; **Sex:** (1) Male, and (2) Female; **Age:** (1) <20, (2) 20-29, (3) 30-39, (4) 40-49, (5) 50-59, (6) >60; **Marital Status:** (1) Single/Divorced/Widowed and (2) Married/Separated; **Number of Dependents:** (0) 0, (1) 1, (2) 2, (3) 3, (4) 4, (5) 5, (6) 6, (7) >6; **Entry Grade:** (1) 0-4, (2) 5-8 and (3) 9-12; **Continuing Student:** (1) One Program, and (2) >One Program; and **Work History:** (1) Working Full Time, (2) Working Part Time, (3) Unemployed, (4) Retired, and (5) Other; **Student Completion:** (1) Completed, and (2) Not Completed; and **Employment Status:** (1) Employed, and (2) Unemployed.

quality scores when classified on the basis of demographic characteristics. The results are summarized in Table 9.

There were significant differences in perceptions of quality mean scores when classified on the basis of the demographic characteristics year of program, district of residence, sex, entry grade, and work history before training. The mean perceptions of quality scores for 1980-81 (2.0), 1979-78 (2.2), 1977-78 (2.2), and 1976-77 (2.3) were significantly different from the score for 1978-79 (2.7). There were significant differences in the perceptions of quality scores for the Touchwood/File Hills/Qu'Appelle (1.6), Saskatoon (1.9), Yorkton (2.0), North Battleford (2.1), Prince Albert (2.2), and Shellbrook (2.4) Districts in comparison to the Meadow Lake (3.0) District score.

There were significant differences in the perceptions of program quality scores between females (2.1) and males (2.4). There were significant differences for those who entered training with Grades Nine to Twelve (2.1) education and for those who entered training with Grades Five to Eight (2.3) and Grade Zero to Four (3.0) education. There were significant differences between those who exited training with Grades Nine to Twelve (2.1) education and the scores for those who exited with Grades Five to Eight (2.3) and the Grade Zero to Four (3.1) education. There were significant differences in perceptions of program quality scores among the means for the demographic characteristic work history. The Student-Newman-Keuls comparisons of ordered means revealed no significant differences between the means. There were no significant differences in perception of program quality scores when classified on the basis of the other demographic characteristics listed in Table 9.

In the case of skills training students, the average perception of

TABLE 9

Summary of the Results of the One-Way Analyses of Variance of Perceptions of Quality of ABE Programs
Classified on the Basis of Demographic Characteristics, Student Completion Rates, and Student
Employment Status with Student-Newman-Keuls Comparisons Among Ordered Means

Source of Variation	DF	SS	MS	F	P	Means							Ordered Means*		
						0	1	2	3	4	5	6		7	
Year of Program	4	28.9	7.2	8.795	<0.05	2.3	2.2	2.7	2.2	2.0					<u>5 4 2 1 3</u>
District of Residence	6	118.8	19.8	31.295	<0.05	3.0	2.1	2.2	1.9	2.4	1.6	2.0			<u>6 4 7 2 3 5 1</u>
Sex	1	7.6	7.6	8.872	<0.05	2.4	2.1								<u>2 1</u>
Age	3	6.3	1.2	1.454	>0.05	2.3	2.1	2.1	2.1						<u>2 3 4 1</u>
Marital Status	1	1.7	1.7	1.922	>0.05	2.3	2.2								<u>2 1</u>
Number of Dependents	7	3.7	0.5	0.603	>0.05	2.3	2.3	2.2	2.3	2.2	1.9	2.6	2.3		<u>5 4 2 6 0 3 1 7</u>
Entry Grade	2	14.4	7.2	8.477	<0.05	3.0	2.3	2.1							<u>3 2 1</u>
Exit Grade	2	12.6	6.3	7.264	<0.05	3.1	3.3	2.1							<u>3 2 1</u>
Continuing Student	1	1.2	1.2	1.413	>0.05	2.2	2.9								<u>1 2</u>
Work History	2	15.9	4.0	4.759	<0.05	2.5	2.0	2.2							<u>2 3 1</u>
Student Completion	1	11.2	11.2	13.088	<0.05	2.1	2.4								<u>1 2</u>
Employment Status	1	6.0	6.0	6.971	<0.05	2.1	2.4								<u>1 2</u>

Note. * Ordered from highest perceptions of quality to the lowest. Those means over a segment of a line are not significantly different from means over the same segment but are significantly different from those over other segments of that line.

Year of Program: (1) 1976-77, (2) 1977-78, (3) 1978-79, (4) 1979-80, and (5) 1980-81; **District of Residence:** (1) Meadow Lake, (2) North Battleford, (3) Prince Albert, (4) Saskatoon, (5) Shellbrook, (6) Touchwood/File Hills/Qu'Appelle, and (7) Yorkton; **Sex:** (1) Male, and (2) Female; **Age:** (1) <20, (2) 20-29, (3) 30-39, (4) 40-49, (5) 50-59, (6) >60; **Marital Status:** (1) Single/Divorced/Widowed and (2) Married/Separated; **Number of Dependents:** (0) 0, (1) 1, (2) 2, (3) 3, (4) 4, (5) 5, (6) 6, (7) >6; **Entry Grade:** (1) 0-4, (2) 5-8, and (3) 9-12; **Exit Grade:** (1) 0-4, (2) 5-8, and (3) 9-12; **Continuing Student:** (1) One Program, and (2) >One Program; and **Work History:** (1) Working Full Time, (2) Working Part Time, (3) Unemployed, (4) Retired, and (5) Other; **Student Completion:** (1) Completed, and (2) Not Completed; and **Employment Status:** (1) Employed, and (2) Unemployed.

program quality score, with "one" representing excellent and "five" representing very poor, was 2.1. The one-way analysis of variance technique with Student-Newman-Keuls comparisons among ordered means was used to determine if there were significant differences in perceptions of program quality scores when classified on the basis of demographic characteristics. The results are summarized in Table 10.

There were significant differences in perceptions of program quality mean scores when classified on the basis of the demographic characteristic district of residence, however, the Student-Newman-Keuls comparison of ordered means revealed no significant differences between the means. There were significant differences among those who entered training with Grades Zero to Four (1.1) education and those who entered training with Grades Nine to Twelve (2.1) and the Grade Five to Eight (2.1) education. There were no significant differences in perceptions of program quality mean scores when classified on the basis of the other demographic characteristics listed in Table 10.

There were significant differences between perceptions of quality scores for those Adult Basic Education students who completed (2.1) training and for those who did not (2.4). There were significant differences among perceptions of quality scores for skills training students who completed (1.9) and for students who didn't complete (2.5) their training. Employed (2.1) Adult Basic Education students' perceptions of quality scores were significantly different than the unemployed (2.4) students.

The perceptions of quality scores of skills training students for those employed (2.1) and for those unemployed (2.1) were not significantly different. There were significant differences between

TABLE 10

Summary of the Results of the One-Way Analyses of Variance of Perceptions of Quality of Skills Programs Classified on the Basis of Demographic Characteristics, Student Completion Rates, and Student Employment Status with Student-Newman-Keuls Comparisons Among Ordered Means

Source of Variation	DF	SS	MS	F	P	Means							Ordered Means*		
						0	1	2	3	4	5	6		7	
Year of Program	4	2.2	0.5	0.668	>0.05	2.5	2.1	2.2	2.0	2.1					4 5 2 3 1
District of Residence	6	12.0	2.0	2.547	<0.05	2.6	2.5	2.1	1.9	2.0	1.9	2.1			4 6 5 3 7 2 1
Sex	1	0.9	0.9	1.055	>0.05	2.1	2.2								1 2
Age	3	8.3	1.7	2.083	>0.05	2.2	2.1	1.8	1.7						4 3 2 1
Marital Status	1	0.0	0.0	0.004	>0.05	2.1	2.1								2 1
Number of Dependents	7	1.1	0.2	0.188	>0.05	2.0	2.1	2.0	2.0	2.1	1.9	2.1	2.2		5 2 3 0 4 6 1 7
Entry Grade	2	6.6	3.3	4.403	<0.05	1.1	2.1	2.1							<u>1 3 2</u>
Continuing Student	1	0.2	0.2	0.255	>0.05	2.0	2.1								1 2
Work History	2	4.8	1.2	1.486	>0.05	1.9	2.1	2.2							1 2 3
Program Completion	1	14.5	14.5	2.593	>0.05	2.5	2.8								1 2
Employment Status	1	0.02	0.02	0.029	>0.05	2.1	2.1								1 2

Note. * Ordered from highest satisfaction scores to the lowest. Those means over a segment of a line are not significantly different from means over the same segment but are significantly different from those over other segments of that line.

Year of Program: (1) 1976-77, (2) 1977-78, (3) 1978-79, (4) 1979-80, and (5) 1980-81; **District of Residence:** (1) Meadow Lake, (2) North Battleford, (3) Prince Albert, (4) Saskatoon, (5) Shellbrook, (6) Touchwood/File Hills/Qu'Appelle, and (7) Yorkton; **Sex:** (1) Male, and (2) Female; **Age:** (1) <20, (2) 20-29, (3) 30-39, (4) 40-49, (5) 50-59, (6) >60; **Marital Status:** (1) Single/Divorced/Widowed and (2) Married/Separated; **Number of Dependents:** (0) 0, (1) 1, (2) 2, (3) 3, (4) 4, (5) 5, (6) 6, (7) >6; **Entry Grade:** (1) 0-4, (2) 5-8 and (3) 9-12; **Continuing Student:** (1) One Program, and (2) >One Program; and **Work History:** (1) Working Full Time, (2) Working Part Time, (3) Unemployed, (4) Retired, and (5) Other; **Program Completion:** (1) Completed, and (2) Not Completed; and **Employment Status:** (1) Employed, and (2) Unemployed.

Adult Basic Education students (2.3) and skills training students (2.1) perceptions of quality scores as indicated by an F ratio of 5.827 with a probability of less than 0.05. A response of "one" represents excellent quality and "five" represents very poor quality.

