



Evaluation of the First Nations of Quebec Early Childhood Programs and Services Training Project



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The masculine gender is used in this document to simplify the text, without discrimination against women.

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SECTION 1
Background and methodology





Context of the evaluation

Creation of the training project for the early childhood programs and services of the Quebec First Nations

The First Nations of Quebec and Labrador Health and Social Services Commission (FNQLHSSC), whose mission is to promote and monitor the physical, mental, emotional and spiritual well-being of the First Nations and Inuit of Quebec and Labrador, is well aware of the gaps in services to First Nations children. Limited access to adequate services and quality prevents First Nations children from getting the specific services they need during the first six years of life (FNQLHSSC, *Blueprint 2007-2017*, p. 32). To remedy this situation in First Nations children's services, various organizations have issued recommendations such as the following: (FNQLHSSC, *SPF Proposal*, February 2011, p. 33).

Recommendations by the FNQLHSSC:

- Bolster continuing education and occupational integration programs in established trades and professional bodies for First Nations members (FNQLHSSC, *Blueprint, 2007-2017*, p. 64).
- Create or reinforce partnerships with Quebec educational institutions for purposes of developing specific First Nations programs. (FNQLHSSC, *Blueprint, 2007-2017*, p. 66).
- Adapt training to the cultural, language and identity requirements of the First Nations. (FNQLHSSC, *Blueprint, 2007-2017*, p. 66).
- Promote the development of knowledge and skills among the First Nations.
- In partnership with educational institutions, implement ongoing training programs accessible to members of the First Nations so that they can:
 - Obtain a specialized diploma for working with special needs children in the area of early childhood education.
 - Be better equipped to support special needs children and their families. (FNQLHSSC, *Regional Portrait of the Special Needs Situation for the First Nations of Quebec Clientele between the ages of 0 to 6 years, 2008*).

Recommendation by the National Children's Alliance (*Policy Brief prepared for the Middle Childhood Initiative of the National Children's Alliance for Aboriginal Children, Young People, and Families, September 2006*):

- If behavioural abnormalities and/or learning difficulties consistent with FASD are identified, culturally-based intervention should begin without delay. Even before a definitive diagnosis is made, families and children challenged with FASD should have access to appropriate support and the people who serve them should be given adequate training and an opportunity to develop community-based types of support.

Recommendation by the Child Care Human Resources Sector Council (*People, Programs and Practices: A Training Strategy for the Early Childhood Education and Care Sector in Canada*, p. 71):

- It is recommended that post-secondary institutions, professional organizations and provincial/territorial governments examine ways to increase qualifications of directors.

In keeping with these recommendations, the early childhood sector of the FNQLHSSC has developed a three-year training plan intended for early childhood workers.

Objectives of the training project for First Nations early childhood programs and services

The objective of this training project is to “reinforce the quality of early childhood services for the First Nations, through training adapted to the realities of the communities.” To do this, it seeks to improve the quality of training offered in the First Nations early childhood sectors in order to increase the skills of First Nations early childhood workers (FNQLHSSC, *SPF Proposal*, February 2011, p. 34). To ensure a significant improvement in the quality of the First Nations’ child services, the implementation of the following four training projects was planned: (FNQLHSSC, *SPF Proposal*, February 2011, p. 36):

1. Certificate to support children with special needs
2. Short accredited program in First Nations child care management
3. Continuing education in health, safety and nutrition
4. Certification in food hygiene and safety

Evaluation of the training project for First Nations early childhood programs and services

Evaluation objectives

An evaluation of the Quebec First Nations early childhood programs and services training project was requested by the FNQLHSSC early childhood sector, in order to assess the effectiveness of the training programs. The research sector of the FNQLHSSC was mandated to carry out this evaluation.

The two main objectives of the evaluation were as follows:

- **Implementation and process:**
 - **Implementation:** determine whether the four training programs were implemented as planned and whether they generated the expected results (number of participants, number of graduates, etc.).
 - **Process:** determine the implementation mechanisms used in the four training programs.
- **Effectiveness of the programs:**
 - **Short-term effects:** assess the level of the students’ knowledge and skills (competencies achieved) after each of the 4 courses.
 - **Medium-term effects:** assess whether these skills were put into practice (professional practice improvement).

Evaluation working group

To support the research sector of the FNQLHSSC in evaluating the training project for the First Nations early childhood programs and services, a working group of experts was created. This group was made up of research experts and First Nations community representatives with work experience related to child care in the communities. The research sector of the FNQLHSSC was represented by the research agent responsible for the evaluation and by the research sector manager. Also members of the working group were the person in charge of the training project for First Nations early childhood programs and services and the FNQLHSSC early childhood sector manager.

The working group was mandated to participate in the development and implementation of each phase of the project evaluation process. The experts making up this group formulated advice and recommendations in an atmosphere of fairness and respect. The working group met on an ad-hoc basis (seven times over a three-year period) to monitor the progress of the work and to guide the evaluation process. These work sessions provided an occasion to present and validate the evaluation design, data collection tools, preliminary results and the evaluation report.

The actions of the evaluation working group were consistent with the *First Nations of Quebec and Labrador Research Protocol* (2014) of the Assembly of First Nations of Quebec and Labrador (AFNQL) and with the principles of **O**wnership, **C**ontrol, **A**ccess and **P**ossession (OCAP™) of data and of the management of information.

The OCAP™ principles

This evaluation was conducted in accordance with the First Nations of Quebec and Labrador Research Protocol of the AFNQL (2014) and the OCAP™ principles. These four principles are: Collective ownership of data by the First Nations, control of the research process and the information gathered, access to information and data, and ultimately, physical possession of the data. As well, the evaluation was conducted in accordance with the quality standards, methodological rigor, respect for privacy and data protection stipulated by the *Code of Research Ethics* adopted as part of the *First Nations Regional Longitudinal Health Survey* (2004).

Validation of the results

The chapters in this evaluation report were sent to the project partners involved in the trainings (FNEC, UQAM, Cégep Marie-Victorin) and to the members of the evaluation working group. This enabled the stakeholders involved in the establishment and development of the project to study the contents of the report, to make certain clarifications and to add nuances to some of the information presented.

Population and sample

Several categories of stakeholders participated in the evaluation of the Quebec First Nations early childhood programs and services training project. Accordingly, the target population was consulted during the data collection for the evaluation. This target population consisted of students, who were the primary source of information for assessing satisfaction with the training, as well as for measuring the acquisition of skills and the students' intentions of putting into practice these skills in their workplaces.

Internal stakeholders were also invited to participate in the evaluation. This category included teachers, resource persons for the different programs, and educational institutions (UQAM and Cégep Marie-Victorin), as well as the FNEC in its capacity as a partner. The consultation of these stakeholders led to information on the stages of the implementation of the training programs and on the short-term effects (skills acquisition).

External actors, namely the immediate supervisors of the training participants, were also consulted, but only for the special needs certificate. They were consulted on two occasions, at the training midpoint and at the end of the training, in order to document improvement in work practices related to the training their employees participated in.

Regional stakeholders were also consulted. These included the people at the FNQLHSSC who worked on the project, with the project manager being the main source of information. Consultation of the project manager enabled the evaluators to document the implementation process of the four training programs and to verify whether the project was implemented as planned. It also made it possible to acquire an overall vision of the project and the steps in its implementation.

Conducting of the evaluation and the data collection instruments used

Data collection followed the pace of implementation of each training program and was carried out as follows:

LONG TRAINING PROGRAMS		SHORT TRAINING PROGRAMS	
Special needs training	Child care management	Food hygiene and safety training	Health, safety and nutrition training (basic training)
Evaluation of implementation and process:			
<ul style="list-style-type: none"> • Participants' observations in training preparation meetings. • Course evaluations with teachers (at the end of each course in the long programs and at the end of the training for the short programs). • Self-administered satisfaction survey completed by the students at the end of the training. 			
Evaluation of short-term effects: skills			
<ul style="list-style-type: none"> • Participants' observations in follow-up meetings between the partners. • Skills assessments with the teachers at the end of each course. • Follow-up throughout the training and a semi-structured interview at the end of the training with the resource persons. • Self-administered questionnaire completed by the students at the training midpoint and at the end of the training. 		<ul style="list-style-type: none"> • Participants' observations in follow-up meetings halfway through the training. • Participants' observations during the training. • Skills assessments with the trainers at the end of training sessions. • Self-administered questionnaire completed by the students at the end of training. 	
Evaluation of medium-term effects: practices			
<ul style="list-style-type: none"> • Self-administered questionnaire completed by the students at the training midpoint and at the end of the training on their intentions to practice the acquired skills. 		<ul style="list-style-type: none"> • Self-administered questionnaire completed by the students at the end of the training on their intentions to practice the acquired skills. 	

Limitations

For reasons related to the time available to conduct the evaluation of the project, the actual application of skills (medium-term effects) and the long-term effects have not been documented.

In this sense, the evaluation of the implementation and of the short- and medium-term processes and effects is insufficient to determine whether or not the ultimate objective has been achieved.

Nevertheless, the evaluation as undertaken allows us to document whether or not the project was implemented as planned and to identify the factors facilitating or limiting its implementation. As well, the evaluation serves to document the initial impact on skills acquired and the students' intentions to put them into practice, thereby indicating whether or not it is likely that these four training programs will ultimately contribute towards improving the quality of child care services in First Nations communities in Quebec.

In other words, this evaluation can verify whether the training programs that were established are creating favorable conditions for increasing the quality of children's services.

Another limitation encountered during the project was that the deadline for the evaluation was moved forward. This has had an impact on the results presented in this report. Indeed, it was not possible to carry out the end-of-training data collection with the Anglophone cohorts of the two long training programs, seeing that they were completed in the winter of 2015, whereas the data collection had to be completed by December 2014. These data collections focused on satisfaction with the training, the skills that were acquired, and students' intentions to practice them. This has limited the possible comparisons between the Francophone and Anglophone cohorts of these two training programs.



SECTION 2

Early Childhood Certificate Program – Special Needs Component





Early Childhood Certificate Program – Special Needs Component

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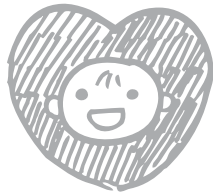


Early Childhood Certificate Program – Special Needs Component

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Early Childhood Certificate Program – Special Needs Component

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1. Introduction

1.1 Situating the training among the other trainings under the project

The early childhood sector of the First Nations of Quebec and Labrador Health and Social Services Commission (FNQLHSSC) offers a training plan for early childhood workers. This training project is intended to improve the quality of training offered in the First Nations' early childhood sectors in such a way as to increase the skills among the First Nations childcare workers. The Early Childhood Certificate Program – Special Needs Component is one of the four training programs implemented under the training project for the early childhood programs and services of the Quebec First Nations.

1.2 Objectives of the Early Childhood Certificate – Special Needs Component

Following are the objectives of the training plan according to the proposal made under the Skills and Partnership Fund (SPF) of Service Canada by the FNQLHSSC early childhood sector (FNQLHSSC, 2010, Appendix 1, page 11):

Develop qualified workers who are ready to meet the needs of First Nations children 0-6 years of age with special needs.

- Establish early detection services in early childhood services to avoid late diagnosis of children with special needs, as has often been the case.
- Establish specialized programs and services at the community level so that children are not required to leave their communities to receive specialized services, which are often not adapted to their culture and their needs.
- Adopt a decision-making process related to an action plan for special needs offered to the communities. Example: policy for integrating children with special needs.
- Assist First Nations communities in obtaining additional resources to support the development of children with special needs.

1.3 Limitations of the evaluation

The decision made in the spring of 2014 to move the evaluation completion date forward has had a direct impact on the evaluation of the Early Childhood Certificate Program – Special Needs Component. It affected the data collection for the Anglophone cohort in that the data collection planned for the end of this cohort's session could not take place. As a result, only seven of the ten courses for the Anglophone cohort were documented by way of teachers' assessments of the courses and the skills acquired through those courses. In addition, it was not possible to carry out the self-administered questionnaires planned for the end of the session to assess the satisfaction of the students in the Anglophone cohort with the program and to assess their intentions to put the skills acquired through the program into practice. Lastly, these same reasons prevented the holding of end-of-session telephone interviews with the immediate supervisors of students in this cohort to get their assessment of the training and their opinions on how their employees who took the training might put what they learned into practice.



2. Evaluation of the implementation of training activities

The objective of evaluating the implementation is to establish the extent to which the activities were carried out as planned and to document any changes there might have been. This evaluation also sheds additional light on the results.

2.1 Description of planned activities

The initial project called for offering a short program to support First Nations children between 0 and 6 years of age with special needs. In this regard, it was planned that the early childhood sector of the FNQLHSSC would collaborate with an academic institution to develop and offer a short program. Ensuring the support of a resource person throughout the entire program was also included as part of the initial planning of the training. In its proposal to the funding sponsor (SPF), the early childhood sector of the FNQLHSSC stressed the importance of providing support to the cohort to ensure follow-up from the time the students register to a full year after the training (FNQLHSSC, 2010, Appendix 1, page 12).

As with the project's other training components, it was planned that there would be two training cohorts, one for the Francophone communities and another for the Anglophone communities.

2.2 Collection methods used

2.2.1 Document analysis

Going over the project's reference and training documents facilitated the documentation of the original plan for this training, as well as variations of the plan and decisions made concerning its implementation.

2.2.2 Participants' observations

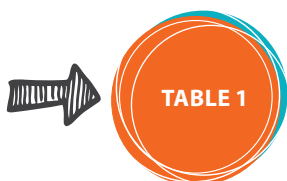
Further information on the implementation of this training was collected through participants' observations, especially during the preparatory meetings for the training, but also at the meetings held by the follow-up committee throughout the training.

2.3 Variation between the original plan and the training as provided

It is possible to observe the differences between the original plan and the training as provided. Indeed, at the outset, the proposal made under the SPF was for the creation of a short program developed specifically for the First Nations. However, because of the time involved in the design of such a program, and also because of ownership issues related to such a program once developed and delivered by a recognized educational institution, the FNQLHSSC decided to purchase a program from UQAM. Thus the short program became the Early Childhood Certificate

Program – Special Needs Component. It was also decided to entrust the mandate for coordinating the training to the First Nations Education Council (FNEC), since post-secondary education is at the heart of that organization's mandate and it agreed to respect the skills profile previously developed for the training. This decision was also supported by the fact that the SPF prioritizes projects developed in partnership with other organizations and that any such partnership, as per the view of the FNQLHSSC, should be conducted with a First Nations organization.

To ensure support would be provided to students as part of the training, a resource person was hired before the start of the training program. Working from the offices of the FNEC, this person's primary mandate was to support the students in their training.



IMPLEMENTATION OF THE TRAINING

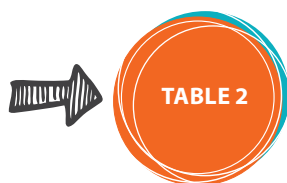


COHORT	START OF TRAINING	END OF TRAINING
Francophone	January 2013	September 2014
Anglophone	May 2013	January 2015

As indicated in the above table, the Francophone cohort began before the Anglophone cohort. The discrepancy between the two cohorts was designed to facilitate student enrolment periods, the monitoring of students by the resource person and the organization of the courses by UQAM, which was providing training in English for the first time.

The format of the certificate program was designed to facilitate participation of interested people from the different communities. Each session began with students attending a week of courses at UQAM's Longueuil campus, with the rest of the session conducted by videoconference.

The training thus served to enable enrolled students to obtain a university undergraduate degree. Students were selected according to the UQAM requirements for this certificate. This explains why the number of actual students was different from what was originally planned. In the original proposal submitted to the funding sponsor, the number of students targeted for this training was 32 for both cohorts, as stipulated on page 66 of the proposal submitted by the FNQLHSSC in February 2011 to the Skills and Partnership Fund (SPF).



NUMBER OF STUDENTS IN EACH COHORT

	FRANCOPHONE COHORT		ANGLOPHONE COHORT	
	START OF TRAINING	END OF TRAINING	START OF TRAINING	END OF TRAINING
Number of students	18	14	11	7

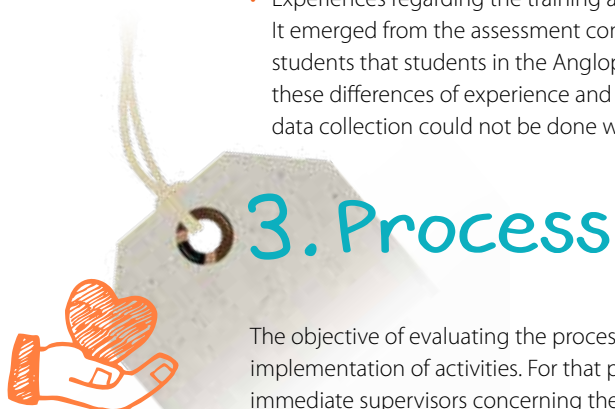
Participants in the training came from various First Nations communities. The Francophone cohort consisted of participants from 11 communities and students in the Anglophone cohort came from 6 different communities.

The reasons which students had for leaving the training will be discussed in section 4.

2.4 Findings related to the implementation of the training

As data about the program was collected, the research agent in charge of the evaluation had the opportunity to observe that:

- The teachers in both cohorts, along with the resource person, had the opportunity to visit a First Nation community and its childcare centre before the start of each course to familiarize themselves with the reality of the students and their work environments.
- The resource person supported the students by helping them to organize their travel for the courses requiring their attendance and by helping them with their learning.
- The type of support offered by the resource person, and its frequency, varied between the two cohorts. Students in the Francophone cohort needed more support than students in the Anglophone cohort, especially for course work.
- Experiences regarding the training and the need for support seemed to differ greatly between the two cohorts. It emerged from the assessment conducted with the teachers concerning the courses and the skills acquired by students that students in the Anglophone cohort seemed more autonomous vis-à-vis their studies. However, these differences of experience and perspectives cannot be fully documented, seeing that the end-of-training data collection could not be done with the Anglophone cohort.



3. Process

The objective of evaluating the process is to understand the mechanisms that either facilitated or limited the implementation of activities. For that purpose, satisfaction surveys were conducted with both students and their immediate supervisors concerning the training.

3.1 Collection methods

3.1.1 Self-administered satisfaction questionnaires

Students from the Francophone cohort who wished to participate in assessing their training did so by completing a self-administered questionnaire about their satisfaction at the end of the training. Since the final date for the evaluation was pushed forward, the same survey could not be undertaken with the Anglophone cohort whose training was planned to finish in January 2015.

3.1.2 Telephone Interviews

In addition, the supervisors of the students were consulted by way of telephone interviews to assess their level of satisfaction with the training received by their employees. For the Francophone cohort, the interviews were conducted on two occasions, namely at the midpoint of the training and at the end of the training. For the Anglophone cohort, due to the moving ahead of the evaluation end date, only the midpoint interviews were conducted.

3.1.3 End-of-session assessments

The teachers were also consulted by way of telephone interviews at the end of each session to obtain their assessments of their courses; this served as a means of documenting how the training was implemented versus what was originally intended.

3.1.4 Semi-structured interviews

An interview with the resource person for the two cohorts was conducted following completion of the training by the students in the Francophone cohort.

3.2 Number of respondents

3.2.1 Bias related to the source and the number of respondents

It is important to note that moving the end date of the evaluation forward had an impact in terms of the data collected and the number of respondents consulted for the evaluation process. Indeed, most of the data collected came from respondents in the Francophone cohort.

3.2.2 Number of respondents who gave data for the training evaluation

All the students participated in the assessment of their satisfaction at the end of the training, and the majority of supervisors participated in the data collection at the midpoint and the end of the training. It should be noted that several students had the same supervisor. The number of respondents to this portion of the evaluation was as follows:

 **TABLE 3** NUMBER OF RESPONDENTS WHO GAVE DATA FOR THE TRAINING EVALUATION

	MIDPOINT DATA COLLECTION	END OF TRAINING DATA COLLECTION
Francophone cohort:		
Students	N/A	14
Immediate supervisors	9	7
Anglophone cohort:		
Students	N/A	0
Immediate supervisors	4	0

3.2.3 Number of respondents in the course assessments

All the teachers in both cohorts expressed an interest in participating in these assessments. However, in each cohort, there was one teacher who ended up refusing to answer the assessment questions. Some teachers participated in the assessment on more than one occasion, either because they gave the same course in both cohorts, or because they taught two separate courses in the certificate program. The number of teachers who participated in the assessment relative to the number of courses given is as follows:

 **TABLE 4** NUMBER OF RESPONDENTS IN THE COURSE ASSESSMENTS

	FRANCOPHONE COHORT	ANGLOPHONE COHORT
Number of courses given during the assessment period	10	7
Number of course assessments conducted	9	6
Number of teachers consulted	8	6



3.3 Results of the evaluation of the process

3.3.1 Training satisfaction

For the reasons stated above, the results discussed in this section are based on the students from the Francophone cohort except where noted.

3.3.1.1 Reasons for participating in the training

Only the data collected from the Francophone cohort on the level of satisfaction achieved by the end of the training provides information on the main reasons expressed by respondents for participating. Note that these reasons were mostly professional in nature.



TABLE 5

DISTRIBUTION OF RESPONSES REGARDING REASONS FOR ATTENDING THE TRAINING PROGRAM

	FRANCOPHONE COHORT N=14
At the request of my employer	1
For professional reasons	11
For personal reasons	2

All respondents indicated that their main expectation vis-à-vis the training program was to improve their skills (n=14). Some indicated that parallel to this expectation, advancing their career plan was also part of their expectations in participating in the program (n=4).

3.3.1.2 Selection of employees for the training

The data collected from immediate supervisors provides a better understanding of how employees were selected in different workplace organizations for the training. The majority of the immediate supervisors of the students in the Francophone cohort consulted at the end of the session indicated that the selection of their employees to participate in the training program came in response to a request from the employee (6 out of 7). One supervisor did not answer this question.

3.3.1.3 Student satisfaction with respect to the certificate program

In addition, the rate of students' satisfaction compared to their expectations for the training was also very high:



TABLE 6

HOW WELL THE TRAINING MET THE EXPECTATIONS OF THE STUDENTS AND THEIR SUPERVISORS

	FRANCOPHONE COHORT			ANGLOPHONE COHORT
	STUDENTS (N=14)	IMMEDIATE SUPERVISORS AT THE MIDPOINT (N=9)*	IMMEDIATE SUPERVISORS AT THE END (N=7)**	IMMEDIATE SUPERVISORS AT THE MIDPOINT (N=4)
Yes, completely	13	4	1	3
Partly	1	1	4	0
Not at all	0	2	1	0

* Two participants did not respond.

** One participant did not respond.

The immediate supervisors of the students in the Francophone cohort, when consulted at the midpoint of the training (N=9), felt that up to this point, the program had not met their expectations. They pointed out that this was due first to the failure to respect the initial schedule and to the fact that the courses were taking a full day and secondly, because they could not yet see the new skills learned being put into practice in the workplace.

It is interesting to note that the perceptions of the immediate supervisors of the Francophone cohort tended to improve by the end of the training. In the second data collection, their responses were more nuanced, with all respondents indicating that they saw improved skills in their employees who had received training, but with four of them reporting that they had not yet seen the practical application of these new skills in the workplace.

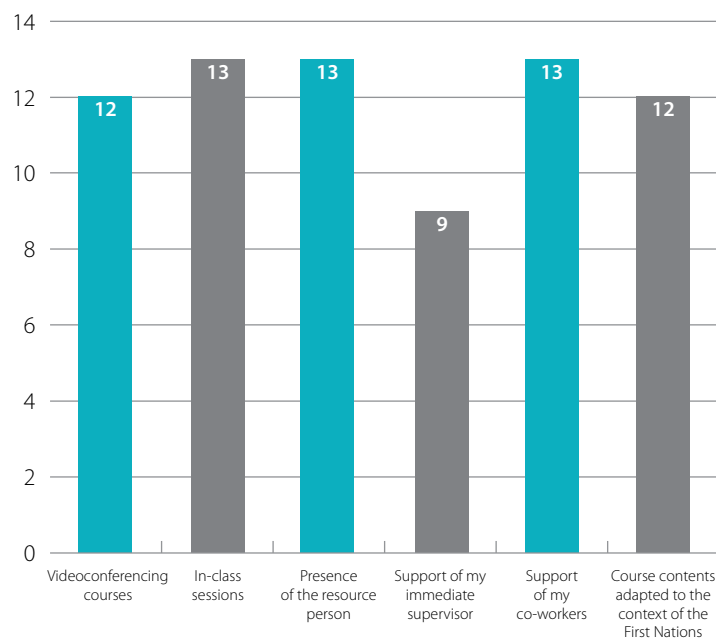
Three of the four immediate supervisors of the Anglophone cohort who responded to the evaluation reported that the program had met their expectations, while one respondent stressed that it was not possible to answer the question at that point in the program.

3.3.2 Facilitating factors

All the students in the Francophone cohort who participated in the evaluation (n=13) considered the following factors helpful: the presence of the resource person, the format of the in-class training, and support from their co-workers.



FIGURE 1 - FACILITATING FACTORS ACCORDING TO THE STUDENTS FROM THE FRENCH-SPEAKING COHORT (N=13)



3.3.2.1 Presence of the resource person

It is interesting to note that all the students who responded to the satisfaction survey (Francophone cohort only) reported being satisfied with the services received by the resource person during their training. They all used the services of the resource person during this certificate program, with the frequency varying from student to student. Thus, eight of the 14 students consulted reported having used the resource person often and six reported having used the resource person occasionally.

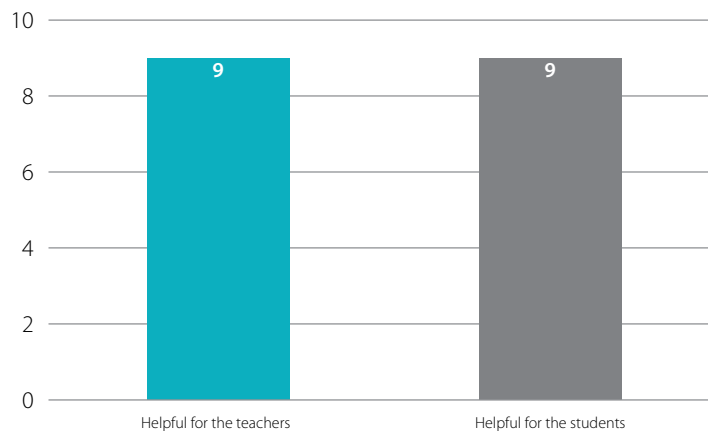
- Students used the resource person for the following reasons:
- For information or explanations about certain concepts (6 out of 14)
- Pre-correction of the final assignment (5 out of 14 respondents)
- To motivate them when passing through a discouraging period (4 out of 14)
- To replace lost documents (1 respondent out of 14)

The consulted students (n=14) were unanimous concerning the need for the presence of the resource person in this training. They also shared the view that the resource person's presence facilitated their learning process, their relationship with the teachers and helped, along with the teachers, to maintain their motivation throughout the program.

For the course assessments, the teachers also indicated that the presence of the resource person was very positive.



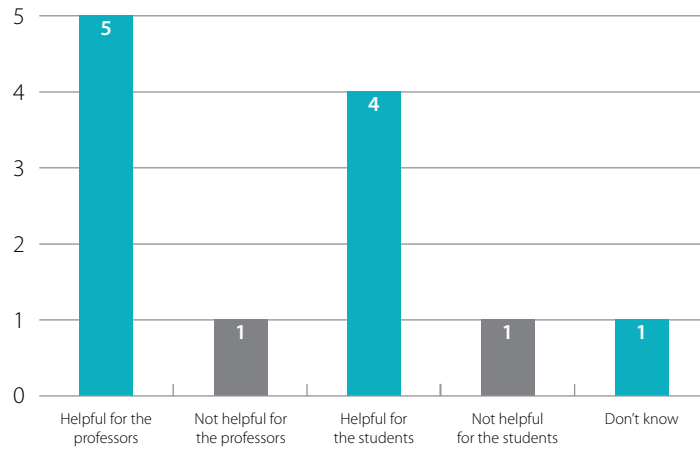
FIGURE 2 - RESOURCE PERSON PRESENT TO SUPPORT THE FRANCOPHONE COHORT (N=9)



All the teachers from the Francophone cohort who participated in the evaluation (n=9) reported that the presence of the resource person was helpful both for them and for the students' success.

The answers were a little more mixed for the Anglophone cohort.

FIGURE 3 - RESOURCE PERSON PRESENT TO SUPPORT THE ANGLOPHONE COHORT (N=6)



Five of the six teachers who were consulted indicated that the presence of the resource person was helpful for them and one said that it was not helpful, on account of the fact that the teacher had expectations beyond the resource person's mandate.

Four of the six respondents said that the presence of the resource person was helpful for the students, one reported not knowing what help the students actually received from the resource person, and another said that it was not helpful due to the fact that the resource person was not very present or not at all present during videoconferences.

3.3.2.2 The group's strengths

The course assessments conducted with the teachers also brought to light other facilitating factors.

Indeed, this group of respondents identified various strengths among the students in both cohorts. With regard to the Francophone cohort, the teachers identified two major strengths of the group. Six respondents out of nine named group dynamics based on teamwork and mutual support as a group strength and commitment to their training (motivation) was mentioned by five respondents out of nine.

The teachers of the Anglophone cohort frequently mentioned the following strengths: students' capacity for organizing themselves and their autonomy (mentioned by four respondents out of six) and commitment (motivation), indicated twice (n=6).

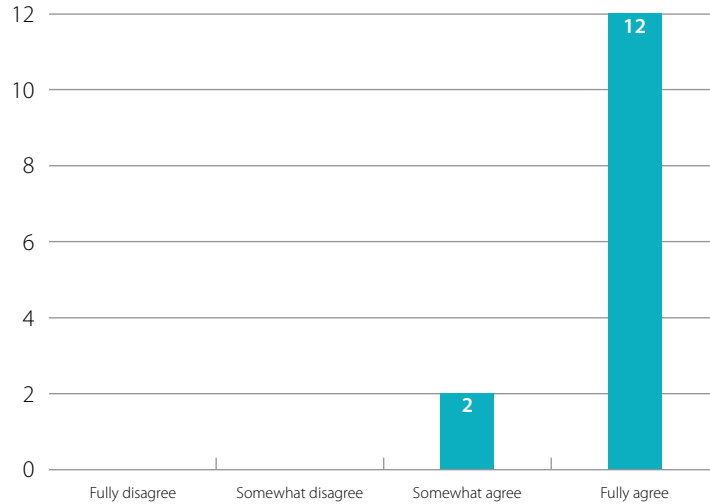
Regarding logistics, 25 of the 26 respondents (teachers and students) felt that the schedule, timing and distribution of the courses was adequate.

3.3.2.3 Interest in and usefulness of the training

The students were also asked about how they rated the training program in terms of their interest and its usefulness. Again, their satisfaction was very high.



FIGURE 4 - INTEREST IN THE TRAINING ACCORDING TO STUDENTS IN THE FRANCOPHONE COHORT (N=14)

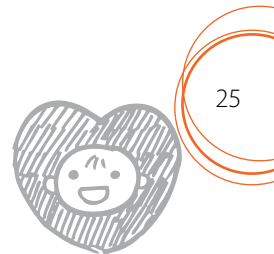
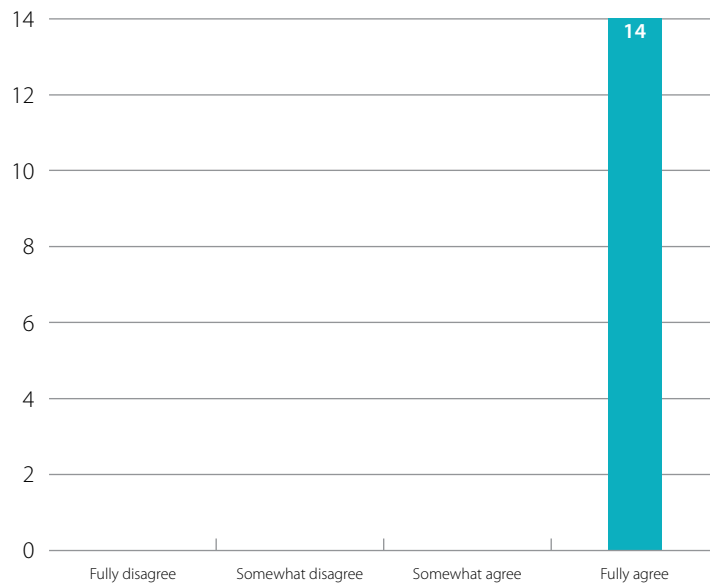


Indeed, in response to the following statement: "In general, I found the training interesting," only two respondents in the Francophone cohort reported that they agreed somewhat while 12 said that they totally agreed.

The level of interest in the training was generally high.

The respondents also showed a high level of appreciation regarding the usefulness of the training.

FIGURE 5 - USEFULNESS OF THE TRAINING PROGRAM ACCORDING TO STUDENTS IN THE FRANCOPHONE COHORT (N=14)

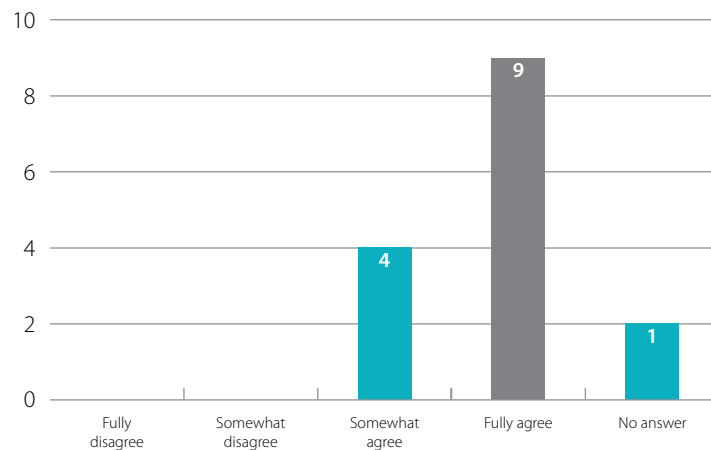


3.3.3 Adapting the training to the reality of the First Nations

Opinions regarding the issue of adapting the training to the reality of the First Nations were more nuanced among students of the Francophone cohort.

In fact, 9 of the 14 respondents reported being totally in agreement with the level of adaptation of the training to their reality and four respondents reported being somewhat in agreement. One person did not answer the question.

FIGURE 6 - TRAINING ADAPTED TO THE REALITY OF THE FIRST NATIONS ACCORDING TO STUDENTS IN THE FRANCOPHONE COHORT (N=14)



It is important to note that for 12 of the 13 students in the Francophone cohort who answered the question, adapting the course content to the context of the First Nations was seen as helpful (see figure 1). One person did not answer this question.

Also, the perceptions of the students (those consulted as part of the Francophone cohort) as to whether or not the teachers used strategies to foster links between the content of their course and the reality of the workplace showed that students in this cohort were fully satisfied with what the teachers presented to them. Indeed, all the students consulted (n=14) reported that teachers emphasized these links.

To facilitate the adaptation of the training to the reality of the First Nations, the teachers received information from their department on the context of the training. Then, each teacher had the opportunity to visit a community and its daycare accompanied by the resource person prior to the start of their course. Three teachers also took the “Piwaseha - Aboriginal culture and realities” training provided by UQAT in April 2014.

To ensure that their courses were adapted to the realities of the students in the communities, the teachers all reported that they had asked questions to learn about the students’ work environments and opportunities for access to specialized resources in their community. This enabled them to take this information into account in their intervention suggestions.

These adaptations of the training to the reality of the First Nations took place on several levels. The majority of the teachers who were consulted indicated that they had adapted the content of the courses to the reality of the First Nations. Indeed, 10 of the 15 teachers consulted reported that they had based the adaptations they made to their courses on exchanges they had with students or on information they learned from the students’ course assignments. One teacher mentioned having personally sought out this information.

Adaptations related to the course format were also introduced. One teacher mentioned in this regard that his course began with a prayer. Four of the 15 teachers consulted reported having adapted the assignments. One of them, for example, allowed students to make their presentations in their maternal language, another teacher offered the possibility to do the end-of-session work based on cultural and/or traditional elements.

For other teachers (three of 15), adaptation of the training format took place at the logistical level. For example, assignment deadlines were pushed ahead, while courses and assignments were scheduled in accordance with the cultural calendars of the students' communities.

3.3.4 Challenges

Several challenges arose during the different data collections. The challenges identified were not the same between different types of respondents.