Goal Free Evaluation

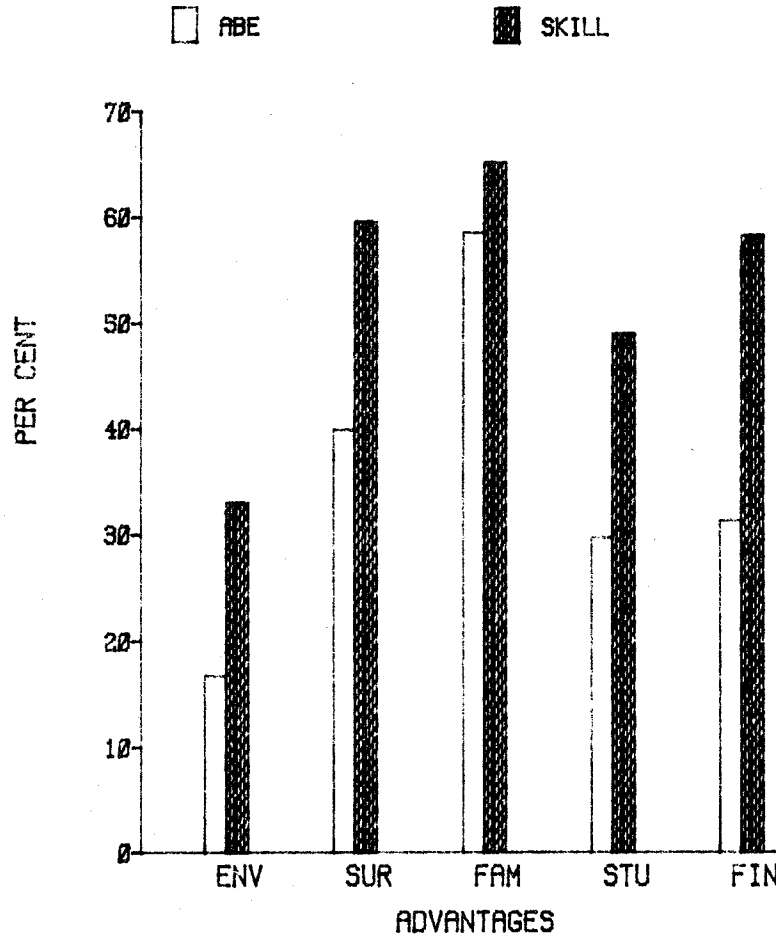
Respondents were asked to rate on a scale of one to five with "one" representing not at all and "five" representing a great deal, the personal benefits they experienced as a results of taking their SICC training. Respondents rated these personal benefits with mean scores as follows: (a) greater self-confidence, 3.2; (b) greater band involvement, 2.4; (c) increased income, 2.3; and (d) their children's attendance in school improved by their example, 1.6.

When asked if they would have taken their SICC training if they had to leave the reserve 478 (64.8%) responded that they would. Three hundred and seventy-four (51.4%) responded that they would have attempted to attend their program at one of the provincial technical institutes, if it had not been offered by the SICC.

In a multiple response question, students were asked what advantages they saw to having courses on reserves. They responded it was because of (a) the non-threatening environment, 139 (21.5%); (b) familiar surroundings 308 (46.1%); (c) they were close to family and friends, 418 (60.8%); (d) all Indian students in the class, 231 (35.5%); and (e) financial reasons, 262 (39.6%). See Figure 16 for a comparison of Adult Basic Education and skills training students' responses and the results of the chi square tests of independence.

Students reported in a multiple response question the following problems with SICC programs delivered on reserves: (a) they do not

ADVANTAGES TO RESERVE TRAINING



Multiple Response Question

ENV - Non-Threatening Environment
SUR - Familiar Surroundings
FAM - Close to Family and Friends

STU - All Indian Students
FIN - Financial Reasons

Note. There were significant differences in the advantages to on-reserve training reported by Adult Basic Education students ($X^2=193.47$, $df=4$, $P<0.05$). **Over-representation:** Familiar surroundings and close to family and friends. There were significant differences in the advantages to on-reserve training reported by skills training students ($X^2=51.04$, $df=4$, $P<0.05$). **Over-representation:** Familiar surroundings, close to family and friends, and financial reasons. There were no significant differences in the advantages to on-reserve training reported by Adult Basic Education and skills training students. ($X^2=8.74$, $df=4$, $P>0.05$).

FIGURE 16. Advantages to On-Reserve Training.

prepare the people to work off the reserve, 283 (43.7%); (b) they feel the courses are watered down, 165 (25.3%); (c) there is no market for what people have been trained for, 216 (33.5%); and, (d) they do not teach people how to look for work, 190 (29.4%). See Figure 17 for a comparison of Adult Basic Education and skills training students' responses and the results of the chi square tests of independence.

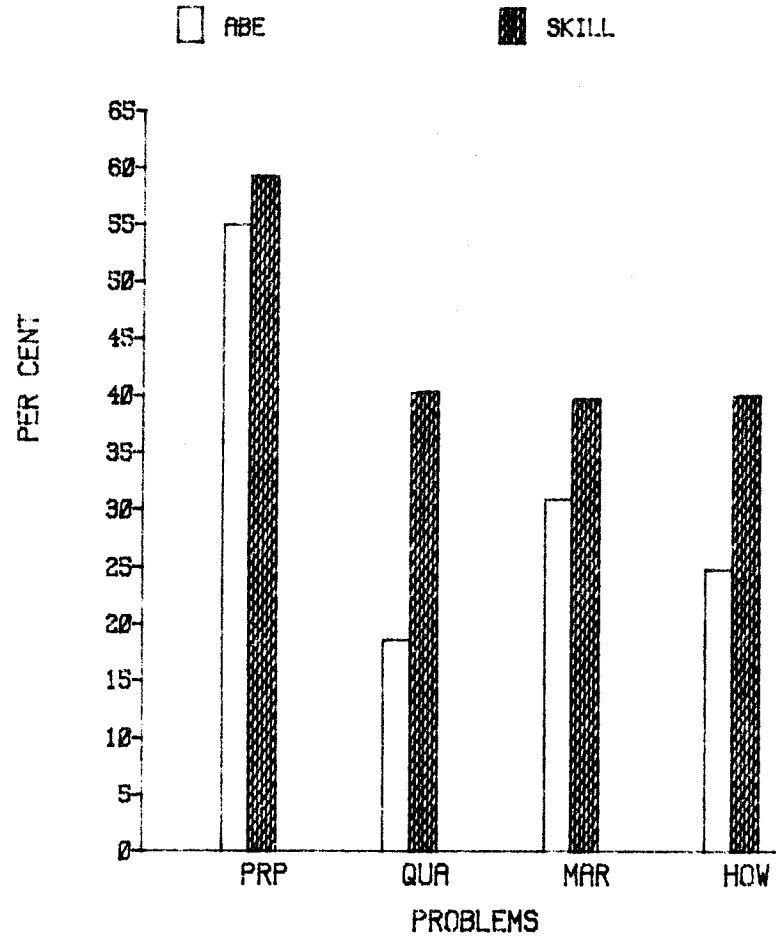
In a multiple response question, students were asked how they thought technical training should be delivered to Indian people. They responded that it should be delivered (a) right on the reserve, 365 (53.9%); (b) as part of regular institute programs, 248 (36.2%); (c) as part of special programs designed only for Indian people at the institutes, 224 (34.2%); and, (d) at a technical institute only for Indian people, 211 (32.6%). See Figure 18 for a comparison of Adult Basic Education and skills training students' responses and the results of the chi square tests of independence.

Additional Comments from Respondents

In the space at the end of the interview schedule, the research assistants invited the subjects to make any comments they wished. While the majority of subjects chose not to respond to this opportunity, a number of comments were made frequently enough to be of interest.

Most of the comments made came as requests for additional training or as suggestions for improving the existing training. Of the requests for additional training, most were in the skills and trades area, and were for such programs as electrical skills, carpentry, plumbing and heating, welding, and heavy equipment operators. The next type of training most frequently requested was outside of the occupational training area and included subjects such as computer training, teacher

PROBLEMS WITH RESERVE TRAINING



Multiple Response Question

PRP - Do Not Prepare People to Work Off-Reserve

QUA - Poor Quality of Training

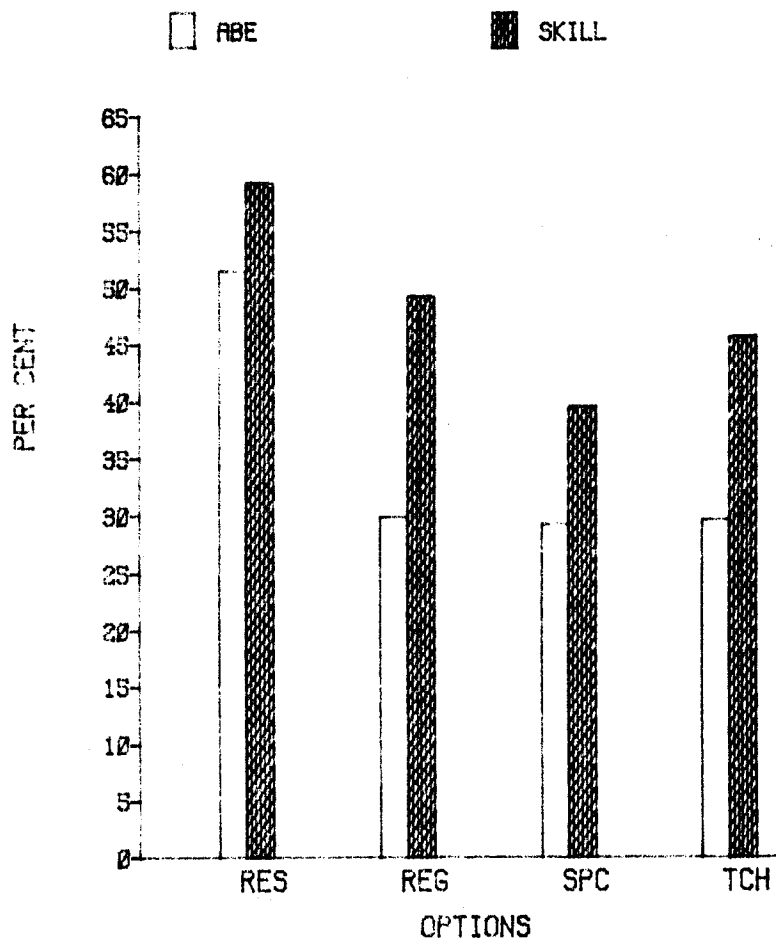
MAR - No Market for What People Have Been Trained For

HOW - Do Not Train People How to Look for Work

Note. There were significant differences in the problems with on-reserve training identified by Adult Basic Education students ($\chi^2=83.50$, $df=3$, $P<0.05$). **Over-representation:** Do not prepare people to work off-reserve. There were no significant differences in the problems with on-reserve training identified by skills training students ($\chi^2=0.04$, $df=3$, $P>0.05$). There were significant differences in the problems with on-reserve training identified by Adult Basic Education and skills training students ($\chi^2=21.53$, $df=3$, $P<0.05$). **Over-representation (Adult Basic Education):** Do not prepare people to work off-reserve. **Over-representation (Skills Training):** Poor quality of training and they do not train people how to look for work.

FIGURE 17. Problems with On-Reserve Training.

TRAINING OPTIONS



Multiple Response Question

RES - On-Reserve
Work Off-Reserve
REG - Regular Institutes

SPC - Special Indian Programs
at Regular Institutes
TCH - Indian Technical Institute

Note. There were significant differences in the technical training delivery options reported by Adult Basic Education students ($X^2=73.01$, $df=3$, $P<0.05$). **Over-representation:** On-reserve.
There were significant differences in the technical training delivery options reported by skills training students ($X^2=20.53$, $df=3$, $P<0.05$). **Over-representation:** On-reserve.
There were no significant differences in the technical training delivery options reported by Adult Basic Education and skills training students ($X^2=7.01$, $df=3$, $P>0.05$).

FIGURE 18. Technical Training Delivery Options.

education, personal development, upholstery, and community development. The next most requested category of training was Adult Basic Education.

As well as requests for additional training, a number of comments were specific suggestions for improvements of the SICC occupational training programs. One subject responded:

I would like to see more courses on the reserves. When a person completed these basic programs, they should be able to go to advanced training either on the reserve or at a technical school soon after. As it is, as soon as a course is finished, the people have nothing or nowhere to go. So in a way the courses weren't really helping in the long range future of someone's future.

This theme of having programs and/or employment for students to advance to was echoed throughout a number of responses. "If the SICC starts a course, they should see it through instead of giving you a taste and then abandoning it." Or as another subject put it, "if the band could set up a program, it would benefit the people a lot better than having courses once in a while." Students had a sense that training should be on a ladder: (a) first the lower levels of Adult Basic Education, (b) then the advanced levels, (c) then skills training, and, finally, (d) employment.

This theme of adequate linkage of training was expressed by one subject in regard to the time it takes to get programs approved, "the courses SICC offers seem to take a long time being set up and approved. I have run into delayed starting dates and this is very frustrating." "Lack of training opportunities is the problem among Indian people", responded another student.

On the issue of where the training should be located, that is, on a person's home reserve or off, opinions were divided. As one respondent said, "courses should be on the reserve because if they (the students) have to leave the reserve, they would also have to leave family and friends and some people are not used to it." Familiar surroundings was not the only reason that some thought that training should be on the reserve, however. Another major reason was "most of us can't afford to attend courses in cities due to no jobs, and a lack of money."

While many felt training should be on the reserve, many also thought that it should not: "Indian people should try and make an effort to attend regular schools (technical institutes and universities) because that's the only way that they will get good jobs." One respondent stated that training should not be on the reserve "because the same people take these courses year after year, and are still drawing welfare."

There were many success stories and testimonies given to the value of SICC training. As one respondent said "getting a Grade Ten certificate has enabled me to get further training. I am presently a student in the Indian Teacher Education Program and will be completing in 1983."

I have taken and completed SICC training successfully. I am now in my third year of teacher education. I probably could not have been able to get into this training without my SICC training. SICC training is very beneficial to natives if they want to enroll in such a program but they should not just enroll just to pass the time away. A person has to have a career goal in mind if they really want to pursue their

education.

A number of individuals also commented on the value of training to Indian people, "I think it's a fantastic idea that Indian people are trying to go back to school and preparing themselves for jobs. Employment is important to many, especially me." As another respondent commented, "I think that upgrading courses are a good idea for Indians all around. Keep it up. It helps a lot of Indian students that drop out of school and have a chance to go back. Like if they are too old to go back to regular schools, they have a chance to improve their academic level through these upgrading classes."

Summary

In this chapter, the results of the study were presented and analyzed. The study sample represented the student population for all demographic characteristics except for the district of residence and continuing student variables. The results of the study were presented according to the evaluation framework described in Chapter 3. The Decision Making Model was used with its components Context and Product Evaluations, as well as the Goal Free Model.

Results of the Context Evaluation indicated that there were significant differences in enrollment patterns between Adult Basic Education and skills training programs for all the demographic characteristics.

The results of the Product Evaluation were presented according to: (a) student completion, (b) student employment, (c) students' satisfaction with training, and (d) students' perceptions of program quality. The average student completion rate for Adult Basic Education students was 60.8 per cent. There were significant differences in

program completion rates for Adult Basic Education for the demographic characteristics year of program, district of residence, sex, entry grade, exit grade, continuing student, and work history.

The average student completion rate for skills training students was 70.5 per cent. There were significant differences in program completion rates for skills training students for the demographic characteristics year of program, district of residence, and work history. The skills training student completion rate was significantly higher than the Adult Basic Education rate.

Those who completed their SICC training, attributed their reasons for completing their training significantly more often to interesting course material, their motivation, and the training was a step to fulfilling a career goal than to any other reasons. Those who did not complete their training, attributed their reasons for not completing their training significantly more often to the course not being appropriate and personal problems than to any other reasons.

The average student post-training employment rate for skills training students was 54.6 per cent. There were significant differences in skills training student employment rates for the demographic characteristics district of residence, sex, and work history. The skills training employment rate was significantly higher than the Adult Basic Education rate. There were no significant differences in employment rates for those who completed their SICC training and for those who did not.

There were no significant differences in the Adult Basic Education pre-training employment rate (33.5%) as compared to the post-training employment rate (33.3%). There were, however, significant differences in

the skills training pre-training employment rates (33.6%) as compared to the post-training employment rate (54.6%). There were no significant differences in the average number of months per year former students were employed before and after training.

Those who were employed at the time of the interview, attributed their reasons for being employed significantly more often to the opportunity came up and work is important to them than to any other reasons. Those who were unemployed at the time of the interview, attributed their reasons for being unemployed significantly more often to a lack of training than to any other reason. Students chose on reserve, off the reserve if it was within commuting distance, and anywhere as work preference locations significantly more often than any other options.

Adult Basic Education students were significantly more likely to enroll in SICC training in order to qualify for further training while skills training students were significantly more likely to enroll in SICC training in order to enhance their job opportunities and for personal satisfaction. Those Adult Basic Education students who enrolled in training in order to qualify for further training and for personal satisfaction were significantly more satisfied with their training than those who did not choose these reasons. There were no significant differences in satisfaction scores for skills training students regardless of the reasons for their enrollment. There were significant differences in satisfaction scores for Adult Basic Education students for the demographic characteristics year of program, district of residence, and entry grade. Employed Adult Basic Education students were significantly more satisfied with their training than were unemployed Adult Basic Education students. There were significant differences in

satisfaction scores for skills training students only for the district of residence characteristic. Skills training students' satisfaction scores were significantly higher than were Adult Basic Education student's satisfaction scores.

There were significant differences in Adult Basic Education students' perceptions of program quality scores for the demographic characteristics year of program, district of residence, sex, entry grade, exit grade, and work history. Employed Adult Basic Education students perceived their training to be of significantly higher quality than did unemployed Adult Basic Education students. There were significant differences in skills training students' perception of quality scores only for the district of residence characteristic. Skills training students' perceptions of program quality scores were significantly higher than were Adult Basic Education students' scores.

In the Goal Free Evaluation, students reported limited personal benefits to having enrolled in SICC training in such areas as increasing self-confidence, increasing involvement in band affairs, increasing income, and children's school attendance increasing by their examples. Students chose familiar surroundings and being close to family and friends significantly more often than any other reasons why training should be on reserves. Adult Basic Education students indicated that courses do not prepare people to live and work off the reserve significantly more often than any other problem associated with on reserve training programs. There were no significant differences in the problems associated with on reserve training by skills training students. Students chose on reserve significantly more often than any other option for how training should be delivered to Indian people.

Additional comments from respondents came as requests for additional training or as suggestions for improving the existing training. Most additional training requests were for skills and trades programs. In order to improve the existing programs, it was suggested that the prime need is to have adequate linkages built between the various levels of training.

CHAPTER 6

DISCUSSION, CONCLUSIONS, AND IMPLICATIONS

This study was designed to evaluate the effectiveness of the Saskatchewan Indian Community College (SICC) occupational training programs and to make recommendations about the future operation of these programs. Data were collected in the following areas: (a) description of the SICC, (b) Decision Making Evaluation, including Context and Product Evaluations; and (c) Goal Free Evaluation, including outcomes of the training in selected unintended areas.

Conclusions and Findings Related to the Description of the Saskatchewan Indian Community College

The description of the SICC in terms of (a) its institutional milieu, (b) its program descriptions, and (c) its course descriptions, was provided in Chapter 2, Background to the Study. After reviewing this set of descriptions, the following conclusions were drawn.

1. Occupational training can be an important link for Indian people to access the labour market. The importance of training to Indian people was cited in several studies referred to in Chapter 2; it is also evidenced by the Federation of Saskatchewan Indian nations (FSIN) request in 1976 to have the SICC established, and is further evidenced by the results of this study outlined in Chapter 5.

2. The Saskatchewan Indian population is affected by a complex set of historical and cultural variables, including (a) their traditional lifestyle, (b) treaties with the British Crown, (c) language groups, and (d) relationship with Indian and Northern Affairs Canada (INAC).

The programs of the SICC are affected by a number of factors related to

the characteristics of Indian people and their Indian political organization, the Federation of Saskatchewan Indian Nations (FSIN). These include (a) the socio-economic conditions of Indian people, (b) the political, and (c) the program activities of the FSIN. The operation of the SICC is affected by a complex set of institutional variables including (a) its relationship with Saskatchewan's community colleges, (b) its relationship with the Canada Manpower Training Program, and (c) the programs and structure of the SICC.

3. The program request and approval process for SICC programs is very complex and has many potential pitfalls which make adequate program planning difficult. This process includes the band or bands requesting the training, the SICC field and central office staff, the local and regional staff of the federal government department of the Employment and Immigration Commission (EIC), and the provincial Department of Advanced Education and Manpower (DAEM). There is a great deal of variation in the way the program request and approval process is applied on an individual course request basis.

4. The program identification or training needs assessment process is based on the needs of the Indian communities as perceived by the leadership of these communities. The funding agencies do not necessarily respect these perceived training needs.

5. Adult Basic Education programs are not very well linked to skills training programs. The intended purpose of Adult Basic Education programs is to prepare students to advance to further levels of occupational training. In the present situation, however, Adult Basic Education students are not continuing on in large numbers to skills training programs. Skills training programs are short term and not

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5. Adult Basic Education programs are not very well linked to skills training programs. The intended purpose of Adult Basic Education programs is to prepare students to advance to further levels of occupational training. In the present situation, however, Adult Basic Education students are not continuing on in large numbers to skills training programs. Skills training programs are short term and not

accredited, making it difficult to link them with Adult Basic Education programs and subsequently to employment.

6. Due to the short term and non-accredited nature of skills training programs, they can be used by the bands as replacements for employment rather than training. Because of funding limitations in a number of service areas for bands, many bands are forced to examine alternate sources for funding for these services. As a result, some bands utilize SICC training programs to augment their existing services or employment opportunities. If, however, skills training were accredited, it would be less open to use as employment because accredited training is more highly structured.

7. There is no clear definition of the role of the SICC and the type of institution after which it should be modelled. It is not like other provincial community colleges in that most of its programs are occupational rather than personal interest or development classes. While it is unlike other provincial community colleges, it is governed by the same legislation, the Community Colleges Act. It is more like a provincial technical institute than a provincial community college in the programs it offers. Unlike technical institutes, however, it offers Adult Basic Education programs and it does not have credit-granting authority.