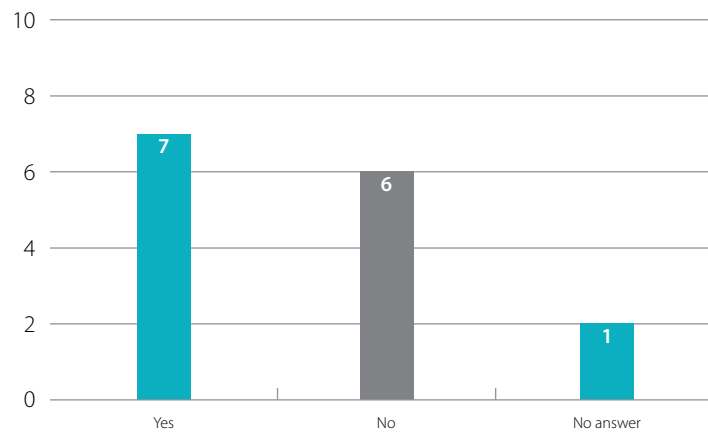
3.3.4.1 Balancing work/studies/family

The data analysis revealed that for many students, reconciling the training with their work and family was a challenge. Indeed, six of the 13 students consulted mentioned that at one moment or another during the program it had been difficult to balance these areas of life.

Among respondents who did not indicate that achieving this balance was a problem, some indicated that it had



FIGURE 7 - WORK/STUDY/FAMILY BALANCE ACHIEVED DURING THE CERTIFICATE PROGRAM ACCORDING TO STUDENTS IN THE FRANCOPHONE COHORT (N=14)



not been easy, but added that the assistance of the resource person had enabled them to limit the impact of any conflicts in this matter.

3.3.4.2 Attendance

The challenges that confronted the Francophone cohort, as identified by the teachers in the course assessments, were linked to the difficulty of finding a work/studies/family balance. The most frequently mentioned challenges (eight teachers out of nine) concerned student attendance, coming late to class and handing in assignments late. Four of the nine teachers specified that family problems affected the participants' work in the training. The data collected from the course assessments shows that maintaining the balance between family and studies was the greatest difficulty, seeing that the students had been released from their duties by their managers in order to attend classes.



3.3.4.3 Written French

Another challenge identified by the teachers was mastery of written French. Four of the nine teachers in the Francophone cohort mentioned this. This challenge had been anticipated; this is why the resource person offered to pre-correct the students' work. This pre-correction concerned only the French; it did not affect the content of the work.

3.3.4.4 Videoconferencing

All the teachers in the Francophone cohort who were consulted and who used videoconferencing (eight of the nine teachers) reported that it had been a major challenge. All agreed that for reasons of geographical distance, this solution has its place as a teaching approach; however they all also indicated that the use of this technology had exerted a significant impact on the quality of their interactions with students and on the teaching methods. Classes therefore tended to rely more on lectures and the pedagogical style was as a result more formal. Teachers also reported having experienced technical difficulties such as connection problems or dependence on the availability of technicians to begin the course on time or switching from presentation mode (for PowerPoint presentations) to videoconference mode. These technological hazards had impacts on course time management.

3.3.4.5 Challenges in the workplace

Human resources management

The immediate supervisors of the students identified other types of challenges related to the training of their employees. For the immediate supervisors, the most frequently cited challenge was the impact of the course on their workplace. It appears that for many of the students' immediate supervisors, human resources management caused by absence from work during training course days was an issue. Eight of the nine immediate supervisors of the Francophone cohort who were consulted at the midpoint of the training and two out of seven consulted at the end of the training raised this problem. It is also important to note that the supervisors indicated that the number of hours freed up for their employees for training had an impact on the organization of their service. Indeed, it is possible to observe a disparity in terms of the number of hours granted for purposes of the training. The number of hours per week (taken from working time) devoted to the training ranged from 6 to 25 hours per week depending on the workplace. Some employers allowed the employee to do course reading and work during working hours, while others did not provide this opportunity.

Impact on service to the clientele

Some employers also indicated that the time their employees spent on their studies had a direct impact on the service provided to the children. One respondent noted that participation in the program had created changes to the routine that led to instability in the groups of children with special needs, whereas high stability is precisely what these students require. Two other respondents indicated that their employee(s) put all their energy into their studies during working hours to the detriment of children in their care.

Financial impact

Another challenge expressed by employers was the financial impact of this certificate program on their organization. Indeed, beyond the need to hire substitutes during the course days of their employees, expenses incurred for attending the classroom training also had a significant financial impact on the organization. It appears from the data analysis that the change in policy covering reimbursement of travel expenses for the training resulted in additional costs for employers, seeing that reimbursements do not always cover all expenses necessary for the students' presence at in-classroom training. This financial impact and the discomfort of the immediate supervisors of the students in the Francophone cohort was mentioned by six of them at the midpoint data collection (n=9) and four of them at the end of training data collection (n=7).



4. Short-term effects: the skills acquired

The goal of conducting an evaluation of the short-term effects was to examine whether participants acquired and developed the skills covered by the Early Childhood Certificate Program – Special Needs Component.

4.1 Data collection methods

4.1.1 Participant observations in the FNEC follow-up committee

Information concerning the success rate for each course and concerning the number of final graduates was obtained by way of participant observations during meetings of the follow-up committee throughout the training.

4.1.2 Skills evaluation

Information on the level of knowledge acquired by the students was collected by telephone interviews with the teachers at the end of each course.

4.1.3 Self-administered questionnaire on the intention to improve one's practices

Information on the participants' level of knowledge was collected after the session was completed, and data on the process was collected using a second self-administered questionnaire after the exam leading to the certificate was taken.

4.1.4 Telephone interview on the reasons why people quit the program

Telephone interviews with students from the two cohorts who stopped participating were conducted in June 2014 to identify the reasons that led them to end their participation in the training.

4.2 Number of respondents

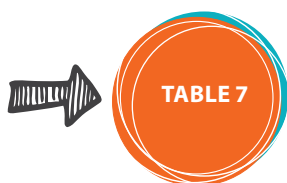
4.2.1 Bias related to the source and the number of respondents

It is important to note that moving the end date of the evaluation forward had an impact in terms of the data collected and the number of respondents consulted for the evaluation process. Indeed, most of the data collected came from respondents in the Francophone cohort.

As a result, this section presents a comparison of data from the two cohorts on skills acquired at the midpoint of the training. However, because final data was not collected from the Anglophone cohort, it will not be possible to offer a comparison based on the end of the training. Instead, an evolution of skills acquired by students of the Francophone cohort will be presented.



4.2.2 Respondents to the skills evaluation



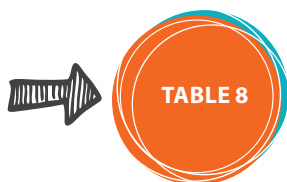
NUMBER OF RESPONDENTS TO THE SKILLS EVALUATION

	FRANCOPHONE COHORT	ANGLOPHONE COHORT
Number of courses given during the evaluation period	10	7
Number of skills evaluations conducted	9	6
Number of teachers consulted	8	6

4.2.3 Respondents to the self-administered questionnaire

All students of the Francophone cohort who completed the certificate program responded on two occasions to a self-administered questionnaire on skills acquired through the training. The number of students from the Francophone cohort who responded to this survey at the midpoint of the training was 16, and at the end of the session, all the students who were still registered responded (n=14). For the Anglophone cohort, this data collection was only carried out at the midpoint, and six (n=6) of the students responded to the questionnaire.

4.2.4 Respondents to telephone interviews on reasons for quitting the training



NUMBER OF STUDENTS WHO QUIT THE TRAINING AND TOOK PART IN THE INTERVIEWS

	FRANCOPHONE COHORT	ANGLOPHONE COHORT
Number of drop-outs	4	4
Number of respondents	4	3

4.3 Results of the evaluation of the short-term effects (skills acquired)

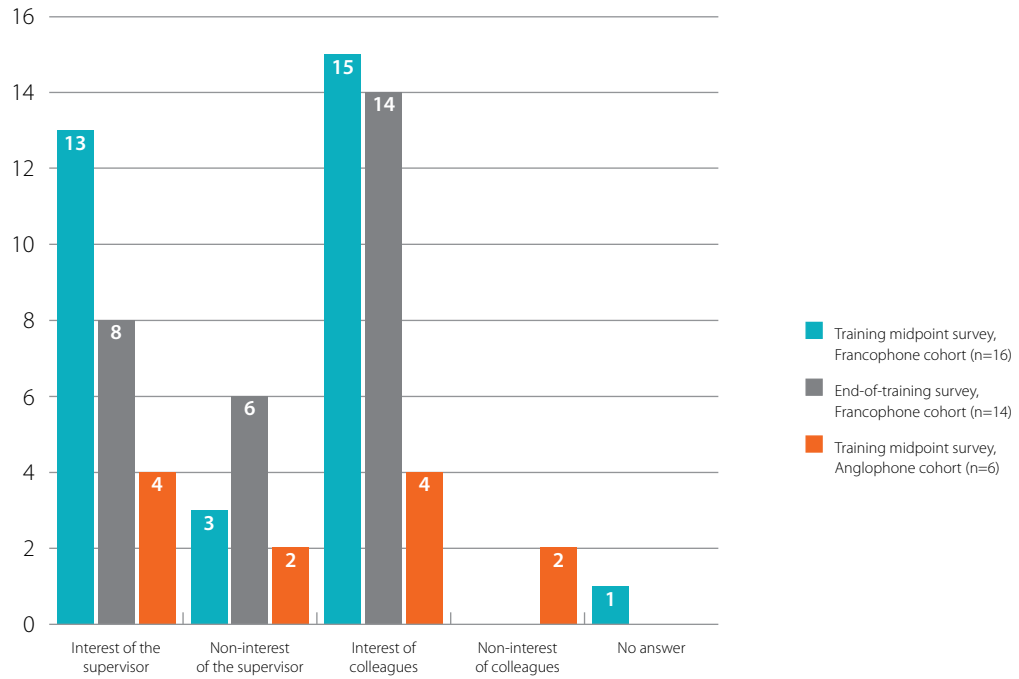
4.3.1 Competencies to be acquired in the certificate program

It is important to note that the knowledge intended to be acquired through this training was developed in the pre-implementation phase and compiled in the competencies profile for workers providing early childhood services to First Nations children with special needs (FNQLHSSC, 2011). This competency profile was presented to UQAM and the two departments involved in the certificate program (education and kinanthropology), in order to validate the correspondence of the course plans with the competencies in the profile.

Since this is an undergraduate training program, all courses offered produced a final grade, and a minimum accumulated grade point average was a requirement for certification.

4.3.2 Interest shown by the students' workplaces in the training

FIGURE 8 - INTEREST IN THE WORKPLACE CONCERNING THE TRAINING



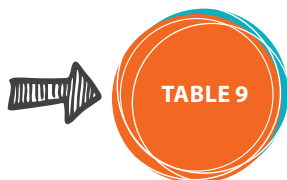
The results showed that the students' workplace environments demonstrated interest in the certificate program. However, students of the Francophone cohort perceived a greater interest in their training by their colleagues than by their immediate supervisors. Indeed, the midpoint data collection showed that 13 of the 16 students in the Francophone cohort indicated that their supervisor had demonstrated an interest in their training, while all students who responded indicated that their colleagues were interested. One of the 16 respondents did not answer this question. At the end of the training, eight Francophone students (n=14) reported that their supervisor had shown interest in their training, whereas all respondents (n=14) reported that their colleagues had expressed an interest.

Students of the Anglophone cohort surveyed at the midpoint of the training reported an equal demonstration of interest on the part of their immediate supervisors and their colleagues. Four of the six respondents indicated that their immediate supervisor had shown an interest in their training and the same number (4) reported that their colleagues had done so.



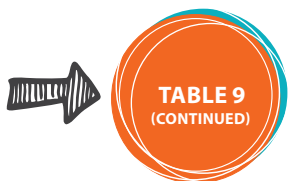
4.3.3 Skills acquired at the midpoint of the training

4.3.3.1 Francophone cohort



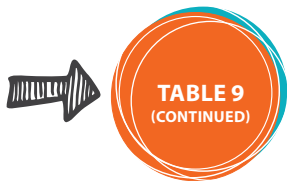
SKILLS ACQUIRED BY STUDENTS IN THE FRANCOPHONE COHORT IN THE EARLY CHILDHOOD CERTIFICATE PROGRAM – SPECIAL NEEDS COMPONENT AT THE MIDPOINT OF THE TRAINING (ORANGE) AND AT THE END OF THE TRAINING (GRAY)

LIST OF SKILLS	I HAD ALREADY ACQUIRED THIS SKILL BEFORE THE TRAINING	WITHIN THE TRAINING			N
		I ACQUIRED THIS SKILL	I AM IN THE PROCESS OF ACQUIRING THIS SKILL	I DIDN'T ACQUIRE THIS SKILL	
1. INTERPERSONAL SKILLS Recognize and accept one's personal strengths and limitations as an early childhood worker in the First Nations communities.	4	7	4	0	15
	3	7	4	0	14
2. RECOGNIZE AND DETECT A CHILD'S NEEDS Recognize the typical and atypical stages in a child's development from conception to the age of starting school.	3	4	9	0	16
	1	7	6	0	14
Identify the special needs of preschool children, where applicable.	0	5	9	0	14
	0	6	7	0	13
3. ADAPTED EDUCATIONAL APPROACHES Understand and use educational approaches which are validated according to the typical and atypical needs (stimulation) of preschool children.	1	7	8	0	16
	0	6	8	0	14
Develop educational approaches that are linked to the traditional knowledge and cultural features of First Nations communities.	4	6	3	1	14
	2	6	6	0	14



SKILLS ACQUIRED BY STUDENTS IN THE FRANCOPHONE COHORT IN THE EARLY CHILDHOOD CERTIFICATE PROGRAM – SPECIAL NEEDS COMPONENT AT THE MIDPOINT OF THE TRAINING (ORANGE) AND AT THE END OF THE TRAINING (GRAY)

LIST OF SKILLS	I HAD ALREADY ACQUIRED THIS SKILL BEFORE THE TRAINING	WITHIN THE TRAINING			N
		I ACQUIRED THIS SKILL	I AM IN THE PROCESS OF ACQUIRING THIS SKILL	I DIDN'T ACQUIRE THIS SKILL	
4. MOBILIZE PEOPLE IN THE CHILD'S ENTOURAGE Promote the fact that a child with special needs is a unique person who needs to develop within a quality living environment.	3	8	5	0	16
	2	7	5	0	14
Become the guardian of the principle that a special needs child must be at the centre of a circle of actions ensuring the child's overall development, social integration and attainment of his/her full potential.	2	5	7	1	15
	2	6	6	0	14
Develop a support plan for the child and the significant other people in the child's living environment.	1	4	8	2	15
	0	7	7	0	14
5. ENVIRONNEMENT ET SOUTIEN FAMILIAL Reconnaitre ce qu'est un milieu familial à risque.	2	9	5	0	16
	3	8	2	0	13
Repérer les facteurs de vulnérabilité et de protection associés aux familles.	1	8	6	1	16
	2	8	3	0	13
Déterminer le besoin de mettre en place un plan d'intervention familiale personnalisé et collaborer à sa réalisation.	1	0	13	2	16
	0	7	6	0	13



SKILLS ACQUIRED BY STUDENTS IN THE FRANCOPHONE COHORT IN THE EARLY CHILDHOOD CERTIFICATE PROGRAM – SPECIAL NEEDS COMPONENT AT THE MIDPOINT OF THE TRAINING (ORANGE) AND AT THE END OF THE TRAINING (GRAY)

LIST OF SKILLS	I HAD ALREADY ACQUIRED THIS SKILL BEFORE THE TRAINING	WITHIN THE TRAINING			N
		I ACQUIRED THIS SKILL	I AM IN THE PROCESS OF ACQUIRING THIS SKILL	I DIDN'T ACQUIRE THIS SKILL	
6. TRANSMISSION OF KNOWLEDGE From the perspective of joint action, transmit tools to the various people responsible for the child's well-being and become a multiplying agent.	0	6	8	2	16
	1	8	4	0	13
Advise the various people responsible for the child's well-being about professional and educational strategies, using a collaborative approach.	0	6	8	2	16
	1	7	6	0	14
7. PROFESSIONAL SKILLS Acquire the skills needed to carry out the duties involved in a helping relationship.	3	7	6	0	16
	3	9	2	0	14

One to two respondents indicated not having acquired seven of the skills covered by the certificate program at the midpoint of the training.

Half or more than half of the respondents (n=16) indicated that they were in the process of acquiring at least seven of the skills. It is interesting to note that these skills were often the same as those identified by the respondents as not having been acquired.

Half or more than half of the respondents reported that they had acquired seven of the skills covered by the training either before the program or during the program up to its midpoint.

When comparing the answers by respondents in the Francophone cohort at the midpoint and at the end of the session, a general improvement is seen in the number of acquired skills and in the number of students in that cohort who acquired skills between the two measurement points.

By the end of the session, none of the consulted students (n=14) reported not having acquired at least one of the skills from the competencies profile, while at the session midpoint, one to two respondents indicated not having required seven of the skills covered by the certificate program.

We also observed a decrease in the number of skills that were reported as being in the process of being acquired and an increase in the number of skills acquired. As well, more students reported having acquired the skills covered by the certificate program.

Thus, while at the midpoint of the training, half or more than half of the students in the Francophone cohort (n=16) reported that seven of the skills covered by the certificate program were being acquired, at the end of the session, only three skills covered by the program were identified by half or more than half of the students in this cohort (n=14) as being in the process of acquisition.

Along the same lines, while half or more than half of the respondents (n=16) indicated at the session midpoint that at least seven skills were in the process of being acquired, at the end of the session half or more than half of the students (n=14) reported having acquired 12 of the skills covered by the certificate program, either before or during the training program.

4.3.3.2 Anglophone cohort



SKILLS ACQUIRED BY THE STUDENTS IN THE ANGLOPHONE COHORT IN THE EARLY CHILDHOOD EDUCATION SPECIAL NEEDS CERTIFICATE PROGRAM AT THE SESSION MID-POINT (N=6)

LIST OF SKILLS	I HAD ALREADY ACQUIRED THIS SKILL BEFORE THE TRAINING	WITHIN THE TRAINING			N
		I ACQUIRED THIS SKILL	I AM IN THE PROCESS OF ACQUIRING THIS SKILL	I DIDN'T ACQUIRE THIS SKILL	
1. INTERPERSONAL SKILLS Recognize and accept one's personal strengths and limitations as an early childhood worker in the First Nations communities.	3	3	0	0	6
2. RECOGNIZE AND DETECT A CHILD'S NEEDS Recognize the typical and atypical stages in a child's development from conception to the age of starting school.	2	4	0	0	6
Identify the special needs of preschool children, where applicable.	2	2	1	0	5





TABLE 10
(CONTINUED)

SKILLS ACQUIRED BY THE STUDENTS IN THE ANGLOPHONE COHORT IN THE EARLY CHILDHOOD EDUCATION SPECIAL NEEDS CERTIFICATE PROGRAM AT THE SESSION MID-POINT (N=6)

LIST OF SKILLS	I HAD ALREADY ACQUIRED THIS SKILL BEFORE THE TRAINING	WITHIN THE TRAINING			N
		I ACQUIRED THIS SKILL	I AM IN THE PROCESS OF ACQUIRING THIS SKILL	I DIDN'T ACQUIRE THIS SKILL	
3. ADAPTED EDUCATIONAL APPROACHES Understand and use educational approaches which are validated according to the typical and atypical (stimulation) needs of preschool children.	0	0	6	0	6
Develop educational approaches that are linked to the traditional knowledge and cultural features of First Nations communities.	1	1	3	1	6
4. MOBILIZE PEOPLE IN THE CHILD'S ENTOURAGE Promote the fact that a child with special needs is a unique person who needs to develop within a quality living environment.	2	3	1	0	6
Become the guardian of the principle that a special needs child must be at the centre of a circle of actions ensuring the child's overall development, social integration and attainment of his/her full potential.	2	1	3	0	6
Develop a support plan for the child and the significant other people in the child's living environment.	2	3	1	0	6



TABLE 10
(CONTINUED)

SKILLS ACQUIRED BY THE STUDENTS IN THE ANGLOPHONE COHORT IN THE EARLY CHILDHOOD EDUCATION SPECIAL NEEDS CERTIFICATE PROGRAM AT THE SESSION MID-POINT (N=6)

LIST OF SKILLS	I HAD ALREADY ACQUIRED THIS SKILL BEFORE THE TRAINING	WITHIN THE TRAINING			N
		I ACQUIRED THIS SKILL	I AM IN THE PROCESS OF ACQUIRING THIS SKILL	I DIDN'T ACQUIRE THIS SKILL	
5. ENVIRONMENT AND FAMILY SUPPORT Recognize an at-risk family environment.	2	2	1	1	6
Identify factors of vulnerability and protection associated with the family.	2	1	3	0	6
Determine the need to implement a personalized family intervention plan and contribute towards its implementation.	1	3	2	0	6
6. TRANSMISSION OF KNOWLEDGE From the perspective of joint action, transmit tools to the various people responsible for the child's well-being and become a multiplying agent.	2	4	0	0	6
Advise the various people responsible for the child's well-being about professional and educational strategies, using a collaborative approach.	2	4	0	0	6
7. PROFESSIONAL SKILLS Acquire the skills needed to carry out the duties involved in a helping relationship.	1	3	2	0	6



Overall, students in the Anglophone cohort had a more positive perception of skills acquired at the training's midpoint than the students in the Francophone cohort at the same stage.

The number of skills reported as not being acquired was lower at this stage in the Anglophone cohort than in the Francophone cohort. In that regard, one student in the Anglophone cohort reported not having two of the skills covered by the certificate program at the session mid-point, while in the Francophone cohort, one to two students reported not having acquired seven skills at the midpoint.

Half or more than half of the respondents in the Anglophone cohort (n=6) indicated that four skills covered by the certificate program were in the process of being acquired; while half or more than half of the respondents in the Francophone cohort (n=16) reported that at least seven skills were in the process of being acquired.

Respondents from the Anglophone cohort reported having acquired more skills at this stage than those in the Francophone cohort. Half or more than half of the respondents in the Anglophone cohort reported having acquired 12 of the covered skills either before the program began, or during the training program up until the session mid-point, while Francophone students reported having acquired seven of them.

4.3.4 Skills that were more difficult to acquire

The skills evaluations conducted with the teachers of the two cohorts produced similar results. Some teachers had the opportunity to teach in both cohorts and reported having observed that the academic level and the challenges faced by the two cohorts were different, especially in terms of mastery of the language in which the course was given.

However, when we look in greater detail at the skills that teachers identified as more difficult to acquire, we see that the data is similar for both cohorts. It appears that some courses or some skills taught in the courses were more difficult to achieve for students in both cohorts. Upon analysis of the data from the skills evaluation carried out with the teachers from the Francophone cohort (n=9) and those from the Anglophone cohort (n=6), it appears that the most practical skills are the most easily attainable. Two respondents from the Francophone cohort indicated that the skills taught in their course and acquired through practice were acquired by half of the students, while the other half of the group was in the process of acquiring them. According to the teachers, the most difficult skills to be acquired by students in both cohorts were those requiring analysis and/or synthesis of the information. In this regard, four teachers consulted in the Francophone cohort (n=9) reported that 40 to 60% of the students in this cohort were in the process of acquiring these skills, while three teachers from the Anglophone cohort (n=6) reported that between 20 and 30% of the students in their cohort were in the process of acquiring them.



4.4 Students who quit the training

The reasons given by students in both cohorts who responded to telephone interviews for why they stopped participating in the training were as follows:



REASONS FOR QUITTING THE TRAINING (BOTH COHORTS)

DIFFICULTIES ENCOUNTERED	FRANCOPHONE COHORT (N=4)	ANGLOPHONE COHORT (N=3)
Ability of training to meet my expectations	0	1
Level of difficulty of the training	1	0
Videoconferencing courses	1	1
In-classroom courses	1	0
Support from the resource person	1	1
Support from my immediate supervisor	2	0
Support from my colleagues	1	0
Course content adapted to the context of the First Nations	0	3
Balancing work/studies/family	3	1
Language of instruction	1	2
Course workload	1	1

It appears from the analysis of data collected from the two cohorts that the reasons for ending participation in the training were varied, with the distribution of responses being heterogeneous. For respondents from the Francophone cohort (n=4) the most frequently named reasons were balancing work, studies and family, which was mentioned by three of four respondents and the support of the immediate supervisor, mentioned by two respondents.

For respondents from the Anglophone cohort (N=3), course content not being adapted to the context of the First Nations is the element mentioned by all respondents in this cohort as having contributed to their quitting the training program, while the language of instruction was given as a reason by two of the three respondents in this cohort.



4.5 Number of graduates

Several students in both cohorts failed courses, which led some of them to end their participation in the certificate program. However, the students who had failed some courses but did the rest of the courses were able to rewrite, at the end of the training, the tests they had failed. The resulting graduate rate was as follows:



TABLE 12 NUMBER OF GRADUATES

	FRANCOPHONE COHORT	ANGLOPHONE COHORT
Number of students at the start of training	18	11
Number of students at the end of the training	14	7
Number of graduates	14	7



5. Medium-term effects: the intention to apply the skills in practice

Normally, the evaluation of medium-term effects is designed to determine whether skills have been applied in the workplace. Considering the limited time frame in the current context of the evaluation, this evaluation will instead focus on the intentions of the participants. This also helps to identify elements facilitating or limiting participants' anticipated application of the practical skills in their workplace.

5.1 Data collection methods

5.1.1 Telephone interviews with students' immediate superiors

The supervisors of the students were consulted through telephone interviews held at the midpoint and end of the training, in order to know their views concerning the practical skills acquired by their employees in the certificate program.

5.1.2 Self-administered questionnaire on the intention to improve practices

The data used in this part of the report were extracted from the second self-administered questionnaire that was completed by the students of the Francophone cohort at the end of the certificate program.

5.2 Number of respondents

5.2.1 Bias related to the source and number of respondents

It is important to note that moving the end date of the evaluation forward had an impact concerning the source of the data and the number of respondents consulted about the medium-term effects. As noted previously, most of the data collected was provided by respondents from the Francophone cohort.

Therefore, in this section, a comparison of data from the two cohorts on students' intentions to apply in practice the skills acquired at the midpoint of the certificate program will be presented. However, because final data was not collected from the Anglophone cohort, it will not be possible to offer a comparison based on data from the end of the session. Instead, an evolution of the students of the Francophone cohort's intention to apply the skills in practice will be presented.

5.2.2 Number of respondents to the telephone interviews

The immediate supervisors of the Francophone cohort participated in telephone interviews to express their views on the practical application of skills acquired through the participation of their employees in the certificate program. Nine supervisors were interviewed at the midpoint of the training and seven at the end of the training. Four immediate supervisors of students from the Anglophone cohort participated in the interviews conducted at the midpoint of the certificate program.

5.2.3 Number of respondents to the self-administered questionnaires

The distribution of the students who participated in the evaluation according to different data collection times is as follows:



TABLE 13

NUMBER OF PARTICIPANTS IN DATA COLLECTION CONCERNING THE PRACTICAL APPLICATION OF SKILLS ACQUIRED IN THE CERTIFICATE PROGRAM

	MIDPOINT OF TRAINING	END OF TRAINING
Number of students in the Francophone cohort who participated in the evaluation	16	14
Number of students in the Anglophone cohort who participated in the evaluation	6	N/A

5.3 Results concerning the intention of improving practice

5.3.1 Influence of training on participants' professional lives

Question 1 of the questionnaire was: "Do you think that the training will have an influence on your professional life?" 13 of the 14 consulted students answered yes, one said no.

The comments received on this occasion denote a positive impact on the professional lives of students. Respondents reported having had access to relevant knowledge they can apply in their work environment to more adequately support the special needs children in their community.

Some respondents also reported that they felt better equipped to intervene with the children and that their professional self-esteem had improved as a result of the training.

5.3.2 Intention to apply skills at the midpoint of the training

5.3.2.1 Francophone cohort



PRACTICAL APPLICATION OF SKILLS BY STUDENTS IN THE FRANCOPHONE COHORT AT THE MIDPOINT (ORANGE) AND END OF THE TRAINING (GRAY)

LIST OF SKILLS	I HAD ALREADY PRACTICED THIS SKILL BEFORE THE TRAINING	I PUT THIS SKILL INTO PRACTICE DURING THE TRAINING	IT IS MY INTENTION TO PUT THIS SKILL INTO PRACTICE	THE PRACTICE OF THIS SKILL IS NOT APPLICABLE IN MY WORKPLACE	N
1. INTERPERSONAL SKILLS Recognize and accept one's personal strengths and limitations as an early childhood worker in the First Nations communities.	6	10	0	0	16
	2	12	0	0	14
2. RECOGNIZE AND DETECT A CHILD'S NEEDS Recognize the typical and atypical stages in a child's development from conception to the age of starting school.	2	7	6	0	15
	1	10	3	0	14
Identify the special needs of preschool children, where applicable.	3	9	4	0	16
	0	12	2	0	14
3. ADAPTED EDUCATIONAL APPROACHES Understand and use educational approaches which are validated according to the typical and atypical (stimulation) needs of preschool children.	2	4	9	0	15
	1	10	3	0	14
Develop educational approaches that are linked to the traditional knowledge and cultural features of First Nations communities.	6	6	4	0	16
	3	8	3	0	14



TABLE 14
(CONTINUED)

PRACTICAL APPLICATION OF SKILLS BY STUDENTS IN THE FRANCOPHONE COHORT AT THE MIDPOINT (ORANGE) AND END OF THE TRAINING (GRAY)

LIST OF SKILLS	I HAD ALREADY PRACTICED THIS SKILL BEFORE THE TRAINING	I PUT THIS SKILL INTO PRACTICE DURING THE TRAINING	IT IS MY INTENTION TO PUT THIS SKILL INTO PRACTICE	THE PRACTICE OF THIS SKILL IS NOT APPLICABLE IN MY WORKPLACE	N
4. MOBILIZE PEOPLE IN THE CHILD'S ENTOURAGE Promote the fact that a child with special needs is a unique person who needs to develop within a quality living environment.	8	2	5	1	16
	3	7	3	0	13
Become the guardian of the principle that a special needs child must be at the centre of a circle of actions ensuring the child's overall development, social integration and attainment of his/her full potential.	5	3	7	0	15
	3	8	2	0	13
Develop a support plan for the child and the significant other people in the child's living environment.	2	8	6	0	16
	2	5	6	0	13
5. ENVIRONMENT AND FAMILY SUPPORT Recognize an at-risk family environment.	6	7	3	0	16
	5	7	1	0	13
Identify factors of vulnerability and protection associated with the family.	2	8	6	0	16
	0	9	4	0	13
Determine the need to implement a personalized family intervention plan and contribute towards its implementation.	9	5	7	1	16
	0	9	4	0	13



TABLE 14
(CONTINUED)

PRACTICAL APPLICATION OF SKILLS BY STUDENTS IN THE FRANCOPHONE COHORT AT THE MIDPOINT (ORANGE) AND END OF THE TRAINING (GRAY)

LIST OF SKILLS	I HAD ALREADY PRACTICED THIS SKILL BEFORE THE TRAINING	I PUT THIS SKILL INTO PRACTICE DURING THE TRAINING	IT IS MY INTENTION TO PUT THIS SKILL INTO PRACTICE	THE PRACTICE OF THIS SKILL IS NOT APPLICABLE IN MY WORKPLACE	N
6. TRANSMISSION OF KNOWLEDGE From the perspective of joint action, transmit tools to the various people responsible for the child's well-being and become a multiplying agent.	3	6	6	1	16
	2	8	3	0	13
Advise the various people responsible for the child's well-being on professional and educational strategies, using a collaborative approach.	2	7	6	1	16
	2	7	4	0	13
7. PROFESSIONAL SKILLS Acquire the skills needed to carry out the duties involved in a helping relationship.	7	5	4	0	16
	5	9	0	0	14

The results at the midpoint of the training concerning the students' intentions to put into practice the skills acquired during the training program were generally very positive.

More than half of the respondents at midpoint (N=16) reported that they had already put some of the skills into practice either before or during the training program. The rest of the respondents stated that they intended to put them into practice. It is interesting to observe that interpersonal skills (see Table 14) were already being applied by all students and that more than half of the respondents (n=15) intended to apply the other skills. However, one respondent pointed out that four of the targeted skills could not be applied in his workplace (see Table 14).

When we compare the Francophone respondents' answers at midpoint with their answers at the end of the training, we note an improvement in the application of skills during the training program. First, at the end of the session, no students in the Francophone cohort felt that there were skills that would be difficult to apply in their workplace. Secondly, we note that the number of Francophone respondents (N=14) who reported at the end of the session having already put the skills covered by the certificate program into practice (either before or during the training program) increased compared to the data collection with this same cohort at the midpoint. As a result, since the number of respondents who had already applied the skills grew by the end of the session, the number of respondents indicating their intention to put the skills into practice declined.

The results concerning the intentions to put into practice the skills acquired during the training program were generally very positive and point to a potential improvement of practices.

5.3.2.2 Anglophone cohort



PRACTICAL APPLICATION OF SKILLS BY STUDENTS IN THE ANGLOPHONE COHORT AT THE MIDPOINT OF THE TRAINING (N=6)

LIST OF SKILLS	I HAD ALREADY PRACTICED THIS SKILL BEFORE THE TRAINING	I PUT THIS SKILL INTO PRACTICE DURING THE TRAINING	IT IS MY INTENTION TO PUT THIS SKILL INTO PRACTICE	THE PRACTICE OF THIS SKILL IS NOT APPLICABLE IN MY WORKPLACE	N
1. INTERPERSONAL SKILLS Recognize and accept one's personal strengths and limitations as an early childhood worker in the First Nations communities.	5	1	0	0	6
2. RECOGNIZING AND DETECT A CHILD'S NEEDS Recognize the typical and atypical stages in a child's development from conception to the age of starting school.	4	2	0	0	6
Identify the special needs of preschool children, where applicable.	3	2	1	0	6



TABLE 15
(CONTINUED)

PRACTICAL APPLICATION OF SKILLS BY STUDENTS IN THE ANGLOPHONE COHORT AT THE MIDPOINT OF THE TRAINING (N=6)

LIST OF SKILLS	I HAD ALREADY PRACTICED THIS SKILL BEFORE THE TRAINING	I PUT THIS SKILL INTO PRACTICE DURING THE TRAINING	IT IS MY INTENTION TO PUT THIS SKILL INTO PRACTICE	THE PRACTICE OF THIS SKILL IS NOT APPLICABLE IN MY WORKPLACE	N
3. ADAPTED EDUCATIONAL APPROACHES Understand and use validated educational approaches according to the typical and atypical (stimulation) needs of preschool children.	1	2	2	1	6
Develop educational approaches that are linked to the traditional knowledge and cultural features of First Nations communities.	1	1	3	1	6
4. MOBILIZING THE CHILD'S ENTOURAGE Promote the fact that a child with special needs is a unique person who needs to develop within a quality living environment.	5	1	0	0	6
Become the guardian of the principle that a special needs child must be at the centre of a circle of actions ensuring the child's overall development, social integration and attainment of his/her full potential.	4	2	0	0	6
Develop a support plan for the child and the significant other people in the child's living environment.	2	2	2	0	6
5. ENVIRONMENT AND FAMILY SUPPORT Recognize an at-risk family environment.	2	2	2	0	6



TABLE 15
(CONTINUED)

PRACTICAL APPLICATION OF SKILLS BY STUDENTS IN THE ANGLOPHONE COHORT AT THE MIDPOINT OF THE TRAINING (N=6)

LIST OF SKILLS	I HAD ALREADY PRACTICED THIS SKILL BEFORE THE TRAINING	I PUT THIS SKILL INTO PRACTICE DURING THE TRAINING	IT IS MY INTENTION TO PUT THIS SKILL INTO PRACTICE	THE PRACTICE OF THIS SKILL IS NOT APPLICABLE IN MY WORKPLACE	N
Identify factors of vulnerability and protection associated with the family.	1	3	2	0	6
Determine the need to implement a personalized family intervention plan and contribute to its implementation.	1	1	4	0	6
6. TRANSMISSION OF KNOWLEDGE From the perspective of joint action, transmit tools to the various people responsible for the child's well-being and become a multiplying agent.	3	3	0	0	6
Advise the various people responsible for the child's well-being about professional and educational strategies, using a collaborative approach.	1	4	1	0	6
7. PROFESSIONAL SKILLS Acquire the skills needed to carry out the duties involved in a helping relationship.	2	3	1	0	6

The results of the midpoint collection of data concerning the students' intentions to put into practice the skills acquired during the training program were also positive.