The SICC should be defined positively, that is, by what it is or should be rather than by those things that it is not. Its programs are funded through the Canada Manpower Training Program of EIC. The funding conditions and criteria of this program greatly affect the type of programs that can be offered by the College. The SICC is an institution of the FSIN and the FSIN is committed to Indian control, that is, Indian

people making the decisions concerning the programs affecting their lives. Thus, the SICC is pulled in a number of different, sometimes opposing directions.

Conclusions and Discussion Related to the Decision Making Evaluation

Context Evaluation

Demographic information was collected on the entire population of 2909 former SICC students based on records kept by the SICC. The following conclusions were drawn from an analysis and review of this information.

1. Adult Basic Education is the type of SICC training most students received. Between 1976-1981, there were 600 Adult Basic Education students who exited SICC training with Grades Nine to Twelve education. As Grade Ten is the minimum grade level acceptable for entry into accredited skills programs, this means there is a significant population which meets the basic skill entrance requirements. In actual practice, however, relatively few of these Adult Basic Education students continue to accredited skill training.

2. A majority of SICC students were in the 20-29 age category and the single, divorced, or widowed category. Almost 40 per cent of students had no financial dependents. It is likely that people with these characteristics are beginning to establish themselves in their careers, therefore, it is reasonable that they would be the most active in participating in occupational training.

3. Almost equal numbers of students entered their SICC Adult Basic Education programs with Grades Five to Eight or Grades Nine to Twelve education, and most of the students graduated from training with Grades Nine to Twelve education.

4. One out of five SICC students took other SICC occupational training. Meaningful interpretation of the results of the continuing student characteristic is difficult because there was no consistent pattern to which programs students were recorded in first.

5. One out of three SICC students were employed full time prior to training.

There were significant differences in enrollment patterns for Adult Basic Education and skills training programs across all demographic characteristics. Interpretation of the results of the district of residence characteristic, however, has been left to the next section to be treated individually. This is because it was the only characteristic to report significant differences for all context and product variables.

The following conclusions were drawn from an analysis and review of the results of the Context Evaluation based on the student records of all former SICC students. It is difficult to interpret differences in enrollment patterns between Adult Basic Education and skills training programs. The differences may be a reflection of differences in training needs or they may be a reflection of differences in the way the program request and approval process is applied.

1. Adult Basic Education students were over-represented in the first two years and the last year of the study while skills training students were over-represented in the two years in between. It is difficult to interpret this as there is no clear pattern to these differences.

2. There were significantly more women in Adult Basic Education and significantly more men in skills training. Thus a dichotomy exists between SICC Adult Basic Education and skills training programs.

Adult Basic Education, which is designed to prepare trainees for skills training, has a student population made up predominantly of women. Skills training, on the other hand, is designed to prepare trainees for employment and its student population is made up predominantly of men.

3. Adult Basic Education was over-represented by those in the 20-29 age category, by those who were single, divorced, or widowed, and by those with no or one dependent. Skills training was over-represented by those from 30 to over 50, by those married or separated, and those with more than three dependents. This is perhaps expected as Adult Basic Education students with these characteristics would be more likely to enroll in basic education, and then, once they have their basic education, they would be likely to enroll in skills training.

4. Adult Basic Education was over-represented by those with Grades Five to Eight education while skills training was over-represented by those with Grades Zero to Four and Nine to Twelve education. Adult Basic Education, by the funding criteria of the Canada Manpower Training Program, is restricted to students entering with a minimum of a Grade Five education. It is interesting that skills training is over-represented by students at the lowest and the highest grade levels. Skills training had no specific grade entrance criteria so it is understandable those with lower educational attainments would enroll in skills training. Also, as skills training is designed to act as a bridge from Adult Basic Education to employment, it is understandable that it is over-represented by those with higher educational attainments.

5. Adult Basic Education students were over-represented in the unemployed before training category while skills training students were over-represented by those who were employed part-time prior to training.

It is the purpose of Adult Basic Education to act as a bridge from Adult Basic Education to employment or to re-train those who are already in the labour force.

Product Evaluation

The results of the Product Evaluation are based on a review and analysis of the interviews of 806 former SICC students.

(i) Student Completion

The following analysis and review of student completion rates is for significant differences in Adult Basic Education:

1. The highest Adult Basic Education program completion rates were for the earliest years of the programs. This might be because in the first years of the College, student excitement and enthusiasm for these new programs was at the highest.

2. Females were over-represented by those who completed training while men were over-represented by those who did not complete training.

3. Those who entered and exited training with the higher levels of education were over-represented by those who completed training. Higher academic skills are an indicator of success in training. There may need to be special measures taken for those with lower educational levels in order for them to be successful in the higher levels of training.

4. Continuing students were more likely to complete their training than were those who took only one SICC program. This may indicate that continuing students may, by having taken other courses, be more familiar with what is required in order to succeed in training than those who were taking their first course. It may also be because continuing students have a greater sense of their career goals, and as a result, are more serious students.

5. Those unemployed prior to training were over-represented by those who completed training while those who were working full-time prior to training were over-represented in the not completed category. This may perhaps be explained because those unemployed prior to training saw training as a positive step ahead while the motivation of those who were employed full-time prior to training may have suffered because they saw enrolling in training as a step backwards.

The following analysis and review of student completion rates is for significant differences in skills training:

6. Those who completed skills training were over-represented in 1977-78 and 1980-81 while those who did not complete training were over-represented in the two years in between. There is no clear pattern that explains these differences.

7. Those employed full-time prior to training were over-represented by those who completed training while the unemployed prior to training were over-represented in the not completed category. This is the exact opposite of the situation with Adult Basic Education students. This difference may be explained because the previously unemployed in the Adult Basic Education program may perceive that they require academic skills in order to succeed in skills training while the previously employed in the skills program may perceive their training to be of direct benefit and assistance in their career development.

The following analysis and review of student completion rates is for significant differences for Adult Basic Education and skills training:

8. The mean student completion rate was 64.8 per cent. The skills training completion rate of 70.5 per cent was significantly different than the Adult Basic Education rate of 60.8 per cent. This might be

explained because (a) skills training programs are shorter, (b) they are more practical and have more immediate application, and (c) they are linked more closely to employment.

9. Adult Basic Education students were likely to complete training because of interesting course material, high motivation, and to achieve a career goal. Skills training students were likely to complete training because of these reasons as well as a good instructor. There were no significant differences between Adult Basic Education and skills training students' reasons for completing training. The key reasons for program completion are related to the training and the student as opposed to the student support systems. Student selection policies and procedures should concentrate on determining those individual characteristics that are the best indicators of completing training.

10. The main reasons Adult Basic Education and skills training students were likely not to complete training because the training was not appropriate and because of personal problems. These characteristics should also be taken into consideration in devising a student selection policy and procedure. It is important to ensure that students have an adequate career orientation which would aid students in making informed training decisions. In addition, care needs to be taken that students are personally prepared to enter training. An orientation guide should be developed outlining to students what is involved in taking training and the kinds of pre-training activities they should conduct for themselves.

(ii) Student Employment

The following analysis and review of student employment rates is for significant differences for Adult Basic Education:

1. Male students were more likely to be employed than female students. A number of training-related factors may be responsible for this situation. Women were more likely to be enrolled in Adult Basic Education than in skills training. Skills training programs are generally perceived to be for men as opposed to women. As a result, there may be attitudinal reasons for women's under-representation in skills training and employment. Also, as women tend to be the primary care-givers, there may be systemic reasons for their low employment rates. These reasons may include lack of daycare services and/or a lack of positive role models.

2. Those with no and five dependents were over-represented in the employed category while those with one, three, and six dependents were over-represented in the unemployed category. There is no clear pattern to these differences.

3. As may be expected, those who entered training with Grades Nine to Twelve education were the most likely to be employed. High academic skills are an indicator of success in attaining employment.

4. The best predictor of post-training employment status was pre-training employment status. If a person was unemployed prior to training, he or she was likely to be employed after training. A parallel situation existed in the case of students who were employed prior to training.

The following analysis and review of student employment rates is for significant differences for skills training:

5. Male skills training students were more likely to be employed than were female skills training students. The same types of reasons would apply in this case as for Adult Basic Education students.

6. As was the case for Adult Basic Education students, those employed prior to training, whether full-time or part-time, were most likely to be employed after training. Similar reasons for these differences would apply as to those for Adult Basic Education students.

7. There were significant differences in the pre-training employment rates and the post-training employment rates for skills training students. A number of variables, not just SICC training, may be responsible for this improvement. Other possible causes of this improvement might be the time of the year the interviews were conducted, the increased work experience of the subjects, or a change in economic opportunities. With regard to the time of the year the interviews were conducted, the type of employment available to many Indian people is of a seasonal nature. Most SICC programs begin in the fall or winter of the year when seasonal employment opportunities tend to be at their lowest. The interviews, on the other hand, were conducted either in the spring or the summer when seasonal employment opportunities tend to be at their highest.

With regard to the increased age and experience of the subjects, it can be assumed that the more job experience that a person receives, the more marketable he or she becomes. Thus the study may be showing that the subjects had become more marketable because of their increased expertise and work experience. Finally, with regard to changes in economic conditions, the differences in employment rates may be accounted for due to changes in economic circumstances and job opportunities from the time of their SICC training to the time of the interviews. In other words, there may have been a greater number of employment opportunities at the time of the interview than at the time of their registration in

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training. Or it may be showing a conservative level of progress as there may have been less opportunities at the time of the interview than at the time of the training. The results are inconclusive.

8. Skills training students were more likely to be employed than Adult Basic Education students. This is as expected because skills training is a preparation for employment while Adult Basic Education is a preparation for skills training.

9. Adult Basic Education and skills training students' sources of income were over-represented by income from employment and welfare. Adult Basic Education students were over-represented by those whose main source of income was supported by spouse, welfare, and unemployment insurance while skills training students were over-represented by those whose income was from employment. This is consistent with the results from other questions related to the differences in employment rates between Adult Basic Education and skills training students.

10. Skills training students were over-represented in construction in career goals and over-represented in actual career areas in primary and processing. Adult Basic Education students were over-represented in their career goals in management and professional, clerical, and service while skills training students were over-represented in construction. There were no significant differences between Adult Basic Education and skills training students in the actual career areas they were employed in. Academic students seem more oriented towards human service types of occupations in their career goals while skills training students seem more oriented to construction. While these were significant differences in career goals between Adult Basic Education and skills training students, the realities of labour demand erased any differences.

11. Adult Basic Education and skills training students were most likely to choose on-reserve, to commute from the reserve, and anywhere as work preference locations. These responses are somewhat contradictory as the first two locations are on the reserve while the last location preference is anywhere. If students are prepared to work off-reserve, this makes training that much more important. This is assuming Indian people will have an easier time finding employment on-reserve and that training is likely to be a help in making Indian people more employable off-reserve.

12. Adult Basic Education students found their own initiative the most assistance in finding a job while skills training students found previous employment with the firm and their own initiative the most helpful. When compared to each other, Adult Basic Education students found their own initiative the most assistance while skills training students found advertisements and previous employment with the firm as the most helpful. Adult Basic Education students have found their own initiative the most assistance, perhaps because they are more likely to be entering the labour force for the first time. Skills training students found advertisements or previous employment of the most assistance, likely because they have had more experience in the labour market.

13. Adult Basic Education and skills training students indicated that they were working because the opportunity came up and because work is important to them. Close to half of the subjects pointed out that they could have obtained their present job without their SICC training. Most of the employed subjects required additional training that they had not received from their SICC training. What is disturbing, however, is

that most students expected their SICC training to help them in this regard, but that it did not. Only one of five reported it was because of their SICC training. Those not working required more training or education, especially additional job training, in order to secure employment. The SICC should consider utilizing a co-operative education model in its programs in order to combine training with actual work experience.

(iii) Satisfaction with Training

The following analysis and review of student satisfaction scores is for significant differences for Adult Basic Education:

1. Adult Basic Education students were most likely to enroll in training, as may be expected, in order to qualify for further training. Those who enrolled to qualify for job opportunities and for personal reasons had higher satisfaction scores than for those who did not. This would seem to indicate that those who enrolled in training in order to advance to further training, as is the purpose of Adult Basic Education, were somewhat frustrated in their purpose.

2. Students from the latest years and the first year of the College's Adult Basic Education program had the highest satisfaction scores. There is no apparent explanation for these differences.

3. Those who entered with the highest educational levels had the highest satisfaction scores. This is consistent with responses to other questions.

4. As may be expected, employed Adult Basic Education students had higher satisfaction scores than did unemployed Adult Basic Education students.

The only significant differences in satisfaction scores for skills

training students was for the demographic characteristic district of residence. As mentioned earlier, all significant differences related to district of residence are dealt with in its own section.

The following analysis and review of student satisfaction scores is for significant differences between Adult Basic Education and skills training:

5. Skills training students had higher satisfaction scores than did Adult Basic Education students. The trend of higher skills training product scores continued with the satisfaction scores as skills training completion and employment rates were both higher than Adult Basic Education rates.

(iv) Perceptions of Program Quality

The following analysis and review of student perceptions of program quality scores is for significant differences in Adult Basic Education:

1. Adult Basic Education students from the first two and the last two years of the study had higher satisfaction scores than did students from the middle year of the study. There are no apparent reasons for these differences.

2. Females had higher perceptions of program quality scores than did males. There are no apparent reasons for these differences.

3. Those who entered and exited training with higher educational levels had the highest perceptions of program quality scores. This follows the pattern of those with higher educational levels having higher completion and employment rates and satisfaction scores.

4. Those who were working part-time and those who were unemployed prior to training had the highest perceptions of program quality scores. This is consistent with other product variables.

training students was for the demographic characteristic district of residence. As mentioned earlier, all significant differences related to district of residence are dealt with in its own section.

The following analysis and review of student satisfaction scores is for significant differences between Adult Basic Education and skills training:

5. Skills training students had higher satisfaction scores than did Adult Basic Education students. The trend of higher skills training product scores continued with the satisfaction scores as skills training completion and employment rates were both higher than Adult Basic Education rates.

(iv) Perceptions of Program Quality

The following analysis and review of student perceptions of program quality scores is for significant differences in Adult Basic Education:

1. Adult Basic Education students from the first two and the last two years of the study had higher satisfaction scores than did students from the middle year of the study. There are no apparent reasons for these differences.

2. Females had higher perceptions of program quality scores than did males. There are no apparent reasons for these differences.

3. Those who entered and exited training with higher educational levels had the highest perceptions of program quality scores. This follows the pattern of those with higher educational levels having higher completion and employment rates and satisfaction scores.

4. Those who were working part-time and those who were unemployed prior to training had the highest perceptions of program quality scores. This is consistent with other product variables.

5. As may be expected, those who completed SICC training and those who were employed at the time of the interview had the highest perceptions of program quality scores.

The following review and analysis of student perceptions of program quality scores is for significant differences in skills training:

6. Those who entered training with the lowest educational levels had the highest perceptions of program quality scores. This is not consistent with previous results and there is no apparent reason for these differences.

The following review and analysis of student perceptions of program quality scores is for significant differences between Adult Basic Education and skills training:

7. Consistent with the results of other product variables, skills training scores were higher than were Adult Basic Education scores.

(v) District of Residence

The district of residence characteristic was the only characteristic that had significant differences for all product variables. For that reason, these results are interpreted in this separate section. The following review and analysis is for the results of the district of residence characteristic for significant differences in the context and product variables:

The Meadow Lake District was over-represented in the study sample and in Adult Basic Education. Adult Basic Education students were over-represented by those who did not complete training and by those who were unemployed at the time of the interview. Student satisfaction and perceptions of program quality scores for both Adult Basic Education and skills training were consistently among the lowest of all the districts.

The North Battleford District was under-represented in the study sample and over-represented in Adult Basic Education. Adult Basic Education and skills training students were over-represented by those who completed training. Adult Basic Education students were over-represented by those who were unemployed. North Battleford District Adult Basic Education students' satisfaction scores and perceptions of program quality scores were in the middle of the other district scores. Interestingly though, skills training students satisfaction scores were very low while their perceptions of program quality scores were very high.

The Prince Albert District was under-represented in the study sample and was over-represented in skills training. Adult Basic Education students were over-represented by those who did not complete training while both Adult Basic Education and skills training students were over-represented by those who were unemployed. Adult Basic Education students' satisfaction scores and perceptions of program quality scores were consistently in the middle of the district scores.

The Saskatoon District was represented proportionately to the population in the study sample while being over-represented in Adult Basic Education. Both Adult Basic Education and skills training students were over-represented by those who did not complete training. Saskatoon District satisfaction scores for Adult Basic Education and skills training students were consistently near the lowest of all the districts. The perceptions of program quality scores, however, were consistently near the highest of all the districts.

The Shellbrook Agency was represented proportionately to the population in the study sample and proportionately in enrollment in both

Adult Basic Education and skills training. Skills training students were over-represented by those who completed their training and by those who were unemployed at the time of the interview. Adult Basic Education students from Shellbrook had high satisfaction scores and low perceptions of program quality scores while skills training students had low satisfaction scores and high perceptions of program quality scores.

The Touchwood/File Hills/Qu'Appelle District was over-represented in the study sample and by skills training students. Skills training students were over-represented by those who completed their training and by those who were employed at the time of the interview. Both Adult Basic Education and skills training students consistently had the highest satisfaction and perceptions of program quality scores.

The Yorkton District was under-represented in the study sample and by skills training students. Adult Basic Education students were over-represented by those who completed training while skills training students were over-represented by those who did not complete training. Adult Basic Education students were over-represented by those who were employed at the time of the interview while skills training were over-represented by those who were unemployed. Students from the Yorkton District, both Adult Basic Education and skills training, had satisfaction and perceptions of program quality scores that were consistently in the middle of the district scores.

The differences among the districts are a combination of true geographical differences as well as differences in the programs. A general statement can be made that the more northern districts tended to have the lower product scores while the more southern districts tended to have the higher product scores. This may be the result of the

differences in economic circumstances between northern and southern Saskatchewan. The exception to this is in the Saskatoon District which yielded relatively low product scores while being relatively rich in economic circumstances. It would be interesting to determine if the better the economic circumstances in a district, the greater the likelihood of success for the training. If this is the case, it is very important to ensure that there are adequate links between the training and employment and economic development activities. Also, it may be important to develop specific strategies for training in the north.

The differences in product scores among the districts may also be affected by differences in the training. For example, a carpentry class in one district may not necessarily be the same as a carpentry class in another district. The quality of the class is affected by the program development work conducted in setting up the program as well as the quality of the instruction and the suitability of the training facilities.

Goal Free Evaluation

1. There were limited personal benefits of SICC training in the areas of increased (a) self-confidence, (b) band involvement, (c) income, or (d) children's attendance in school because of their example. The results of training in terms of employment were the main focus of this study. It was recognized, however, that there were other effects of the training. The results of the Goal Free Evaluation indicate limited personal benefits to SICC training. It would appear that the training had a greater impact on the students' employability than it did on the personal benefits to the students.

2. The ideal location for the delivery of technical training, in

order of priority, is (a) on reserve; (b) at regular institute programs; (c) in parallel programs, that is, programs at the institutes that are designed only for Indian people; and, (d) at an Indian technical school.

3. The most important reasons for having courses on peoples' home reserves is because of (a) proximity to family and friends, (b) the familiar surroundings, and (c) financial reasons. The main difficulty associated with training on reserve is that it does not prepare people to live and work off the reserve.

4. If training is important enough, people will travel off their reserve to attend. This has important implications on the delivery of training to Indian people. It is very difficult to deliver the kind of training needed by Indian people to each band. If students are prepared to relocate, then courses can be offered on a co-operative basis amongst several bands, either at a district or provincial level. For example, each band does not need 15 plumbers, the number that it might take to fill one program, but 15 bands might need 15 plumbers.

Recommendations from the Study

Based on the conclusions from the previous sections, a number of recommendations can be drawn. These recommendations fall into the following areas: (a) the role of the SICC, (b) the program request and approval process, (c) bridging training to employment, (d) a comprehensive training system, and (e) student support strategies.

The following recommendation deals with the positive definition of the role of the SICC.

1. That the Saskatchewan Indian Community College (SICC) go through a process of defining the type of institution that it should be. At the present time, the SICC is not really a community college nor is it really

a technical institute. The SICC needs to be defined in terms of what it is or should be. This self-definition process should take into account the nature of the SICC, its programs, and the complex set of variables affecting it. These variables include (a) historical and cultural variables, (b) the characteristics of Indian people and their political institutions, and (c) its relationships to federal and provincial funding and accrediting institutions. It should also take into account the move of the Indian political organization to Indian control and Indian Government.

The following recommendation deals with streamlining the program request and approval process;

2. That the program request and approval process be streamlined in order to allow for proper program planning. At the present time, it involves too many agencies which makes proper program planning very difficult.

The following set of recommendations deal with creating the necessary bridges between training and employment:

3. That training be provided in areas supportive of the on reserve economies that would lead to economic self-sufficiency of Indian communities.

4. That strategies be developed to better link SICC training with employment especially with regard to the development of a training needs assessment process.

5. That the SICC accredit its skill programs with the provincial credit-granting institutions to better enhance the graduates' possibilities of attaining employment. This training could then be recognized both on and off reserve. This would facilitate the linking of

Adult Basic Education to skill training and skill training to employment.

6. That the link between Adult Basic Education and skill training be better established. Adult Basic Education is an important program offering of the SICC. Strategies should be developed to ensure that adequate basic education opportunities exist for Indian people. This would include the K to 12 level as well as at the adult level.