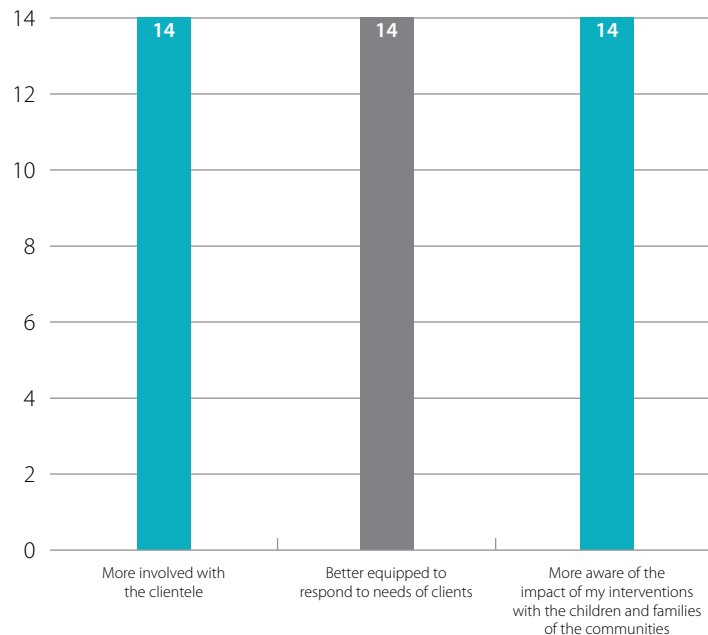
Half or more than half of the respondents (N=6) reported that they had already put some skills into practice either before or during the training program. The rest of the respondents stated that they intended to put them into practice. Lastly, with regard to two skills, there were more respondents who said that they intended to practice them than there were respondents who said that they had already applied them before or during the training program.

It should also be noted that compared to the Francophone cohort, respondents in the Anglophone cohort at the session midpoint identified fewer skills as being difficult to apply in their workplaces. One respondent from the Anglophone cohort reported that the application of two of the skills covered was not applicable in the workplace, while one respondent from the Francophone cohort identified four. It is interesting to note that the skills identified as being more difficult to apply in the workplace were not the same for both cohorts (see Table 14 and Table 15).

5.3.3 Level of ease in putting skills into practice in the workplace

When students from the Francophone cohort were questioned on the application of the concepts learned in the certificate program, the majority of them (12 of 14 respondents) said that it would be easy. Only two respondents anticipated potential obstacles to the implementation of these concepts in the workplace, but they did not specify which skills were more easily transferable nor did they give the reasons for any such difficulties.

FIGURE 9 - IMPACT OF PARTICIPANTS' TRAINING ON THEIR WORK, ACCORDING TO STUDENTS IN THE FRANCOPHONE COHORT (N=14)



5.3.4 Views of immediate supervisors on applying the skills

It is interesting to compare these data with the responses collected from the immediate supervisors of students from the Francophone cohort. It should be noted that the responses of the immediate supervisors were more mixed regarding the application of learning in the workplace.

According to the immediate supervisors consulted at the session midpoint, four of the nine respondents said they had not received any particular requests from employees who had participated to apply what they had learned in the certificate program. Two reported having had requests from employees but that these requests concerned the end-of-session course assignment. Three immediate supervisors reported having received requests from their employees to apply what they had learned apart from an academic assignment.

During the same midpoint consultation, six of the nine respondents indicated that they had not yet seen a change in the practice of the employees participating in the certificate program, while two said they had seen negative changes such as an increase in absenteeism or a negative impact on job performance related to the heavy course workload. At the midpoint, only one of the nine respondents said they saw an improvement in the practice of their employee who was participating in the certificate program.

At the end of the session, the immediate supervisors continued to indicate that a majority (five of seven respondents) of their employees had not specifically requested that they facilitate the application in the workplace of what they had learned in the certificate program. Two respondents reported having received requests along these lines from their employees, but were not able to indicate whether or not the requests were part of the course work. Regarding improvements to practices, four of the seven respondents reported having seen an improvement in the quality of the work of their employees due to the certificate program. Three of the seven respondents reported not having seen a change in work practices. Nevertheless, the majority of respondents stressed that their expectations in terms of transfer of skills upon the completion of the certificate program had not yet been fully met.

5.3.5 Perceptions of the impacts of the students' learning on their work

To understand the impact among the Francophone students of the certificate program on their work with special needs children in their community, it is interesting to look at their answers to the three questions on the impact of the program on their work.

According to this figure, all students consulted (n=14) considered that their learning during the certificate program had had a significant impact on their work.



6. Conclusions and recommendations

6.1 Conclusions

An analysis of the data that was collected on the various aspects of the program has enabled the development of recommendations for a similar type of training program or even for training in general.

It is important to remember that because the evaluation deadline was moved forward, the results presented throughout this report and the following recommendations are mainly based on the analysis of data from the Francophone cohort.

6.1.1 Implementation

To ensure quality training, the format and length of both the French and English programs went through modifications.

The number of participants when the training program began was less than was initially anticipated in the funding proposal.

6.1.2 Process

It appears from the evaluation that the students of the Francophone cohort consulted as part of the evaluation were generally satisfied with the program. The majority stated that the training was useful, interesting and adapted to the reality of the First Nations.

Participants identified three major facilitating factors of the certificate program:

- The presence of the resource person
- The fact that courses had an in-classroom component
- The support of their colleagues

The immediate supervisors of the Francophone cohort qualified their remarks by distinguishing the content of the training from the form. They reported that they were generally satisfied with the content delivered through the certificate program and indicated that the training met their initial expectations in terms of skill building. However, concerning the program's format, it appears that the participation of one or more of the workplaces' employees presented a number of issues for their immediate supervisors, particularly regarding the management of human resources to replace employees during their courses, but also in the number of hours employees had to be given off in order to participate (in-class training sessions and videoconferences, assignments, reading, etc.). In addition, the analysis of the data revealed that a significant and unforeseen financial challenge was experienced by immediate supervisors in connection with the change in policy concerning the reimbursement for travel expenses that occurred during the training program.

6.1.3 Short-term effects: skills

At the individual level, skills acquisition was successful according to the requirements of UQAM, in that all students in both cohorts who completed the program graduated. In addition, all students from the Francophone cohort reported having acquired all the skills covered by the certificate program.

The respondents agreed that this success was directly related to the presence of the resource person, who provided support to the students throughout the certificate program.

The high graduation rate and the data from the self-administered questionnaires indicate that the conditions necessary for the acquisition of skills were met for the Francophone cohort. We may conclude here that the preconditions for the application in the workplace of what was learned by the participants in this cohort also seem to have been satisfied.

6.1.4 Medium-term effects: intention to apply the skills in practice

Concerning practices, it appears that by the end of the training, the majority of students in the Francophone cohort had already applied the skills learned in the certificate program and all the other students intended to apply them. Students did not foresee obstacles to the application of the skills they had acquired in the program.

However, more than half of the immediate supervisors of the students of the Francophone cohort who participated in the evaluation (n=7) reported not yet having seen the application of these new skills in the workplace.

6.2 Recommendations

6.2.1 General recommendations

Concerning the certificate program in early childhood education for First Nations children with special needs, the findings that emerge are generally positive. The following recommendations therefore point towards using the same approach for future training. More specific recommendations are proposed to improve certain elements of the program in order to maximize the benefits for special needs children in First Nations communities.

In carrying out future programs for early childhood educators of special needs First Nations children, it would be advantageous to continue to:

- Offer the Early Childhood Certificate Program – Special Needs Component to ensure that as many special needs children as possible in the First Nations communities have access to specialized resources in early childhood.
- Adapt the content of the training program to the professional realities of First Nations communities.
- Educate teachers and instructors about the context of workplaces in First Nations communities.
- Incorporate examples that relate to the professional realities of the participants into the content of the training program.
- Offer the support of a resource person to the students.

Furthermore, although this evaluation did not have the opportunity to document potential differences between the two cohorts, it would in any case be appropriate to ensure that any differences in the realities of Anglophone communities are considered when adapting the training content.



6.2.2 Specific recommendations

6.2.2.1 Recommendations concerning implementation

With the graduation of the students who completed the Early Childhood Certificate Program – Special Needs Component, the objective of the program, which was to develop qualified interveners, was attained. For this to actually have an impact on the overall goal of the project, which is to improve the quality of child care services in First Nations communities, the sustainability of this training is essential.

To provide quality services to the maximum number of children with special needs in the communities, it will be important to continue to regularly provide this training.

It will also be important to continue providing a resource person to support students and to make sure this person is given sufficient time to do so.

6.2.2.2 Recommendations on the process

Training adapted to the needs of the First Nations:

Since the issue of adapting the training to the reality of the First Nations is at the heart of the project, it would be advantageous to continue raising the awareness of teachers and instructors concerning the realities of the workplace in First Nations communities. To do this it would be useful to continue to:

- Allow all teachers and instructors to visit the communities before the start of their courses.
- Provide awareness training to teachers and instructors before the start of their courses.

In the same vein, it would be appropriate to ensure that the content of the training and the courses focus more on the needs of educators and the specific needs of children in First Nations communities. Information to support teachers in doing so could be provided by the results of the First Nations Regional Early Childhood, Education and Employment Survey, which is currently being conducted by the First Nations Information Governance Centre in collaboration with the research sector of the FNQLHSSC.

Balancing work/studies/family:

Another important element that emerged from the analysis of the results is the challenge of balancing work/studies/family for the students. It would therefore be beneficial to consider the development of effective support for the students concerning this aspect. This support could possibly be provided by the resource person.

Challenges faced by the participants' workplaces

The results presented above highlight various issues experienced by the students' workplace organizations.

To minimize these issues, it would be constructive to:

- Create a strategy to increase the awareness of the students' workplace organizations so that their immediate supervisors and co-workers can anticipate the impacts of an employee's participation in the certificate program on the reorganization of services (human resources, time off of work for studying, financial impact, support for the student by their workplace organization).
- Inform immediate supervisors of the policy for reimbursement of travel expenses and ensure that it is not changed during the training.
- Inform the immediate supervisors of the average number of hours that the training will require of their participating employees (courses, reading and assignments) and propose that they reach an understanding with their employee before the training begins as to how they can accommodate their work schedule to their studies.

6.2.2.3 Recommendations concerning skills

Support of the resource person

To optimize the acquisition of skills outlined in the competencies profile, it will be important to ensure that a resource person is available provide support to students in future sessions of this training. This support will be more effective if it is:

- organized according to the needs of the students
- adjusted during the training according to the changing needs of the students
- available for students experiencing difficulties
- also available for students experiencing success

6.2.2.4 Recommendations concerning the application of skills

To promote the workplace application of skills that were acquired throughout the training for the benefit of the children, several elements can be considered, such as the possibility of including on-site internships during the training program and the development and implementation of a post-training strategy to support the application of the skills acquired during the certificate program. These measures would be strengthened further if the mandate for such post-training support was given to the resource person who provided support to the students throughout their training.





SECTION 3
ACS in Child Care
Administration



ACS in Child Care Administration

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1. Introduction

1.1 Background

The early childhood sector of the First Nations of Quebec and Labrador Health and Social Services Commission (FNQLHSSC) offers a training plan for early childhood workers. This training project is intended to improve the quality of training offered in the First Nations early childhood sectors and thereby increase the skills of First Nations child care workers. The ACS in First Nations Child Care Administration program is one of the four training programs implemented as part of the training project for Quebec First Nations' early childhood programs and services.

1.2 Objectives of the training: ACS in Child Care Administration

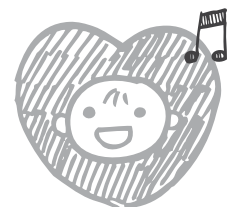
The FNQLHSSC early childhood sector submitted a proposal for this training program under the Skills and Partnership Fund (SPF) of Service Canada (FNQLHSSC, 2010, Appendix 2, page 24). The objectives presented in that proposal were described as follows:

To support child care administrators in performing their duties, the FNQLHSSC wishes to develop an accredited training program covering each component of the **Occupational Standards for Child Care Administrators**. Such support would involve the following:

- Support and develop the skills of child care administrators in First Nations communities based on the job duties set out in the **Occupational Standards for Child Care Administrators**.
- Reduce staff turnover.
- Promote greater respect for and recognition of First Nations child care administrators.
- Support child care staff to enable them to respond to the changing child care needs of First Nations families.

1.3 Limitations of the evaluation

The decision in the spring of 2014 to move the evaluation completion date forward has had a direct impact on the evaluation of the ACS in First Nations Child Care Administration. This affected the data collection for the Anglophone cohort because the collection planned for the end of this cohort's session could not take place. As a result, only five of the seven courses held for the Anglophone cohort were documented through assessments conducted with the teachers concerning the courses and the skills acquired by the students. In addition, the evaluation did not include data from the self-administered questionnaires which were to be given to the students in the Anglophone cohort at the end of the session in order to assess their satisfaction and their intention to put the skills acquired in the ACS program into practice.





2. Evaluation of the implementation of training activities

The purpose of evaluating the implementation was to establish the extent to which planned activities were carried out as planned and to document any changes there might have been. This evaluation sheds additional light on the results.

2.1 Description of planned activities

The initial idea was to offer a short program, either by developing one or adapting an existing program. It was planned that the early childhood sector of the FNQLHSSC would collaborate with an academic institution to develop and offer a short program that corresponded to a competencies profile that had been previously developed. In addition, in the event that the program developed into a long program, a resource person was to be made available throughout the program, beginning at the planning stage.

As with the project's other training components, it was planned that there would be two groups or cohorts of students, one for the Francophone communities and another for the Anglophone communities.

2.2 Data collection methods used

2.2.1 Document analysis

Consulting the reference documents for the project and the training facilitated the documentation of the original plan for the training and its variations, as well as decisions concerning its implementation.

2.2.2 Participant observations

Further information on the implementation of the training was collected through participant observations. These included observations made during the preparatory meetings for the training and at meetings held by the follow-up committee throughout the training.

2.3 Variation between the original plan and the training as provided

Differences were seen between the original plan and the training as provided. The initial proposal under the SPF (Skills and Partnership Fund) called for creating or adapting a university short program. Similar to what was done with the Early Childhood Certificate Program – Special Needs Component, it was decided to entrust the mandate for selecting the partner educational institution and the coordination of the training to the First Nations Education Council (FNEC). The FNEC's findings and recommendations indicated that there was currently no university-level child care administration program in the province in either language. In addition, few potential participants for the training met the selection requirements of a university program. It was noted that an ACS program offered the potential of reaching a larger clientele; combining this with the fact that such a program already existed at a Montreal-area Cégep and the possibility of offering it in both languages led to the decision to offer the ACS in child care administration at Cégep Marie-Victorin in accordance with the already-established competencies profile.

With regard to giving support to students as part of the training, it was agreed that it was not necessary to hire a resource person seeing that the Cégep already had an educational resource person and that a FNEC resource was already responsible for coordinating the training.





IMPLEMENTATION OF THE TRAINING



COHORT	START OF TRAINING	END OF TRAINING
Francophone	April 2013	December 2014
Anglophone	September 2013	February 2015

As indicated in the above table, the Francophone cohort began before the Anglophone cohort. The discrepancy between the two cohorts was intended to facilitate student enrolment periods and the overall coordination of the two cohorts.

To facilitate participation in the ACS program by interested people from the communities, consideration was given to the format of the program. Thus, some classes were taught over the Internet and others required in-class presence. The duration of the in-class sessions did not exceed three days, due to the students' needs to balance their studies with their work commitments. Some courses required more than one in-class session, and the times they were held varied from one session to another depending on the needs of the course. The Cisco WebEx learning platform was chosen to deliver the distance learning content. This system offered easier connectivity and more interesting presentation options than did videoconferencing.

The training was thus designed to allow registered students to obtain a college diploma. Students were selected according to the academic prerequisites required by Cégep Marie-Victorin and the candidates' work experience. In the original proposal submitted under the SPF, the number of students targeted for this training was 32 for each of two cohorts (FNQLHSSC, February 2011, Proposal to the Skills and Partnership Fund (SPF), p. 66).



NUMBER OF STUDENTS IN EACH COHORT

	FRANCOPHONE COHORT		ANGLOPHONE COHORT	
	Start of training	End of training	Start of training	End of training
Number of students	21	10	10	8

Participants in the training came from various First Nations communities. The Francophone cohort consisted of participants from 10 communities and students in the Anglophone cohort came from six different communities.

The reasons that led any students to quit the training will be discussed in section 4.



2.4 Findings related to the implementation of the training

On the basis of the various data collections that took place during the training, the research agent in charge of the evaluation had the opportunity to observe that:

- The students took just one course per session except during the last session, which included three courses over the same period (internship, internship supervision and coordination of a child care service).
- There were a significant number of students from the Francophone cohort who dropped out of the training program (11 from the Francophone cohort vs. two from the Anglophone cohort).
- All the teachers received the competencies profile and ensured that their course content was focused on the skills presented in the profile.
- Some teachers in both cohorts had the opportunity to become familiar with the specific context of the First Nations by participating in the training entitled "Piwaseha - Aboriginal culture and realities," which was provided by UQAT in April 2014.
- The availability of the FNQLHSSC as a resource for teachers wanting to better understand the specifics of how First Nations child care services operate was not well known.
- Information about the possibility of inviting First Nations speakers to each course was not sent to all teachers.
- The educational resource person primarily supported the students in the use of Cégep Marie-Victorin IT resources (Cisco Webex platform, Moodle, online course registration, etc.).
- The FNEC coordinator for the ACS in First Nations Child Care Administration supported the students by helping them to organize their travel to attend in-class sessions and by monitoring their attendance.
- Some teachers had difficulty distinguishing between the roles of the educational resource person and the FNEC program coordinator concerning the support provided to the students.
- More in-class courses were held in the communities for the Francophone cohort (six in-class sessions out of eight plus a visit to a community child care service) than for the Anglophone cohort (two in-class sessions out of eight and a visit to a community child care service).
- Experiences with the training program and the need for support seemed to differ between the two cohorts. It would appear from the results of the course and skills acquired assessments conducted with the teachers and the follow-ups held with the educational resource person and the FNEC program coordinator that the students in the Anglophone cohort seemed more autonomous vis-à-vis their studies. However these differences of experience and perspective cannot be fully documented, since the end of session data collection could not be performed with the Anglophone cohort.





3. Process

The purpose of evaluating the different aspects of the process is to understand the mechanisms that either facilitated or limited the implementation of activities. The evaluation was supported by satisfaction surveys conducted with the students.

3.1 Data collection methods used

3.1.1 Self-administered satisfaction questionnaires

Students in the Francophone cohort wishing to do so participated in assessing their training by completing a self-administered questionnaire about their satisfaction at the end of the training. Since the deadline for the evaluation was pushed forward, the same survey could not be undertaken with the Anglophone cohort, whose training was planned to finish in February 2015.

3.1.2 Course assessments

The teachers were also consulted through telephone interviews at the end of each session, in order to assess how the course was implemented compared to what was originally intended.

3.1.3 Participant observations

The research agent participated in the follow-up committee the FNQLHSSC and FNEC, which allowed her to access to data from the follow-ups and updates presented at these meetings by the FNEC ACS program coordinator.

3.1.4 Semi-structured interviews

Seven follow-up interviews were conducted by telephone with the educational resource person throughout the training of the two cohorts. At the end of the training, a semi-structured interview was conducted with the educational resource person and another with the training coordinator from the FNEC.

3.2 Number of respondents

3.2.1 Bias related to the source and number of respondents

It is important to note that moving the end date of the evaluation forward had an impact in terms of sources of the data collected and the number of respondents consulted for the evaluation process. Most of the data came from respondents in the Francophone cohort.

3.2.2 Number of respondents in the data collection held to evaluate the training

Nine of the ten students who completed the training participated in the assessment of their satisfaction at the end of the training. The number of respondents to this portion of the evaluation was as follows:



TABLE 3

NUMBER OF RESPONDENTS IN THE DATA COLLECTION HELD TO EVALUATE THE TRAINING

	END-OF-TRAINING DATA COLLECTION
Francophone cohort	9
Anglophone cohort	N/A



3.2.3 Number of respondents to the course assessments

All the teachers in both cohorts expressed an interest in participating in the evaluation. Some teachers participated in the evaluation on more than one occasion, either because they gave the same course in both cohorts, or because they taught two separate courses in the ACS program. The number of teachers who participated in the evaluation relative to the number of courses given is as follows:

 **TABLE 4** NUMBER OF RESPONDENTS TO THE COURSE ASSESSMENTS

	FRANCOPHONE COHORT	ANGLOPHONE COHORT
Number of courses held during the assessment period	8	5
Number of course assessments conducted	8	5
Number of teachers consulted	5	5

3.3 Results of the evaluation of the process

3.3.1 Satisfaction with the training

For the reasons stated above, the results discussed in this section relate to the students from the Francophone cohort only, except where noted.

3.3.1.1 Reasons for participating in the training

Only the data collected from the Francophone cohort on the level of satisfaction achieved by the end of the training provides information on the main reasons expressed by respondents for participating.

 **TABLE 5** DISTRIBUTION OF RESPONSES REGARDING REASONS FOR TAKING THE TRAINING

	FRANCOPHONE COHORT N=8
At the request of my employer	0
For professional reasons	7
For personal reasons	0
Other	1

Respondents mainly gave professional reasons for their participation. Just one respondent out of ten indicated having participated in the training program for another reason and explained: "I wanted to do something and I could do this online. I didn't have to leave my village" (AECF11).



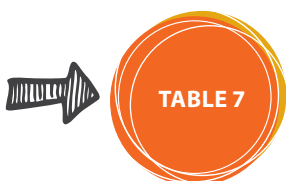
DISTRIBUTION OF RESPONSES REGARDING EXPECTATIONS VIS-À-VIS THE TRAINING

	FRANCOPHONE COHORT N=8
None	0
Improve my skills	5
Part of my career plan	3
Other	0

The majority of respondents indicated that their main expectation vis-à-vis the training was to improve their skills, while others said that their expectations were mainly focused on their career development.

3.3.1.2 Student satisfaction regarding the ACS program

In addition, the rate of student satisfaction compared to their expectations for the training was also very high:



HOW WELL THE TRAINING MET THE EXPECTATIONS OF THE STUDENTS

	FRANCOPHONE COHORT N=9
Yes, completely	7
Partly	2
Not at all	0

The majority of respondents consider that the training program met their expectations, while two reported that this was partially true. One of these two respondents said that he did not see himself as becoming a director after the training (AECF10).



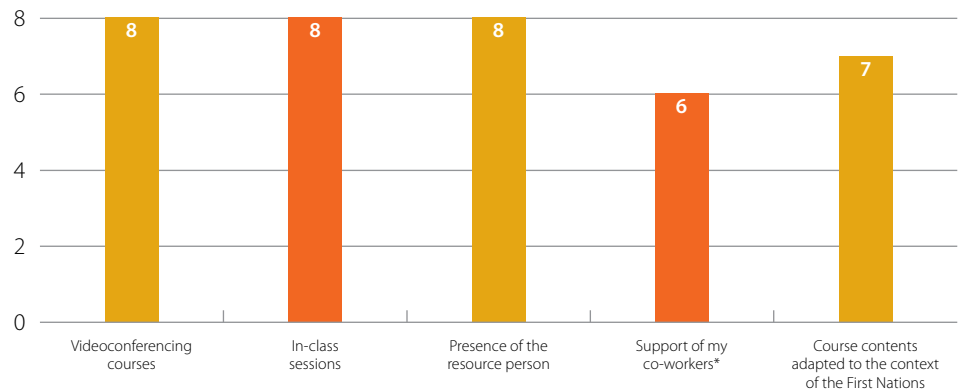
3.3.2 Facilitating factors

All the elements covered by the questionnaire were described as helpful. However, the factors that respondents from the Francophone cohort (n=8) most frequently mentioned as helpful were the fact that instruction was offered through both in-class and distance formats and the presence of the resource person.

Nevertheless, it is important to indicate that when the questionnaires were administered, a number of respondents asked the research agent who the resource person was. The students also expressed some confusion about the resource person's support mandate. Some felt that this role was to be provided by the Cégep Marie-Victorin's educational resource person, while others felt it was the responsibility of the FNEC program coordinator.



FIGURE 1 - FACILITATING FACTORS, ACCORDING TO STUDENTS IN THE FRENCH-SPEAKING COHORT (N=9)



*One respondent did not give an opinion on this element of the questionnaire.

3.3.2.1 Presence of the resource person

Seven of the nine respondents reported making use of the resource person from time to time and two respondents said they never required this service. Among the respondents who had made use of the resource person (n=7), six were satisfied with the assistance received and one was not satisfied.

There was, however, some confusion among respondents about which person was responsible for providing support.

The reasons students gave for having called on the assistance of the resource person were the following:

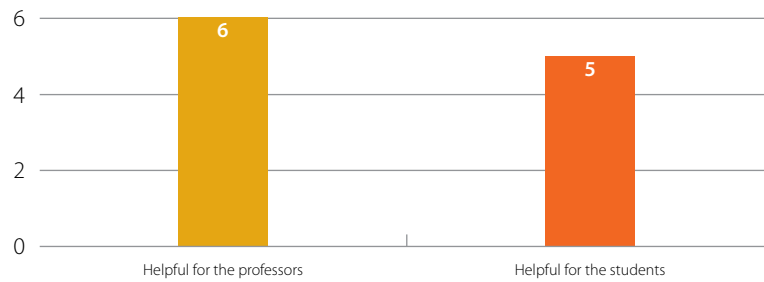
- To excuse lateness and absences (3 respondents out of 7)
- To change term assignment deadlines (2 respondents out of 7)
- To resolve technical problems related to distance courses (1 respondent out of 7)
- To get information about travelling to in-class sessions (1 respondent out of 7).
- To be motivated when going through a discouraging period (1 out of 7).

The respondents (n=7) unanimously agreed that the presence of a resource person was needed for this training. They also shared the view that the resource person's presence had facilitated their relationship with the teachers and had helped, along with the efforts of the teachers, to maintain their motivation throughout the program.



For the course assessments, the teachers also indicated that the presence of the resource person was very positive. The assessments showed that confusion also existed among several teachers in identifying the resource person. Some also reported not having an overall understanding of the mandates of different people involved in the training, which limited their ability to make use of them, in not knowing how their responsibilities interlinked. Several teachers said they did not know in what situations they could resort to the FNEC ACS program coordinator. For this reason, they directed their requests for support to the Cégep Marie-Victorin educational resource person who referred them, when necessary, to the FNEC program coordinator. In addition, very few teachers were aware that this program was an initiative of the FNQLHSSC and that they could turn to the FNQLHSSC project manager when necessary.

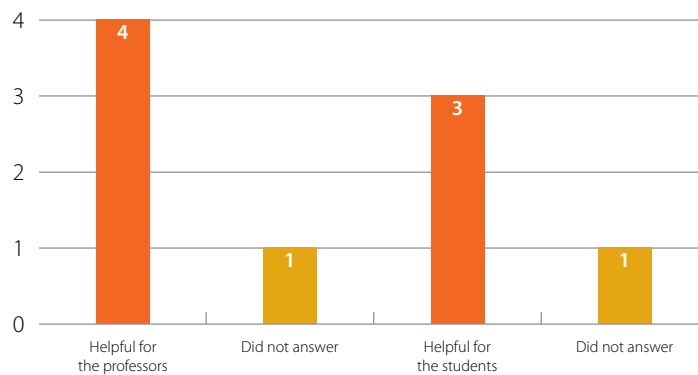
FIGURE 2 - PRESENCE OF THE RESOURCE PERSON FOR THE FRANCOPHONE COHORT (N=6)



All the teachers from the Francophone cohort who participated in the evaluation (n=6) reported that the presence of the resource person had been helpful to them. Five teachers told the research agent that this was also the case for the students, while one teacher indicated not knowing whether the students had in fact used the resource person.

The responses were similar for the Anglophone cohort.

FIGURE 3 - PRESENCE OF THE RESOURCE PERSON FOR THE ENGLISH-SPEAKING COHORT (N=5)



One of the teachers in the Anglophone cohort did not answer whether or not the resource person had been helpful to either the teachers or the students. Thus, all the teachers who answered the question indicated that the presence of the resource person was helpful to them and three said it was also helpful to the students. One mentioned to the research agent that he did not know if the students had made use of the resource person.



3.3.2.2 The group's strengths

The course assessments conducted with the teachers, in addition to the semi-structured interviews conducted with the educational resource and the FNEC program coordinator, also revealed some of the facilitating factors.

Different strengths among the students from both cohorts were identified by the respondents. Regarding the Francophone cohort, all respondents mentioned group dynamics and cohesion as important strengths of this cohort (n=8). The group's sense of humor and level of motivation were also mentioned often.

Respondents from the Anglophone cohort frequently mentioned the group's autonomy and organizational capacity (four out of seven respondents).

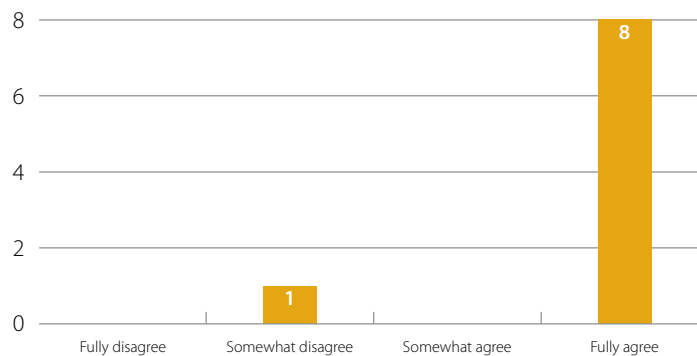
Regarding logistics, 16 of 17 respondents from the Francophone cohort (teachers, educational resource, FNEC program coordinator and students) felt that the schedule, timing and distribution of the courses were generally adequate. However, a third of the respondents (n=9) remarked on the overload produced by the fact that two courses had been scheduled during the last session (internship and coordination of a child care service).

Comments on the distribution of in-class courses were also collected from both teachers and students. It seems that the content of some courses required more in-class sessions than did others. It was for this reason that an in-class session was added as part of a course whose content was more complex.

3.3.2.3 Interest in and usefulness of the training

The students were also asked about how they rated the training in terms of their interest and its usefulness. Again, their satisfaction was very high.

FIGURE 4 - INTEREST IN THE TRAINING, ACCORDING TO STUDENTS IN THE FRENCH-SPEAKING COHORT (N=9)



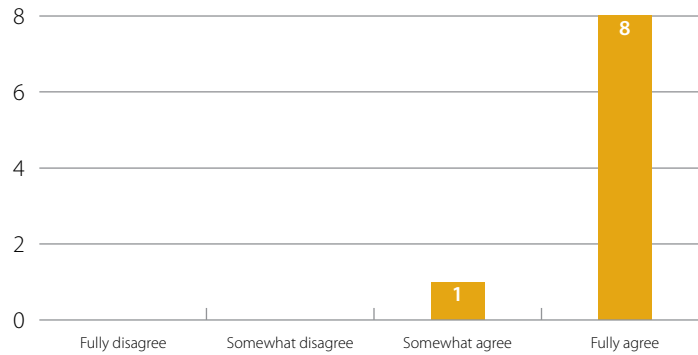
In response to the statement “In general, I found the training interesting,” only one respondent in the Francophone cohort indicated disagreeing with it to some extent, while eight respondents wholly agreed with it.

The level of interest in the training was generally high.

Respondents’ assessment of the training’s usefulness was also very high.



FIGURE 5 - USEFULNESS OF THE TRAINING, ACCORDING TO STUDENTS IN THE FRENCH-SPEAKING COHORT (N=9)

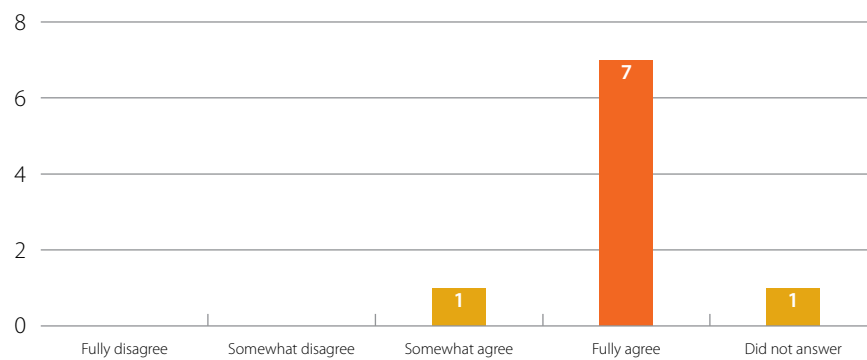


Eight of the nine respondents wholly agreed that the training was useful, while one respondent partly agreed (n=9).

3.3.3 Adapting the training to the reality of the First Nations

Opinions regarding the adaptation of the training to the reality of the First Nations among the students of the Francophone cohort were also very positive.

FIGURE 6 - TRAINING ADAPTED TO THE REALITY OF THE FIRST NATIONS, ACCORDING TO THE STUDENTS IN THE FRENCH-SPEAKING COHORT (N=9)





Seven of the eight students who answered the question wholly agreed that the training was adapted to the needs of First Nations. One respondent somewhat agreed with this statement. One person did not respond to this question.

It is important to note that seven of the eight students in the Francophone cohort who answered the question found adapting the course content to the context of the First Nations to be helpful (see figure 1).

Also, in considering the perceptions of students (those consulted in the Francophone cohort) about whether or not the teachers used strategies to foster links between the content of their course and the reality of the workplace, we see that students in this cohort were fully satisfied with what the teachers presented to them. Eight respondents (n=9) reported that teachers emphasized the links between the course content and the workplace, while one student said this was not the case.

To facilitate the adaptation of the training to the reality of the First Nations, all the teachers received a copy of the competencies profile; they were required to ensure that their content was built around the skills documented in the profile. In addition, teachers who gave courses after April 2014 benefited from the training “Piwaseha - Aboriginal culture and realities” provided by UQAT in April 2014. Some teachers from the two cohorts (two of 10) approached the FNQLHSSC project manager to request information specific to the First Nations relevant to their courses. To ensure that their courses were adapted to the realities of the students in the communities, all the teachers reported having held discussions with the students about how their workplaces functioned.

For some teachers, adaptation of the training format was logistical in nature. For example, they gave longer deadlines for assignments than in other cohorts they had previously taught. These deadlines for class assignments were covered by agreements between the college, the student and the FNEC training coordinator.

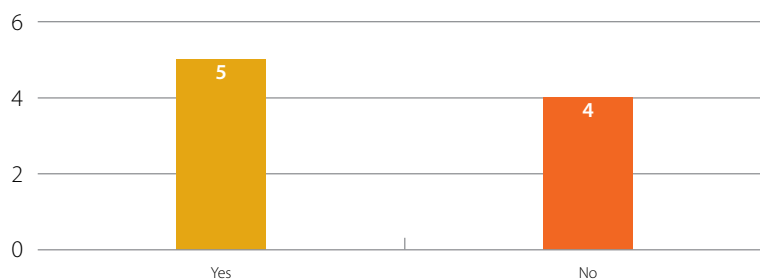
3.3.4 Challenges

Several challenges arose during the different data collections. The challenges identified by respondents were similar, but the reasons for them differed.

3.3.4.1 Balancing work/studies/family

The data analysis revealed that for many students, reconciling the training with one’s work and family was a challenge. Indeed, four of the nine students consulted mentioned that it had been difficult to balance these areas of life at one moment or another in the training.

FIGURE 7 - BALANCING WORK/STUDIES/FAMILY DURING THE ACS PROGRAM, ACCORDING TO THE STUDENTS IN THE FRENCH-SPEAKING COHORT (N=9)





3.3.4.2 Attendance

The challenges to the Francophone cohort, identified by the teachers in the course assessments, as well as by the educational resource and the FNEC program coordinator, were linked to the difficulty of finding a work/studies/family balance. However, the reasons that were most frequently advanced by this category of respondents to explain why this was a challenge was seen in their difficulties in getting organized. A number of these respondents mentioned that students frequently asked if they had a class scheduled that very day, even though classes were always held at the same time on the same day, which was indicated on the calendars they had been given. The same remarks were often made by the respondents as to students' questions about the due dates of course assignments.

The issue of attendance was managed very early on in the training by the FNEC person responsible for coordinating the program, who tightly monitored late arrivals and absences in order to initiate any required interventions with the students.

The issue of attendance was a factor in both cohorts, but in different ways. It appears from the data collected from the teachers, the educational resource and the FNEC program coordinator that attendance was generally lower in the Francophone cohort, especially at the beginning of the training. In the Anglophone cohort, the issue of attendance took the form of whether or not the students who were present were actually available to engage with the material, particularly in the distance courses. Several students were taking the course while going about their personal affairs. Interventions were therefore necessary to supervise the authorized distance learning locations. Nevertheless, these data cannot be correlated with data from the students since the data collection dealing with these issues was not carried out due to the fact that the evaluation deadline was moved forward.

3.3.4.3 Distance learning platform

The distance learning courses that were part of the ACS in First Nations Child Care Administration Program were not delivered through a videoconferencing system, but rather through the use of a learning platform (Cisco Webex). The difference is seen mainly in terms of connectivity, as the distance courses delivered through this model do not require access to a videoconferencing system. Access is easier for participants, in that they are not dependent on the availability of special technology in their community and access to a videoconference room when their course is scheduled. In addition, the presence of a technician at both sites (participants' connection site and program videocast site) is no longer necessary. Students connect via internet access from any computer. This type of technology, specifically designed for distance learning, offers the possibility of more user-friendly presentations and discussions.