The following set of recommendations deal with providing a comprehensive system of occupational training opportunities:

7. That a wide range of training be made available to meet as many of the training needs of Indian people as possible.

8. That training and employment opportunities be made available either on or off reserve. Most respondents were prepared to travel off the reserve if the opportunity were an appropriate one. Priority should be given to on reserve training whenever possible.

9. That the programs be at regional level, that is, open to students from all bands and districts, instead of being limited to only one band. This would reduce the possibility of over-supplying skilled workers for bands in a particular skill area and it would increase the choice of skilled training options to the bands.

The following set of recommendations deal with providing adequate student support systems for occupational training programs:

10. That adequate career counselling be made available so that students can make informed career choices. Students need to be made aware of what's involved in training so that they can conduct the necessary pre-planning activities before entering training. Adequate student supports need to be made available to aid students in dealing

with such support issues as personal problems, financial support, transportation, and housing. A student selection policy and procedure should be developed which incorporates those characteristics identified in this study that are the best indicators of student success.

11. That a strategy be developed to increase the number of women in training, particularly in skills training.

Implications for the Literature

It is difficult to determine the value of this study in terms of its contribution to the literature on adult education in general and Indian adult education in particular. While the SICC is an Indian-controlled institution, this study is not an appropriate test case of Indian control of education. The SICC is greatly defined and controlled by the provincial legislation, the Community Colleges Act, that it exists under. The training request and approval process for SICC programs is very cumbersome and greatly restricts effective planning. The single greatest factor affecting the effectiveness of SICC training is that its skills training programs are not accredited. It is very difficult for graduates to obtain employment when their training is not recognized. The value of this study for the general or the theoretical is restricted for these reasons. The results of the study are really only generalizable for the institutions and the training as it existed during the time of the study.

Where the study has something to say about the larger picture, however, is in the area of the development of post-secondary educational institutions for Indian people. Former SICC students were asked for their perceptions on this subject and their responses provide interesting speculation. Almost two thirds of the respondents indicated they would have been prepared to leave the reserve to take their training if it had

not been offered on the reserve. The top three advantages to having training on reserve are proximity to family and friends, familiar surroundings, and financial reasons. The problem with on-reserve training chosen most often is that it does not prepare people to work off the reserve. When asked to choose amongst program delivery options, respondents chose right on the reserve most often.

These responses help to gain a picture of how Indian people think their training should be delivered. Priority should be given to the development of on reserve training options. Students would, however, be willing to travel to off reserve locations if the training were important enough. For training delivered on reserve, it would be important to ensure that the training prepares students to work off the reserve as well as on the reserve. For training delivered off reserve, it would be important for students to be close to their families. In other words, training should be delivered either close enough to the reserve that commuting is possible or if relocation is required, that provisions be made for the relocation of the students' families. Implicit in these responses is that training should prepare students both off and on reserve. Does this suggest that students identify the need to be successful in two cultures, their own and that of the dominant culture? Further study would be required to examine this area more fully.

Limitations of the Study

This study was conducted with a number of limitations recognized by the researcher.

1. This study's primary aim was to provide certain contextual and product evaluation information on SICC training programs to decision makers to allow them to make decisions on the value and effectiveness of

this training. Also of concern in the study was obtaining information in selected unintended areas. This study made no attempt to interpret the results from a cultural perspective or to examine the relationship between these data and different cultural variables. This is unlike the Stanbury (1975) study which examined the extent to which Status Indians of British Columbia maintained their cultural identity in off-reserve settings. The key characteristic in measuring the maintenance of cultural identity was related to language. It is a limitation of this evaluation of SICC training programs that no attempt was made to understand and interpret the data from a cultural perspective or to examine the results, particularly the product evaluation, in light of cultural characteristics.

Brandt and Hobart (1967) compared native education in Greenland with its Danish history to native education in the Canadian Arctic. They reported the Greenland experience to be characterized by cultural continuity, replacement, and synthesis. The Canadian experience, on the other hand, was characterized as being a confrontation between cultures, inappropriate, and dis-educative.

Brandt and Hobart describe the Canadian situation in the following way:

Where the effort is one of cultural replacement there is always the possibility that the persons involved may "fall between the stools," may be unfitted to return to the traditional life (having experienced a softer, "better" way) and may not acquire the motivations and disciplines required in contemporary wage employment.

This evaluation of SICC occupational training programs takes into

account Indian culture in only a minor way. Not addressing the issue of acculturation, as addressed by Brant and Hobart, is a limitation of this study.

2. Students' reports were utilized to determine their employment histories before and after training. There may have been discrepancies between their reported employment records and their actual records. There may have been a "guinea pig" effect in the use of a reactive measurement where error may have been produced because of being questioned (Webb, et al. 1971).

3. The study sample is not representative of the population according to the district of residence and continuing student variables. The evaluation results can not be generalized to the population for these demographic characteristics. It is difficult to determine the reasons for this over-representation. There may be significant differences in these characteristics or the differences may be the function of the way research assistants accessed the subjects.

4. It is difficult to determine the causes for increased employment rates for skills training students before and after training. SICC training may have been one variable affecting these changes but other variables may account for the changes. Other variables might include (a) the time of year the interviews were conducted, (b) the increased work experience and therefore, employability of the students over time, and (c) a change in economic conditions from the time of the training to the time of the interviews.

5. There was no direct comparison between those who received SICC training with an equivalent group who did not in order to act as a control group. As a result, it is difficult to account for any changes

due to the training. Also, there was no comparison of the results of this study to similar studies from other parts of Canada or the United States. This makes generalizing the results of the study difficult. As such, this study was primarily concerned with immediate and practical needs and it contributes little to larger and more theoretical concerns.

6. A further limitation of the study was the inability of the researcher to monitor the actual interviews. The interviews were administered by research assistants at reserves throughout the province. A pre-service training course was utilized to control for research assistant bias, however, it might not necessarily have eliminated this potential source of bias.

7. This study applies for the years 1976-81. Since that time, however, the principal parties in the study, the SICC, EIC, DAEM, and the FSIN have undergone major re-organizations and re-structurings. As a result of these changes, it is very important when reading this study to keep in mind that the situations described apply only for the years 1976-81. Any attempt to generalize beyond these years would produce misleading results. At the time of the writing, however, the name changes of these organizations were in effect. As a result, the current names of organizations were used during the study so that the reader may be able to refer to them by their current names.

Recommendations for Further Study

This study has attempted to provide a baseline of information on one method of delivering training to Indian people. Underdevelopment and underemployment are facts of life facing Indian communities and the Indian labour force. Further research should be conducted to review other approaches to providing training to Indian people or to populations

with similar problems of underdevelopment and underemployment. Such surveys might include approaches to providing training to (a) Indian people in other provinces, (b) Indian people in the United States, (c) other American underdeveloped populations, and (d) other international underdeveloped populations. This review could provide indications of a model for the successful delivery of training to Indian people and other economically disadvantaged groups.

More specific and concrete recommendations for further study include the following:

1. Studies to determine if there are qualitative or philosophical differences between educational programs and institutions for Indians and those for non-Indians. An attempt should be made to determine if there are any unique qualities of Indian programs or institutions that would provide frameworks for Indian program and institutional development? Does an Indian philosophy of education exist?
2. Studies to determine the optimal method of linking training economic and employment development.
3. Studies to determine an appropriate framework for student supports required for students leaving home to take training.
4. Studies to determine an appropriate approach for conducting training needs assessment in Indian communities.
5. Research is required to more thoroughly test the instrument used in this study.
6. The results of this study should be analyzed and interpreted in comparison to different cultural characteristics.

Summary

The Saskatchewan Indian Community College (SICC) is an institution

of the Federation of Saskatchewan Indian Nations (FSIN), and it has the mandate to deliver occupational training programs to Indian people in Saskatchewan. For the years of this study, 1976-81, the SICC delivered approximately 250 occupational training programs to nearly 3000 students. This study is the first attempt to evaluate the effectiveness of these training programs in a systematic manner.

The purposes of this study were to evaluate the effectiveness of the SICC occupational training programs and to make recommendations regarding the future operation of these programs. These purposes were divided into a number of objectives including:

1. To describe the operation of the SICC in terms of:

(a) Its institutional milieu: (i) the socio-economic conditions of Saskatchewan Indians, (ii) the Federation of Saskatchewan Indian Nations (FSIN), (iii) the Saskatchewan community colleges system, (iv) the Canada Manpower Training Program, and (v) the structure and programs of the SICC;

(b) Program descriptions: (i) Adult Basic Education and (ii) Skills and Trades; and

(c) Course descriptions: (i) Adult Basic Education and (ii) Skills and Trades.

2. To assess the effectiveness of the SICC occupational training programs in terms of their employment objectives:

(a) To provide basic demographic data on SICC students including: (i) age, (ii) sex, and (iii) educational levels;

(b) To describe the employment status of former SICC students;

(c) To compare similarities and differences between SICC students who: (i) are currently employed, (ii) are not currently

employed, and (iii) did not complete their SICC training; and

(d) To identify selected unintended outcomes for SICC students and Indian bands from SICC occupational training programs.

The main goal of SICC occupational training programs is to provide their recipients with skills to advance to either further levels of training or to employment. Thus, the employment variable was considered a key in the evaluation process. As a result, the Decision Making Model of evaluation was utilized in order to gain adequate information on the results of SICC training in relation to employment in order to enable the administrators of the training to make sound decisions on the effectiveness of the training.

Evaluation in terms of some measure of employment or employability, however, was not considered adequate. In order to obtain a broader perspective in terms of all the impacts of SICC training, the Goal Free Model was also used.

Data for this study was collected through a research assistant administered interview schedule. Research assistants were trained in a week-long orientation and skill session to prepare them to conduct student follow-up interviews. The research assistants travelled to reserves to interview as many former SICC students as possible. Interviews were conducted from June, 1982 to August, 1982. A total of 806 of 2909 former SICC students were interviewed for this study.

The Adult Basic Education student completion rate was 60.8 per cent and was 70.5 per cent for skills training. The pre-training Adult Basic Education employment rate was 33.5 per cent as compared to the post-training employment rate of 33.3 per cent. The pre-training skills training employment rate was 33.3 per cent as compared to the

post-training employment rate of 54.6 per cent. Former SICC students who were employed at the time of the interview indicated they got jobs because the opportunity came up. Close to half of these people said they could have obtained their present job without the SICC training. Most employed former students required additional occupational training. Most former students expected SICC programs to prepare them for jobs but were disappointed. In short, SICC training was not effective in helping students obtain employment.

Former SICC students were generally well satisfied with, and perceived their training to have been of high quality, but found the training to be of limited value in gaining employment. The training was of limited benefit in such unintended areas as increasing the respondents self-confidence, their involvement in band affairs, their incomes, and their children's attendance in school by their example.

There are a number of structural barriers limiting the effectiveness of the College's occupational training programs. These include (a) the lack of positive definition of the type of institution that the College is or should be, (b) a complicated program identification, request, and approval process, (c) lack of accreditation of skills training programs, (d) lack of a student support strategy and system, and (e) inadequate linkages between training and economic development and employment opportunities.