The teachers in both cohorts were consulted about the use of the learning platform and the responses were relatively similar across the two cohorts. All teachers consulted regarding the Francophone cohort (n=5) indicated that they believe the use of the learning platform was easy for the students in terms of access and operation. However, one person emphasized that distance education is not always easy for teachers, to the extent that access to the students' non-verbal responses is more limited.

Also, the platform's language was mentioned early in the training as an issue for students in the Anglophone cohort. The interface of the platform was in French, which made it harder for them to become familiar with its use. Consideration was even given to the possibility of downgrading to the previous version to solve this problem. In the end, it proved unnecessary since students had become accustomed to the operation of the platform and no longer regarded the French interface as an obstacle to their use of the distance learning technology.





In addition, the views of teachers in both cohorts agree on several points. In three different data collections, respondents recognized that for reasons of geographical distance this solution has its place as a teaching approach. Few technological problems were mentioned but some respondents in both cohorts raised such issues. These problems were more frequently mentioned in the Anglophone cohort (twice) than in the Francophone cohort (once). The question of the quality of the connection was also raised since in each cohort; teachers reported that students with weaker internet connections had more difficulty accessing the platform. Another element that repeatedly came up in the collection of data from teachers was the question of the suitability of the distance education courses for their content. It is clear that for some courses, distance education posed a greater challenge vis-à-vis the material being taught. Lastly, the respondents were also in agreement concerning how easy it was for this access to technology by the students to be used improperly. Being able to connect remotely did not always go hand in hand with a real availability to engage the course material. One teacher mentioned having often seen a lot of question marks appear on the screen, which meant that although participants were apparently properly connected, no movement in front of the screen was detected. To this issue may be added the concern of having less suitable connection sites and the need for better control of attendance, as presented in the previous section.

3.3.4.4 Availability of documentation in both languages

The course assessments with the teachers from the Anglophone cohort and interviews with the educational resource and the FNEC program coordinator (n=7) revealed that a major challenge was experienced with respect to the lack of availability of the provincial government's official reference documents in English. A number of courses required that provincial legislation on child care be referenced, and these documents, while essential to the work of child care managers and the acquisition of the skills covered by the ACS, are not available in English, thus penalizing the students of the Anglophone cohort. This issue was not initially anticipated and appeared only after the session was underway. Even after the problem became evident, teachers continued to mention it in the context of the course assessments, and some indicated having received little or no support from the various resources in charge of the training program they turned to (Cégep Marie-Victorin, FNEC and the FNQLHSSC) for help in overcoming this obstacle. They indicated in this regard that they felt somewhat disempowered concerning the problem and had to address it through their own efforts.





4. Short-term effects: Skills that were acquired

The purpose of evaluating the short-term effects is to examine whether participants have acquired and developed the skills covered by the ACS in First Nations Child Care Administration.

4.1 Data collection methods used

4.1.1 Participant observations in the FNEC follow-up committee

Information concerning the success rate for each course and the final number of graduates was collected through participant observations made during meetings of the follow-up committee throughout the training.

4.1.2 Skills assessment

Information on the level of students' understanding was obtained by telephone interviews with the teachers at the end of each course.

4.1.3 Self-administered questionnaire on the intention to improve practices

Information on participants' understanding was obtained twice, once at the training's midpoint by a questionnaire e-mailed to students (SurveyMonkey) and again at the end of the training, together with the questionnaire on participants' satisfaction with the ACS program.

4.1.4 Telephone interview on the reasons why people dropped out of the program

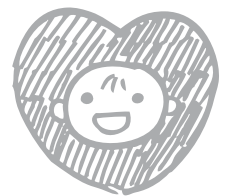
Telephone interviews with people who stopped participating were conducted in August 2014 for the two cohorts to identify the reasons that led these students to end their participation in the training.

4.2 Number of respondents

4.2.1 Bias related to the source and number of respondents

It is important to note that moving the end date of the evaluation forward had an impact in terms of sources of the data collected and the number of respondents consulted for the evaluation process. Most of the data came from respondents in the Francophone cohort.

As a result, in this section, a comparison of data from the two cohorts on skills acquired under the ACS program at the training's midpoint will be presented. However, because final data was not collected from the Anglophone cohort, it will not be possible to offer an end-of-training comparison between the two cohorts. Instead, a look at the evolution of skills acquired by students of the Francophone cohort will be presented.



4.2.2 Respondents to the skills assessment



TABLE 8

NUMBER OF RESPONDENTS TO THE SKILLS ASSESSMENT

	FRANCOPHONE COHORT	ANGLOPHONE COHORT
Number of courses held during the assessment period	8	5
Number of skills assessments conducted	8	5
Number of teachers consulted	5	5

4.2.3 Respondents to the self-administered questionnaire

The option of sending the questionnaire online (SurveyMonkey) was exercised at the training's midpoint to overcome the problem caused by the failure to ensure data collection at the training's mid-point by holding in-class sessions allowing for the questionnaires to be manually handed out to the students. However, this option was not very effective since there was a low rate of participation in the midpoint data collection in both cohorts. At the end of the training, there was a high rate of participation in the data collection among the Francophone cohort. The number of participants was distributed as follows:



TABLE 9

NUMBER OF PARTICIPANTS IN THE DATA COLLECTION CONCERNING SKILLS ACQUIRED THROUGH THE ACS PROGRAM

	MIDPOINT DATA COLLECTION	END-OF-TRAINING DATA COLLECTION
Francophone cohort	7	9
Anglophone cohort	5	N/A

4.2.4 Respondents to telephone interviews on reasons for ending participation in the training

Due to the large number of people, especially in the Francophone cohort, who dropped out of the ACS training program, it was agreed that the reasons that led the students to quit the program should be documented. Phone interviews were therefore conducted in the summer of 2014.



TABLE 10

NUMBER OF STUDENTS WHO QUIT THE TRAINING AS OF THE DATE OF THE DATA COLLECTION (AUGUST 2014) AND WHO TOOK PART IN THE INTERVIEWS

	FRANCOPHONE COHORT	ANGLOPHONE COHORT
Number of dropouts	9	2
Number of respondents	3	2



4.3 Results of the evaluation of the short-term effects (skills acquired)

4.3.1 Competencies to be acquired in the ACS program

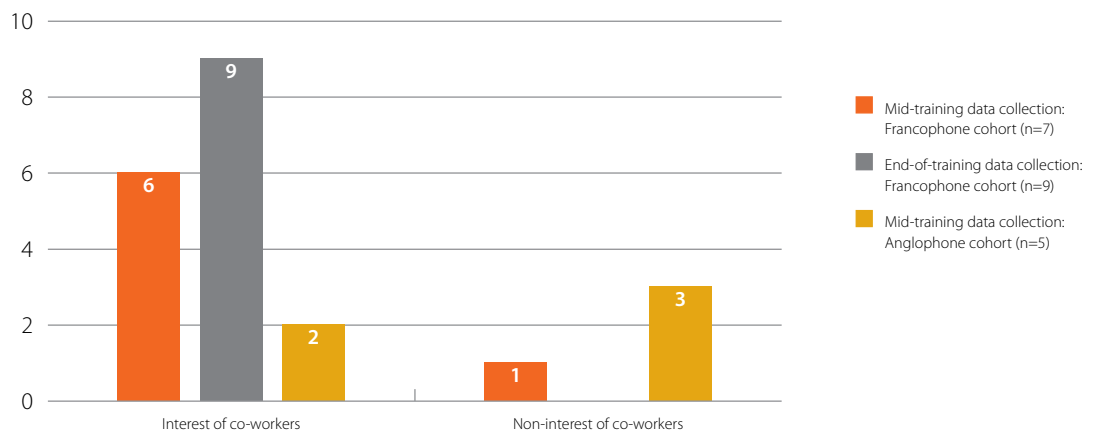
It should be noted that the requirements for the acquisition of skills under this training were developed in the pre-implementation phase and compiled in the First Nations of Quebec early child care administrator competencies profile (FNQLHSSC, 2012). This profile was presented to Cégep Marie-Victorin and the education coordinator was responsible for distributing it to each of the teachers, as well as to the FNEC program coordinator for the ACS, who validated the correspondence between the course outlines and the competencies in the profile.

Since this is a college program, all courses offered led to a final grade and a minimum cumulative grade point average was a requirement for graduation.

4.3.2 Interest shown by people in participants' workplaces

It appears from the data analysis that more Francophone students than Anglophone students reported that their co-workers took an interest in their training. An increase in the interest shown by co-workers of the participants between the training's midpoint and conclusion is also suggested by the data collected from the Francophone cohort. For the Anglophone cohort, it appears that at midpoint, a majority of respondents said that their colleagues did not show interest in their training (n=5).

FIGURE 8 - INTEREST SHOWN BY PARTICIPANTS' CO-WORKERS IN THE ACS PROGRAM



4.3.3 Skills acquired at the training's midpoint

4.3.3.1 Francophone cohort



TABLE 11

SKILLS ACQUIRED IN THE FIRST NATIONS CHILD CARE ADMINISTRATION ACS PROGRAM AT THE MIDPOINT (ORANGE) AND END OF THE TRAINING (GRAY), ACCORDING TO STUDENTS IN THE FRANCOPHONE COHORT

LIST OF SKILLS	I HAD ACQUIRED THIS SKILL BEFORE THE TRAINING	DURING THE TRAINING			N
		I ACQUIRED THIS SKILL	I AM IN THE PROCESS OF ACQUIRING THIS SKILL	I DID NOT ACQUIRE THIS SKILL	
1. CHILDCARE CENTRE MANAGEMENT Demonstrates skills in planning, organization, management and oversight of a childcare centre.	2	5	0	0	7
	0	4	5	0	9
Demonstrates communication skills in dealing with the various sectors of the community and external partners.	2	1	4	0	7
	3	1	5	0	9
Demonstrates skills in participating in development of the childcare centre's policies.	1	3	2	1	7
	2	2	4	1	9
2. PROFESSIONAL ETHICS Demonstrates skills in applying professional ethics.	2	4	1	0	7
	3	3	3	0	9
3. INTERPERSONAL SKILLS IN RELATIONS WITH FAMILIES AND THE COMMUNITY Demonstrates skills in creating a favorable environment for the family.	3	2	1	1	7
	2	4	2	0	8
Demonstrates skills in establishing links with the community.	2	2	2	1	7
	2	3	3	1	9



TABLEAU 11
(CONTINUED)

SKILLS ACQUIRED IN THE FIRST NATIONS CHILD CARE ADMINISTRATION ACS PROGRAM AT THE MIDPOINT (ORANGE) AND END OF THE TRAINING (GRAY), ACCORDING TO STUDENTS IN THE FRANCOPHONE COHORT

LIST OF SKILLS	I HAD ACQUIRED THIS SKILL BEFORE THE TRAINING	DURING THE TRAINING			N
		I ACQUIRED THIS SKILL	I AM IN THE PROCESS OF ACQUIRING THIS SKILL	I DID NOT ACQUIRE THIS SKILL	
4. HUMAN RESOURCES MANAGEMENT Demonstrates skills in filling positions at the centre.	2	0	3	1	6
	2	3	4	0	9
Demonstrates skills in supervising employees.	1	3	2	1	7
	0	4	4	1	9
Demonstrates skills in supporting employees' professional development.	0	5	1	1	7
	0	3	6	0	9
Demonstrates skills in overseeing work relations.	0	5	1	1	7
	0	5	4	0	9
5. FINANCIAL, MATERIAL AND ACCOUNTING MANAGEMENT Demonstrates skills in preparing and managing the budget.	1	0	5	1	7
	1	2	5	1	9
6. MANAGEMENT OF THE FACILITY AND THE ENVIRONMENT Demonstrates skills in ensuring a healthy and safe environment.	4	1	2	0	7
	1	4	4	0	9
Demonstrates skills in managing the facility.	4	0	3	0	7
	1	3	4	1	9
7. DELIVERY OF EARLY CHILDHOOD SERVICES Demonstrates skills in developing and implementing services for children.	4	0	2	1	7
	1	5	3	0	9
Demonstrates skills in creating a child-centered environment.	4	0	2	1	7
	1	5	3	0	9



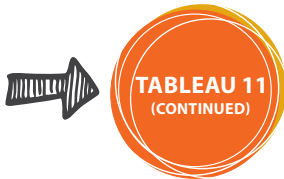


TABLEAU 11
(CONTINUED)

SKILLS ACQUIRED IN THE FIRST NATIONS CHILD CARE ADMINISTRATION ACS PROGRAM AT THE MIDPOINT (ORANGE) AND END OF THE TRAINING (GRAY), ACCORDING TO STUDENTS IN THE FRANCOPHONE COHORT

LIST OF SKILLS	I HAD ACQUIRED THIS SKILL BEFORE THE TRAINING	DURING THE TRAINING			N
		I ACQUIRED THIS SKILL	I AM IN THE PROCESS OF ACQUIRING THIS SKILL	I DID NOT ACQUIRE THIS SKILL	
8. QUALITY ASSURANCE AND IMPROVEMENT Demonstrates skills in ensuring and improving the quality of the centre's services.	3	3	1	0	7
	0	4	4	1	9
9. CULTURAL INTEGRATION Demonstrates skills in integrating the culture of the community.	3	0	3	1	7
	1	3	5	0	9

In considering the above table, we note that one respondent indicated not having acquired 11 of the skills in the ACS program by the training's midpoint.

More than half of the respondents indicated that they were in the process of acquiring three skills.

More than half of the respondents reported at midpoint that they had acquired 13 of the skills covered by the program, either before entering the ACS or during the training.

When comparing the answers of respondents in the Francophone cohort at midpoint with their answers at the end of the training, a general improvement can be observed in both the number of acquired skills and in the number of students in that cohort who acquired skills between the midpoint and the end of the training.

At the end of the training, the number of skills reported by one respondent as having not been acquired decreased from 11 at midpoint to six at the end of the training. The number of skills declared to be on the way towards being acquired at the end of the session by more than half of the respondents also increased between the two data collection points from three to four.

4.3.3.2 Anglophone cohort



TABLE 12

SKILLS ACQUIRED IN THE FIRST NATIONS CHILD CARE ADMINISTRATION ACS PROGRAM AT THE TRAINING'S MIDPOINT, ACCORDING TO STUDENTS IN THE ANGLOPHONE COHORT

LIST OF SKILLS	I HAD ACQUIRED THIS SKILL BEFORE THE TRAINING	DURING THE TRAINING			N
		I ACQUIRED THIS SKILL	I AM IN THE PROCESS OF ACQUIRING THIS SKILL	I DID NOT ACQUIRE THIS SKILL	
1. CHILD CARE CENTRE MANAGEMENT Demonstrates skills in planning, organization, management and oversight of a childcare centre.	4	1	0	0	5
Demonstrates communication skills in dealing with the various sectors of the community and external partners.	2	2	0	0	4
Demonstrates skills in participating in development of the childcare centre's policies.	3	2	0	0	5
2. PROFESSIONAL ETHICS Demonstrates skills in applying professional ethics.	4	1	0	0	5
3. INTERPERSONAL SKILLS IN RELATIONS WITH FAMILIES AND THE COMMUNITY Demonstrates skills in creating a favorable environment for the family.	4	1	0	0	5
Demonstrates skills in establishing links with the community.	3	2	0	0	5





TABLEAU 12
(CONTINUED)

SKILLS ACQUIRED IN THE FIRST NATIONS CHILD CARE ADMINISTRATION ACS PROGRAM AT THE TRAINING'S MIDPOINT, ACCORDING TO STUDENTS IN THE ANGLOPHONE COHORT

LIST OF SKILLS	I HAD ACQUIRED THIS SKILL BEFORE THE TRAINING	DURING THE TRAINING			N
		I ACQUIRED THIS SKILL	I AM IN THE PROCESS OF ACQUIRING THIS SKILL	I DID NOT ACQUIRE THIS SKILL	
4. HUMAN RESOURCES MANAGEMENT Demonstrates skills in filling positions at the centre.	2	2	0	0	4
Demonstrates skills in supervising employees.	3	1	0	0	4
Demonstrates skills in supporting employees' professional development.	2	2	0	0	4
Demonstrates skills in overseeing work relations.	3	2	0	0	5
5. FINANCIAL, MATERIAL AND ACCOUNTING MANAGEMENT Demonstrates skills in preparing and managing the budget.	0	0	3	0	3
6. MANAGEMENT OF THE FACILITY AND THE ENVIRONMENT Demonstrates skills in ensuring a healthy and safe environment.	1	3	0	0	4
Demonstrates skills in managing the facility.	3	2	0	0	5
7. DELIVERY OF EARLY CHILDHOOD SERVICES Demonstrates skills in developing and implementing services for children.	2	3	0	0	5
Demonstrates skills in creating a child-centered environment.	2	2	1	0	5

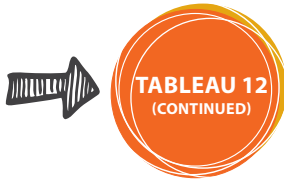


TABLEAU 12
(CONTINUED)

SKILLS ACQUIRED IN THE FIRST NATIONS CHILD CARE ADMINISTRATION ACS PROGRAM AT THE TRAINING'S MIDPOINT, ACCORDING TO STUDENTS IN THE ANGLOPHONE COHORT

LIST OF SKILLS	I HAD ACQUIRED THIS SKILL BEFORE THE TRAINING	DURING THE TRAINING			N
		I ACQUIRED THIS SKILL	I AM IN THE PROCESS OF ACQUIRING THIS SKILL	I DID NOT ACQUIRE THIS SKILL	
8. QUALITY ASSURANCE AND IMPROVEMENT Demonstrates skills in ensuring and improving the quality of the centre's services.	2	3	0	0	5
9. CULTURAL INTEGRATION Demonstrates skills in integrating the culture of the community.	2	3	0	0	5

Overall, students in the Anglophone cohort had a more positive perception of skills acquired at the training's midpoint than the students in the Francophone cohort at the same stage.

No skill was declared to be not acquired at this stage. In addition, more than half of the respondents (n=5) mentioned that they had already acquired eight of the skills covered by the ACS program before the start of training. It is also interesting to note that only two skills are mentioned by 1-3 respondents as in the process of being acquired.

4.3.4 Skills that were more difficult to acquire

The skills assessments conducted with the teachers of the two cohorts produced similar results. A few teachers had the opportunity to teach in both cohorts and reported having observed that the academic level and the challenges faced by the two cohorts were different.

However, when we look in greater detail at the skills that teachers identified as more difficult to acquire, we see that the data is similar for both cohorts. It is clear that some courses or skills taught in the courses were more difficult to achieve for students in both cohorts. Upon analysis of the data from skills assessments carried out with the teachers from the Francophone cohort (n=5) and those from the Anglophone cohort (n=5), it appears that the most practical skills are the most easily attainable.



4.4 Students who stopped participating in the training

The data collected from students who ended their participation in the program should be interpreted with caution due to the small number of respondents.

The reasons given by students in both cohorts who responded to telephone interviews for why they stopped participating in the training were as follows:



TABLE 13 REASONS FOR ENDING PARTICIPATION IN THE TRAINING, BOTH COHORTS

	FRANCOPHONE COHORT (N=3)	ANGLOPHONE COHORT (N=2)
My expectations vis-à-vis the training	0	1
Level of difficulty of the training	0	0
Distance learning (learning platform)	1	0
In-class training sessions	0	0
Support from the resource person	1	0
Support from colleagues	0	0
Course content adapted to the context of the First Nations	0	0
Balancing work/studies/family	2	1
Language of instruction	0	0
Charge des travaux scolaires	0	2


It appears from the analysis of data collected from the students of the two cohorts that the reasons for ending participation in the training were varied. The distribution of responses was heterogeneous. For the respondents from the Francophone cohort (n=3), the most frequently named reasons were balancing work, studies and family which was mentioned by two of the three respondents, the distance learning courses (learning platform) and the support of the resource person which was mentioned by one respondent.

The course workload was the element mentioned by the respondents from the Anglophone cohort (n=2) as having contributed to their leaving the program. One student in this cohort mentioned balancing work, studies and family and the training's failure to meet expectations.



4.5 Graduates

Not all students who completed the ACS program graduated; this was due to failures in one or more courses.

 **TABLE 14** NUMBER OF GRADUATES



	FRANCOPHONE COHORT	ANGLOPHONE COHORT
Number of students at the start of the training	21	10
Number of students at the end of the training	10	8
Number of graduates	9	8



5. Medium-term effects: the intention to put the skills into practice

Normally, the evaluation of medium-term effects serves to establish the application of skills in the workplace. Considering the limited timeframe in the current context of the evaluation, it will instead focus on the intentions of the participants. This also helps to identify elements that facilitated or limited participants' anticipated application of the skills in their workplace.

5.1 Data collection method used

5.1.1 Self-administered questionnaire on the intention to improve practices

The data used in this part of the report were extracted from the second self-administered questionnaire that was completed by the students of the Francophone cohort at the end of the ACS program.

5.2 Number of respondents

5.2.1 Bias related to the source and number of respondents

It is important to note that moving the end date of the evaluation forward had an impact in terms of the sources of the data and the number of respondents consulted for purposes of evaluating the medium-term effects. Most of the data collected came from respondents in the Francophone cohort.

As a result, in this section, a comparison of data from the two cohorts regarding intentions to apply skills acquired under the ACS program at the training's midpoint will be presented. However, because final data was not collected from the Anglophone cohort, it will not be possible to offer an end-of-training comparison between the two cohorts. Instead, a look at the evolution of these intentions by students of the Francophone cohort will be presented.

5.2.2 Number of respondents to the self-administered questionnaires

The distribution of the students who participated in the evaluation at different data collection points is as follows:

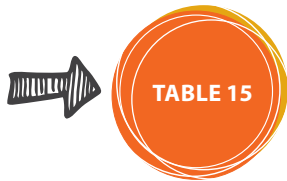


TABLE 15 NUMBER OF PARTICIPANTS IN THE DATA COLLECTION ON THE APPLICATION OF SKILLS ACQUIRED IN THE ACS PROGRAM

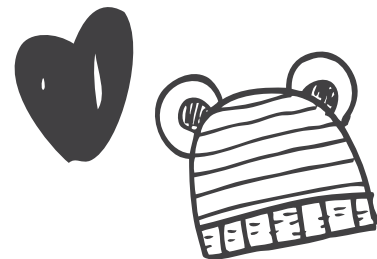
	MID-POINT DATA COLLECTION	END OF SESSION DATA COLLECTION
Nombre d'étudiants de la cohorte francophone ayant participé à l'évaluation	7	9
Nombre d'étudiants de la cohorte anglophone ayant participé à l'évaluation	5	S.O.

5.3 Results regarding the intention to improve practice

5.3.1 Influence of the training on professional life

Question 1 of the questionnaire was: "Do you think the training will have an influence on your professional life?" Seven of nine respondents answered "yes" to this question and two answered "no."

The comments received on this occasion denote a positive impact on the professional lives of students. Respondents reported having acquired relevant knowledge allowing them to improve their work methods as child care administrators.



5.3.2 Intentions to apply skills at the session mid-point

5.3.2.1 Francophone cohort



TABLE 16

APPLICATION OF SKILLS BY STUDENTS IN THE FRANCOPHONE COHORT AT THE MIDPOINT (ORANGE) AND END (GRAY) OF THE TRAINING

SKILLS	I WAS APPLYING THIS SKILL BEFORE THE TRAINING	I BEGAN APPLYING THIS SKILL DURING THE TRAINING	IT IS MY INTENTION TO APPLY THIS SKILL	THIS SKILL IS NOT APPLICABLE IN MY WORKPLACE	N
1. CHILDCARE CENTRE MANAGEMENT Demonstrates skills in planning, organization, management and oversight of a childcare centre.	2	2	3	0	7
	2	3	4	0	9
Demonstrates communication skills in dealing with the various sectors of the community and external partners.	2	1	4	0	7
	2	2	5	0	9
Demonstrates skills in participating in development of the childcare centre's policies.	3	1	2	1	7
	1	1	7	0	9
2. PROFESSIONAL ETHICS Demonstrates skills in applying professional ethics.	3	2	2	0	7
	3	1	4	1	9
3. INTERPERSONAL SKILLS IN RELATIONS WITH THE FAMILIES AND THE COMMUNITY Demonstrates skills in creating a favorable environment for the family.	4	1	2	0	7
	2	3	4	0	9
Démontrer des compétences à établir des liens avec la communauté.	3	1	3	0	7
	2	2	5	0	9



TABLEAU 16
(CONTINUED)

APPLICATION OF SKILLS BY STUDENTS IN THE FRANCOPHONE COHORT AT THE MIDPOINT (ORANGE) AND END (GRAY) OF THE TRAINING

SKILLS	I WAS APPLYING THIS SKILL BEFORE THE TRAINING	I BEGAN APPLYING THIS SKILL DURING THE TRAINING	IT IS MY INTENTION TO APPLY THIS SKILL	THIS SKILL IS NOT APPLICABLE IN MY WORKPLACE	N
4. HUMAN RESOURCES MANAGEMENT Demonstrates skills in filling positions in the organization.	1	2	4	0	7
	3	2	4	0	9
Demonstrates skills in supervising employees.	2	3	2	0	7
	2	4	3	0	9
Demonstrates skills in supporting employees' professional development.	2	3	2	0	7
	2	3	4	0	9
Demonstrates skills in overseeing work relations.	2	3	2	0	7
	1	4	3	1	9
5. FINANCIAL, MATERIAL AND ACCOUNTING MANAGEMENT Demonstrates skills in preparing and managing the budget.	1	2	4	0	7
	1	3	5	0	9
6. MANAGEMENT OF THE FACILITY AND THE ENVIRONMENT Demonstrates skills in ensuring a healthy and safe environment.	3	0	4	0	7
	3	0	6	0	9
Demonstrates skills in managing the facility.	3	0	4	0	7
	2	0	6	0	8
7. DELIVERY OF EARLY CHILDHOOD SERVICES Demonstrates skills in developing and implementing services for children.	3	1	3	0	7
	1	1	6	1	9
Demonstrates skills in creating a child-centered environment.	3	2	2	0	7
	3	0	6	0	9



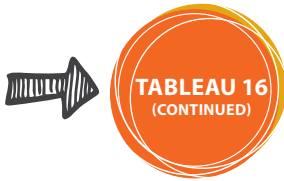


TABLEAU 16
(CONTINUED)

APPLICATION OF SKILLS BY STUDENTS IN THE FRANCOPHONE COHORT AT THE MIDPOINT (ORANGE) AND END (GRAY) OF THE TRAINING

SKILLS	I WAS APPLYING THIS SKILL BEFORE THE TRAINING	I BEGAN APPLYING THIS SKILL DURING THE TRAINING	IT IS MY INTENTION TO APPLY THIS SKILL	THIS SKILL IS NOT APPLICABLE IN MY WORKPLACE	N
8. QUALITY ASSURANCE AND IMPROVEMENT Demonstrates skills in ensuring and improving the quality of the centre's services.	3	2	2	0	7
	3	3	3	0	9
9. CULTURAL INTEGRATION Demonstrates skills in integrating the culture of the community.	3	2	2	0	7
	1	2	6	0	9

The results at the training's midpoint concerning the students' intentions to apply the skills acquired during the training program were generally very positive.

More than half of the respondents at the midpoint (N=7) reported that they had already put the majority of skills into practice either before or during the training program. The rest of the respondents stated that they intended to put them into practice. However, one respondent pointed out that one of the skills is not applicable in that respondent's workplace (demonstrate skills in participating in development of the centre's policies).

At the end of the training, one respondent (n=9) indicated that three of the skills were not applicable in that respondent's workplace. In comparing more closely the answers of the respondents in the Francophone cohort at the midpoint and the end of the training, we that by the end of the training, the trend had reversed since the answer given most frequently by more than half of the respondents in relation to skills acquired was that they intended to put them into practice. This concerns nine of the skills covered by the program, seven of which were indicated as already having been put into practice either before or during the training program, by more than half of the respondents. It is therefore possible to observe an improvement in the application of skills during the program.



We also note that these data were collected after the internship, which was designed to put into practice the skills acquired through the training program. It appears from the skills assessment conducted with the teachers that depending on the tasks that were performed during the internships, some skills were put into practice more than others. It is also interesting to note that five of the nine skills which students intended to apply extend beyond being put into practice during an internship, since they involve more general knowledge. Consider, for example, the following two statements: "Demonstrates communication skills in dealing with the various sectors of the community and external partners" and "Demonstrates skills in integrating the culture of the community." This may explain a part of the results in that more skills are declared under "intention to put this skill into practice" than "already in practice." On the other hand, it is interesting to note that the skill that emerged in the previous section as the most difficult to acquire for students, "Demonstrates skills in preparing and managing the budget" is also one of the skills that more than half of the respondents place under "intention to put into practice."

Overall, the many responses indicating the intention to put the newly acquired skills into practice, in addition to the skills already applied before and during the program, give strong reason to anticipate an improvement in practices.

5.3.2.2 Anglophone cohort



APPLICATION OF SKILLS BY STUDENTS IN THE ANGLOPHONE COHORT AT THE TRAINING'S MIDPOINT (N=5)

SKILLS	I WAS APPLYING THIS SKILL BEFORE THE TRAINING	I BEGAN APPLYING THIS SKILL DURING THE TRAINING	IT IS MY INTENTION TO APPLY THIS SKILL	THIS SKILL IS NOT APPLICABLE IN MY WORKPLACE	N
1. CHILDCARE CENTRE MANAGEMENT Demonstrates skills in planning, organization, management and oversight of a childcare centre.	3	1	0	1	5
Demonstrates communication skills in dealing with the various sectors of the community and external partners.	3	1	0	1	5
Demonstrates skills in participating in development of the organization's policies.	3	1	0	1	5
2. PROFESSIONAL ETHICS Demonstrates skills in applying professional ethics.	3	1	0	1	5

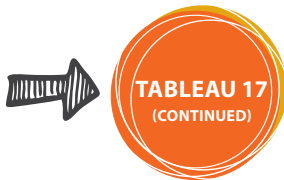


TABLEAU 17
(CONTINUED)

APPLICATION OF SKILLS BY STUDENTS IN THE ANGLOPHONE COHORT AT THE TRAINING'S MIDPOINT (N=5)

SKILLS	I WAS APPLYING THIS SKILL BEFORE THE TRAINING	I BEGAN APPLYING THIS SKILL DURING THE TRAINING	IT IS MY INTENTION TO APPLY THIS SKILL	THIS SKILL IS NOT APPLICABLE IN MY WORKPLACE	N
3. INTERPERSONAL SKILLS IN RELATIONS WITH THE FAMILIES AND THE COMMUNITY Demonstrates skills in creating a favorable environment for the family.	3	1	0	1	5
Demonstrates skills in establishing links with the community.	3	1	0	1	5
4. HUMAN RESOURCES MANAGEMENT Demonstrates skills in filling positions at the centre.	1	2	0	1	4
Demonstrates skills in supervising employees.	3	1	0	1	5
Demonstrates skills in supporting employees' professional development.	1	2	0	1	4
Demonstrates skills in overseeing work relations.	3	1	0	1	5
5. FINANCIAL, MATERIAL AND ACCOUNTING MANAGEMENT Demonstrates skills in preparing and managing the budget.	1	1	2	1	5
6. MANAGEMENT OF THE FACILITY AND THE ENVIRONMENT Demonstrates skills in ensuring a healthy and safe environment.	1	2	0	1	4
Demonstrates skills in managing the facility.	1	1	1	1	4
7. DELIVERY OF EARLY CHILDHOOD SERVICES Demonstrates skills in developing and implementing services for children.	2	2	0	1	5

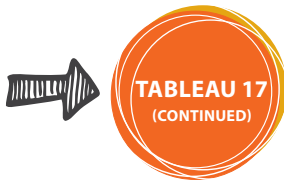


TABLEAU 17
(CONTINUED)

APPLICATION OF SKILLS BY STUDENTS IN THE ANGLOPHONE COHORT AT THE TRAINING'S MIDPOINT (N=5)



SKILLS	I WAS APPLYING THIS SKILL BEFORE THE TRAINING	I BEGAN APPLYING THIS SKILL DURING THE TRAINING	IT IS MY INTENTION TO APPLY THIS SKILL	THIS SKILL IS NOT APPLICABLE IN MY WORKPLACE	N
Demonstrates skills in creating a child-centered environment.	1	1	2	1	5
8. QUALITY ASSURANCE AND IMPROVEMENT Demonstrates skills in ensuring and improving the quality of the centre's services.	2	1	1	1	5
9. CULTURAL INTEGRATION Demonstrates skills in integrating the culture of the community.	3	0	1	1	5

The results of the training's midpoint data collection among the Anglophone cohort concerning the students' intentions to put into practice the skills acquired during the training program were also positive.

More than half of the respondents (n=5) reported that they were already applying almost all of the skills (15), either before or during the training. The skill that emerged as not yet having been applied by the majority of respondents concerned the financial and material management of a childcare centre: "Demonstrates skills in preparing and managing the budget."

One respondent noted that not all skills were applicable in the workplace and the other respondents reported that they intended to put into practice the skills acquired through the training program.

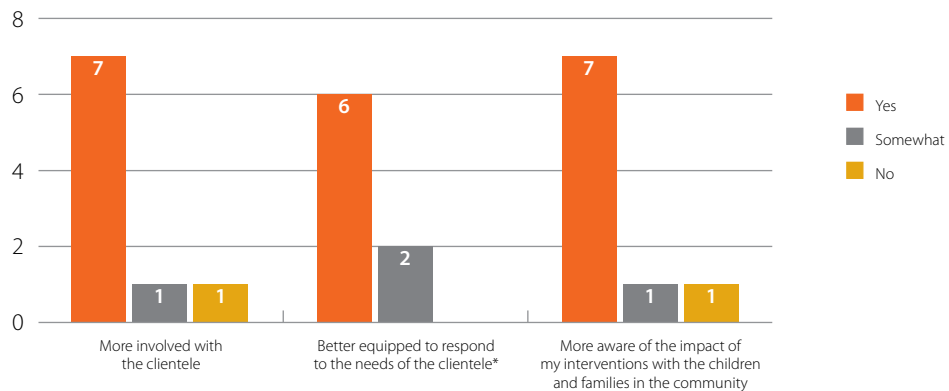
5.3.3 Level of ease in applying skills in the workplace

When students from the Francophone cohort were questioned on the application of the concepts learned in the ACS program, the majority of them (eight of nine respondents) said that it would be easy. Only one respondent anticipated potential obstacles to the implementation of these concepts in the workplace, but they did not specify which skills were more easily applicable nor did they give the reasons for any such difficulties.

5.3.4 Students' perceptions of the impact their learning will have on their work

To understand the impact among the Francophone students of the ACS program on their motivation, it is interesting to consider the responses to three questions on the impact of the program on their work.

FIGURE 9 - IMPACT OF THE ACS PROGRAM ON THE STUDENTS' WORK, ACCORDING TO THE STUDENTS IN THE FRENCH-SPEAKING COHORT (N=8)



*One respondent did not answer these questions.

It is interesting to note that the majority of students consulted (n=8) considered that their learning during the ACS program had had a significant impact on their work.





6. Conclusions and recommendations

6.1 Conclusions

An analysis of the data that was collected on the various aspects of the program has enabled the development of recommendations for a similar type of training program or even for training in general.

It is important to remember that because the evaluation deadline was moved forward, the results presented throughout this report and the following recommendations are mainly based on the analysis of data from the Francophone cohort.

6.1.1 Implementation

To ensure quality training, the format and length of both the French and English programs went through modifications.

The number of registered participants when the training program began was less than was initially anticipated in the funding proposal.

6.1.2 Process

The evaluation shows that the students of the Francophone cohort who were consulted were generally satisfied with the program. The majority stated that the training was useful, interesting and adapted to the reality of the First Nations. Participants identified three major facilitating factors of the program, as follows:

- In-class training sessions
- Distance learning
- Presence of the resource person

Certain challenges also emerged from the data analysis.

First, the analysis of the data obtained at the end of the training showed there was confusion among the students regarding exactly who was mandated to provide support, the Cégep Marie-Victorin educational resource or the FNEC coordinator for the ACS. The same confusion was revealed by the data collection exercise conducted with the teachers (course assessments).

Balancing work/studies/family also appeared as an issue since several evaluation respondents indicated that this was a difficulty throughout the training.





The issue of attendance in the distance courses by the Francophone cohort was also raised, as was the issue involving the quality of access to their learning by students in the Anglophone cohort who had to use connections in less than optimal locations.

Finally, the lack of availability of official provincial government documents in English, along with the lack of support received by the teachers in this matter, emerged as a factor limiting the acquisition of skills; it was also a source of frustration for students in the Anglophone cohort. However, due to the fact that the deadline for this evaluation was moved forward, the impact of this element on the success of students in the Anglophone cohort and on their application of the acquired skills in their workplaces could not be documented.