Comments from respondents indicate the importance of an overall system of training and employment to ensure that lower levels of training are bridged to higher levels, and that these higher levels of training are linked to employment. This would help ensure the success of the programs in terms of student employment and the development of Indian

communities.

Recommendations from the study include ensuring (a) that the nature of the SICC as an educational institution be positively defined and that this definition take into account the complex set of factors affecting the College, (b) that SICC training fits into a larger strategy of economic and employment development, (c) that a comprehensive set of occupational training opportunities be made available, (d) that training be fully accredited and recognized, and (e) that links be made between Adult Basic Education programs and skill training programs and skill training programs and employment.

This study provides a baseline of information on the SICC and the effectiveness of its occupational training programs. There needs to be further research in this area to develop a general and effective model for the delivery of occupational training to Indian people.

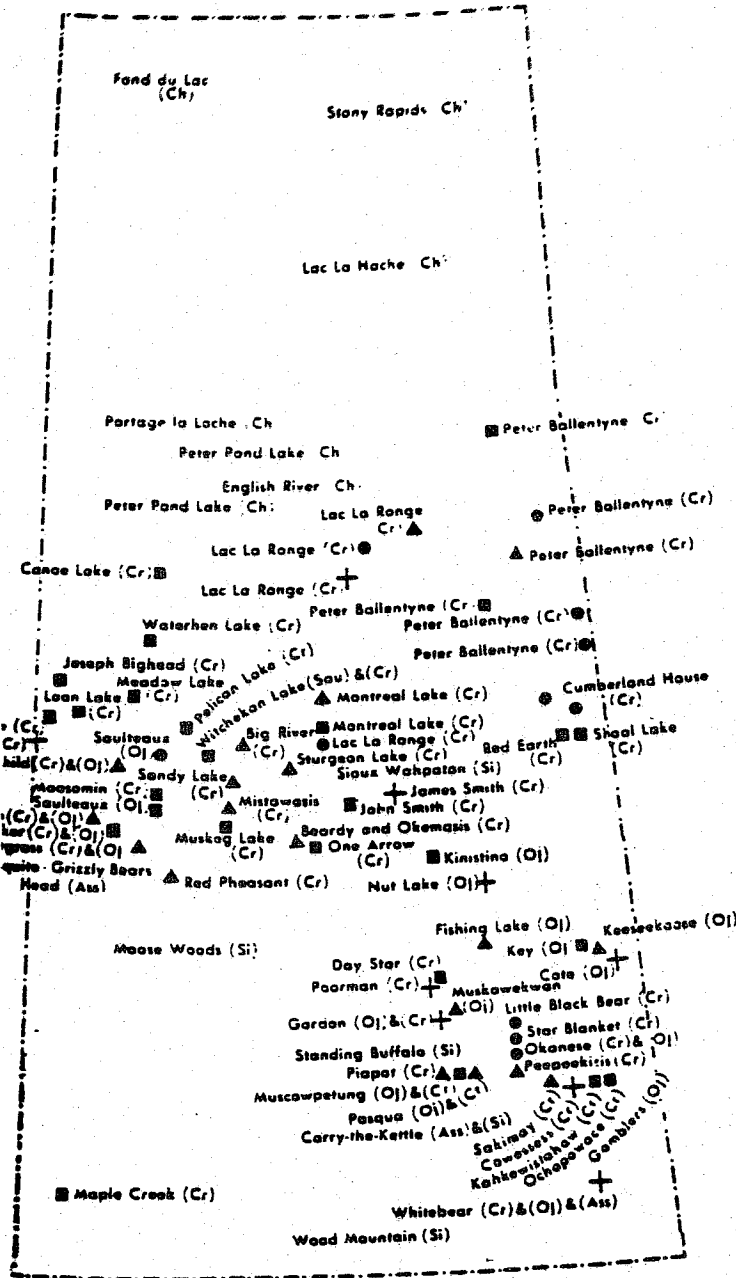
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APPENDIX A
MAP OF SASKATCHEWAN INDIAN BANDS



LEGEND:

Population

- 0 to 99 people
- 100 to 399
- ▲ 400 to 699
- + 700 to 1999

Language

- Cr - Cree
- Ch - Chipewyan
- Si - Sioux
- Oj - Ojibway
- Assin - Assiniboine

Map of Saskatchewan Showing major Indian Reserves

APPENDIX B

LIST OF SASKATCHEWAN INDIAN BANDS AND DISTRICTS

Saskatchewan Indian Bands and Districts

100	MEADOW LAKE DISTRICT
101	Portage La Loche
102	Buffalo River
103	Turnor Lake
104	Canoe Lake
105	Waterhen Lake
106	Joseph Bighead
107	Island Lake
108	Loon Lake
109	Flying Dust
110	English River

200	NORTH BATTLEFORD DISTRICT
201	Thunderchild
202	Moosomin
203	Onion Lake
204	Saulteaux
205	Little Pine
206	Lucky Man
207	Sweetgrass
208	Mosquito
209	Poundmaker
210	Red Pheasant

300	PRINCE ALBERT DISTRICT
301	Black Lake
302	Fond du Lac
303	Lac La Hache
304	Peter Ballantyne
305	Lac La Ronge
306	Montreal Lake
307	Cumberland House
308	Shoal Lake
309	Red Earth
310	James Smith
311	Sturgeon Lake
312	Wahpeton

400	SASKATOON DISTRICT
401	Mistawasis
402	Muskeg Lake
403	Beardy's & Okemasis
404	One Arrow
405	Moose Woods
406	John Smith
407	Kinistino
408	Nut Lake
409	

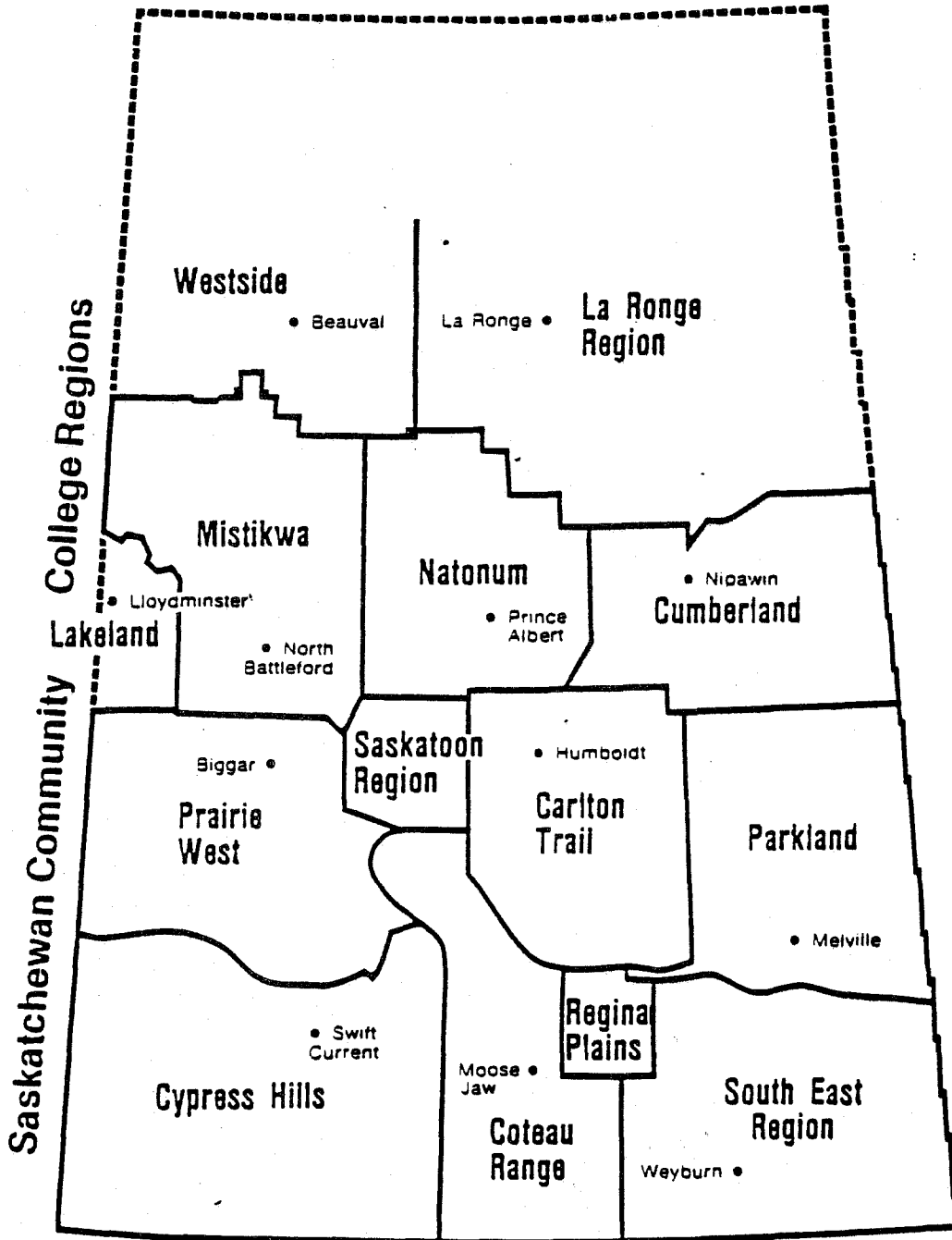
500	SHELLBROOK INDIAN AGENCY
501	Pelican Lake
502	Big River
503	Witchekan Lake
504	Sandy Lake

600	TOUCHWOOD/FILE HILLS/ QU'APPELLE DISTRICT
601	Standing Buffalo
602	Muscowpetung
603	Piapot
604	Pasqua
605	Nikaneet
606	Wood Mountain
607	Fishing Lake
608	Day Star
609	Pooman
610	Muskowekwan
611	Gordon
612	Little Black Bear
613	Starblanket
614	Okanese
615	Peepeekisis
616	Carry the Kettle

700	YORKTON DISTRICT
701	Key
702	Keeseekoose
703	Cote
704	Sakimay
705	Kahkewistahaw
706	Cowessess
707	Ochapowace
708	Whitebear

APPENDIX C

MAP OF SASKATCHEWAN COMMUNITY COLLEGE REGIONS



APPENDIX D
LIST OF SASKATCHEWAN INDIAN COMMUNITY COLLEGE
OCCUPATIONAL TRAINING PROGRAMS

**List of Saskatchewan Indian Community College
Occupational Training Programs**

Adult Basic Education - Basic Training for Skill Development (BTSD)

1. BTSD 0 - 4
2. BTSD 0 - 10
3. BTSD 5 - 10
4. BTSD 8 - 10
5. BTSD 5 - 11
6. BTSD 9 - 11
7. BTSD 8 - 12
8. BTSD 11
9. BTSD 11 - 12
10. BTSD 12
11. Life Skills

Skills & Trades

1. Carpentry
2. Cabinet Making
3. Electrical
4. Plumbing and Heating
5. Settlement Maintenance
6. Motor Vehicle Maintenance and Repair
7. Small Motor Repair
8. Welding
9. Heavy Equipment Operators
10. Grader Operators
11. Truck Driver Training
12. Business Education

APPENDIX E
COURSE LIST FORM

APPENDIX F
STUDENT LIST FORM

APPENDIX G
PERSONAL INFORMATION FORM

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FOLLOW-UP
OF
SASKATCHEWAN INDIAN COMMUNITY COLLEGE
STUDENTS

PERSONAL INFORMATION	Coding Information
1. Year _____	
2. Band _____	
3. Course _____	
4. Sex 1. Male _____ 2. Female _____	_____
5. Age _____	_____
6. Marital Status 1. Single _____ 4. Widowed _____ 2. Married _____ 5. Divorced _____ 3. Separated _____ 6. Other _____	_____
7. Number of financial dependents: 1. 1 _____ 4. 4 _____ 2. 2 _____ 5. 5 _____ 3. 3 _____ 6. More than 5 _____ 7. None _____	_____
8. Circle the number of years of education that the subject completed for each of the following:	

- 1. Grade 1 2 3 4 5 6 7 8 9 10 11 12
- 2. Business College or Technical School 1 2
- 3. University 1 2 3 4

9. a. Did the subject complete his/her SICC training course?

1. Yes _____ 2. No _____

b. If yes, how many days did he/she attend?

_____ out of a possible
_____ days

10. a. Did the subject take any other SICC courses?

1. Yes _____ 2. No _____

b. If so, what are they?

11. Was the subject interviewed?

1. Yes _____ 2. No _____

12. a. If yes, was a match found for the subject?

1. Yes _____ 2. No _____

b. If a match was found, what is the identification number of the match?

13. If the subject was not interviewed, what is the reason for this?

1.a. Working off the reserve. _____

b. If working off the reserve, in
what area? _____

2. Unable to locate. _____

3. Did not want to be interviewed. _____

4. Deceased. _____

5. Other (Please specify). _____

APPENDIX H
FOLLOW-UP
OF
SASKATCHEWAN INDIAN COMMUNITY COLLEGE
STUDENTS
INTERVIEW SCHEDULE

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FOLLOW-UP
OF
SASKATCHEWAN INDIAN COMMUNITY COLLEGE
STUDENTS

PART A GENERAL INFORMATION

1. Why did you take your SICC training course?

- 1. To improve job opportunities
- 2. To qualify for further training
- 3. For personal satisfaction
- 4. Other (please specify)

2. In your view, to what degree has the above reason been satisfied. (Circle the number that best represents your answer).

- | | | | | |
|---------------|---|---|---|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Very well met | | | | Not met at all |

3. Would you recommend the course you took to others?

1. Yes 2. No

4. If you had it to do over again, would you take a different course?

1. Yes 2. No

d. How many months have you worked each year on the average after taking your SICCC training?

e. How much work experience have you had in total after taking your SICCC training?

- 1. Less than 1 year.
- 2. 1 year to 2 years.
- 3. 2 years to 3 years.
- 4. 3 years to 4 years.
- 5. 4 years to 5 years.
- 6. More than 5 years.

14. Check any of the following that represent your feelings on where you would prefer to work:

- 1. Only on the reserve.
- 2. Off the reserve if you could commute from the reserve.
- 3. Full-time off the reserve if it was on a rotational basis.
- 4. Off the reserve and relocate your family.
- 5. Seasonal work off the reserve but not willing to relocate your family.
- 6. Willing to work anywhere if it is the type of employment that you want.
- 7. Other (please specify).

PART C PRESENT JOB

15. Are you presently working?

- 1. Yes
- 2. No

16. What kind of job do you have?

17. Please describe the kinds of duties you carry out in your job.

18. Where is your present job?

1. On-reserve 2. Off-reserve

19. Which of the following have been of assistance to you in finding your present job?

- 1. Advertisement
- 2. Canada Employment Centre or Placement Office
- 3. Educational instructors or counsellors
- 4. Previous employment with the firm
- 5. Friends or relatives
- 6. Own initiative
- 7. Other (please specify)

20. Could you have obtained your present job if you had not taken your training?

1. Yes 2. No

21. How well did your training prepare you for your present job? (Circle the number that best represents your answer).

1	2	3	4	5
Not At	A Little	Somewhat	Consid-	A Great
All			erably	Deal

22. Is there training that you now need that you did not receive from your SICC training?

1. Yes

2. No

Please describe _____

PART D REASONS FOR WORKING/NOT WORKING

23. If you are working at present, which of the following factors do you believe to be the main reasons for this?

1. Opportunity came up.

2. Work is important to you.

3. Stable family situation.

4. Your skills.

5. Your SICC training.

6. Because you know someone who helped you get the job.

7. Other (please specify).

24. If you are not working at present, what do you believe to be the main reasons you do not have a job?

1. Need more training or education.

2. Lack of work experience in the occupation for which you were trained.

3. Seasonal unemployment in the occupation for which you were trained.

4. Year-round shortage of jobs in the occupation for which you were trained.

5. Unable to obtain the required license, trade certificate or union membership.

- 6. Illness or physical handicap.
 - 7. Keeping house full time.
 - 8. Other (please specify).
-
-

25. Do you need any of the following additional help in finding a job?

- 1. Knowing what kinds of jobs there are.
 - 2. Knowing how to look for work.
 - 3. Additional job training.
 - 4. Other (please specify).
-
-

26. Are you actively looking for a job at the present time?

- 1. Yes
- 2. No

27. Where would you be ready to look for work?

- 1. On-reserve
- 2. Off-reserve
- 3. Either

PART E TRAINING COMPLETE/INCOMPLETE

28. Did you complete your SICCC training?

- 1. Yes
- 2. No

29. If yes, what do you believe to be the main reasons for this?

- 1. Family support.
- 2. Band and Council support.
- 3. Interesting course material.
- 4. Good instructor.

- 5. Training allowance.
- 6. High motivation.
- 7. Fulfill career goal.
- 8. Other (please specify)

30. If no, what do you believe to be the main reasons for this?

- 1. Course not what you wanted.
- 2. Course too difficult.
- 3. Personal or family problems.
- 4. Babysitting problems.
- 5. Transportation difficulties.
- 6. Problems with training allowance.
- 7. Did not get along with instructor.
- 8. Financial difficulties.
- 9. Alcohol and drug problems.
- 10. Other (please specify).

PART F SOURCES OF INCOME

31. What is your main source of income at present?

- 1. Income from employment.
- 2. Supported by spouse.
- 3. Welfare.
- 4. Unemployment insurance.
- 5. Dependent upon parents.
- 6. Other (please specify).

PART C BENEFITS OF TRAINING

32. To what extent have you experienced the following personal benefits as a result of taking your SICC training?

	1 Not At All	2 A Little	3 Some- what	4 Consid- erably	5 A Great Deal
1. Greater self-confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Greater involvement in Band affairs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Increased income.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Your children's attendance in school improved by your example.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List any other personal benefits as a result of your SICC training. _____

33. Would you have taken your SICC course if you had to leave the reserve?

1. Yes 2. No
3. Course was not on your reserve

34. Would you have attempted to attend your course at one of the provincial technical institutes, if it had not been offered by the SICC?

1. Yes 2. No
3. Course not offered at a technical institute

35. What advantages do you see to having courses on reserves?

- 1. Non-threatening environment.
- 2. Familiar surroundings.
- 3. Close to family and friends.
- 4. All Indian students.
- 5. Financial reasons.
- 6. Other (please specify).

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

36. What problems do you see with SICC courses that are delivered on reserves?

- 1. They do not prepare people to work off the reserve.
- 2. Courses are watered down.
- 3. No market for what people have been trained for.
- 4. Do not teach people how to look for work.
- 5. Other (please specify).

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

37. How do you think technical training should be delivered to Indian people?

- 1. Right on the reserve.
- 2. As part of regular programs at the institutes.
- 3. As part of special programs designed only for Indian people at the institutes.
- 4. At a technical institute only for Indian people.
- 5. Other (please specify).

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

APPENDIX I
LETTER TO CHIEFS AND COUNCILS



SASKATCHEWAN INDIAN COMMUNITY COLLEGE

201 ROBIN CRESCENT
SASKATOON, SASKATCHEWAN S7L 6M8
Telephone 244-4444



May 7, 1982

To All Chiefs
(Name of) District

Dear Chief:

This summer the Saskatchewan Indian Community College will be conducting a follow-up to see what use students have been making of the courses they have taken through the College.

I would like to introduce (name of research assistant) to you who has been hired by the College this summer to follow up on former Saskatchewan Indian Community College students in your Band.

(Name of research assistant) will try to stop in to meet you before interviewing any students from your Band.

If you have any questions about this follow-up, feel free to contact me directly or call the supervisor of the project, Vern Bachiu. We can both be reached at 244-4444.

Yours truly,

Oliver Cameron,
Principal

sk

cc: (Name of SICC Field Co-ordinator)
(Name of Research Assistant)

APPENDIX J

ARTICLE IN SASKATCHEWAN INDIAN

Did Saskatchewan Indian Community College Courses Help You?

Student Follow-Up Study

Have you ever taken a training course from the Saskatchewan Indian Community College (SICC)? If so, the SICC is interested in hearing how the training has helped you.

From 1976 to 1981, the SICC has put on over 300 training courses on Indian reserves in Saskatchewan.

Through these courses, over 4,000 people have received skills aimed at helping them find jobs.

One of the more common SICC courses has been Adult Basic Education (ABE), or upgrading as it is usually called. People who have taken ABE courses have tried to get their Grade 10 certificates.

Other SICC courses that have been popular have been in the skilled trades. These include carpentry, electrical, plumbing and heating, truck driver training and motor vehicle mechanics.

The SICC is interested in finding out if these courses have helped people in finding jobs.

Researchers To Visit Reserves In Summer

The SICC has hired a number of research assistants to visit the reserves this summer to interview former SICC students. Marjorie Eagle is working in the Saskatoon District, Laurie Mike in Yorkton, Cheryl Morin in Touchwood/File Hills/Qu'Appelle District, Dennis Esperance in North Battleford District, Robert Merasty in Meadow Lake District and Donna Morin in Prince Albert and Shellbrook Districts.

These research assistants will be visiting most reserves in the province to interview former SICC students. It can be difficult to reach former students, so if you have taken a course from the SICC, it would be appreciated if you would allow yourself to be interviewed when the research assistants visit your reserve.

Information about when a research assistant will be on your reserve, will be posted in your Band Office. If you require any further information, call the SICC collect at 244-4444 and ask for Vern Bachiu. Your co-operation is appreciated. ■

NOTICE
to all former
Saskatchewan Indian
Community College Students
The College is conducting
a follow-up study

*A Research Assistant will be
on your reserve this summer
to interview all
former students.
For further info:
Call 244-4444 (Saskatoon)*