6.1.3 Short-term effects: skills

At the individual level, the acquisition of skills as required by Cégep Marie-Victorin was mainly achieved, in that nine of the 10 students from the Francophone cohort who completed the ACS program graduated. In addition, the majority of the respondents (n=9) reported having acquired or being in the process of acquiring all the skills covered in the framework of the ACS program. Only one respondent indicated having not yet acquired all of the required skills.

Based on the high graduation rate and according to the data collected at various points, it appears that the preconditions for applying the knowledge acquired in the participants' workplaces were met.

It appears that it was more difficult to acquire the skills in some courses than in others and that certain content lends itself more easily to distance learning. These two findings particularly apply to the course on financial and material management.

The significant number of students who decided to end their participation in the program, especially in the Francophone cohort, which lost nearly half of its students between the beginning and the end of the session, was an issue. It appears from the analysis of data collected that there are several reasons for this: the balance between work/studies/family, the distance courses offered and the support offered by the resource person are among the most frequently mentioned items by respondents (n=3).

6.1.4 Medium-term effects: intention to apply the skills in practice

The internship gave students an opportunity to practice some of the skills acquired through the training program. The majority of respondents who had not applied the skills either before or during the training program stated that they intended to do so.

Students generally saw few obstacles to the application of the skills they had acquired in the ACS program.



6.2 Recommendations

6.2.1 General recommendations

The findings that emerge concerning the ACS in First Nations Child Care Administration program are generally positive in terms of expected impacts. The following recommendations therefore point towards offering future training based on the same approach taken so far. To this are added more specific recommendations to address the challenges identified in the data analysis.

In carrying out future programs for managers from First Nations communities, it would be advantageous to continue to:

- Offer the ACS in First Nations Child Care Administration program to ensure proper training of a maximum number of people occupying child care management positions.
- Provide coaching and support to students throughout the program.
- Provide both in-class and distance learning courses.
- Ensure that the competencies profile is known to all teachers and that lesson plans incorporate the elements in this profile.

Furthermore, although this evaluation did not have the opportunity to document potential differences between the two cohorts, it would in any case be appropriate to ensure that any differences in the realities of Anglophone communities are considered when adapting the training content.

6.2.2 Specific recommendations

6.2.2.1 Recommendations concerning implementation

With the graduation of the students who completed the ACS in First Nations Child Care Administration program, the objective of the program, which was to develop qualified managers, was attained. For this to actually have an impact on the overall goal of the project, which is to improve the quality of child care services in First Nations communities, the sustainability of this training is essential.

To provide quality child care services in all Quebec First Nations communities, it will be important to continue to regularly provide this training.

During future trainings, it will be important to continue to offer a resource person to support students throughout the program. However, it is necessary to ensure that the person to whom this mandate is conferred is clearly identified to both students and teachers.

6.2.2.2 Recommendations on the process

Balancing work/studies/family:

One element that emerged from the analysis of the results is the challenge of balancing work/studies/family for the students. It would therefore be beneficial to consider the development of effective support for the students concerning this aspect. Support in this regard could possibly be provided by the resource person.

Attendance and quality of student participation in distance courses:

It would be beneficial if at the beginning of the training, the partners involved in the program (Cégep Marie-Victorin, FNEC and the FNQLHSSC) could meet and discuss what rules should be established and communicated to students at the start of training about absences, arriving late and authorized connection locations for participation in the distance courses.

Availability of reference materials in both official languages:

For reasons of equity and also to maximize the students' chances of acquiring skills and applying them in the workplace, the issue of making reference documents available in French and English should be studied by the partners (Cégep Marie-Victorin, FNEC and the FNQLHSSC) and a coordinated strategy should be developed to provide adequate support to the teachers in this regard.

6.2.2.3 Recommendations concerning skills**Proposed strategy for more complex courses:**

While several days of in-class sessions are required for all the ACS courses, some courses that contain more complex material would benefit from being taught in-class exclusively. This is especially the case for the financial and material management course whose content is particularly complex for students. A basic pre-requisite course on this subject would also enable students to benefit more fully from the course.

Distribution of courses:

To ensure a reasonable workload for students, it would be advantageous to provide one course per session throughout the training. This would be particularly important during the internship, which should not be accompanied by another course at the same time. This would enable interns to focus on putting the skills they have learned during the training into practice.

6.2.2.4 Recommendations concerning the application of skills

To promote the application of skills in childcare centres during the training, it is recommended that on-site internships continue to be offered during the training program, and also that a post-training strategy be developed and implemented to support the application of the skills acquired during the ACS program. This support could take the form of a community of practice among the students, joined by expert resources who could promptly answer any questions the students might have once they return to their workplace.





SECTION 4

Training on Food Safety and Hygiene Report



Training on Food Safety and Hygiene Report

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1. Introduction

1.1 Situating the training among the project's other trainings

The Early Childhood Sector of the First Nations of Quebec and Labrador Health and Social Services Commission (FNQLHSSC) is proposing a training plan intended for the early childhood workers. This training project aims to improve the quality of the training offered in the First Nations early childhood sectors in such a way as to increase the skills among the First Nations child care workforce. The food safety and hygiene certification is one of four trainings that have been introduced into the training project intended for the early childhood programs and services of the First Nations of Quebec.

1.2 Objectives of the training: food safety and hygiene certification

As part of its proposal to the *Ministère de l'Agriculture, des Pêcheries et de l'Alimentation du Québec* (MAPAQ) in 2010, the Early Childhood Sector of the FNQLHSSC describes the objectives related to adapting the food safety and hygiene certification intended for the First Nations child care services in the following manner:

- Adopting best practices in the area of food safety and hygiene for all First Nations child care settings;
- Ensuring and maintaining safety in each child care setting;
- Recognizing the vulnerability of children and the importance of protecting their health;
- Integrating the food safety and hygiene rules in connection with traditional food;
- Offering the certification in English for the English-speaking communities of Quebec;
- Ensuring that Quebec's food safety and hygiene certification courses are provided to the remote communities that do not have easy access to training;
- Ensuring that Quebec's food safety and hygiene certification courses are provided to the First Nations child care services that are not subject to the provincial regulations.





2. Evaluation of the implementation

The evaluation of the implementation aims to establish the extent to which the planned activities were carried out as anticipated and to document changes if applicable. This evaluation will allow for shedding additional light on the results.

2.1 Description of the anticipated activities

The project plans to provide training activities to people who work with food as part of the child care services of the First Nations communities of Quebec.

This training aims to promote and apply the rules of food safety and hygiene as prescribed by the MAPAQ. It is intended for both food handlers and food managers. It should be noted that the food handler training takes one day whereas the training intended for the food managers takes two days, since they must participate in the first day of training with the food handlers followed by a second day that specifically addresses their food manager-related functions.

Following the training, and subject to passing the examination of the MAPAQ, those who participated in the training receive their food safety and hygiene certification either as a food handler or as a food manager.

Two training cohorts will be provided, one for the French-speaking communities and the other for the English-speaking communities.



2.2 Collection method used

2.2.1 Analysis of the documents

Consulting the reference documents of the project and the training allowed for documenting this training's initial plan as well as its variations and the decisions associated with its implementation.

2.2.2 Participant observation

Additional information about the implementation of this training was collected through participant observation. These participant observations took place during the preparatory meetings of the training, but also during the actual training. The research agent responsible for the evaluation attended the training for both cohorts in order to be able to document the manner in which each training session unfolded as well as the context in which they each took place.

2.3 Variation between the original plan and the training provided

It is possible to note differences between the original plan and the training that was actually provided. Indeed, at the outset, the proposal that was submitted to the SPF (Skills and Partnership Fund) anticipated that the food safety and hygiene training would take place in March 2012 (FNQLHSSC, SPF proposal, February 2011). However, it ended up being provided later than expected since the training for the French-speaking cohort was held on May 28, 29 and 30, 2013, and the training for the English-speaking cohort was held on June 4, 5 and 6, 2013. This can be explained by the amount of time it took for the overall project to be approved by the funding agency in addition to the fact that priority was given to the establishment of the two extensive training projects (certificate and ACS [attestation of college studies]).

Furthermore, the initial format of the training anticipated that it would be provided according to the requirements of the MAPAQ. Nonetheless, since the provision of this training is one of the mandates of Health Canada's trainers, the funding initially allocated to the salaries of these trainers became available. This allowed for the addition of an additional day of training, thus taking advantage of the presence of the students to provide them with additional information on food as it pertains to the child care services with the objective of improving the quality of the child care services from a food perspective.

Therefore, the three-day training was provided in the following manner:

 **TABLE 1** **TRAINING PROCEEDINGS**

DAY	TRAINING	CLIENTELE
1 st day	The place of traditional food and its alternatives Manuel Kak'wa Kurtness, Chef Healthy eating habits with little ones Julie Aubé, nutritionist	Food managers and cooks
2 nd day	Certification for the food handler and certification for the food manager 7 hours of training including 30 minutes for the examination intended for the food handler	Food managers and cooks
3 rd day	Food establishment managers	Food managers

In the end, the students were provided with training consisting of three separate blocks delivered by trainers from three different backgrounds. Nevertheless, it is important to note here that only the contents of the training provided by the representatives of FNIHB were covered in the examination and allowed for obtaining certification from the MAPAQ in the area of food safety and hygiene. For this portion of the training that was provided by FNIHB representatives, it should be noted that the two cohorts did not have the same trainers.

Moreover, the number of students differs from what was initially anticipated. Originally, in the proposal that was submitted to the funding agency, the number of students targeted for this training was 34 for the French-speaking cohort and 24 for the English-speaking cohort (FNQLHSSC, February 2011, Skills and Partnership Fund [SPF] proposal, page 66).

Finally, due to the amount of time that passed between the submission of the training proposal and when the training was actually delivered, it turned out that many of the potential students had already received the training within their communities. Therefore, the number of participants was lower than originally anticipated. The students in both cohorts were therefore divided as follows:

 **TABLE 2** **NUMBER OF STUDENTS FOR EACH TRAINING**

	FRENCH-SPEAKING COHORT		ENGLISH-SPEAKING COHORT	
	Food handlers	Food managers	Food handlers	Food managers
Number of students	11	12	0	8

It is important to note that, in the case of the English cohort, the participants who were initially enrolled in the seven-hour food handlers course all finally chose, at the end of the second day of training, to participate in all 15 hours of training and therefore received the examination intended for food managers.

The training participants came from different First Nations communities. The French cohort consisted of participants from ten different communities and the English cohort participants came from six different communities.

2.4 Findings

By attending the training in each cohort, the research agent had the opportunity to make various observations:

- The different trainers involved in the training of both cohorts presented their content dynamically using visual aids and by making reference to specific examples in connection with the realities of the workplaces of the First Nations communities;
- The learning process of the participants was supported by the provision of reference documents (PowerPoint presentations, pamphlets summarizing the health and safety rules of the MAPAQ) and equipment for controlling temperatures (cooking thermometer, thermometer calibration procedures);
- The small size of the groups seemed to facilitate learning as well as discussions and questions from the participants.



3. Processes

The evaluation of the processes aims to gain an understanding of the mechanisms that facilitated or hindered the implementation of the activities. It is within this context that the participants' appreciation for the training activity was obtained.

3.1 Collection method used

3.1.1 Self-administered satisfaction questionnaire

At the end of the three days of training, the students who were willing participated in the assessment of their training by filling out a self-administered questionnaire related to their level of satisfaction. The questionnaire was filled out at the end of the training, that is to say after the food safety and hygiene certification examination was administered.

3.1.2 Participant observation

The research agent attended the training for both cohorts as a participant observer and the students were informed of this evaluation at the beginning of the training.

3.2 Number of respondents

Not all students participated in the evaluation. It is important to remember that participation in the evaluation of the training took place on a voluntary basis. The number of respondents in the evaluation can be broken down as follows:

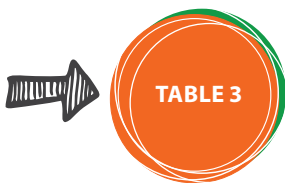


TABLE 3

NUMBER OF SATISFACTION QUESTIONNAIRE RESPONDENTS

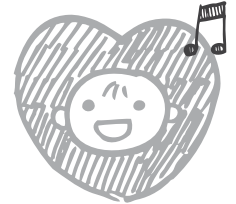
	FRENCH-SPEAKING COHORT		ENGLISH-SPEAKING COHORT
	Food handlers	Food managers	Food managers
Number of students	11	12	8
Number of evaluation respondents	11	9	7

3.2.1 Participant motivation and expectations related to the training

Overall, the data tends to demonstrate that the reasons that motivated the participants to take the training are professional in nature and that their expectations related to the training were met.

Indeed, if we take a closer look, the main reasons given by the respondents for participating in this training are as follows:

- Requested by the employer;
- Professional reasons.



 **TABLE 4** REASONS TO FOLLOW THE TRAINING

	FRENCH-SPEAKING COHORT		ENGLISH-SPEAKING COHORT
	Food handlers (n=11)	Food managers (n=9)	Food managers (n=7)
Requested by my employer	6	6	5
For professional reasons	4	3	2
Did not answer	1	0	0

The majority of the respondents (81.8% of the food handlers, 100% of the French-speaking food managers and 85.7% of the English-speaking food managers) stated that their main expectation in regards to this training was to improve their skills.

In addition, the rate of satisfaction of the respondents with respect to their training-related expectations was also very high among all three groups:

 **TABLE 5** RESPONSE OF THE TRAINING TO THE PARTICIPANTS' EXPECTATIONS

	FRENCH-SPEAKING COHORT		ENGLISH-SPEAKING COHORT
	Food handlers (n=11)	Food managers (n=9)	Food managers (n=7)
Yes, completely	10	8	6*
Partially	1	0	0
No, not at all	0	1	0

* One participant did not answer.

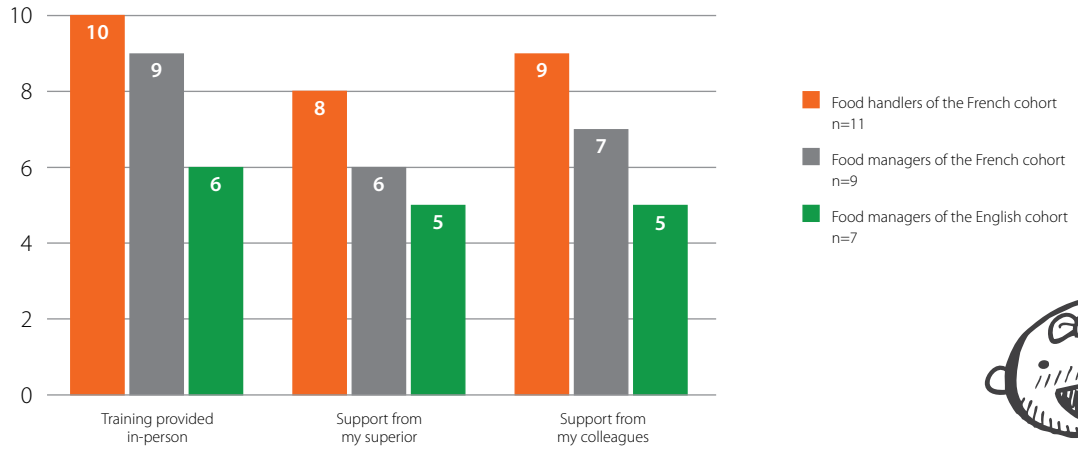
In the same vein, the majority of the participants in all three groups (22 out of the 27 people who filled out the evaluation) considered that they had all the academic prerequisites and skills needed for this training. One respondent out of the three groups mentioned that they did not believe that they had the prerequisites or skills needed for this training and four other respondents did not answer.



3.3 Facilitating factors

Among the factors that the respondents considered to be facilitating, the in-person training format as well as workplace support (work colleagues and superiors) were those most frequently mentioned by the respondents from all three groups.

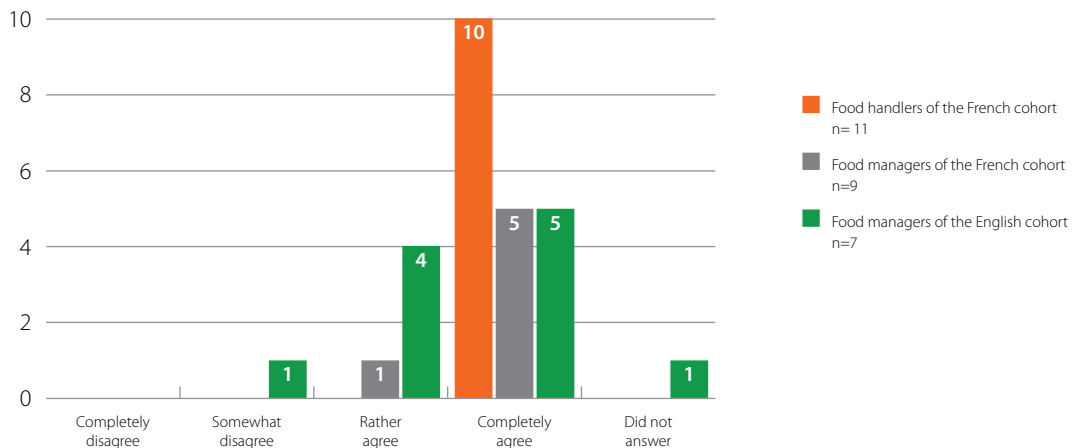
FIGURE 1 - FACILITATING FACTORS



Concerning the question relating to the logistics, all the respondents who answered it (26 respondents out of the 27 total participants in the evaluation) stated that the calendar and the course distribution were adequate.

The respondents were also asked about their appreciation for the training in terms of interest and usefulness. Again, the respondents' level of satisfaction was very high.

FIGURE 2 - INTEREST RELATED TO THE TRAINING



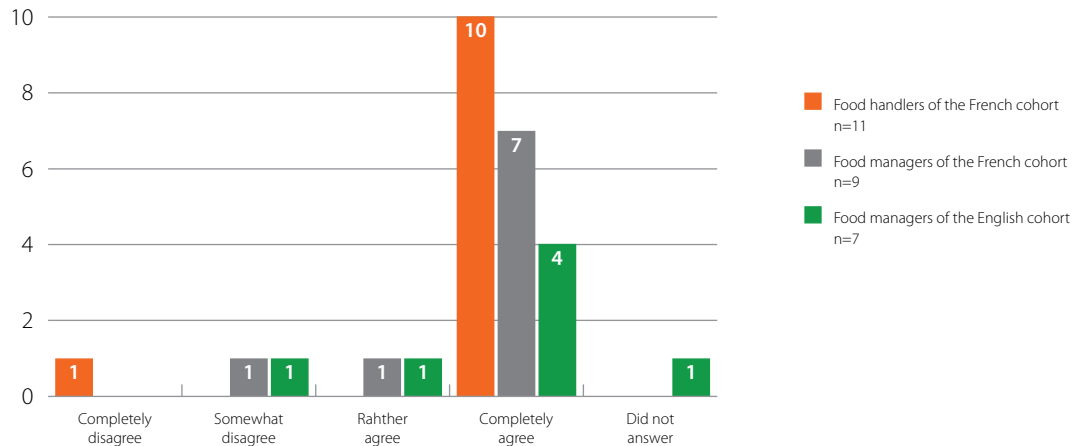
Indeed, for the following question related to appreciation: "Overall, I found the training interesting", only one respondent in the English cohort stated that they somewhat disagreed while another chose not to provide an answer.

Overall, the level of interest for the training is therefore high.

The respondents' appreciation for the usefulness of the training is also very good.



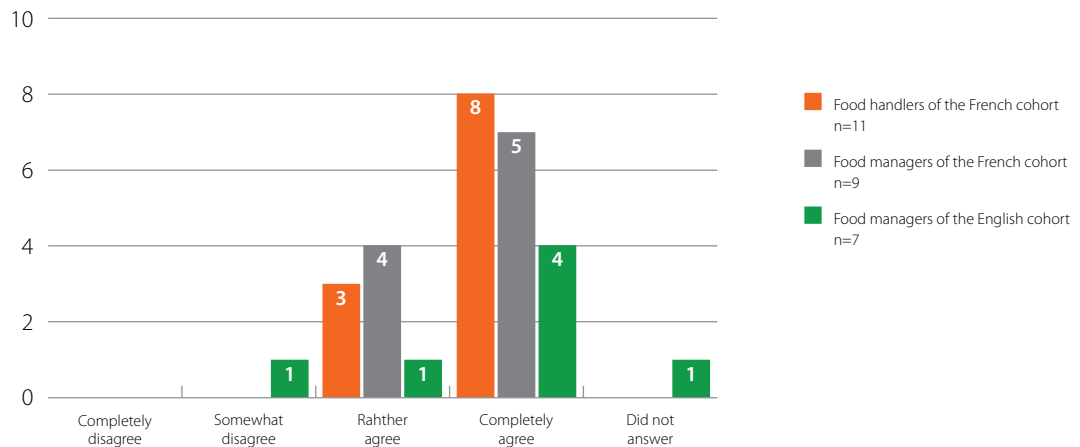
FIGURE 3 - USEFULNESS OF THE TRAINING



3.4 Adaptation of the training to the First Nations realities

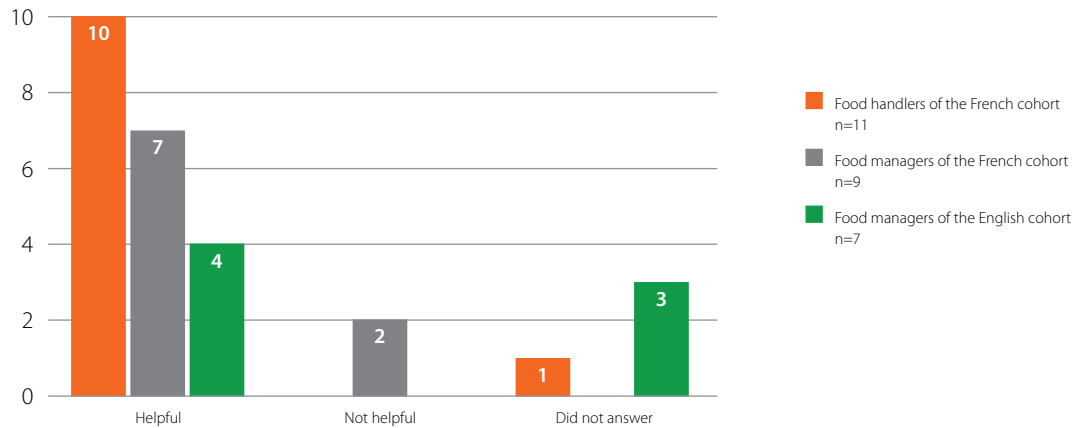
The opinions are more diverse between the French-speaking cohort and the English-speaking cohort regarding the adaptation of the training to the realities of the First Nations. The participants in both French-speaking groups (food managers and food handlers) were satisfied with the adaptation of the training to their realities (respectively 10 respondents, 7 respondents). In contrast, the position of the English cohort in this regard is more mitigated since only four respondents stated that they strongly agree that the training was adapted to the First Nations realities. It should be noted that one person did not answer the question.

FIGURE 4 - TRAINING ADAPTED TO THE FIRST NATIONS REALITIES



Given these differences in perspective between the respondents of the two cohorts, it was interesting to check to see if, in both cohorts, the respondents considered that course contents that are adapted to the First Nations context are helpful.

FIGURE 5 - PERCEPTION REGARDING THE COURSE CONTENT ADAPTATION TO THE FIRST NATIONS CONTEXT

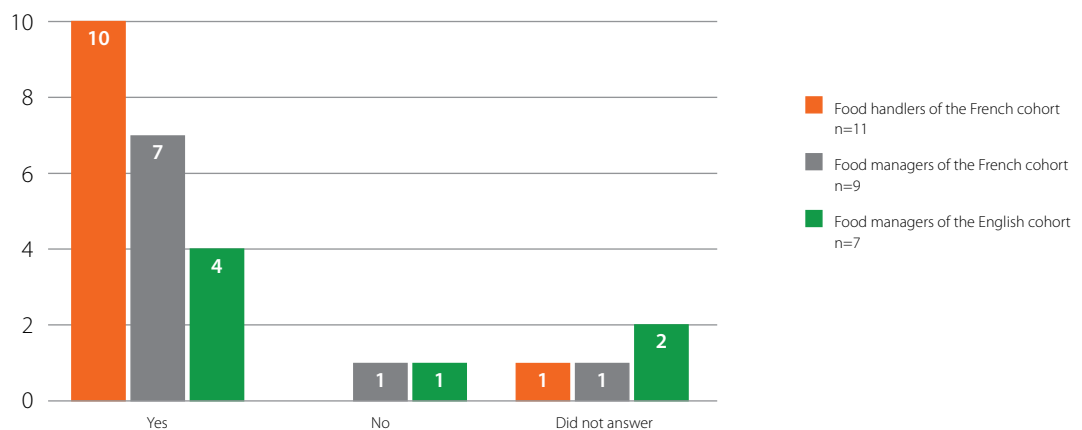


We can see that for the majority of the participants in the French-speaking cohort, the fact that the course content was adapted to the First Nations context was seen as being helpful. However, two respondents from the food managers group in the English cohort indicated that it was not helpful. In this cohort, this element was considered helpful by only four respondents.

We can also see that some of the respondents among the three groups of respondents did not answer the question. These non-responses can be broken down as follows: One from the food handlers group in the French cohort, two from the food managers group in the French cohort and three from the food managers group in the English cohort.

Moreover, the perceptions of the respondents in both cohorts regarding whether or not the trainer made use of strategies to make connections between the training content and the students' workplace could explain their perceptions regarding the adaptation of the training to the realities of the First Nations.

FIGURE 6 - MAKING CONNECTIONS BETWEEN THE CONTENTS AND THE WORKPLACE



Several hypotheses could explain the results related to the perceptions regarding the adaptation of the training and the strategies implemented by the trainers to make connections between the training content and the workplace:

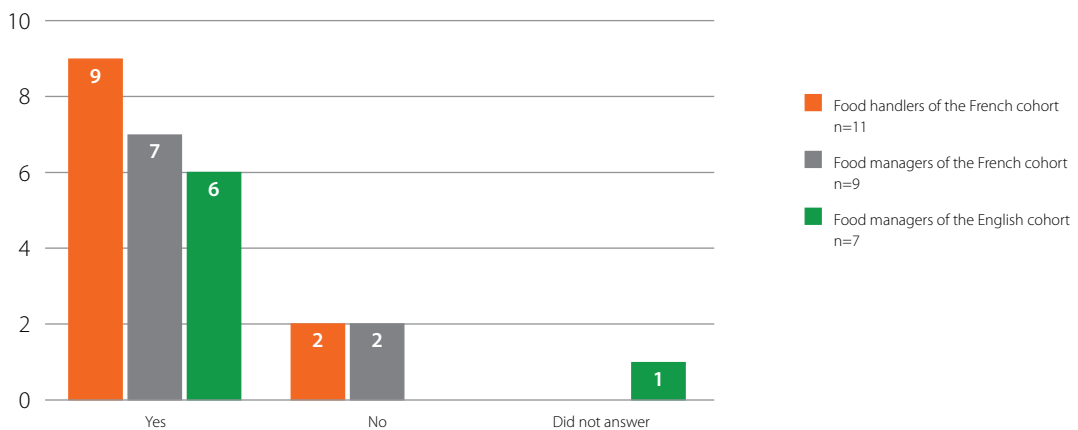
- These differences of opinion between the French and English cohorts may be due to the fact that this portion of the training was not provided by the same trainers.
- These differences in results could also be explained by significantly dissimilar realities and contexts between the respondents from the English-speaking communities and those from the French-speaking communities. In this case, it might be a good idea to study the possibility of offering different training strategies for students for the English- and French-speaking communities.

Special attention should be paid to these elements in order to ensure that they do not later become challenges that make it difficult to achieve the objectives of the training and the project in general such as, for example, improving the quality of the child care services through training that is adapted to the First Nations realities. Indeed, if these elements remain unchanged or unresolved, they could ultimately end up interfering with the acquisition of knowledge or its implementation in the workplaces of the participants.

3.5 Challenges

The analysis of the data from the three groups regarding the reconciliation between training, work and family tends to show that this element was challenging for a few participants.

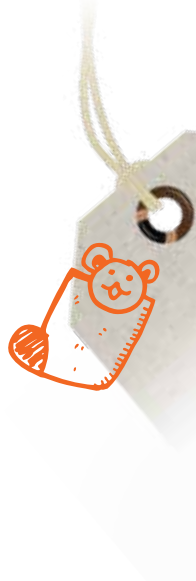
FIGURE 7 - EASE IN TERMS OF STUDY/WORK/FAMILY LIFE RECONCILIATION DURING THE TRAINING



Although the majority did not indicate that this reconciliation was problematic, some respondents nonetheless suggested that it was not easy. The comments on this subject reveal two types of obstacles to reconciliation. On the one hand, it would seem that reconciliation between training and family was the most difficult. According to the section of this report regarding the motivations of the training participants (3.2.1), the majority of them stated that they were motivated by:

- Their employer's request;
- Professional reasons.

On the other hand, one respondent suggested that geographical distance may have contributed to the difficulty related to reconciliation and proposed that the training should be provided directly in the community.



4. Short-term effects: the knowledge

The objective of the evaluation on the short-term effects is to examine the participants to see if they have acquired and developed the skills targeted by the training.

4.1 Collection method used

4.1.2 Examination success rate

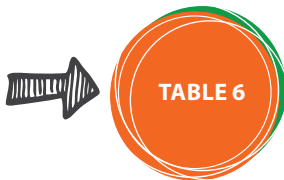
The food safety and hygiene certification success rate for the French and English cohorts were collected from the corresponding trainers.

4.1.3 Self-administered questionnaire on the intention to improve the practices

Information on the state of the participants' knowledge at the end of the training was collected at the same time as the data on the process using a second self-administered questionnaire following the examination for the certification.

4.2 Number of respondents for the questionnaire

Out of all those who agreed to participate in the evaluation, one person did not respond to any question in this section of the questionnaire. The total number of respondents for this section of the self-administered questionnaire is 26 and can be broken down as follows:



NUMBER OF RESPONDENTS TO THE QUESTIONNAIRE FOCUSED ON THE KNOWLEDGE ACQUIRED DURING THE TRAINING

	FRENCH-SPEAKING COHORT		ENGLISH-SPEAKING COHORT
	Food handlers	Food managers	Food managers
Number of respondents for the evaluation	11	8	7

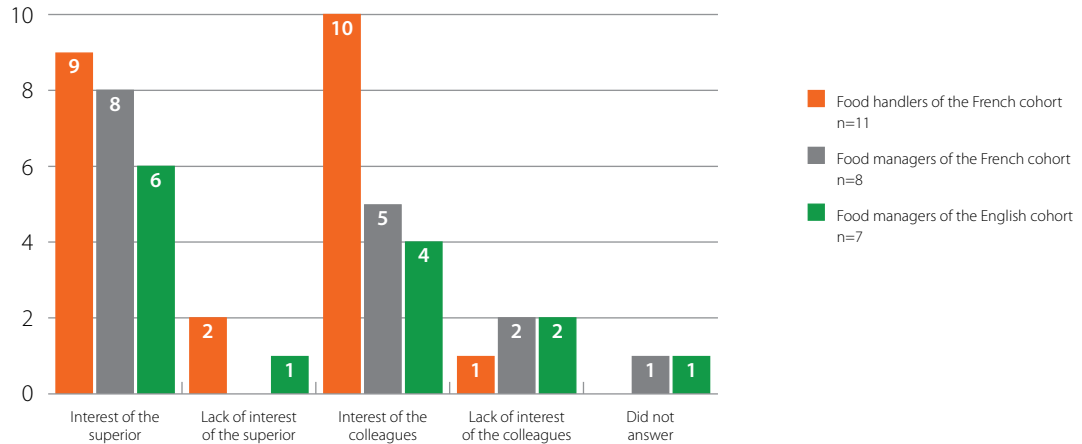
(N = 26)



4.3 Results of the questionnaire relating to short-term effects (knowledge)



FIGURE 8 - INTEREST SHOWN BY THE PARTICIPANTS' WORKPLACE IN RELATION TO THE TRAINING



The results from the three groups suggest that the workplaces of those who participated in the training demonstrated interest with respect to their training. This interest is reflected in the following proportions:

Concerning the interest of the superiors:

- 9 respondents in the food handlers group of the French-speaking cohort (n=11)
- All respondents in the food managers group of the French-speaking cohort (n=8)
- 6 respondents in the food managers group of the English-speaking cohort (n=7)

Concerning the interest of work colleagues:

- 10 respondents in the food handlers group of the French-speaking cohort (n=11)
- 5 respondents in the food managers group of the French-speaking cohort (n=8 of which one did not respond)
- 4 respondents in the food managers group of the English-speaking cohort (n=7 of which one did not respond)

These results also indicate that more of the food managers in both cohorts differentiated their responses concerning the interest displayed by their colleagues regarding their training. It could be that the interest shown by co-workers

is related to the content of the training received. It is indeed more likely that the educator colleagues of the food handlers may sometimes need to replace them and are therefore more inclined to show interest in the contents of this training.

The results demonstrate a willingness to share the knowledge acquired during the training with the workplace.

Out of all the evaluation participants who responded to this question, only one person stated that they would not share the elements from the training. Consequently, it is possible to surmise that a transfer of knowledge occurred within the workplace following this training.

This transfer of knowledge in the workplace is a first step towards improving the quality of the child care services.

4.4 Success rate

Only the portion of the training provided by the FNIHB representatives was subject to an examination to obtain certification in the area of food safety and hygiene from the MAPAQ.

In all three groups, an examination success rate of 100% was observed. According to the criteria of the MAPAQ, all the participants therefore achieved the learning objectives related to food safety and hygiene.

However, it should be noted that the perceptions of the training participants related to learning this knowledge differ somewhat from the perceptions of FNIHB's trainers. Indeed, the majority of the respondents (n = 26) indicated that most of the knowledge covered by the training was either already known prior to the training or learned during the training. Nevertheless, a few respondents reported elements that they believed that they were either in the process of learning or that they had not yet learned.

Knowledge perceived as being more difficult to acquire according to the groups:

It is important to remember that the knowledge to be acquired differs between the food handlers and the food managers.

Food handlers of the French-speaking cohort:

It has been noted that, in the food handlers group of the French cohort, none of the respondents indicated that they had failed to acquire the knowledge covered by the training. However, for each of these skills, one or two respondents indicated that they were still in the process of being acquired.



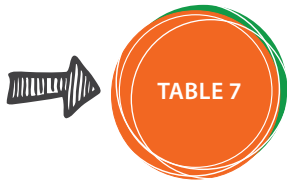


TABLE 7

KNOWLEDGE ACQUIRED DURING THE FOOD HANDLERS TRAINING OF THE FRENCH-SPEAKING COHORT

	I HAD ALREADY ACQUIRED THIS KNOWLEDGE PRIOR TO THE TRAINING	I ACQUIRED THIS KNOWLEDGE DURING THE TRAINING	THIS KNOWLEDGE IS IN THE PROCESS OF BEING ACQUIRED	I DID NOT ACQUIRE THIS KNOWLEDGE	N
The microbiological, physical and chemical risks related to food safety and hygiene	5	4	2	0	11
The food preservation temperatures	6	4	1	0	11
Where the food comes from	4	6	1	0	11
Food labelling	5	4	2	0	11
Work methods to prevent food contamination	6	2	2	0	10
The general principles of hygiene that apply to any person who is in contact with food or with the materials or equipment that are in contact with food	6	2	2	0	10
The procedures for cleaning, sanitizing and disinfecting the materials and equipment	6	3	2	0	11
The environmental sources of food contamination	4	5	2	0	11

Food managers:

The table shows that a greater number of food managers seem less confident regarding the acquisition of the knowledge covered by the training compared to the food handlers.

Food managers of the French-speaking cohort:

Among the knowledge mentioned as being in the process of being acquired by some of the food managers in the French cohort, the knowledge related to “risk analysis and assessment” and “risk management through the establishment of appropriate procedures” were most frequently cited as being in the process of being acquired.

One evaluation respondent from the food managers group of the French cohort declared that they had not acquired the majority of the knowledge targeted by the training even though 100% of this group successfully passed the examination.

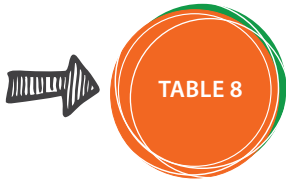


TABLE 8

KNOWLEDGE ACQUIRED DURING THE FOOD MANAGERS TRAINING OF THE FRENCH-SPEAKING COHORT

	I HAD ALREADY ACQUIRED THIS KNOWLEDGE PRIOR TO THE TRAINING	I ACQUIRED THIS KNOWLEDGE DURING THE TRAINING	THIS KNOWLEDGE IS IN THE PROCESS OF BEING ACQUIRED	I DID NOT ACQUIRE THIS KNOWLEDGE	N
The microbiological, physical and chemical risks related to food safety and hygiene	3	4	0	1	8
The food preservation temperatures	3	3	1	1	8
Where the food comes from	4	3	0	1	8
Food labelling	5	0	1	1	7
Work methods to prevent food contamination	4	2	1	1	8
The general principles of hygiene that apply to any person who is in contact with food or with the materials or equipment that are in contact with food	5	1	1	1	8
The procedures for cleaning, sanitizing and disinfecting the materials and equipment	4	1	2	1	8
The environmental sources of food contamination	4	2	1	1	8
Risk analysis and assessment	4	1	3	0	8
Risk management through the establishment of appropriate procedures	4	1	3	0	8
The legislative and regulatory standards related to food safety and hygiene	3	2	2	1	8
The development of continuing training activities relating to the rules of food safety and hygiene	5	0	2	1	8

Food managers of the English-speaking cohort:

One respondent from the English cohort did not answer any question in this section (n = 6). The number of participants who mentioned that they had not acquired or that they were in the process of acquiring one or more of the knowledge elements covered by the training is lower among the food managers in the English cohort than among those in the French cohort.

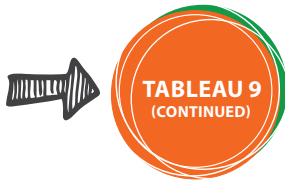
As before, the data indicates that, although the success rate for the food safety and hygiene certification examination is 100% for the food managers group of the English cohort, one evaluation respondent indicated that they had not acquired any of the knowledge elements targeted by the training.



TABLE 9

KNOWLEDGE ACQUIRED DURING THE FOOD MANAGERS TRAINING OF THE ENGLISH-SPEAKING COHORT

	I HAD ALREADY ACQUIRED THIS KNOWLEDGE PRIOR TO THE TRAINING	I ACQUIRED THIS KNOWLEDGE DURING THE TRAINING	THIS KNOWLEDGE IS IN THE PROCESS OF BEING ACQUIRED	I DID NOT ACQUIRE THIS KNOWLEDGE	N
The microbiologica, physical and chemical risks related to food safety and hygiene	3	2	0	1	6
The food preservation temperatures	2	2	1	1	6
Where the food comes from	2	1	0	1	4
Food labelling	2	1	0	2	5
Work methods to prevent food contamination	2	2	0	1	5
The general principles of hygiene that apply to any person who is in contact with food or with the materials or equipment that are in contact with food	2	2	0	1	5
The procedures for cleaning, sanitizing and disinfecting the materials and equipment	2	2	0	1	5



KNOWLEDGE ACQUIRED DURING THE FOOD MANAGERS TRAINING OF THE ENGLISH-SPEAKING COHORT

	I HAD ALREADY ACQUIRED THIS KNOWLEDGE PRIOR TO THE TRAINING	I ACQUIRED THIS KNOWLEDGE DURING THE TRAINING	THIS KNOWLEDGE IS IN THE PROCESS OF BEING ACQUIRED	I DID NOT ACQUIRE THIS KNOWLEDGE	N
The environmental sources of food contamination	2	2	0	1	5
Risk analysis and assessment	2	2	0	1	5
Risk management through the establishment of appropriate procedures	2	1	0	1	4
The legislative and regulatory standards related to food safety and hygiene	2	2	0	1	5
The development of continuing training activities relating to the rules of food safety and hygiene	2	2	0	1	5





5. Medium-term effects: the application intentions

The evaluation of the medium-term effects aims to document the intentions of the participants regarding the application of the knowledge and skills acquired during the training. This also allows for identifying the elements that the participants believe will facilitate or hinder the application of the knowledge when they return to their workplaces.

5.1 Method used

5.1.1 Self-administered questionnaire on the intention to improve the practices

The data used for this part of the report was also taken from the second self-administered questionnaire that was completed by the participants after the examination.

5.2 Number of respondents

Two evaluation participants did not answer any question in this section bringing the total number of respondents to 25 which can be broken down as follows:

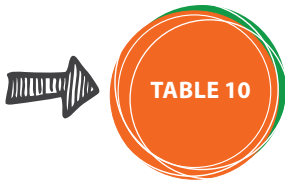


TABLE 10

NUMBER OF RESPONDENTS TO THE QUESTIONNAIRE FOCUSED ON THE INTENTION TO IMPROVE THE PRACTICES

	FRENCH-SPEAKING COHORT		ENGLISH-SPEAKING COHORT
	FOOD HANDLERS	FOOD MANAGERS	FOOD MANAGERS
Number of evaluation respondents	11	8	6

(N =25)

5.3 Results relating to the intention to improve the practices

In question 1 of the questionnaire: "Do you think the training will have an influence on your professional life?", everyone who answered provided a positive response (n = 26). The comments received in this regard indicate a positive impact on the professional lives of the participants. Moreover, the respondents mentioned that they had acquired relevant knowledge that they would be able to apply in their workplaces. One person indicated that, thanks to the training, they would be "much more careful and attentive" (unofficial translation) (respondent HFG5).

Some respondents mentioned that they had prior knowledge in the field and that this training will have allowed them to update their knowledge. In this regard, two respondents indicated that, following the training, they would be taking "a second look at bacteria" (unofficial translation) (respondent HFC7) and that this will have provided them with "clarifications regarding the protocols" (unofficial translation) (respondent HFC5).

The results related to the intentions to apply the skills acquired during the training are generally very positive and suggest a possible improvement of the practices. In fact, two trends have been observed among the respondents:



the first trend shows that a significant portion of the respondents were already practicing some of the knowledge presented in the training; the second trend indicates that the training participants intend to apply the skills acquired through the training in their workplaces.

Food handlers of the French-speaking cohort (n=11):

One evaluation respondent from the food handlers group of the French cohort indicated that the skills that were acquired with respect to where the food comes from do not apply to their workplace. This can be explained by the isolation context of certain communities or by the supply situation.

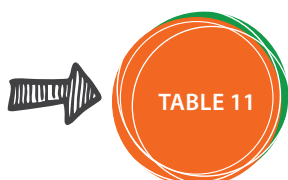


TABLE 11

APPLICATION OF THE COMPETENCIES IN THE FOOD HANDLERS GROUP OF THE FRENCH-SPEAKING COHORT

	I WAS ALREADY APPLYING THIS SKILL PRIOR TO THE TRAINING	I INTEND TO APPLY THIS SKILL	THIS SKILL CANNOT BE APPLIED IN MY WORKPLACE	N
The microbiological, physical and chemical risks related to food safety and hygiene	8	3	0	11
The food preservation temperatures	8	3	0	11
Where the food comes from	5	5	1	11
Food labelling	7	4	0	11
Work methods to prevent food contamination	6	5	0	11
The general principles of hygiene that apply to any person who is in contact with food or with the materials or equipment that are in contact with food	6	5	0	11
The procedures for cleaning, sanitizing and disinfecting the materials and equipment	6	5	0	11
The environmental sources of food contamination	5	6	0	11

Food managers of the French-speaking cohort (n= 8):

One respondent from the food managers group of the French cohort also mentioned that one of the skills acquired during the training does not apply to their workplace. This skill that would be difficult to apply to the respondent's practice concerns the "development of continuing training activities in relation to food safety and hygiene".

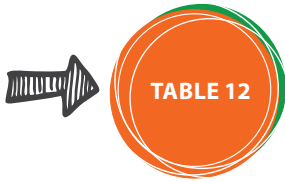


TABLE 12

APPLICATION OF THE COMPETENCIES IN THE FOOD MANAGERS GROUP OF THE FRENCH-SPEAKING COHORT

	I WAS ALREADY APPLYING THIS SKILL PRIOR TO THE TRAINING	I INTEND TO APPLY THIS SKILL	THIS SKILL CANNOT BE APPLIED IN MY WORKPLACE	N
The microbiological, physical and chemical risks related to food safety and hygiene	4	4	0	8
The food preservation temperatures	5	3	0	8
Where the food comes from	4	4	0	8
Food labelling	5	3	0	8
Work methods to prevent food contamination (* 1 did not answer)	5	2	0	7
The general principles of hygiene that apply to any person who is in contact with food or with the materials or equipment that are in contact with food	6	2	0	8
The procedures for cleaning, sanitizing and disinfecting the materials and equipment	5	3	0	8
The environmental sources of food contamination	4	4	0	8
Risk analysis and assessment	5	3	0	8
Risk management through the establishment of appropriate procedures	3	5	0	8
The legislative and regulatory standards related to food safety and hygiene	3	5	0	8
The development of continuing training activities relating to the rules of food safety and hygiene	4	3	1	7

Food managers of the English-speaking cohort (n=6):

For the food managers group of the English cohort, no skill that was acquired during the training was identified as being not applicable in their workplaces. It should nonetheless be noted that, for several statements, one or two respondents did not indicate any answer choices.





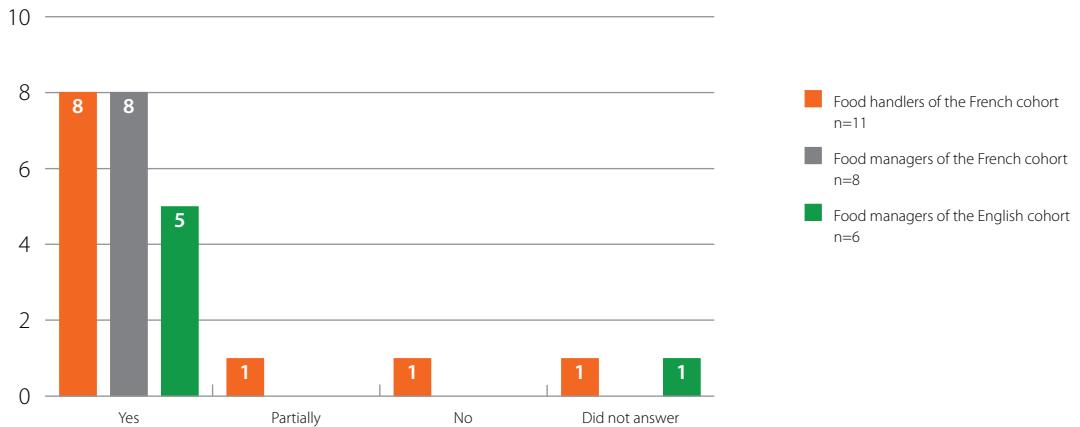
TABLE 13

APPLICATION OF THE COMPETENCIES IN THE FOOD MANAGERS GROUP OF THE ENGLISH-SPEAKING COHORT

	I WAS ALREADY APPLYING THIS SKILL PRIOR TO THE TRAINING	I INTEND TO APPLY THIS SKILL	THIS SKILL CANNOT BE APPLIED IN MY WORKPLACE	N
The microbiological, physical and chemical risks related to food safety and hygiene	3	3	0	6
The food preservation temperatures	3	3	0	6
Where the food comes from	2	2	0	4
Food labelling	3	2	0	5
Work methods to prevent food contamination	3	3	0	6
The general principles of hygiene that apply to any person who is in contact with food or with the materials or equipment that are in contact with food	4	1	0	5
The procedures for cleaning, sanitizing and disinfecting the materials and equipment	4	2	0	6
The environmental sources of food contamination	2	3	0	5
Risk analysis and assessment	2	2	0	4
Risk management through the establishment of appropriate procedures	2	3	0	5
The legislative and regulatory standards related to food safety and hygiene	2	2	0	4
The development of continuing training activities relating to the rules of food safety and hygiene	2	3	0	5

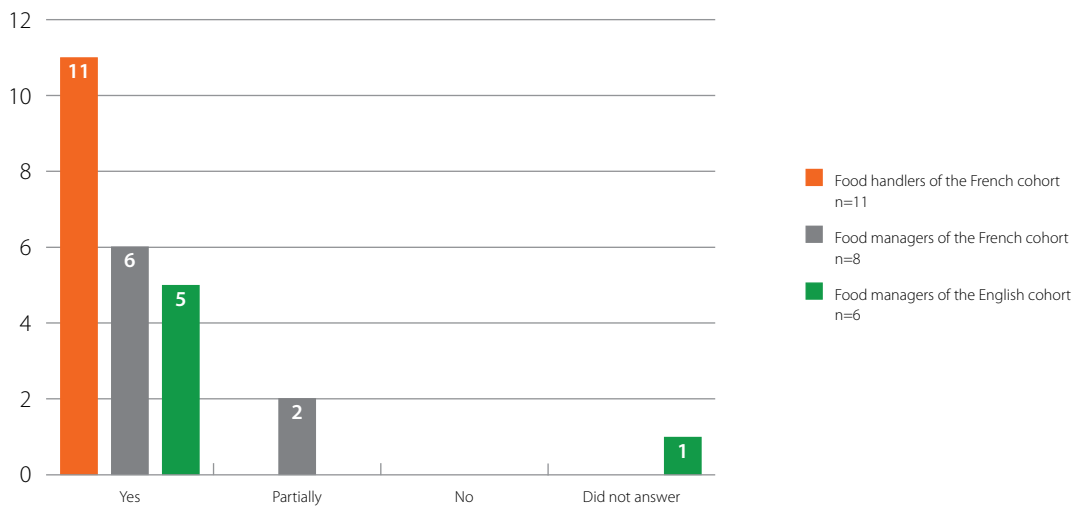
It is also important to consider the effects of the training on the participants. The results tend to show that, for the majority of the participants in all three groups, the training had an impact on their relationships with the people they serve.

FIGURE 9 - FOLLOWING THE TRAINING, I FEEL MORE COMMITTED TO THE CLIENTELE



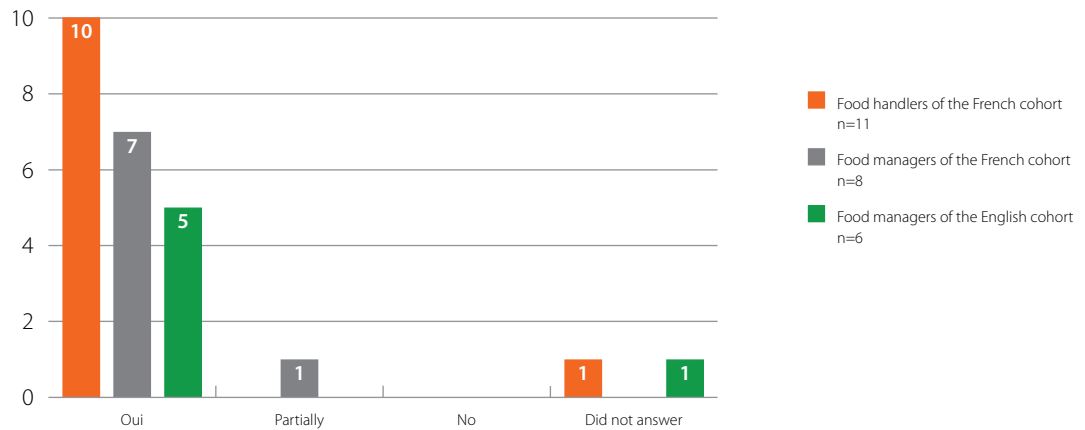
The majority of the respondents indicated that they felt more involved with the clientele following the training. This sentiment seems particularly present among the managers in both cohorts since all the people who answered the question provided a positive response. It is important to emphasize that these results are more mixed among the food handlers of the French-speaking cohort. Indeed, in this group, one respondent mentioned that this was partially the case and another respondent stated that this was not the case. One respondent in the English cohort and another respondent from the food handlers group in the French cohort did not answer the question.

FIGURE 10 - FOLLOWING THE TRAINING, I FEEL BETTER EQUIPPED TO MEET THE NEEDS OF THE CLIENTELE



The results indicate that, overall, the respondents consider that the training helped them to be better equipped to meet the needs of those they serve. However, regarding the food managers of the French cohort, two participants in the evaluation believed that this was partially the case. One respondent of the English cohort did not answer the question.

FIGURE 11 - FOLLOWING THE TRAINING, I AM MORE AWARE OF THE IMPACTS THAT MY INTERVENTION HAS ON THE CHILDREN AND FAMILIES OF THE COMMUNITY



Here as well, it is interesting to note that the training had an impact on the participants' perception of their role in terms of their clientele and community. Indeed, the majority of the respondents indicated being more aware of the impacts of their interventions on their clientele. Only one respondent from the food managers group of the French cohort responded that this was only partially the case. One respondent from the English cohort and one respondent from the food handlers group of the French cohort did not answer this question.





6. Conclusions and recommendations

6.1 Conclusions

The conclusions help us to understand the results while allowing us to make recommendations for a similar type of training or even for training in general.

6.1.1 Implementation

Although the initial training dates were revised, the training was provided in French and English and the format and contents were improved.

The number of participants in both cohorts differs from what was initially planned. Nonetheless, during the participant observation for the training provided to both cohorts, the research agent found that the small size of the groups had a positive impact on the learning process insofar as it facilitated student participation.

6.1.2 Process

It is clear based on the evaluation that the training participants, in all groups and cohorts combined, were generally satisfied with the training. The majority of them stated that the training was interesting, useful and relevant to the realities of the First Nations. In the context of the training, the participants identified three major facilitating factors:

- The fact that the training was provided in person;
- The support provided by their work teams (superiors and colleagues);
- Their perception that the training was adapted to the First Nations context.

6.1.3 Short-term effects: the knowledge

With respect to the participants, the excellent examination success rate (100%) in addition to the results of the data from the self-administered questionnaires indicate that the necessary conditions for the acquisition of the knowledge and skills were met in all three groups of participants. Consequently, the prerequisites for the application of the knowledge acquired into the workplaces of the participants also seem to have been met.

6.1.4 Medium-term effects: the application intentions

With respect to the practices, it appears that the majority of the participants intend to make use of the things they learned during the training. Furthermore, the students generally do not foresee any obstacles related to the implementation of the skills they acquired as part of the food safety and hygiene certification program.



6.2 Recommendations

6.2.1 General recommendations


Regarding the training on food safety and hygiene, it is clear that the findings that emerge are generally positive. In this sense, the recommendations point towards the continuation of the training using the same approach as the one that was used for the food safety and hygiene certification program.

When developing future training sessions intended for the professionals who work in the First Nations communities, it would be beneficial to continue to:

- Adapt the training contents to the professional realities of the First Nations communities;
- Seek trainers who are informed regarding the workplace contexts of the First Nations communities;
- Punctuate the training contents with examples in connection with the professional realities of the participants;
- Favour small cohorts in order to support student participation during the training as well as discussions and questions with the trainers.

When adapting the contents of the training, it would also be important to consider any differences that may exist in terms of the realities of the English-speaking communities.

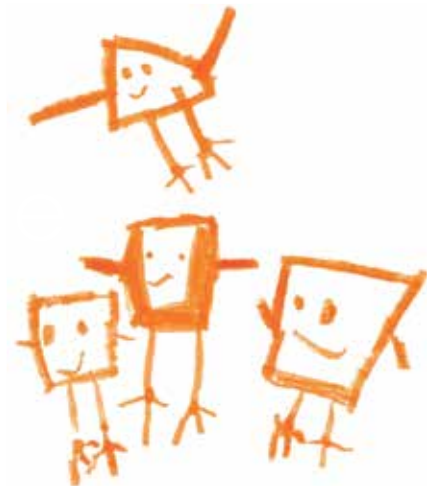
6.2.2 Specific recommendations



The results presented above highlight a lack of confidence among the participants regarding their ability to acquire the knowledge covered, even though they all passed the examination. In order to support the short-term effects (knowledge) of the training, the following recommendations could then be considered:

- It would probably be beneficial to provide follow-up to the communities following this training in such a way as to increase the participants' confidence related to their knowledge of the food hygiene and safety rules.
- For those who participated in the food managers training of the French cohort, it would be best if this increased confidence in their knowledge was focused on the following elements:
 - "Risk analysis and evaluation";
 - "Risk management through the establishment of appropriate measures".





SECTION 5

Basic Training in Early Childhood Education for First Nations





Basic Training in Early Childhood Education for First Nations

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1. Introduction

1.1 Situating this training in the context of the other trainings under the project

The First Nations of Quebec and Labrador Health and Social Services Commission (FNQLHSSC) early childhood sector developed a proposal to provide training to early childhood workers. The training project is designed to improve the quality of training offered in the First Nations early childhood sectors, as a means of increasing the skills among First Nations child care workers. Basic Training in Early Childhood Education for First Nations (originally called Health, Safety and Nutrition) is one of the four training programs implemented within the context of the training project for early childhood programs and services in the Quebec First Nations.

1.2 Objectives of the training: health, safety, nutrition

In the proposal it made under the Skills and Partnership Fund (SPF) of Services Canada, the FNQLHSSC early childhood sector (FNQLHSSC, 2010, Appendix, p. 19) describes the objectives of this training program as follows:

- Allow an update on health, safety and nutrition.
- Adapt the concepts of health, safety and nutrition to the reality of First Nations child care settings: (environment, types of cultural outings, remoteness).
- Clarify the reasons for having a protected environment in terms of the reality of the First Nations: (justification for implementing security measures with concrete examples).
- Raise awareness among managers and workers about the importance of a safe environment in order to avoid delinquent behaviors that increase the risk of accidents.
- Ensure that workers know what measures to take in cases of abuse or mistreatment.
- Provide information to untrained educators.
- Encourage the establishment of policies and procedures known and applied by all workers.





2. Evaluation of the implementation of training activities

The objective in evaluating the implementation to establish the extent to which planned activities were carried out as planned and to document any changes there might have been. This evaluation sheds additional light on the results.

2.1 Description of planned activities

The project initially called for training lasting three days and entitled 'Health, safety and nutrition.'

The training is intended for untrained educators working in childcare centres of the First Nations communities.

Like the other training programs in the project, two cohorts were planned; one for Francophone communities and the other for Anglophone communities.

2.2 Data collection methods used

2.2.1 Document analysis

Consulting the reference documents for the project and the training facilitated the documentation of the original plan for the training and its variations, as well as decisions concerning its implementation.

2.2.2 Participants' observations

Further information on the implementation of the training was collected through participants' observations. These observations were made during the preparatory meetings for the training and during the training itself. The research agent in charge of the evaluation and a colleague from the research sector attended several sessions in both cohorts, in order to document both the progress of each training program and the context in which the training unfolded.

2.3 Variation between the original plan and the training as provided

There were differences between the original plan and the training as provided. At the outset, the proposal under the SPF (Skills and Partnership Fund) was for a training program focused on health, safety and nutrition. However, as the project unfolded, the project's title and contents were both revised. The name of the workshop became *Basic Training in Early Childhood Education for First Nations* in order to better reflect the objectives of the training and meet the needs of the people for whom it was designed, i.e., strengthen the skills of untrained educators. Initially, the training program was intended to focus on the training requirements for home-based caregivers. Following comments from the First Nations Early Childhood Regional Advisory Committee (FNECRAC) made over the course of two meetings in 2013, it was decided to eliminate the focus on health, safety and nutrition, seeing that these subjects were addressed by other training programs available to the clientele. It was therefore proposed to focus the content on child development, educational intervention, the educator's role, educational programs and the quality of services. It was also proposed to reduce the number of training modules and add a second week of training to better support the knowledge transfer. As well, during the presentation of the draft training to FNECRAC, it was decided to postpone the start of training to the fall of 2014 to allow time to further validate training content and to explore the possibilities of accreditation with Emploi-Québec. A working group was established to support the ongoing development of the program. As well, it was decided to outsource the design of the workshop's teaching tools.

The overall objective stated in the basic training curriculum became the following:

**“AT THE END OF THE TRAINING, PARTICIPANTS WILL BE ABLE TO RECOGNIZE, IDENTIFY AND USE SKILLS BASED ON ACCEPTED PRACTICES IN EARLY CHILDHOOD EDUCATION.”
(FNQLHSSC, 2014, PAGE 1)**

It should be noted that the training was not adapted from an existing program as initially conceived, but designed by the FNQLHSSC based on the 70/30 format. The 70/30 method is a participatory pedagogical approach that emphasizes the transfer and greater applicability of knowledge transmitted during training sessions for adult clients. The approach is based on getting participants into action (whether through exercises, role-playing, asking questions, etc.) and on limiting the amount of lecture-type presentations, relying instead on feedback sessions to consolidate the learning that has been achieved during periods of activity.

Subsequently, Cégep Marie-Victorin developed the content and the practical exercises based on criteria established by the FNQLHSSC on the basis of the FNECRAC recommendations and the work done by a working group of community representatives, trainers and educational counselors from the FNQLHSSC early childhood sector.

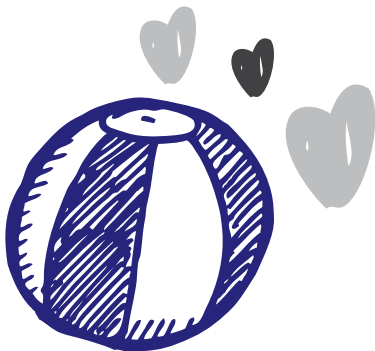
Two First Nations trainers were contracted by the FNQLHSSC to provide training to the two cohorts.

The basic training program, as presented, included such topics as: the profession of early childhood educator, child development, educational intervention, communication, and conflict resolution.

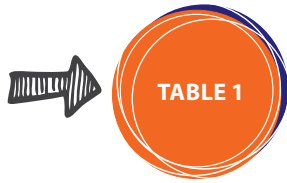
To respond to the new content planned for this training, the duration and format of the training had to be adjusted.

The training was not provided in three days as originally planned, but over two weeks (8 days). To enable participants to apply their learning in the workplace, the two weeks of training were separated by a period of eight weeks.

In addition, instead of being held in October 2013 as provided in the proposal to the funder, the basic training was held at the same time for both cohorts in the fall of 2014.



Thus, the two-weeks of training took place as follows:



SCHEDULE OF THE TRAINING FOR BOTH COHORTS

		WEEK 1:				
		MONDAY SEPT. 22	TUESDAY SEPT. 23	WEDNESDAY SEPT. 24	THURSDAY SEPT. 25	FRIDAY SEPT. 26
Morning			Module 2: Child development 2.1 The needs of First Nations children	Module 2: Child development (cont.) 2.3 Prevention and stimulation	Module 3: Educational intervention 3.1 The educational intervention approach: observe, plan, act, reflect	Feedback: Discussion on what was learned this week Practical exercises Overview of the second week and methods of support
	Afternoon	Module 1: The profession: Early childhood educator 1.1 The FN vision of early childhood 1.2 The role, mandates and profile of the early childhood educator	Module 2: Child development (cont.) 2.2 The dimensions and stages of development	Module 2: Child development (cont.) 2.4 The importance of play	Module 3: Educational intervention (cont.) 3.2 Educational intervention in action	

		WEEK 2:				
		MONDAY NOV. 24	TUESDAY NOV. 25	WEDNESDAY NOV. 26	THURSDAY NOV. 27	FRIDAY NOV. 28
Morning			Module 5: Educational intervention 5.1 Intervention styles	Module 5: Educational intervention (cont.) 5.2 Direct and indirect strategies of intervention	Module 6: Communication and problem solving 6.1 Basic communication principles 6.2 Conflict resolution	Feedback: Discussion on what was learned this week Evaluation of the training Closing activity
	Afternoon	Module 4: The profession: Early childhood educator 1.3 Feedback on what was learned the first week	Module 5: Educational intervention (cont.) 5.1 Intervention styles (cont.)	Module 5: Educational intervention (cont.) 5.2 Direct and indirect intervention strategies (cont.)	Module 6: Communication and problem solving (cont.) 6.3 Teamwork and partnership	



This training program was not intended to produce a degree. However, participants were presented with a certificate of participation in the training by the FNQLHSSC.

Regarding the selection of participants, it is important to note that this training program targeted First Nations educators from community child care facilities who were untrained, and who did not hold a college diploma or university degree related to their profession.

The initial targets indicated in the proposal made to the funding sponsor in 2011 were 34 students for the Francophone cohort and 24 for the Anglophone cohort (FNQLHSSC, February 2011 Proposal to the Skills and Partnership Fund (SPF), p. 77). As the project unfolded, the targets were revised as follows: 25 for the Francophone cohort and 15 for the Anglophone cohort.

This revised target was exceeded, and the strong community interest in this training led the FNQLHSSC to offer a second training session early in 2015 to satisfy the high registration rate in the training program while maintaining an optimal number of participants. Since this second training session was scheduled outside the date limits of the original project, it is not evaluated here.

The number of students in both cohorts was distributed as follows:

 **TABLE 2** NUMBER OF STUDENTS IN EACH TRAINING PROGRAM

	FRANCOPHONE COHORT		ANGLOPHONE COHORT	
	Week 1	Week 2	Week 1	Week 2
Number of students	27	26	17	17

The participants in the training program came from different First Nations communities. The Francophone cohort consisted of participants from 14 communities and students in the Anglophone cohort came from seven different communities.

2.4 Findings

- By attending training sessions in each cohort, the two research agents had the opportunity to make the following observations:
- The 70/30 formula dynamically facilitated the transmission of the content of the training, allowing participants to apply the concepts presented.
- The participants' learning was supported by the use of a participant workbook that included all the essential concepts presented in the training.
- The training experience in each cohort was different although the content was the same.
- The resource person for the two groups did not play the same role in both cohorts.

The training was provided in different ways in each cohort. An instructor gave training to the Anglophone cohort, whereas in the Francophone cohort, training was given by a team of two and the resource person played a leading role in the facilitation of the training.

The fact that the training was provided in two stages with an interval between each week of training enabled the participants to put into practice in the workplace what they learned during the first week; this involved doing the assigned homework from the first week.

The fact that some participants do not work at a childcare centre (FNHS, home visitor) or serve as substitutes in childcare centres was, in some cases, a limiting factor in terms of applying the knowledge acquired (homework or certain exercises during the training).



3. Process



The goal in evaluating the process was to understand the mechanisms that either facilitated or limited the implementation of activities. It was from this perspective that the participants' feedback about the training activity was collected.

3.1 Data collection methods used

3.1.1 Self-administered satisfaction questionnaires

After the two weeks of training, participants who so desired were given the opportunity to participate in the evaluation of their training by completing a self-administered questionnaire about their satisfaction. Respondents completed the survey on the last day of training.

3.1.2 Participants' observations

The participants were informed of this evaluation at the beginning of training. The research agent in charge of the evaluation and a colleague from the research sector attended sessions of both cohorts as observers and the participants were informed of this evaluation at the beginning of training.

3.2 Number of respondents

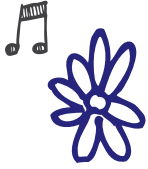
Not all students participated in the evaluation. It is important to remember that participation in the evaluation of the training was voluntary. The number of respondents to the evaluation is as follows:



TABLE 3

NUMBER OF RESPONDENTS WHO COMPLETED THE SATISFACTION QUESTIONNAIRE

	FRANCOPHONE COHORT	ANGLOPHONE COHORT
Number of students at the end of training	26	17
Number of respondents to the evaluation	23	15



3.2.1 Motivation and expectations of participants in the training

Overall, the data which was collected suggests that participants' reasons for taking the training were professional and that their expectations for the training were met.

In looking more closely at this, we see that the main reasons given by respondents for taking this course were:

- At the request of my employer
- For professional reasons

TABLE 4 REASONS FOR TAKING THE TRAINING

	FRANCOPHONE COHORT	ANGLOPHONE COHORT
	N=21	N=11
At the request of my employer	15	7
For professional reasons	5	4
For personal reasons	1	0
No answer	2	0

The majority of respondents reported that their main expectation vis-à-vis the training was to improve their skills, as indicated by 20 participants of the Francophone cohort (N=22) and 12 participants from the Anglophone cohort (N=14).

In addition, the rate of student satisfaction compared to their expectations for the training was seen to be very high for both cohorts:

TABLE 5 LEVEL TO WHICH THE TRAINING MET PARTICIPANTS' EXPECTATIONS

	FRANCOPHONE COHORT	ANGLOPHONE COHORT
	N=23	N=14
Yes, completely	20	13
Partly	2	1
Not at all	1	0

Concerning the preparedness of the two cohorts, the data shows that the majority of participants believed they had both the academic prerequisites and the skills required to take this training. All respondents in the Anglophone cohort answered in the affirmative to these two elements (n=13) and 19 of the 21 respondents in the Francophone cohort reported having the academic prerequisites, while 21 of 23 indicated they felt they had the necessary skills to participate in the training.

Analysis of interviews with trainers and participant observations collected by the two research agents also point to differences in the levels of preparedness between the two cohorts. It appears from the analysis of the data that the two cohorts did not have the same aptitudes for assimilating the quantity of material presented in the context of the training.

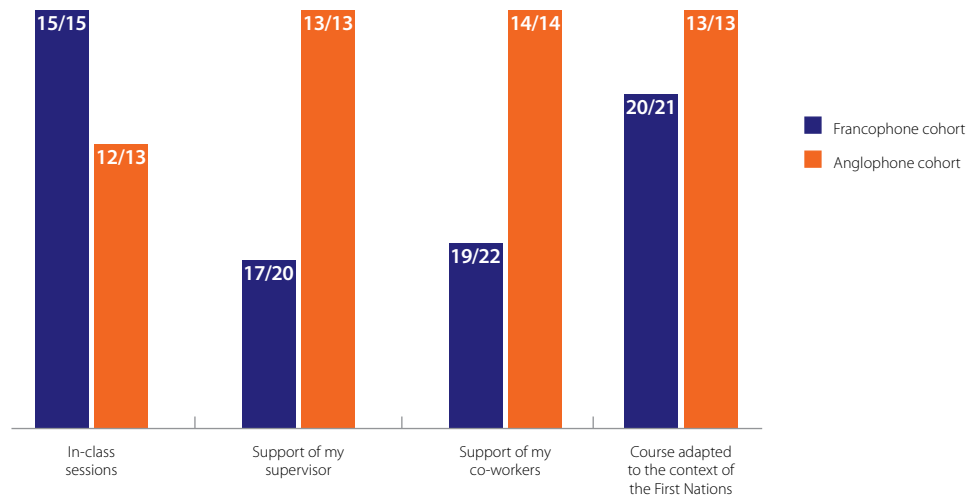
Participants' comments also confirmed this tendency. Comments from the Francophone participants expressed a desire for a longer period of training in order to have more time to study the content of the training. Participants from the Anglophone cohort mentioned that they would like a follow-up session to the training, in order to go deeper into the concepts presented and address new subjects.

3.3 Facilitating factors

Respondents from both cohorts regarded as helpful the in-class sessions, the support of their workplace organization (co-workers and supervisors) and the fact that the training was adapted to the context of the First Nations. However, participants from the two cohorts did not rank these elements according to the same order of importance.



FIGURE 1 - FACILITATING FACTORS



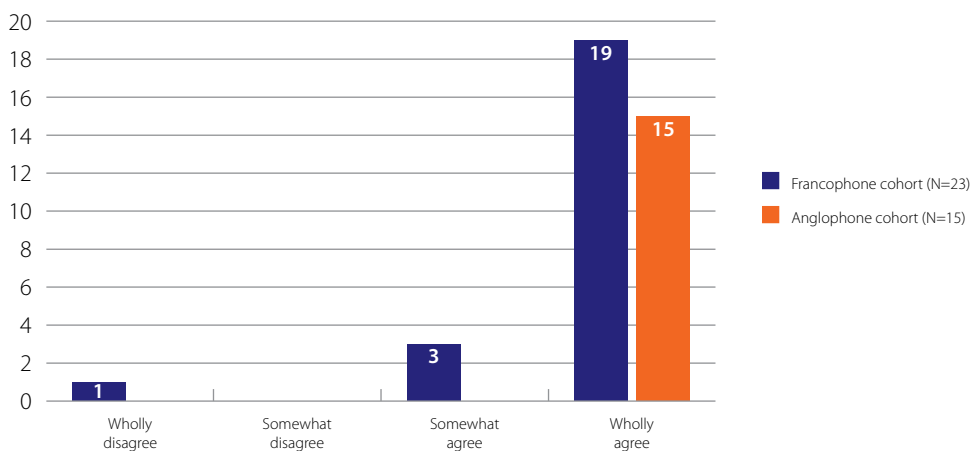
Regarding the question of logistics, the majority of respondents (21 out of 23 for the Francophone cohort and 12 of 14 for the Anglophone cohort) considered the schedule and distribution of courses adequate. Two participants in each cohort indicated that the courses were too spread out in time.

Respondents were also asked to give their assessments as to whether or not the training was interesting and useful to them. Here again, respondents' satisfaction was generally high.





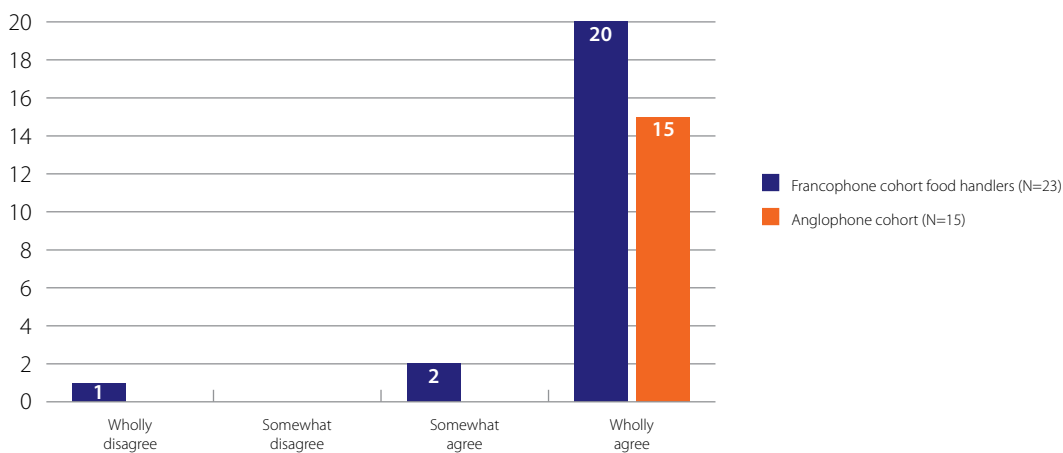
FIGURE 2 - INTEREST IN THE TRAINING



In response to the statement: "In general, I found the training interesting," all respondents in the Anglophone cohort (n=15) reported that they completely agreed. In the Francophone cohort, 19 of 23 also completely agreed and three said they somewhat agreed. Only one respondent completely disagreed with this statement.

Respondents also gave a very good assessment regarding the usefulness of the training.

FIGURE 3 - USEFULNESS OF THE TRAINING



Here again, all respondents from the Anglophone cohort (n=15) reported that they completely agreed that the training was useful. For the Francophone cohort, 20 of the 23 respondents completely agreed, two somewhat agreed and one completely disagreed.

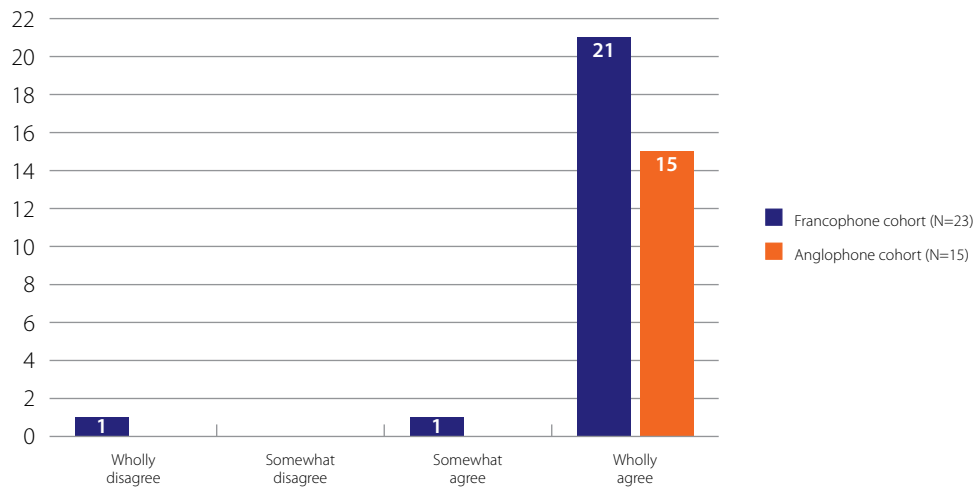


3.4 Adapting the training to the reality of the First Nations

Opinions were generally very positive in both cohorts regarding the issue of whether the training was adapted to the reality of the First Nations.

All participants from the Anglophone cohort (n=15) said they completely agreed that the training was adapted. The majority of the participants from the Francophone cohort (21 of 23) completely agreed with this, one respondent somewhat agreed and one completely disagreed.

FIGURE 4 - TRAINING ADAPTED TO THE REALITY OF THE FIRST NATIONS



The question of the training being adapted to the needs of the First Nations can be viewed in conjunction the question of the perception as to whether or not the content was adapted to the context of the First Nations and the question concerning the link between the content of the training and the needs of the workplace.

A majority of respondents from both cohorts (20 out of 21 respondents in the Francophone cohort and all respondents (n=13) in the Anglophone cohort) indicated that adapting the course content to the context of the First Nations had been helpful (see Figure 1).

It is also interesting to note that the majority of respondents in both cohorts stated that their trainers had made connections between the content and their workplaces.

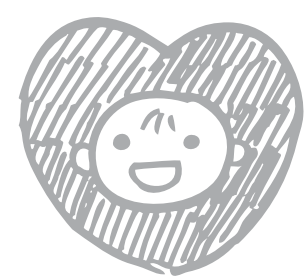
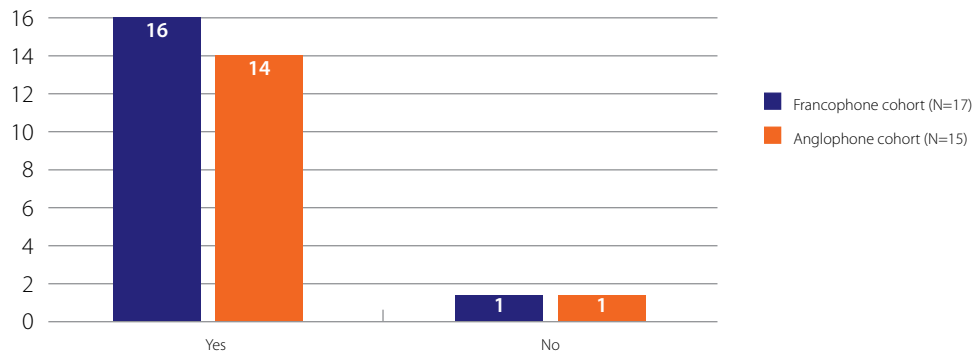




FIGURE 5 - PROMOTING LINKS BETWEEN THE CONTENT OF THE TRAINING AND THE WORKPLACE



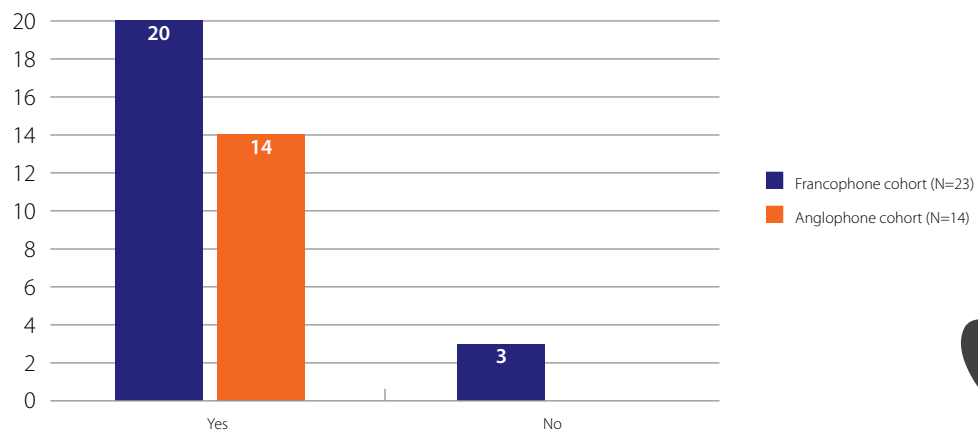
Sixteen of the 17 respondents from the Francophone cohort and 14 of the 15 respondents from the Anglophone cohort indicated that the trainers had made connections between the content of the training and the participants' workplaces.

The analysis of the data therefore indicates that the necessary conditions for achieving the objective of providing training adapted to the needs of the First Nations were met.

3.5 Challenges

The analysis of the data from the two cohorts regarding the balance of training, work and family suggests that this element was a challenge for some participants.

FIGURE 6 - FINDING A WORK/STUDIES/ FAMILY BALANCE DURING THE TRAINING



Although the majority did not indicate that maintaining a balance was problematic, some respondents (three out of 14 in the Francophone cohort) indicated that it had not necessarily been easy. One respondent noted that despite these difficulties, it would be good if things stayed the way they were because "sometimes when we are with our families we can be bothered by our children and that can be distracting" (respondent FBEF 21).





4. Short-term effects: The knowledge acquired

The purpose in evaluating the short-term effects is to examine whether participants have acquired and developed the skills covered by the training.

4.1 Data collection methods used

4.1.1 Semi-structured interviews

This training did not conclude with a test. However, the acquisition of knowledge was documented through interviews with the trainers after the end of the training.

4.1.2 Self-administered questionnaire on the intention to improve practices

Information about the state of the participants' knowledge was collected through a second self-administered questionnaire that was also completed at the end of the training. The number of respondents was the same as for the first questionnaire, 23 for the Francophone cohort and 15 for the Anglophone cohort.

4.2 Results of the semi-structured interviews

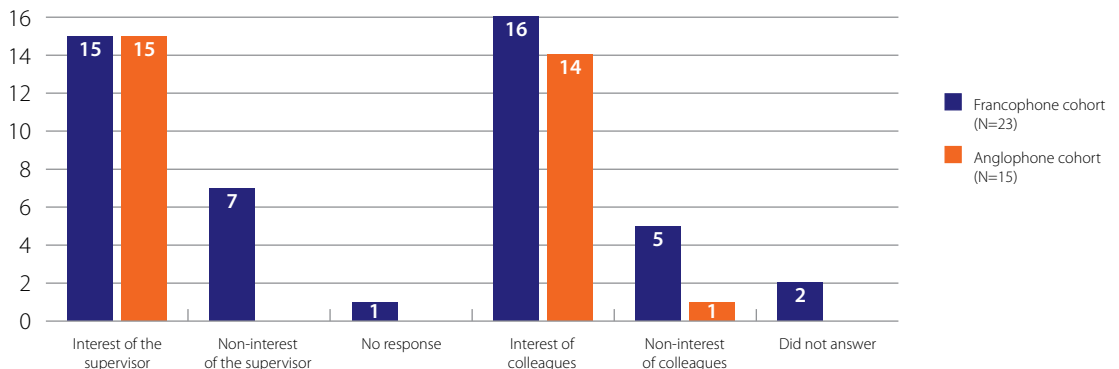
The interviews revealed that there was an increase in knowledge among all participants. It was also clear from the interviews that the majority of participants in each cohort acquired all the knowledge covered by the training, while the others acquired most of it. The two trainers in charge of providing the training indicated that the response to the homework, and in particular the exercise on organizing one's workplace, had been positive and that the exercise had helped the participants to begin applying what they had learned in their workplaces.

It is also important to note that during the training, the retention rate of the participants was very good. Only one participant from the Francophone cohort did not return to the second week of training and therefore did not complete the training.

4.3 Results of the questionnaire on the short-term effects (knowledge acquisition)

The results from both cohorts revealed that other people in the participants' workplaces showed an interest in their training. This interest was reflected in the following proportions:

FIGURE 7 - INTEREST SHOWN BY PARTICIPANTS' WORKPLACES IN THE TRAINING



The results showed openness on the part of people from the participants' workplaces about the training.

The data analysis also highlights the willingness of participants to share with people from their workplaces the knowledge they acquired during the training. All the participants in both cohorts (n=15 for the Anglophone cohort and n=23 for the Francophone cohort) indicated their intention to share elements from the training in the workplace. Consequently, it is possible to anticipate that a transfer of knowledge within the workplace could take place after the training.

This transfer of knowledge in the workplace is a first step towards improving the quality of childcare services.

4.4 Knowledge acquired

The participants' perceptions concerning the acquisition of knowledge covered by the training is good overall. Indeed, the majority of participants in both cohorts indicated that they had acquired or were in the process of acquiring most of the knowledge covered by the training.

Some participants in the two cohorts reported having acquired this knowledge before the training.

A small number of participants said that they had not acquired some of the knowledge presented during the training. In the Francophone cohort, one to three respondents reported not having acquired five of the skills covered by the training. In the Anglophone cohort, one respondent reported not having acquired four of the skills presented during the training. The elements reported as not acquired by respondents varied between the two cohorts. In the Francophone cohort, knowledge related to the application of techniques presented during the training was most often mentioned as not having been acquired.



TABLE 6 KNOWLEDGE ACQUIRED BY THE END OF THIS BASIC TRAINING AMONG STUDENTS IN THE FRANCOPHONE COHORT (PURPLE) AND THE ANGLOPHONE COHORT (GRAY)

LIST OF SKILLS	I HAD ACQUIRED THIS SKILL BEFORE THE TRAINING	AS PART OF THIS TRAINING			N
		I ACQUIRED THIS SKILL	I AM IN THE PROCESS OF ACQUIRING THIS SKILL	I DIDN'T ACQUIRE THIS SKILL	
1. THE PROFESSION: EARLY CHILDHOOD EDUCATOR Ability to describe one's vision of early childhood in relation to the community's vision.	2	9	7	0	18
	1	7	7	0	15
Ability to explain the role of the early childhood educator in relation to the role of the parents and to explain the qualities and skills needed to exercise this role.	4	9	7	0	20
	1	11	3	0	15



TABLE 6
(CONTINUED)

KNOWLEDGE ACQUIRED BY THE END OF THIS BASIC TRAINING AMONG STUDENTS IN THE FRANCOPHONE COHORT (PURPLE) AND THE ANGLOPHONE COHORT (GRAY)

LIST OF SKILLS	I HAD ACQUIRED THIS SKILL BEFORE THE TRAINING	AS PART OF THIS TRAINING			N
		I ACQUIRED THIS SKILL	I AM IN THE PROCESS OF ACQUIRING THIS SKILL	I DIDN'T ACQUIRE THIS SKILL	
2. CHILD DEVELOPMENT Ability to identify the general needs of First Nations children aged 0 to 6 and attending daycare.	6	7	7	0	20
	2	9	2	1	14
Ability to use one's knowledge regarding child development.	3	11	4	0	18
	4	6	5	0	15
Ability to use appropriate prevention and stimulation tools to support the child.	6	8	4	0	18
	2	9	3	1	15
3. EDUCATIONAL INTERVENTION Ability to apply the steps in educational intervention.	4	9	4	2	19
	1	9	4	1	15
Ability to develop a project for the centre's planning and arrangement of space.	5	9	6	0	20
	5	4	4	1	14
Ability to identify effective intervention techniques to create a climate conducive to the harmonious development of the child.	2	9	6	1	18
	1	8	6	0	15

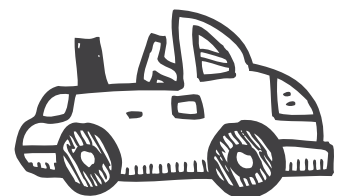
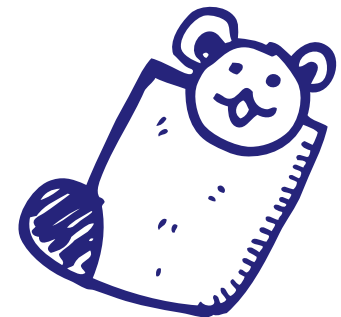




TABLE 6
(CONTINUED)

KNOWLEDGE ACQUIRED BY THE END OF THIS BASIC TRAINING AMONG STUDENTS IN THE FRANCOPHONE COHORT (PURPLE) AND THE ANGLOPHONE COHORT (GRAY)

LIST OF SKILLS	I HAD ACQUIRED THIS SKILL BEFORE THE TRAINING	AS PART OF THIS TRAINING			N
		I ACQUIRED THIS SKILL	I AM IN THE PROCESS OF ACQUIRING THIS SKILL	I DIDN'T ACQUIRE THIS SKILL	
Ability to apply effective intervention techniques to create a climate conducive to the harmonious development of the child.	2	9	6	2	19
	1	8	6	0	15
4. COMMUNICATION AND CONFLICT RESOLUTION Ability to apply basic techniques for communicating effectively in the performance of an early childhood educator's duties.	3	4	8	3	18
	1	9	5	0	15
Ability to apply conflict resolution techniques in working with a group of children and others.	1	8	6	3	18
	2	9	4	0	15
Ability to describe the process of teamwork.	1	10	6	0	17
	4	7	4	0	15





5. Medium-term effects: Intention to apply the skills in practice

The goal in evaluating the medium-term effects is to document the putting into practice of what was learned. However, in the current context where the deadline for the evaluation has been moved forward, it will instead establish the intentions of the participants to apply the knowledge and skills acquired during training. This also helps to identify elements facilitating or limiting participants' anticipated application of the knowledge once they return to their workplace.

5.1 Data collection method used

5.1.1 *Self-administered questionnaire on the intention to improve practices*

The data used in this part of the report was extracted from the second self-administered questionnaire that was completed by participants at the end of training.

5.2 Results concerning the intention to improve one's practice

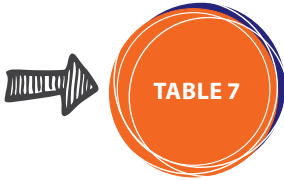
The majority of respondents indicated that the training will have an impact on their professional lives. Three respondents from the Francophone cohort reported that they did not believe it would have an influence on their professional lives.

The comments received on this occasion denoted a positive impact on the professional lives of participants. Respondents mentioned having been exposed to new ideas and techniques that will be useful to them in their jobs. Other respondents mentioned having gained a better understanding of child development and a greater knowledge of their profession as educators.

The results related to the putting into practice of skills acquired during training were generally very positive and suggest a possible improvement of practices. Twenty-eight respondents from the two cohorts (N=29) indicated that in general, it would not be difficult to apply the concepts learned during the training.

When the data about each of the skills covered by the training are analyzed, we can observe two trends among the respondents: the first trend shows that many of the respondents had already practiced some knowledge presented in training; the second trend indicates that participants in the training had applied their knowledge in their workplace during the training or that they intended to do so. The skill identified as: "Ability to use one's knowledge regarding child development," was the skill most frequently reported by respondents of the Francophone cohort as having been implemented during the training. Respondents from the Anglophone cohort reported that "Ability to apply basic techniques for communicating effectively in the performance of an early childhood educator's work" was the skill most frequently implemented during the training.

A small number of respondents mentioned that what they learned during the training cannot be put into practice in their workplace. One to two participants in the Francophone cohort indicated that not all the elements would be applicable in their jobs. The same number (one to two) in the Anglophone cohort indicated that three of the skills covered would not be able to be put into practice as part of their jobs. It is important to specify here that although the training was intended for untrained educators in community childcare centres, some participants did not match these criteria. Four participants (from both cohorts taken together) did not work either as untrained educators or in childcare facilities. For these participants, applying some of the elements of their learning to the workplace may therefore be more difficult to do.



APPLICATION OF SKILLS IN THE FRANCOPHONE COHORT (PURPLE) AND IN THE ANGLOPHONE COHORT (GRAY)



LIST OF SKILLS	I WAS APPLYING THIS SKILL BEFORE THE TRAINING	I PUT THIS SKILL INTO PRACTICE DURING THE TRAINING	IT IS MY INTENTION TO PUT THIS SKILL INTO PRACTICE	THE PRACTICE OF THIS SKILL IS NOT APPLICABLE IN MY WORKPLACE	N
1. THE PROFESSION: EARLY CHILDHOOD EDUCATOR Ability to describe one's vision of early childhood in relation to the community's vision.	4	4	9	1	18
	4	5	5	1	15
Ability to explain the role of the early childhood educator in relation to the role of the parents and to explain the qualities and skills needed to exercise this role.	3	8	6	1	18
	3	8	4	0	15
2. CHILDHOOD DEVELOPMENT Ability to identify the general needs of First Nations children aged 0 to 6 and attending daycare.	6	7	3	2	18
	6	6	2	1	15
Ability to use one's knowledge of child development.	5	10	3	1	19
	4	3	8	0	15
Ability to use appropriate prevention and stimulation tools to support the child.	8	7	4	1	20
	2	7	6	0	15
3. EDUCATIONAL INTERVENTION Ability to apply the steps in educational intervention.	4	7	8	1	20
	4	5	6	0	15
Ability to develop a project for the centre's planning and arrangement of space.	3	8	9	1	21
	5	4	4	2	15
Ability to identify effective intervention techniques to create a climate conducive to the harmonious development of the child.	4	8	6	1	19
	2	7	6	0	15



TABLE 7
(CONTINUED)

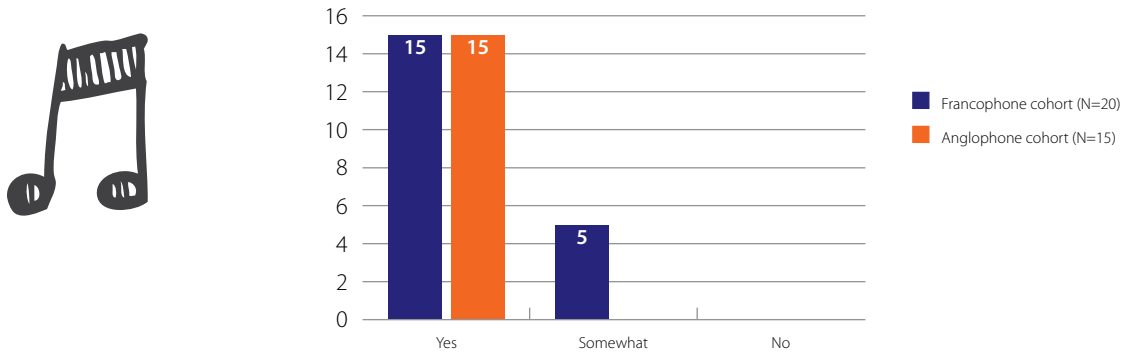
APPLICATION OF SKILLS IN THE FRANCOPHONE COHORT (PURPLE) AND IN THE ANGLOPHONE COHORT (GRAY)

LIST OF SKILLS	I WAS APPLYING THIS SKILL BEFORE THE TRAINING	I PUT THIS SKILL INTO PRACTICE DURING THE TRAINING	IT IS MY INTENTION TO PUT THIS SKILL INTO PRACTICE	THE PRACTICE OF THIS SKILL IS NOT APPLICABLE IN MY WORKPLACE	N
Ability to apply effective intervention techniques to create a climate conducive to the harmonious development of the child.	3	8	7	1	19
	3	5	7	0	15
4. COMMUNICATION AND CONFLICT RESOLUTION Ability to apply basic techniques for communicating effectively in the performance of an early childhood educator's duties.	5	6	7	1	19
	1	10	4	0	15
Ability to apply conflict resolution techniques in working with a group of children and other persons.	4	6	7	2	19
	2	5	7	0	14
Ability to describe the process of teamwork.	7	5	6	1	19
	4	7	3	0	14



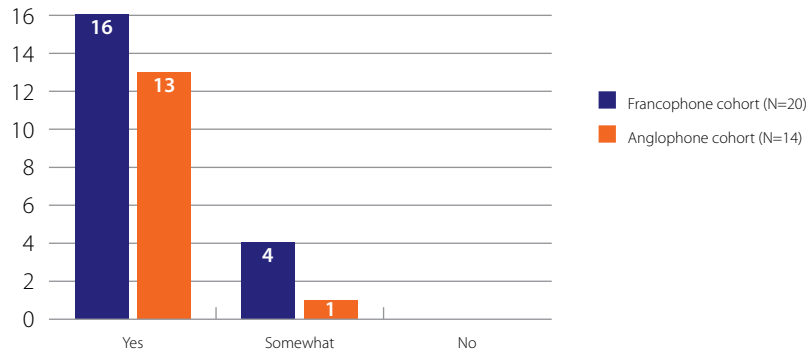
It is also important to consider the impact of the training on the participants. The results suggested that for the majority of participants from both cohorts, the training influenced their relationship with the clients that they serve.

FIGURE 8 - AS A RESULT OF THE TRAINING, I FEEL MORE ENGAGED WITH THE CLIENTELE



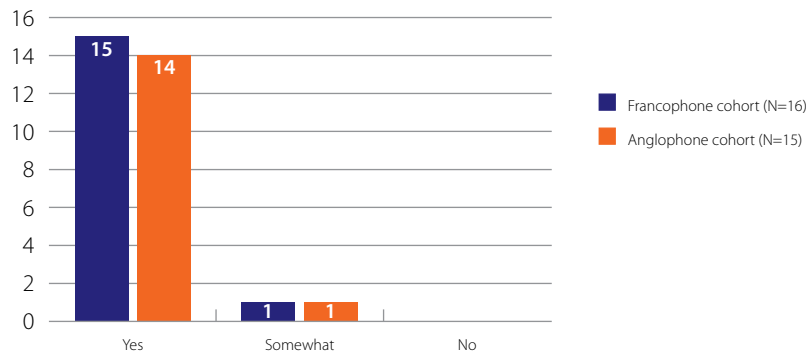
The majority of respondents indicated that they felt more engaged with the clientele as a result of the training. This feeling seemed to be particularly prevalent among respondents from the Anglophone cohort, since all those who answered the question said yes. It should be emphasized that results were more mixed for the Francophone cohort, with five respondents mentioning that this was only partly the case.

FIGURE 9 - AS A RESULT OF THE TRAINING, I FEEL BETTER EQUIPPED TO MEET CLIENTS' NEEDS



The results indicated that overall, respondents felt the training had helped them to be better equipped to meet the needs of their clients. The majority of respondents in both cohorts answered yes to this question, with four students from the Francophone cohort and one from the Anglophone cohort indicating that this was only partly the case.

FIGURE 10 - AS A RESULT OF THE TRAINING, I FEEL MORE AWARE OF THE IMPACT MY INTERVENTIONS HAVE ON THE CHILDREN AND FAMILIES IN THE COMMUNITY



Again, it is interesting to note that the training had an impact on participants' perceptions of their roles vis-à-vis their clients and their communities. The majority of respondents felt more aware of the impact of their interventions as a result of the training. In each cohort, only one respondent answered that this was only partly the case.





6. Conclusions and recommendations

6.1 Conclusions

The conclusions help us to understand the results and identify recommendations for a similar type of training or even for training in general.

6.1.1 Implementation

Although the initial dates of the training were changed, the training was offered in French and in English, and the form and content were enhanced. It appears from the analysis of the results that the partnership with Cégep Marie-Victorin and the 70/30 formula both contributed to the success of this training.

The training program generated a great deal of interest on the part of the communities, and the number of participants in both cohorts was higher than had been anticipated in the revised target.

In addition, a second training session was offered early in 2015 to enable people on the waiting list to benefit from the training.

6.1.2 Process

It appears from the evaluation that the participants in the training from the two cohorts were generally satisfied with the training. A majority of the respondents stated that the training was interesting, useful and adapted to the reality of the First Nations. In terms of the training, participants identified three major facilitating factors:

- The fact that the sessions were held in-class
- The support of their work team (supervisors and colleagues)
- Their perception that the training was adapted to the context of the First Nations.

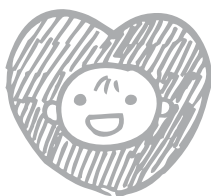
It is also important to note that the necessary conditions for achieving the objective of providing training adapted to the needs of the First Nations were met.

6.1.3 Short-term effects: knowledge

The results from the self-administered questionnaires and interviews with trainers indicated that the conditions for the acquisition of knowledge and skills were met in the two cohorts. Thus, the preconditions for the application of learning in the participants' workplaces were present. In addition, the fact that the participants in the training intend to share the knowledge gained during the training in the workplace is a first step towards improving the quality of childcare.

6.1.4 Medium-term effects: intention to apply the skills in practice

Concerning practice, it appears that the majority of the participants, when surveyed, had already put into practice or intended to put into practice the elements learned during the training. Some participants anticipated obstacles to the application of the skills acquired during the basic training program.



6.2 Recommendations

6.2.1 General recommendations

Regarding the basic training program, it is clear that the findings are generally positive. It is therefore our recommendation that such training be continued with the same approach as that undertaken during the first training session.

During the development of future training programs for professionals from First Nations communities, it is recommended to continue to:

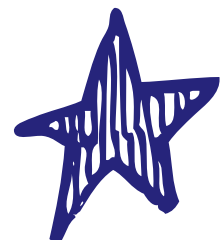
- Adapt the content of the training to the professional realities of First Nations communities;
- Validate the content with the target audience;
- Use the 70/30 formula;
- Support the application of knowledge and skills during training through practical exercises in the workplace between the two weeks of training;
- Call on trainers who are aware of the workplace context in First Nations communities and experienced with the 70/30 formula;
- Enrich the content of the training with examples drawn from the professional reality of the participants;
- Provide the basic training program on a regular basis, in order to improve the quality of childcare in the community.

6.2.2 Specific Recommendations

The results presented above highlight three specific elements which merit special attention:

- To maximize the acquisition of knowledge and its application in practice by the participants, the people who register and participate in the training should be the people whom the training is intended to benefit.
- When adapting the training content, it is important to take account of any possible differences in the realities and experience of the Anglophone and Francophone communities, and of the differing expectations these communities have concerning the content of the training.
- It would be a good idea to organize further discussion of the issue of finding a work, studies and family balance in order to provide participants with the most favorable training conditions.

In addition, to facilitate the application of the acquired skills in the participants' workplaces, it would be appropriate to develop and implement a post-training strategy to support the application of the skills acquired during the basic training in early childhood education.





SECTION 6
General findings



Implementation



In its proposal to the Skills and Partnership Fund (SPF) of Service Canada, the FNQLHSSC early childhood sector proposed a training plan for early childhood workers. The objective of this training project was to improve the quality of training offered in the First Nations early childhood sectors in order to increase the skills held by persons working in First Nations childcare centres.

Number of training programs delivered

The four training programs were carried out as proposed to the funding sponsor. Two long programs (Early Childhood Certificate Program – Special Needs Component and ACS in First Nations Child Care Administration) and two short programs (Food Hygiene and Safety certification and Basic Training in Early Childhood Education for First Nations) were offered. All courses were completed before the scheduled end of the project in March 2015.

It is important to note that only the four programs originally documented in the proposal sent to the funding sponsor were evaluated. Therefore, the second session of the basic training in early childhood education for First Nations offered in early 2015 has not been evaluated.

Languages of instruction

Each training program was offered in French and in English. To fully meet the needs of the Anglophone and Francophone communities, each training program was offered in two cohorts (a Francophone cohort and an Anglophone cohort), and not in the form of providing access to the program content through simultaneous translation.

Recognition of the training

The two long programs (Early Childhood Certificate Program – Special Needs Component and ACS in First Nations Child Care Administration) enabled students to obtain an undergraduate degree. The training program in food hygiene and safety allowed participants to obtain MAPAQ certification for food handlers and managers. The Basic Training in Early Childhood Education for First Nations did not lead to a degree or professional certification, but participants were awarded certificates issued by the FNQLHSSC.

Partnerships

All of the training programs were carried out in partnership with other institutions or organizations. The Early Childhood Certificate Program – Special Needs Component was coordinated by the FNEC and offered by UQAM. The ACS was also coordinated by the FNEC but it was given at Cégep Marie-Victorin. The training on food hygiene and safety was given by FNIHB (Health Canada) trainers. Finally, the basic training in early childhood education for First Nations was developed jointly by the FNQLHSSC (for selection of topics) and Cégep Marie-Victorin (for design of pedagogical tools), and then given by First Nations trainers contracted by the FNQLHSSC.

Changes in the length of the programs compared to the initial plan

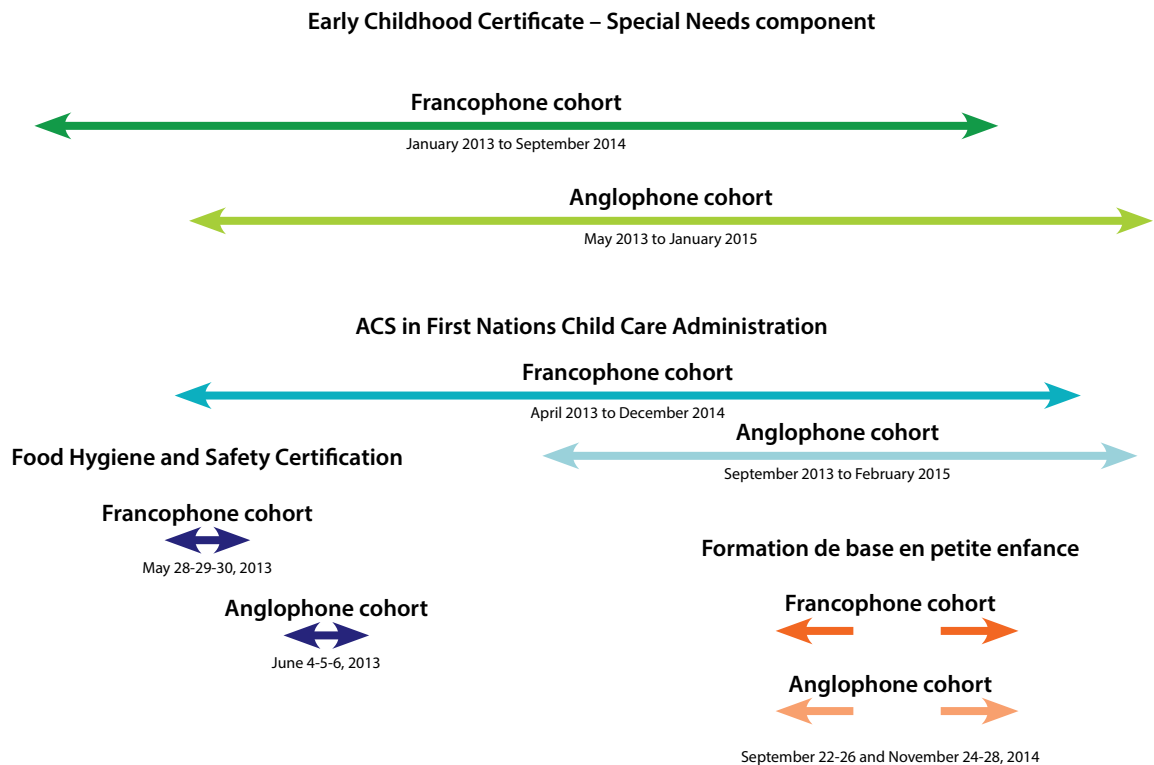
The lengths of the programs, and in some cases their formats, were revised during the project. The special needs certificate was originally conceived of as a custom-developed short program. However, because of the time involved in the design of such a program, and because of ownership issues related to such a program once developed and delivered by a recognized educational institution, the FNQLHSSC decided to purchase a program from UQAM. This originally short program thus became an early childhood special needs certificate program.

The child care administration program was originally planned to be a university undergraduate program. However, given the lack of academic programs available at the time the program was implemented and the small number of potential participants in communities who met the selection requirements of a degree program, it was decided to offer an ACS.

For their part, the two short programs were lengthened. The Food Hygiene and Safety Certification program was enhanced with an extra training day to allow outside speakers to present additional relevant information in the context of the employment of trainees. Thus, the training course for food handlers ran for two days and the course for food managers ran for three days.

The Basic Training in Early Childhood Education for First Nations was not conducted over three days as originally planned; instead it ran for two weeks (8 days). In addition, to enable participants to apply their learning in the workplace, the two weeks of training were separated by a period of eight weeks.

Timeline of evaluated training programs



Future offerings of the training programs

With the exception of the basic training program, whose high rate of enrollment led the FNQLHSSC to offer a second session as part of the project, the other three programs were offered only once, as presented in the original proposal. It should be noted that none of the programs are currently scheduled to be reoffered.

Number of participants in the evaluated training programs

The number of participants was less than expected for three of the four programs. Only the Basic Training in Early Childhood Education for First Nations had more participants than was expected. The significant community interest in this training led the FNQLHSSC to offer a second training session early in 2015 to meet the high demand while maintaining an optimal number of participants in each session. As mentioned above, since this second training session was scheduled outside the date limits of the original project, it is not evaluated here.

The total number of registrations for the four programs was 135. However, it is important to note that some participants attended more than one program. The number of registrations for each training program was as follows:

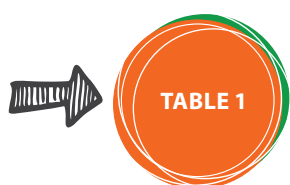


TABLE 1

NUMBER OF PARTICIPANTS IN THE FOUR TRAINING PROGRAMS

	FRANCOPHONE COHORT	ANGLOPHONE COHORT	TOTAL
Special needs certificate	18	11	29
ACS in Child Care Administration	21	10	31
Food Hygiene and Safety Certification	23	8	31
Basic Training	27	17	44
		Total	135

Process

Facilitating factors

Respondents from all of the training programs were generally satisfied with the training they received. However, while the majority of respondents from the various programs indicated that the training they received was useful, interesting and adapted to the needs of the First Nations, the facilitating factors they perceived were different in each program. For both the short programs (Food Hygiene and Safety Certification and Basic Training in Early Childhood Education for First Nations), the three major facilitating factors were:

- The fact that courses were given in-class
- The support of their work team (supervisor and colleagues)
- Their perception that the training was adapted to the context of the First Nations

For the Early Childhood Certificate Program – Special Needs Component, the facilitating factors identified by respondents included:

- The presence of the resource person
- The fact that courses were given in-class
- The support of their colleagues at work

For respondents from the ACS in First Nations Child Care Administration, the following facilitating factors emerged from the data analysis:

- The fact that courses were given both in-class and at a distance
- The presence of the resource person

Limiting factors

Factors common to the four training programs

First, it appears that reconciling work/studies/family was recognized in all training programs as an issue.

The respondents from both short programs (Food Hygiene and Safety Certification and Basic Training in Early Childhood Education for First Nations) did not mention other challenges, while respondents in the two long programs (Early Childhood Certificate Program – Special Needs Component and ACS in First Nations Child Care Administration) identified specific limiting factors, as seen in the data analysis.

Early Childhood Certificate Program – Special Needs Component

A number of challenges were experienced by the immediate supervisors of the students in this certificate program.

The data analysis shows that the participation of one or more employees presented a number of issues for their immediate workplace supervisors, particularly with respect to the management of human resources to replace the employees during their courses, but also in terms of the number of hours employees had to be released to pursue their studies (in-class training sessions and videoconferences, assignments, reading, etc.).

In addition, a significant and unforeseen financial challenge was also experienced by immediate supervisors in connection with the change in the reimbursement policy for travel expenses that occurred during the training program.

ACS in First Nations Child Care Administration

First, the data analysis established that there was confusion among the students regarding exactly who was mandated to provide support, the Cégep Marie-Victorin pedagogical resource or the ACS program coordinator of the FNEC. This confusion was revealed by the data collected at the end of the session. The same confusion was expressed in the teachers' end of session evaluations.

The issue of attendance in the distance courses by the Francophone cohort was also raised, as was the issue involving the quality of access to their learning by students in the Anglophone cohort who had to use connections in less than optimal locations.

Finally, the lack of availability of official provincial government documents in English, along with the lack of support received by the teachers in this matter, emerged as a factor limiting the acquisition of skills; it was also a source of frustration for students in the Anglophone cohort. However, due to the fact that the deadline for this evaluation was moved forward, the impact of this element on the success of students in the Anglophone cohort and on their application of the acquired skills in their workplaces could not be documented.

Knowledge/skills

The findings that emerged overall about the acquisition of skills covered by each of the training programs are generally positive. The conditions necessary for acquiring the skills seem to have been met for most of the participants who completed their training.

We note that numerous students in both long training programs, especially those in the Francophone cohort of the ACS, terminated their participation.



NUMBER OF STUDENTS WHO COMPLETED THE PROGRAM AND NUMBER OF GRADUATES

		NUMBER OF PARTICIPANTS AT THE START OF TRAINING	NUMBER OF PARTICIPANTS AT THE END OF TRAINING	NUMBER OF POTENTIAL GRADUATES	NUMBER OF GRADUATES
Special Needs Certificate	Francophone cohort	18	14	14	14
	Anglophone cohort	11	8	8	7
ACS in Child Care Administration	Francophone cohort	21	10	10	9
	Anglophone cohort	10	8	8	8
Food Hygiene and Safety Certification	Francophone cohort	23	23	23	23
	Anglophone cohort	8	8	8	8
Basic training	Francophone cohort	27	26	N.A.	N.A.
	Anglophone cohort	14	17	N.A.	N.A.
Total		135	114	71	69

In the three programs leading to a diploma, most of the participants who attended the training until the end graduated. This demonstrates that the requirements for success as set by the various partner institutions (UQAM, Cégep Marie-Victorin and MAPAQ) in terms of knowledge acquisition were met.

A majority of the students who took part in the evaluation of the different training programs indicated that they acquired or were in the process of acquiring most of the skills covered in their training. It should be pointed out, however, that in the case of the long programs, only respondents from the Francophone cohort participated in the end-of-session data collection.

Based on the high graduation rate and according to the data collected at various points, it appears that the preconditions for applying the knowledge acquired in the participants' workplaces were met.

Application of skills

We note that for the long training programs, data concerning the application of skills came only from respondents from the Francophone cohorts. However, the data for the four programs was generally very positive and encouraging in terms of the application of skills acquired through the training, since the majority of respondents said they had already put into practice what they had learned or intended to do so. Some respondents reported that certain skills covered by their training were not applicable in their workplaces. Even so, the number of skills shown as not applicable was small compared to the number of skills covered in each of the training programs. It should also be noted that, in general, respondents did not indicate anticipating obstacles to putting into practice what they had learned.

In two of the four programs, participants had the opportunity to apply the knowledge they acquired during their training. The ACS program included an internship at the end of the training and the Basic Training in Early Childhood Education for First Nations contained practical application exercises in the participants' workplaces between the two weeks of training. These opportunities to put into practice skills acquired even during the training program emerged as factors facilitating the transfer of skills acquired to the workplaces and, ultimately maximizing the chances of enhancing the quality of care in the communities.

Recommendations



Achievement of project objectives

The objective of the training project for First Nations early childhood programs and services was, from the outset, to: "strengthen the quality of First Nations early childhood services through training adapted to the reality of the communities."

To achieve this goal, improving the quality of training offered in the First Nations early childhood sector was particularly targeted in order to increase the skills among the First Nations child care workforce (FNQLHSSC Proposal to the SPF, February 2011, p. 34). Thus, to ensure a significant improvement in the quality of services for First Nations children, it was proposed to establish the following four training programs (FNQLHSSC Proposal to the SPF, February 2011, p. 36):

1. Certificate to support children with special needs
2. Short accredited program in First Nations child care management
3. Continuing education in health, safety and nutrition
4. Certification in food hygiene and safety

The findings presented above show that the four training programs were effectively established and offered. Although there were differences in how they were implemented from what was originally planned (length, format, etc.), the changes that were made enabled them to better meet the needs of professionals working in early childhood services in the communities. Thus, participants in the four training programs had access to quality training adapted to their realities. In this sense, the quality of training offered to community early childhood services was improved. The quality of training and the fact that this training is adapted to the needs and realities of the communities have helped to increase the skills of the professionals working in First Nations child care facilities who completed the entire program in which they were enrolled.

The results also demonstrate that the preconditions for improving the quality of care were implemented and achieved through the four programs offered. However, it is too early to comment on the improvement of care, since these effects can only be measured over the long-term. The following recommendations will help ensure that the improvement of childcare services becomes fully effective.

The chances of improving the overall quality of care through recognized and substantial training will be maximized only if these programs are offered on a regular basis in order to increase the number of professionals who ultimately benefit from the training.

In addition, to maximize the achievement of expected results, the following recommendations should be followed:

General recommendations

Implementation

Ensure the sustainability of the four training programs and offer them regularly to the communities.

Process

Continue to provide training adapted to the reality of the First Nations;

Ensure that the profile of the registered participants corresponds to the project's target group;

Encourage visits to communities by all teachers and instructors before the start of their courses;

Provide awareness training about the reality of working in child care services in First Nations communities for teachers and instructors before the start of their courses;

Continue to provide both in-class and distance learning in the long training programs, basing the choice of the preferred format on the content of the course;

Develop a strategy to facilitate an effective work/studies/family balance;

Develop a strategy to enable participants' workplace organizations to anticipate the impacts of training on the reorganization of services (human resources, time off of work for studying, financial impact, support for the student by their workplace organization);

Inform participants and their immediate supervisors of the policy for reimbursement of travel expenses at the start of training or at registration;

Inform the participants and their immediate supervisors of the average number of hours that the training will require for the participants (courses, reading, assignments);

Jointly with the partners involved in the training program, discuss and establish rules for managing absences and late arrivals for classes, and then provide those rules to participants, immediate supervisors and teachers at the start of training.

Support the acquisition of skills

Continue to provide a resource person to support the students, particularly for the two long training programs;

Clearly define the mandate of the resource person;

Inform all stakeholders involved in the training programs about the roles and mandates of each of the partner organizations and the people from those organizations working with the project, and about the mechanisms for access to the different types of support provided;

Study the issue of providing access to reference materials in both languages (French and English) and develop support mechanisms for the trainers, resource persons from the various partner organizations and participants in relation to access to reference documents in both languages.

Provide support for putting the acquired skills into practice

Provide opportunities to put the skills acquired from the training programs into practice in the workplace during each program, in the form of internships (especially for the long programs) or through the use of practical exercises (for the short programs);

Develop and implement a post-training strategy to support putting the skills acquired during the four training programs into practice.gestion des absences et des retards et les communiquer aux participants, supérieurs immédiats et professeurs en début de formation.

Soutenir l'acquisition des compétences

Continuer de recourir à une ressource accompagnatrice pour soutenir les étudiants, en particulier pour les deux formations longues;

Définir clairement le mandat de la ressource accompagnatrice;

Informier l'ensemble des acteurs de la formation des rôles et mandats de chacun des organismes partenaires et des acteurs qui s'y rapportent, ainsi que des mécanismes d'accès aux différents types de soutien offerts;

Réfléchir à la question de l'accès à des documents de référence dans les deux langues (française et anglaise) et mettre en place des mécanismes de soutien pour les formateurs, les personnes ressources dans les différents organismes partenaires et les participants, relativement à l'accès aux documents de référence dans les deux langues.

Soutenir la mise en pratique

Offrir des occasions de mise en pratique des compétences dans les milieux de travail au cours de chacune des formations, sous forme de stages (en particulier pour les formations longues) ou d'exercices de mise en pratique (pour les formations courtes);

Développer et implanter une stratégie postformation visant à soutenir la mise en application des compétences acquises lors des quatre formations.

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APPENDICES

APPENDIX 1 Course report

When? End of the course.

With whom? All of the teachers.

1. Number of courses provided vs. the anticipated number of courses. If there is a disparity, please justify:

2. Attendance rate of the students. Justify the reasons for the absences:

3. Course success rate:

4. Were all of the course contents provided?

Yes No, please clarify:

4.1 Specify what was not provided:

4.2 What were the impacts of not providing all of the course contents?

5. Did the students have the necessary academic prerequisites to receive this training?

Yes No

6. Would you say that the students had the necessary skills to receive this training?

Yes No

7. Was the requirement level tailored to the clientele?

Yes No, please clarify:

8. Were you forced to review your training course contents?

Yes No

8.1 If so, when reviewing the contents, did you:

Increase them? Decrease them?

9. Did you do things to foster connections between the contents and the workplaces of the students?

Yes, please specify:

No

10. Did you adapt your course to the FN context?

Yes, please specify how you did so:

No

11. Did you observe that your course was adapted to the cultural context and professional experiences that are specific to the work context of your students?

Yes No

12. What are the strengths of the group? (Interested, receptive, etc.)

13. What problems does the group have?

14. Was the presence of the supporting resource helpful to you?

Yes No

Provide examples:

15. Was the presence of the supporting resource helpful for the students?

Yes No

Provide examples:

16. Was the presence of an Elder helpful to you?

Yes No

Provide examples:

17. Was the presence of an Elder helpful for the students?

Yes No

Provide examples:

18. Did you call upon a FN speaker in the context of your course?

Yes No

18.1 If so, was this useful for your course?

Yes, specify why:

No, please specify:

19. For each of the following elements, please indicate if the following were facilitating or limiting factors to student success:

19.1 Schedules

Facilitating Limiting, specify how:

In your opinion, what could be implemented in order to turn this into a facilitating element?

19.2 Training format (half through videoconferencing and half in person)

- Facilitating Limiting, specify how:

In your opinion, what could be implemented in order to turn this into a facilitating element?

19.3 Videoconferencing logistics:

- Facilitating Limiting, specify how:

In your opinion, what could be implemented in order to turn this into a facilitating element?

20. Suggestions, comments and recommendations:

APPENDIX 2
Guide line for skills' evaluation

1. What were the skills to be developed in this course?
2. For each of these skills what proportion of students
 - a. have acquired:
 - b. are in the process of acquiring:
 - c. have not acquired:
3. In the final work session that reviews the skills to be acquired by the end of training, generally where students are in relation to these skills?

acquired in the process of acquiring have not acquired

Could you explain it ?

4. Regarding these results, what are the skills that seem easier to reach for students?
5. Regarding these results, what are the skills that seem more difficult to reach for students?
6. Would you say that the group is:
 Heterogeneous Homogeneous Not acquired
7. According to you, is it a challenge to get students to acquire the skills included in the competency profile?
 Yes No

If yes please specify which one?

What do you suggest to overcome this situation?

8. Comments:

APPENDIX 3

Telephone interview: supervisor vs. improvement of the practices

1. How was the employee, who is undergoing training, selected?

2. Did you have any expectations regarding this training?

Yes, please specify:

No

2.1 Did this training meet your expectations?

Yes No, specify why not:

3. Did the training intended for your employee have any impacts on the reorganisation of the work?

Yes, please specify:

No

4. Did you have to provide support to your employee-in-training?

Yes, specify in what form:

No

4.1 Had you planned on providing support to your employee-in-training?

- Yes No

5. Have you noticed a change in the work methods of the person being trained?

Yes, please specify:

Don't know yet, specify why not:

No

6. Do you have discussions with the employee regarding the training and what they are learning?

- Yes No

7. Have you made any changes to the work tasks of your employee?

Yes, please specify:

No

8. Did the person who received the training make special requests in order to allow them to practice what they learned?

Yes, please provide examples:

No

9. On average, how many hours per week did you clear for your employee for their training (courses, reading, lessons)? _____

10. Would you say that this training experience has had an influence on the team?

Yes, please specify:

No

11. If the opportunity arose again, would you be willing to send one of your employees for training purposes?

Yes, specify why:

No, specify why not:

APPENDIX 4 Student satisfaction questionnaire

(Self-administered questionnaire)

Objective: Understanding the degree of student satisfaction regarding the training.

1. Expectations:

1.1 Please check the main reason why you followed this training:

- The request was made by my employer
- For professional reasons
- For personal reasons
- Other, please specify: _____

1.2 What was your main expectation regarding this training?

- None
- Improving my skills
- Career plan
- Other, please specify: _____

1.3 If you had expectations, did this training address them?

- Yes, completely
- Partially, specify why: _____
- No, not at all, specify why: _____

2. Difficulty level of the training

2.1 I believe I had the:

	Yes	No
Academic prerequisites required to follow the training		
The necessary skills to follow this training		

2.2 The following elements were:

	Helpful	Unhelpful
Courses in person		
Support from my supervisor		
Support from my work colleagues		
Adaptation of the course contents to the First Nations context		
Support de mes collègues de travail		
Contenu de cours adapté au contexte des Premières Nations		

2.3 Calendar and distribution of the courses:

- Adequate
- Courses were too far away from each other
- Courses were too close to each other

2.4 Was it easy to balance your studies, work and family life during the training?

- Yes
- No

2.4.1 What do you suggest to facilitate this reconciliation?

3. Supporting resources

3.1 Did you seek assistance from the supporting resource?

- Yes, often
- Yes, from time to time
- No, never

3.1.1 If so, why did you call upon the supporting resource?

3.1.2 If you sought assistance from the supporting resource, were you satisfied with the assistance that you received?

Yes No, why not?

3.2 Did the presence of the supporting resource in the courses facilitate your learning process?

Yes No

3.3 Did the presence of the supporting resource facilitate your relationship with the teachers?

Yes No

3.4 Did the teachers and the supporting resource generate and maintain your motivation all throughout the training?

Yes No

3.5 In your opinion, was the presence of the supporting resource necessary for this training?

Yes No

4. General appreciation:

4.1 Generally-speaking, in my opinion, the training was:

	Completely disagree 1	Somewhat disagree 2	Somewhat agree 3	Completely agree 4
Interesting				
Useful				
Adapted to the realities of the First Nations communities				

4.2 Generally-speaking, would you say that the trainer have done things to establish connections between the training contents and your workplace?

Yes, please specify:

No

4.3 In your opinion, the training duration was:

- Sufficient
- Too long, please specify why: _____
- Too short, please specify why: _____

4.4 Did you have the impression that the instructions related to activities, homeworks, etc. were clear?

- Yes
- No, why not?

4.5 Please identify the most positive aspect of the training:

4.6 Please identify the most negative aspect of the training:

4.7 Would you go through this training again?

- Yes
- No

4.8 Comments, suggestions and recommendations:

APPENDIX 5
**Questionnaire regarding intentions to improve student practices :
certificate in special needs**

(Self-administered questionnaire)

1. Do you believe that your training has had an influence on your professional life?

Yes, please specify:

No

2. Has your immediate supervisor expressed interest in your training and what you have learned?

Yes No

2.1 Has your immediate supervisor offered you support?

Yes, please specify:

No

3. Following your training, your supervisor made changes to your duties?

Yes, please, specify:

No

4. Overall, how would you say changes in practice are perceived in your workplace?

Positively Negatively, please specify why:

5. Have your work colleagues expressed interest in your training?

Yes No

6. Do you share elements from the training in your workplace?

Yes No

7. Skills:

List of skills	I had already acquired this skill before the training	In the context of the training		
		I have acquired this skill	This skill is in the process of being acquired	I have not acquired this skill
1. Interpersonal skills Recognizes and accepts personal strengths and limitations as a caregiver working in First Nations communities.				
2. Knowledge of child development and screening Recognizes typical and atypical child development from birth up to starting school.				
Identifies the needs of children with special needs.				
3. Adapted educational approaches Applies recognized pedagogical approaches in relation to typical and atypical needs of preschool children (stimulation).				
Develops pedagogical approaches that honor First Nations' traditional knowledge and cultural specificities.				
4. Mobilizing Stresses the fact that every child with special needs is unique and needs a high quality environment to develop.				
Advocates for a child-centered approach that supports the child's overall development, social inclusion and realization of potential.				
Puts in place a support plan to support the child and the important people in his or her living environment.				

List of skills	I had already acquired this skill before the training	In the context of the training		
		I have acquired this skill	This skill is in the process of being acquired	I have not acquired this skill
5. Environment and family support Recognizes what an at-risk family setting is.				
Identifies the vulnerability and protection factors of families.				
Identifies the need to put a family support plan in place, and collaborates in doing so.				
6. Transmission of knowledge In a concerted effort, shares tools with various people who will be responsible for the child's well-being and acts as a multiplying agent.				
In a concerted effort shares professional and pedagogical strategies with people who will be responsible for the child's well-being.				
7. Professional skills Acquires the necessary skills while supporting children and families.				

8. Application of the skills acquired since the beginning of the training:

List of skills	I had already acquired this skill before the training	In the context of the training		
		I have acquired this skill	This skill is in the process of being acquired	I have not acquired this skill
<p>1. Interpersonal skills Recognizes and accepts personal strengths and limitations as a caregiver working in First Nations communities.</p>				
<p>2. Knowledge of child development and screening Recognizes typical and atypical child development from birth up to starting school.</p>				
Identifies the needs of children with special needs.				
<p>3. Adapted educational approaches Applies recognized pedagogical approaches in relation to typical and atypical needs of preschool children (stimulation).</p>				
Develops pedagogical approaches that honor First Nations' traditional knowledge and cultural specificities.				
<p>4. Mobilizing Stresses the fact that every child with special needs is unique and needs a high quality environment to develop.</p>				
Advocates for a child-centered approach that supports the child's overall development, social inclusion and realization of potential.				
Puts in place a support plan to support the child and the important people in his or her living environment.				
<p>5. Environment and family support Recognizes what an at-risk family setting is.</p>				
Identifies the vulnerability and protection factors of families.				
Identifies the need to put a family support plan in place, and collaborates in doing so.				
<p>6. Transmission of knowledge In a concerted effort, shares tools with various people who will be responsible for the child's well-being and acts as a multiplying agent.</p>				
In a concerted effort shares professional and pedagogical strategies with people who will be responsible for the child's well-being.				
<p>7. Professional skills Acquires the necessary skills while supporting children and families.</p>				

9. Check the answer that best applies to the following statements and indicate why:

Following the training:			
I feel more committed to the clientele.	Yes	Only partially	No
Please specify why:			
<hr/>			
<hr/>			
<hr/>			
I feel as though I am better equipped to address the needs of the clientele.	Yes	Only partially	No
Please specify why:			
<hr/>			
<hr/>			
<hr/>			
I am more aware of the impacts of my interventions on children and families in the community.	Yes	Only partially	No
Please specify why:			
<hr/>			
<hr/>			
<hr/>			

10. Is it easy to apply the notions that were learned during the training?

Yes, please specify why:

No

11. Suggestions, comments and recommendations to facilitate the application of the notions learned:

APPENDIX 6
**Questionnaire regarding intentions to improve students practices :
ACS in Child Care Administration**

(Self-administered questionnaire)

1. Do you believe that your training has had an influence on your professional life?

Yes, please specify:

No

2. Has your immediate supervisor expressed interest in your training and what you have learned?

Yes No

2.1 Has your immediate supervisor offered you support?

Yes, please specify:

No

3. Following your training, has your supervisor made changes to your duties?

Yes, please, specify:

No

4. Overall, how would you say changes in practice are perceived in your workplace?

Positively Negatively, please specify why:

5. Have your work colleagues expressed interest in your training?

Yes No

6. Do you share elements from the training in your workplace?

Yes No

7. Skills:

List of skills	I had already acquired this skill before the training	In the context of the training			
		I have acquired this skill	This skill is in the process of being acquired	I have not acquired this skill	This skill was not presented at the training
1. Organizational management Demonstrates competence in planning, organizing, leading and providing oversight for the organization.					
Demonstrates competence in communicating with external partners and the different sectors of the community.					
Demonstrates competence in participating in the development of the organization's policies.					
2. Professionalism Demonstrates competence in matters requiring professionalism.					
3. Relational skills with families and the community Demonstrates competence in creating a positive environment for families.					
Demonstrates competence in building ties with the community.					

List of skills	I had already acquired this skill before the training	In the context of the training			
		I have acquired this skill	This skill is in the process of being acquired	I have not acquired this skill	This skill was not presented at the training
4. Human resources management Demonstrates competence in staffing the positions in the organization.					
Demonstrates competence in mentoring the staff.					
Demonstrates competence in structuring the staff's professional development.					
Demonstrates competence in structuring work relations.					
5. Financial and materials management and accountability Demonstrates competence in preparing and managing a budget.					
6. Facilities and environmental management Demonstrates competence in providing a safe and healthy environment.					
Demonstrates competence in facilities management.					
7. Early childhood services delivery Demonstrates competence in developing and implementing services intended for children.					
Demonstrates competence in creating a child-centered environment.					
8. Quality improvement and assurance Demonstrates competence in providing for the quality improvement and assurance of services.					
9. Cultural awareness Demonstrates competence in raising the community's cultural awareness.					

8. Application of the skills acquired since the beginning of the training:

List of skills	I was already practising this skill before the training	I have already practised it over the course of the training	I intend to apply it	Practising this skill does not apply in my workplace
1. Organizational management Demonstrates competence in planning, organizing, leading and providing oversight for the organization.				
Demonstrates competence in communicating with external partners and the different sectors of the community.				
Demonstrates competence in participating in the development of the organization's policies.				
2. Professionalism Demonstrates competence in matters requiring professionalism.				
3. Relational skills with families and the community Demonstrates competence in creating a positive environment for families.				
Demonstrates competence in building ties with the community.				
4. Human resources management Demonstrates competence in staffing the positions in the organization.				
Demonstrates competence in mentoring the staff.				
Demonstrates competence in structuring the staff's professional development.				
Demonstrates competence in structuring work relations.				
5. Financial and materials management and accountability Demonstrates competence in preparing and managing a budget.				
6. Facilities and environmental management Demonstrates competence in providing a safe and healthy environment.				
Demonstrates competence in facilities management.				
7. Early childhood services delivery Demonstrates competence in developing and implementing services intended for children.				
Demonstrates competence in creating a child-centered environment.				

List of skills	I was already practising this skill before the training	I have already practised it over the course of the training	I intend to apply it	Practising this skill does not apply in my workplace
8. Quality improvement and assurance Demonstrates competence in providing for the quality improvement and assurance of services.				
9. Cultural awareness Demonstrates competence in raising the community's cultural awareness.				

9. Cochez la mention qui s'applique le mieux aux éNocés suivants et précisez pourquoi :

Following the training:			
I feel more committed to the clientele.	Yes	Only partially	No
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please specify why:			
<hr/>			
<hr/>			
<hr/>			
I feel as though I am better equipped to address the needs of the clientele.	Yes	Only partially	No
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please specify why:			
<hr/>			
<hr/>			
<hr/>			
I am more aware of the impacts of my interventions on children and families in the community.	Yes	Only partially	No
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please specify why:			
<hr/>			
<hr/>			
<hr/>			

10. Is it easy to apply the notions that were learned during the training?

Yes, please specify why:

No

11. Suggestions, comments and recommendations to facilitate the application of the notions learned:

APPENDIX 7

Questionnaire regarding intentions to improve student practices: training on food safety and hygiene: Food handlers

(Self-administered questionnaire)

Objective: Finding out if the students have applied, or if they intend to apply, what they learned as well as how and why.

1. Do you believe that your training will have an influence on your professional life?

Yes, please specify:

No

2. Has your immediate supervisor expressed interest in your training and what you have learned?

Yes No

2.1 Did your immediate supervisor offer you support?

Yes, please specify in what form:

No

3. Overall, how do you believe changes in practice are perceived in your workplace?

Positively Negatively, please specify why:

4. Have your work colleagues expressed interest in your training?

Yes No

5. Will you share elements from the training in your workplace?

Yes No

6. Knowledge:

List of Knowledge	I had already acquired this knowledge before the training	In the context of the training		
		I have acquired this knowledge	This knowledge is in the process of being acquired	I have not acquired this knowledge
Microbiological, physical and chemical hazards associated with food hygiene and safety				
Food storage temperatures				
Food origins				
Food labelling				
Work methods that prevent food contamination				
General principles of hygiene for persons in contact with food or with material or equipment in contact with food				
Material and equipment cleaning, sanitizing and disinfecting procedures				
Environmental sources of food contamination				

7. Application of the competencies acquired since the beginning of the training:

List of Knowledge	I was already put in practice this knowledge before the training	I intend to apply it	Practicing this knowledge does not apply in my workplace
Microbiological, physical and chemical hazards associated with food hygiene and safety			
Food storage temperatures			
Food origins			
Food labelling			
Work methods that prevent food contamination			
General principles of hygiene for persons in contact with food or with material or equipment in contact with food			
Material and equipment cleaning, sanitizing and disinfecting procedures			
Environmental sources of food contamination			

8. Check the answer that best applies to the following statements and indicate why:

Following the training:			
I feel more committed to the clientele.	Yes	Only partially	No
Please specify why:			
<hr/>			
<hr/>			
<hr/>			
I feel as though I am better equipped to address the needs of the clientele.	Yes	Only partially	No
Please specify why:			
<hr/>			
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<hr/>			
I am more aware of the impacts of my interventions on children and families in the community.	Yes	Only partially	No
Please specify why:			
<hr/>			
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9. Would it be easy to apply the notions that were learned during the training?

Yes, please specify why:

No

10. Suggestions, comments and recommendations to facilitate the application of the notions learned:

APPENDIX 8

Questionnaire regarding intentions to improve student practices: training on food safety and hygiene: food managers

(Self-administered questionnaire)

Objective: Finding out if the students have applied, or if they intend to apply, what they learned as well as how and why.

1. Do you believe that your training will have an influence on your professional life?

Yes, please specify:

No

2. Has your immediate supervisor expressed interest in your training and what you have learned?

Yes No

2.1 Did your immediate supervisor offer you support?

Yes, please specify in what form:

No

3. Overall, how do you believe changes in practice are perceived in your workplace?

Positively Negatively, please specify why:

4. Have your work colleagues expressed interest in your training?

Yes No

5. Will you share elements from the training in your workplace?

Yes No

6. Knowledge:

List of Knowledge	I had already acquired this knowledge before the training	In the context of the training		
		I have acquired this knowledge	This knowledge is in the process of being acquired	I have not acquired this knowledge
Microbiological, physical and chemical hazards associated with food hygiene and safety				
Food storage temperatures				
Food origins				
Food labelling				
Work methods that prevent food contamination				
General principles of hygiene for persons in contact with food or with material or equipment in contact with food				
Material and equipment cleaning, sanitizing and disinfecting procedures				
Environmental sources of food contamination				
Analysis and assessment of hazards				
Hazards management, including the establishment of appropriate procedures				
Regulatory and legislative standards applicable to food hygiene and safety				
Preparation of continuous training activities related to the rules governing food hygiene and safety rules.				

7. Application of the competencies acquired since the beginning of the training:

List of Knowledge	I was already put in practice this knowledge before the training	I intend to apply it	Practicing this knowledge does not apply in my workplace
Microbiological, physical and chemical hazards associated with food hygiene and safety			
Food storage temperatures			
Food origins			
Food labelling			
Work methods that prevent food contamination			
General principles of hygiene for persons in contact with food or with material or equipment in contact with food			
Material and equipment cleaning, sanitizing and disinfecting procedures			
Environmental sources of food contamination			
Analysis and assessment of hazards			
Hazards management, including the establishment of appropriate procedures			
Regulatory and legislative standards applicable to food hygiene and safety			
Preparation of continuous training activities related to the rules governing food hygiene and safety rules.			

8. Check the answer that best applies to the following statements and indicate why:

Following the training:			
I feel more committed to the clientele.	Yes	Only partially	No
Please specify why:			
<hr/>			
<hr/>			
<hr/>			
I feel as though I am better equipped to address the needs of the clientele.	Yes	Only partially	No
Please specify why:			
<hr/>			
<hr/>			
<hr/>			
I am more aware of the impacts of my interventions on children and families in the community.	Yes	Only partially	No
Please specify why:			
<hr/>			
<hr/>			
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9. Would it be easy to apply the notions that were learned during the training?

Yes, please specify why:

No

10. Suggestions, comments and recommendations to facilitate the application of the notions learned:

APPENDIX 9

Questionnaire regarding intentions to improve student practices: Basic Training in First Nations Early childhood

(Self-administered questionnaire)

Objective: Finding out if the students have applied, or if they intend to apply, what they learned as well as how and why.

1. Do you believe that your training will have an influence on your professional life?

Yes, please specify:

No

2. Has your immediate supervisor expressed interest in your training and what you have learned?

Yes No

2.1 Did your immediate supervisor offer you support?

Yes, please specify in what form:

No

3. Overall, how do you believe changes in practice are perceived in your workplace?

Positively Negatively, please specify why:

4. Have your work colleagues expressed interest in your training?

Yes No

5. Will you share elements from the training in your workplace?

Yes No

6. Knowledge:

List of knowledge	I had already acquired this skill before the training	In the context of the training			
		I have acquired this skill	This skill is in the process of being acquired	I have not acquired this skill	This skill was not presented at the training
<p>1. The profession: early childhood educator</p> <p>Be able to describe their vision of early childhood in connection with their community's vision.</p>					
<p>Be able to explain what the role of the early childhood educator is in relation to the role of the parents and what skills and qualities are required to perform this role.</p>					
<p>2. Child development</p> <p>Be able to identify the general needs of First Nations children ages 0 to 6 who attend a child care service.</p>					
<p>Be able to use their knowledge relating to child development.</p>					
<p>Be able to use appropriate tools to support prevention and the stimulation of the child.</p>					
<p>3. Educational intervention</p> <p>Being able to apply the educational intervention process.</p>					
<p>Being able to plan a planning and layout design project.</p>					
<p>Being able to recognize effective intervention techniques in order to create a climate that is conducive to the child's harmonious development</p>					
<p>Being able to apply effective intervention techniques in order to create a climate that is conducive to the child's harmonious development.</p>					
<p>4. Communication and conflict resolution</p> <p>Being able to apply the basic techniques for effective communication in the context of the educator's work.</p>					
<p>Being able to apply conflict resolution techniques among her group of children and various stakeholders.</p>					
<p>Being able to describe the teamwork process.</p>					

7. Application of the competencies acquired since the beginning of the training:

List of knowledge	I was already practising this skill before the training	I have already practised it over the course of the training	I intend to apply it	Practising this skill does not apply in my workplace
<p>1. The profession: early childhood educator Be able to describe their vision of early childhood in connection with their community's vision.</p>				
Be able to explain what the role of the early childhood educator is in relation to the role of the parents and what skills and qualities are required to perform this role.				
<p>2. Child development Be able to identify the general needs of First Nations children ages 0 to 6 who attend a child care service.</p>				
Be able to use their knowledge relating to child development.				
Be able to use appropriate tools to support prevention and the stimulation of the child.				
<p>3. Educational intervention Being able to apply the educational intervention process.</p>				
Being able to plan a planning and layout design project.				
Being able to recognize effective intervention techniques in order to create a climate that is conducive to the child's harmonious development.				
Being able to apply effective intervention techniques in order to create a climate that is conducive to the child's harmonious development.				
<p>4. Communication and conflict resolution Being able to apply the basic techniques for effective communication in the context of the educator's work.</p>				
Being able to apply conflict resolution techniques among her group of children and various stakeholders.				
Being able to describe the teamwork process.				

8. Check the answer that best applies to the following statements and indicate why:

Following the training:			
I feel more committed to the clientele.	Yes	Only partially	No
Please specify why:			
<hr/>			
<hr/>			
<hr/>			
I feel as though I am better equipped to address the needs of the clientele.	Yes	Only partially	No
Please specify why:			
<hr/>			
<hr/>			
<hr/>			
I am more aware of the impacts of my interventions on children and families in the community.	Yes	Only partially	No
Please specify why:			
<hr/>			
<hr/>			
<hr/>			

9. Would it be easy to apply the notions that were learned during the training?

Yes, please specify why:

No

10. Suggestions, comments and recommendations to facilitate the application of the notions learned:

APPENDIX 10

Supporting resource interview

When? Evaluation of the processes + short-term effects: end of the training

1. For each of the following elements, indicate whether in your opinion they constitute facilitating or limiting factors for student success:

1.1 Schedules

Facilitating Limiting, specify how:

In your opinion, what could be implemented in order to turn this into a facilitating element?

1.2 Training format (half through videoconferencing and half in person)

Facilitating Limiting, specify how:

In your opinion, what could be implemented in order to turn this into a facilitating element?

1.3 Videoconferencing logistics:

Facilitating Limiting, specify how:

In your opinion, what could be implemented in order to turn this into a facilitating element?

1.4 Training contents

Facilitating Limiting, specify how:

In your opinion, what could be implemented in order to turn this into a facilitating element?

2. Did the students have the necessary academic prerequisites to receive this training?

Yes No

3. Would you say that the students had the necessary skills to receive this training?

Yes No

4. Was the requirement level tailored to the clientele?

Yes

No, specify why:

5. Would you say that the teachers have done things to encourage connections between the course contents and the workplaces of the students?

Yes, please specify:

No

6. Would you say that the teachers adapted their courses to the FN context?

Yes, where and how?

No

6.1 If so, what and how?

7. Did you observe that the courses were adapted to the cultural context and professional experiences that are specific to the workplaces of your students?

Yes No

8. What are the strengths of the group? (Interested, receptive, etc.)

9. What problems does the group have?

10. Accessibility of the teachers compared to the students

11. Place that the teachers have given you

12. Relationship of the supporting resource with the teachers

13. In your opinion, were the courses conducive to the students acquiring the skills mentioned in the competency profile (completely, partially or not at all)?

14. Would you say that the majority of the supervisors have given the students sufficient time for courses, work and reading?

Yes No

15. Did the majority of the supervisors seem open to and interested in (facilitation) transferring the knowledge into a workplace context?

Yes No

16. In your opinion, what was the greatest problem encountered by the students in the context of this training?

17. In your opinion, what were the winning conditions for the students in terms of this training?

18. As a supporting resource, what types of problems were you faced with?

18.1 What solutions did you propose?

19. Do you have a suggestion to improve the contents of the training?

20. Do you have a suggestion to improve the implementation of the training?

APPENDIX 11

Questionnaire on the reasons why students did not complete the training

(Telephone questionnaire)

Objective: to find out the reasons that caused the students to quit the training and their degree of satisfaction related to the training they received.

1. Context:

1.1 How many courses did you take? _____

1.2 On what date did you quit the training? _____

1.3 Why did you quit the training? _____

1.4 Specify whether it was an abandonment or an exclusion (FNEC OR UQAM): _____

2. Reasons for not completing the training:

	Contributed to my quitting the training	Did not contribute to my quitting the training
Response to my training expectations		
Difficulty level of the training		
Videoconferencing courses		
In-class courses		
Support from the person tasked with providing support		
Support from the supervisor		
Support from the colleagues		
Contents of the course adapted to the context of the First Nations		
Work-study-family reconciliation		
Language used for teaching		
Educational workload		
Other: please specify		

2.1 Sort the elements that contributed to your quitting the training from most important to least important:

2.2 For each of the elements that contributed to your quitting the training, what suggestions do you have for improvement?

3. Name the most positive point of the training:

4. Comments, suggestions and recommendations:
