

**AN EVALUATION OF THE LONG TERM
EFFECTIVENESS OF THE NATIVE
COUNSELLOR TRAINING PROGRAM**

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**ONTARIO NATIVE EDUCATION
COUNSELLING ASSOCIATION
EVALUATION STUDY
ACKNOWLEDGMENTS**

This study was initiated by the Ontario Native Education Counselling Association (ONECA). Funding for the research was obtained from the Royal Commission on Aboriginal Peoples.

This study was made possible by the assistance from the ONECA Executive Committee. Special thanks goes out to those members who took time out from their daily schedules in order to provide technical support or provide valuable information upon request.

Special thanks to Heather Beard of York University, and Debra McGregor of the First Nations House at the University of Toronto, for sharing their knowledge in the area of social scientific research.

Lastly, I would like to thank the NCTP graduates, students and administration who took the time to complete and turn in their surveys. Their contribution and feedback, formed the foundations for the analysis and recommendations which resulted from this study.

ONECA EVALUATION STUDY FORWARD

The Native Counsellor Training Program (NCTP) was established in 1977, under a joint sponsorship agreement, between the Ontario Ministry of Education and the Department of Indian Affairs and Northern Development (DIAND). The NCTP was developed in response to the recommendations put forth by the, "Task Force on the Educational Needs of Native Peoples."¹

The training program was designed to consist of three parts, each to be completed in one summer, at Laurentian University in Sudbury, Ontario. The program was originally created with the overall mandate, "To provide an integrated and developmental series of courses in the essential skills, knowledge and experiences which relate directly to the practice of student counselling."²

However, since 1985, the Ontario Native Education Counselling Association (ONECA) gained control over the administration and the curriculum content of the Native Counsellor Training Program. Since then, ONECA has altered the NCTP curriculum, in an attempt to better reflect the needs of First Nations communities. Emphasis has been placed on teaching Native education counsellors traditional and modern clinical education counselling practices. By 1992, the overall mandates of the NCTP, changed to the following:

1. To train professional counsellors in the application of culturally appropriate counselling skills for utilization at the community level;
2. To provide an integrated and developmental series of courses in the essential skills, knowledge and experiences which relate directly to the practice of Native student counselling;
3. To provide a new avenue of appropriate courses so that the individual needs of Native counsellors will be met realistically;
4. To provide opportunities for specialization in the techniques and processes of elementary and secondary school counselling.³

An assessment of the long-term effectiveness of the Native Counsellor Training Program required the evaluation of the NCTP since its inception in 1977, until 1992. However, the target group was broadened to include Native education counsellors who received training under the Native Counsellor Education program, between 1972 to approximately 1976. Each of these target groups expressed their support for the future evolution of the Native Counsellor Training Program, from its present state, into a fully accredited university degree program.

The Ontario Native Education Counselling Association, the Ontario Ministry of Education and Indian and Northern Affairs Canada must take this opportunity to address the educational requirements, and professional concerns of the Native education counsellors of Ontario.

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EXECUTIVE SUMMARY

The Ministry of Education in cooperation with the Department of Indian and Northern Affairs Canada (INAC), have developed and co-sponsored the current Native Counsellor Training Program (NCTP), since 1977. Sixteen years later, Native education counsellors throughout the province of Ontario, continue to work without provincially defined responsibilities or a professional regulating body.

However, as far back as 1972, the Ministry of Education and the Department of Indian and Northern Affairs Canada have been involved in the training and certification of Native education counsellors in the province of Ontario. Both organizations continue to play active roles in the current Native Counsellor Training Program. Yet, in 1993, graduates of the NCTP continue to lack the commitment from either organization to further the professional development of Native education counsellors.

To date, the Native education counsellors of Ontario have no uniform terms of reference, pay scales or academic recognition in Ontario. After almost 20 years of providing Native counsellors training programs in Ontario, both the Ministry of Education and INAC have yet to license, regulate and professionalize Native education counsellors. The Ministry of Education report, "Native School Dropouts in Ontario Schools" reported that Native education counsellors were, "untrained and overworked."⁴

The lack of professional regulations ensures that both Native and non-Native organizations will continue to hire individuals to work as Native education counsellors, who have no pre-requisite academic qualifications, related experience or certification.

In many cases, the same 'education counsellors' are also providing services similar to Guidance Counsellors and Attendance Counsellors. Provincial regulations need to be put in place to ensure that Native students are receiving the same level of the professional academic and social support which exists for non-Native students.

The report, "Native Student Dropouts in Ontario Schools" pointed out that the success of Native students has often depended upon the support they received from professional Native education counsellors who were familiar with the conditions and cultural backgrounds of the students.⁵ Education counsellors often possess a common language and philosophy, which many Native students have deemed as essential to helping them discover ways to adjust to the demands of school and an alien culture.

Presently, the Native Counsellor Training Program provides courses which immerse the trainees in Native Culture while teaching culturally relevant, yet, sound counselling techniques. However, what's missing is the lack of academic recognition and provincial certification which is granted to Guidance Counsellors and graduates of social counselling training programs.

The role of the Native education counsellor requires qualified individuals who can communicate with parents, teachers and students. The education they receive through the NCTP, helps them to culturally assist Status, Non-Status, Metis and Inuit students with academic concerns, social problems (ie. alcohol abuse, adjustment to urban living) and career development.

Graduates of the NCTP are provided with knowledge about the education of systems of Ontario, provincial and federal sources of funding and even how to aid students in the selection of relevant courses at the secondary, post-secondary and adult education levels.

Like the Guidance and Social counsellors, Native education counsellors must first work towards becoming labeled as an essential service, before they too are eligible to receive provincial recognition. The results of this study have shown the willingness on the part of the education counsellors, to upgrade themselves to the same academic levels as the Guidance and Social counsellors. Based upon the results of this study, the current Native Counsellor Training Program should form the basis for any future course which intends to become a part of the certification process of Native education counsellors in Ontario.

RESEARCH DESCRIPTION

The Ontario Native Education Counselling Association (ONECA), obtained funding for this study through a grant provided by the Royal Commission on Aboriginal Peoples.

The Ontario Native Education Counselling Association commissioned Arrole Lawrence (Consultant), to conduct an evaluation into the effectiveness of the Native Counsellor Training Program (NCTP), for the time period , 1977 - 1992. The study was carried out between February 3, 1993 - June 29, 1993.

The research was designed to provide some insight into the long-term effectiveness of the Native Counsellor Training Program and to evaluate all of its current components in relation to the counselling services required by First Nations students. This task was undertaken by utilizing the following strategies:

1. An analysis was conducted of written materials which pertained to past NCTP evaluation studies, management practices and funding arrangements for the Native Counsellor Training Program.
2. Additional analysis were conducted on relevant periodical and journal publications pertaining to effective guidance, education and Native education counselling practices.
3. Surveys were administered to NCTP graduates, students, staff and administrators.

The results from the NCTP research evaluation are presented throughout this report in the following format:

1. Discussion of the objectives, findings and recommendations.
2. Written summary analysis of the data information collected.
3. Evaluation of the research methods.
4. References

RESEARCH METHODOLOGY

Quantitative analysis formed the basis for the investigation into the long-term effectiveness of the Native Counsellor Training Program. Contacts within the ONECA organization, NCTP graduates, students, staff and administrators were targeted and data was collected from their survey responses.

Two survey forms were constructed to collect data from current NCTP students, graduates, staff and administrators. The primary survey form (*questionnaire*), was designed to target current NCTP students, graduates and graduates of the Native Counsellor Education program. Their responses were coded and statistically analyzed in the form of frequency distributions, cross tabulations and central tendencies.

The secondary survey form was created for the target group consisting of past NCTP staff members and administrators. Once again, their responses were collected, coded and statistically analyzed in the form of frequency distributions, cross tabulations and central tendencies.

The target groups for this research were located across the province of Ontario. Cluster samples were drawn from the geographical categories outlined in the ONECA Counsellor Directory. The questionnaire was designed to enable the respondent to answer questions in three different ways: (1) Simple 'Yes' or 'No' responses, (2) to indicate their selection from a Likert Scale rating system, (3) to provide open-ended responses.

Of the 130 'Student' survey forms distributed for this study, 60 were handed-out at the ONECA Annual Conference in Ottawa, while the remaining 70 were mailed out to students. In total, 32 responses were received, for a response rate of 24.6%. Twenty survey forms were returned at the Ottawa Conference, while 12 questionnaires were returned by mail.

Of the twenty questionnaires that were mailed out to NCTP staff and administrators, only one response was received.

HISTORICAL BACKGROUND - NCTP

The Native Counsellor Training Program was first established in 1977, under a joint sponsorship agreement between the Ontario Ministry of Education and the Department of Indian Affairs and Northern Development. The program was created in response to the recommendations of the "Task Force on the Educational Needs of Native Peoples."

The original program consisted of three parts. Each part, required one summer to complete. Since 1977, the NCTP timetable has been reduced from three, six week summer sessions totalling 18 weeks, to the current system which totals 12 weeks. However, the program continues to be held annually as it always has been at Laurentian University in Sudbury, Ontario.

The Ontario Native Education Counselling Association (ONECA) was founded in 1984 to address the needs of Native education counsellors throughout the province of Ontario. In 1985, ONECA raised the issue with the Ontario Ministry of Education, and the Department of Indian Affairs, over what they sighted as a lack of aboriginal representation on both the NCTP teaching and administrative staff. By the summer session of 1986, ONECA had successfully lobbied for a hiring policy which required a minimum percentage of Native representation on both the teaching and administrative staff.

Since that time, ONECA has become actively involved in several planning and coordinating committees associated with the Native Counsellor Training Program. For example, the Ontario Native Education Counselling Association currently participates on a committee which approves the selection of all teaching and administrative staff for the Native Counsellor Training Program. Today, the Ontario Native Education Counselling Association operates in close cooperation with the Ministry of Education and the Department of Indian Affairs to ensure that the program continues to meet the needs of Ontario's Native education counsellors.

NCTP PROGRAM OBJECTIVES

The Ministry of Education, INAC and ONECA, collaborated in a joint effort to re-develop the objectives of the Native Counsellor Training Program. The objectives which developed from this effort are as follows:

1. *to train professional counsellors in the application of culturally appropriate counselling skills for utilization at the community level;*
2. *to provide training to counsellors in order to facilitate their individual growth to professional status within their communities;*
3. *to encourage open interpersonal communication skills for better service provision at the community level;*
4. *to provide an integrated and developmental series of courses in the essential skills, knowledge and experiences which relate directly to the practice of Native student counselling;*
5. *to provide a new avenue of appropriate courses so that the individual needs of Native counsellors will be met realistically;*
6. *to provide the counsellor-trainees with opportunities for personal growth and development through group processes, self-awareness and clarification of values;*
7. *to provide opportunities for specialization in the techniques and processes of elementary and secondary school counselling;⁶*

NOTE: (Prior to input from ONECA, the program objectives set by the Ministry of Education and the Department of Indian and Northern Affairs Canada were essentially the same. However, the commitment to providing "culturally appropriate counselling skills" and facilitating the individual growth of counsellors to "professional status within their communities", were not stressed as objectives.)

These program objectives form the basis for the future direction of the Native Counsellor Training Program. A comparative analysis will be conducted in order to determine whether the Native Counsellor Training Program has been meeting the objectives as they were intended. The related activities, strengths, and weaknesses of the current program will be examined throughout this document, based on the results of the survey.

LENGTH OF PROGRAM:

The Native Counsellor Education Program existed prior to the NCTP. This program ran for 32 consecutive weeks at the Ontario Institute for Studies in Education at the University of Toronto.

In 1977 the NCTP consisted of three parts. Students were restricted to enrolling in one of three parts per summer session. Each of these parts were six weeks in length, for a total training period of 18 weeks. During the 1980's the program was further reduced to four week sessions in each of three parts, for a total training period of 12 weeks. The NCTP has undergone a total reduction of six weeks training time since their inception.

A comparison of the Native Counsellor Education Program with the NCTP indicated a total reduction of 20 weeks in the overall time allotted for counsellor training.

Twenty-nine of the 32 participants of this survey, had attended the shorter (12 week), version of the training program in the 1980's and 90's.

<p style="text-align: center;">NCTP - OBJECTIVE 1 NCTP EVALUATION PERIOD 1977 - 1992</p>
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"To train professional counsellors in the application of culturally appropriate counselling skills for utilization at the community level."

ACTIVITY:

The 'Foundations of Counselling' practicum and theory component, applied the Carkhuff method as a model for counselling Native students. The Native Counsellor Training Program provided the counsellor trainees with an introduction to the techniques required to handle, "clients and families with special needs; ie., emotional problems, crisis situations, alcohol/drug related problems, one-parent families, school drop-outs, [and] attendance." Also, since 1987, the medicine wheel has been introduced as a tool for applying aboriginal counselling skills.

STRENGTHS:

Between 40 - 50% of the respondents to the NCTP survey, indicated that the program curriculum was 'effective' in teaching culturally appropriate counselling skills for dealing with Native students who encountered difficulties in the following areas: emotional problems, crisis situations, alcohol/drug related problems, one-parent families, school drop-outs and problems related to attendance.

WEAKNESSES:

According to the respondents, only 12% indicated that the NCTP successfully provided 'effective' instruction for dealing with Native students who experience learning disabilities. Only 18% indicated that the NCTP was an 'effective' tool for learning the skills necessary to provide professional counselling services to Native students who experienced physical and learning disabilities. NCTP instruction for learning how to counsel sex abuse clients also only received a 28% 'effective' rating.

RECOMMENDATIONS:

The NCTP should be upgraded to a full university degree program. Many benefits could be achieved in terms of the theoretical and clinical variety of counselling skills already offered at the undergraduate level in a variety of disciplines. The NCTP should also look into the development of alternative courses in Sociology (ie. understanding differences in First Nations communities), Social Work (ie. combined traditional and clinical healing practices) and an elders component which stresses counselling in either of the following Native Languages: Cree, Ojibwa or Oji-Cree.

<p style="text-align: center;">NCTP - OBJECTIVE 2 NCTP EVALUATION PERIOD 1972 - 1992</p>
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"To provide training to counsellors in order to facilitate their individual growth to professional status within their communities."

ACTIVITIES:

The Native Counsellor training Program is held annually at an accredited Canadian university. The program offers a provincially recognized certificate to all counsellor trainees, upon the successful completion of the program requirements.

STRENGTHS:

Part III of the NCTP offered the counsellor trainees the opportunity to apply their skills within the various First Nations, social service agencies in Sudbury. The 'Practicum Placement' has provided the NCTP counsellor trainees with exposure to first hand counselling within a First Nations setting.

WEAKNESSES:

Ontario's Native education counsellors continue to suffer from a number of professional setbacks. For instance, 31% of respondents indicated that they currently work without a job description. Forty-three percent indicated that they were over-burdened with administrative duties and non-counselling related functions. From this evaluation there were also no indications that all First Nation communities in Ontario adhered to any standardized guidelines governing salary and wage ranges.

When asked, 90% of the respondents believed that Native counsellors would receive greater professional respect, if the Native Counsellor Training Program was upgraded to a full university degree program.

RECOMMENDATIONS:

The Ontario Native Education Counselling Association should work in cooperation with INAC and the Ministry of Education in order to create a standard policy outlining the duties, responsibilities and individual case load requirements for all Native education counsellors operating in Ontario.

The Native Counsellor Training Program is the key to the professional development and accreditations for the Native education counselling profession in Ontario. It is strongly recommended that the NCTP be considered for upgrading to university degree program.

OBJECTIVES 3 NCTP EVALUATION PERIOD 1977 - 1992
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"To encourage open interpersonal communication skills for better service provision at the community level."

ACTIVITY: (Practicum - Parts I - III)

Part of the NCTP education experience, required the students to actively participate in small group work exercises intended to heighten their self-awareness and improve their interpersonal skills through such exercises as public speaking, role playing and the Healing Circle.

STRENGTHS:

The practicum components have integrated the development of communication skills into the problem solving environment. Counsellor trainees are taught to apply their counselling techniques to similar situations encountered at the community level. Forty percent of the respondents indicated that this approach to learning was 'very effective' during one to one counselling situations. According to those students who were employed as counsellors prior to the NCTP, communications between counsellors and their superiors, as well as, between the counsellors and the students they serve, seem to have improved.

WEAKNESSES:

Only 43% percent of the respondents indicated that their NCTP experience improved their ability to counsel 'effectively' within their communities. Counsellors continue to experience difficulties in acting as liaisons between the students, their schools and their families.

RECOMMENDATIONS:

The Native Counsellor Training program should consider the possibility of introducing a communications component in the NCTP course. More emphasis must be placed on the importance of communications skills required in order to become successful within the Native Communities. As part of the practicum placement, counsellors should be required to do the following:

1. Inform their host communities about the services available to the students.
2. hold a special meeting for parents, to explain the services which are provided by the education counsellor, and to explain the various levels of responsibility and obligations between the band, the Ministry of Education and INAC.

<p style="text-align: center;">OBJECTIVE 4 EVALUATION PERIOD 1977 - 1992</p>
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"To provide an integrated and developmental series of courses in the essential skills, knowledge and experiences which relate directly to the practice of Native student counselling."

ACTIVITY:

The curriculum of the Native Counsellor Training Program has combined theoretical and clinical social work practices with traditional Native counselling techniques. In addition, role playing, problem solving, group work, Native history, computer literacy and a practicum placement, provide relevant knowledge and experience for the professional development of Native student counsellors.

STRENGTHS:

Fifty percent of the respondents indicated that the practicum placement provided education counselling experience relevant to the Native community experience. In addition, the NCTP, continues to provide instruction on Native Issues (ie. Indian Act, Aboriginal rights, Bill C31), understanding a culture in transition, the Ontario education system, career, guidance and social counselling.

WEAKNESSES:

An analysis of the responses for the sections entitled, 'Career Planning', 'Guidance Counselling' and 'Education Systems of Ontario' verified the existence of weaknesses in the NCTP program time allotment and /or content. The following sections of the program curriculum must be reviewed and the training time for these sections must be adjusted: Assisting students with secondary and post-secondary registration, career planning, arranging tours to secondary and post-secondary schools and understanding INAC and the Ministry of Education guidelines on education counselling.

RECOMMENDATIONS:

The overall time period for Parts I and II need to be extended in order to include more instructional training in all areas of the program. However, special emphasis must be placed on teaching counsellor trainees the importance of career planning for elementary, secondary and post-secondary students. Clearly, more training must be directed towards educating Native counsellors on the education policy guidelines governing Native students and counsellors, as set down by both the Ministry of Education and the Department of Indian and Northern Affairs Canada. The Native counsellor training curriculum must also be extended to include training which will enable counsellors to counsel post-secondary students, the disabled and adult learners.

<p style="text-align: center;">OBJECTIVE 5 NCTP EVALUATION PERIOD 1977 - 1992</p>

"To provide a new avenue of appropriate courses so that the individual needs of Native counsellors will be met realistically."

ACTIVITY:

The NCTP curriculum has been adjusted to provide culturally appropriate training such as: Counselling with the Medicine Wheel. In addition, the program coordinators conducted student surveys which were designed to evaluate the curriculum, the staff and the administrators of the program. These evaluations were intended to assist the program coordinators in making the necessary adjustments to the program, in order to realistically meet the needs of Native Counsellors.

STRENGTHS:

According to the research analysis, students were very satisfied with the training they received using the Medicine Wheel as a counselling tool. The NCTP internal student evaluations have also proved to be a useful tool for program coordinators. For example, in 1986 the results from student surveys prompted the Ministry of Education and INAC to adjust their hiring practices, in order to achieve greater Native representation within the program staff, (ie; teaching and administration). The internal evaluations also provided feedback to the NCTP coordinators, which resulted in positive adjustments to the curriculum. Some of the changes and additions to the program included: computer literacy training and the use of the SGIS system and the PSIS career information system.

WEAKNESSES:

While many positive changes have been incorporated into the program to better meet the needs of Native counsellors, the training time allotted to the overall curriculum is insufficient.

RECOMMENDATIONS:

The current curriculum does offer the minimum 'basics' for counselling Native Students. However, according to the respondents, this does not fully meet the needs of the Native counsellors. Additional time would enable the instructors to go beyond the minimum basics of their topics, and would better facilitate the needs of Native counsellors. It is therefore recommended that the current program time allocation be increased to three, eight week summer sessions.

<p style="text-align: center;">OBJECTIVE 6 NCTP EVALUATION PERIOD 1977 - 1992</p>

"To provide the counsellor Trainees with opportunities for personal growth and development through group processes, self-awareness and clarification of values."

ACTIVITIES:

The NCTP included weekly evening social activities within the student timetable, which were intended to develop group cohesion, self awareness and the clarification of values.

STRENGTHS

According to the open-ended responses received from the participants of the survey, the students were very satisfied with the overall effectiveness of this approach for developing self awareness. Many of the students indicated that they left the program feeling better about themselves and their Native identity.

WEAKNESSES

Several respondents indicated a lack of integration between first and third year students. The same lack of integration existed between students originating from Northern and Southern regions of Ontario. Therefore, the social activities are not effective in promoting group cohesion.

RECOMMENDATIONS

Group cohesion and student integration could be improved by allowing third year students the opportunity to conduct a separate orientation for first year students. This orientation could include such things as a tour of the university facilities, outdoor games and an afternoon luncheon. Laurentian University's Student Activity Council (SAC), could assist the third year student volunteers in developing a orientation 'fun day', similar to their own.

With regard to the problem of integration between Northern and Southern students, the NCTP coordinators should consider undertaking an independent study to correct this problem. *Perhaps the students could offer some suggestions via the NCTP student evaluations.*

<p style="text-align: center;">OBJECTIVE 7 NCTP EVALUATION PERIOD 1977 - 1992</p>

"To provide opportunities for specialization in the techniques and processes of elementary and secondary school counselling".

ACTIVITIES

The Native Counsellor Training Program curriculum is designed to provide specialization in the techniques and processes of elementary and secondary school counselling.

STRENGTHS

According to the respondents, the current program curriculum is effective in providing 'basic' skills for counselling Native students at the elementary and secondary school level.

WEAKNESSES

The current program is too short to go beyond providing the 'basics' of education counselling. The Native Counsellor Training Program is currently not long enough to provide specialization in any one area.

RECOMMENDATIONS

Lengthening the NCTP to include three, eight week sessions would allow more time for specialization in the techniques and processes of elementary and secondary school counselling. Thus, the NCTP would have the opportunity to meet the goals laid out in objective 7.

CONCLUSIONS

Seven program objectives were laid out in the Native Counsellor Training Program Handbook. Each objective formed the basis for ultimately testing the success or failure of the NCTP. According to the analysis of the data, the NCTP has met, and in some cases, surpassed the basic requirements laid out in each of the program's seven objectives. However, the current time allotment of three, four week summer sessions is not sufficient enough for the amount of information which the trainees are required to cover. If the Native Counsellor Training Program intends to provide opportunities for specialization in the techniques and processes of elementary, secondary and post-secondary education, the program must be extended to include at minimum of three, eight week summer sessions.

The NCTP has been successful at incorporating Native culture into sound counselling techniques which have proven to be successful for use at the community level. Role playing should continue to be made an integral part of the Practicum and Theory components of year one and two. The exercises which utilize role playing have helped to facilitate the individual growth of most students and has contributed to the development of their interpersonal and communication skills.

The only areas of particular concern are those which deal with the Career Planning and understanding the Education Systems of Ontario (refer to the Recommendations section). The greatest challenge to the improvement of the program in these areas will be the time factor. Once again, increasing the instruction time is the only solution to correcting any program shortfalls. Currently, the NCTP cannot adjust the curriculum to correct the shortfalls without having to compromise to other essential areas of instruction. Therefore, in order to better meet the needs of the Native education counsellors, the Native Counsellor Training Program must be extended to a minimum of three, eight week summer sessions.

FURTHER RECOMMENDATIONS

Recommendation #1:

The NCTP must consider ways of promoting the program as a career option for elementary and high school students to consider (ie. Create a short advertising video about the program and career potential for graduates. Distribute copies to elementary schools, high schools, Native Centres, employment centres, colleges and universities).

The Ontario Native Education Counselling Association should consider lobbying the Ministry of Education and INAC for the creation of provincial legislation which will require all Native education counsellors in Ontario to possess certification prior to working in the field.

Recommendation # 2:

The data collected from the respondents indicates that more time must be allocated to this section of the training program in order to increase the NCTP's overall effectiveness. The current time allocation for the above listed seven training topics is a total of 8 hours. This represents a little over one hour training for each topic. This section of the training program is designed to develop the necessary counselling skills and techniques which will aid in the effectiveness of the counsellor. Without these basic skills the counsellor can not perform effectively. It is recommended that this section of the program be increased to 21 hours of training, or 3 hours per topic. This would allow more time for discussing techniques and role playing.

Recommendation # 3:

A separate curriculum component must be added to the NCTP which outlines the Ministry of Education's guidelines regarding the rights of, and the facilities available for, students with physical and learning disabilities.

Recommendation # 4:

The data supports a need to review existing course materials pertaining to the special needs of Native students. In addition, more time must be allocated to the 'special needs' portion of the training in order to increase the overall effectiveness of the program. The current time allocation for this section of the program curriculum is a total of 12 hours. This represents approximately 45 minutes of training for each of the 9 topics listed in Table 4. The current time allocation for this section of the training program is drastically under scheduled. More core training must be devoted to each of the academic and social problems outlined in the Special Needs portion of the curriculum. Without sufficient training, counsellors may not possess the depth of knowledge required to effectively provide assistance to their students. Therefore, the NCTP should consider adding a minimum of 24 hours of instruction time to the Special Needs component of the curriculum.

Recommendation # 5:

The Native Counsellor Training Program must consider implementing a separate component for counsellors working in Northern Ontario communities. More research should go into designing a component which has a firm theoretical base of knowledge concerning proper methods of addressing the unique conditions facing Northern students (i.e. suicide prevention, counselling peers who are affected by a suicide in the community, solvent abuse, problems of adjustment).

Recommendation # 6:

The Native Issues component must be expanded beyond the 20 hours currently taught. The high levels of 'somewhat effective' responses indicated that more time and effort must be devoted to this component. More instructional time is especially recommended for the topic which dealt with understanding the impact of family, clan and community on the success and motivation of students.

Recommendation # 7 :

According to a previous study entitled "Native Counselling Needs Assessment", Native students indicated that their number one reason for seeking the services of an education counsellor was primarily for career counselling purposes. Yet, the research has shown that the counsellors are not receiving a sufficient amount of career development training. Therefore, it is recommended that more than the current 24 hours be allocated to this section of the training program. Emphasis should be placed on the following items:

- 1. Arranging standardized tests to assist students in making career choices*
- 2. Assisting students in developing career paths*
- 3. Assisting students in filling out post-secondary applications*
- 4. describing educational choices available to students.*

Recommendation # 8:

Many students exist on fixed income subsidies from either INAC or their bands. As a result, it is recommended that the NCTP curriculum include a financial budgeting component for the benefit of the students. The component should be designed to address budgeting arrangements for students (i.e. rent, food, books, daycare). For the benefit of the counsellors themselves, the suggested budgeting component should consist of training counsellors how to handle and administer a First Nations education budget.

Recommendation # 9:

The NCTP must ensure that future counsellor trainees acquire sufficient knowledge about the various forms of funding arrangements available to help Ontario students secure funds for post-secondary and adult education. Fiscal restraints promise to reduce the flow of provincial and Federal funds for Native education. Therefore, Native education counsellors must be taught where and how to secure alternative sources of funding (i.e. bursaries, OSAP, scholarships). Post-secondary students and single parent families will benefit from this knowledge most.

Recommendation # 10:

A review of the legal training should be incorporated into the curriculum for Parts two and three of the program. This would provide each returning student with up-to-date knowledge of the legal rights of both the counsellors and students.

When laws are changed to reflect the political environment, the Ontario Native Education Counselling Association should publish the changes and provide a description of the impact with which the new legislation will have on their profession.

Recommendation #11:

The Northern Native communities are currently suffering from situations of chronic suicide and suicide attempts. The Northern Ontario counsellors have stressed an urgent need for more culturally specific assistance in dealing with the problem of suicide and the depression which plagues the survivors within the community. This is one area of training which is particularly significant to Northern counsellors, and which could be incorporated into a separate program section designed especially for these students. (See recommendation # 4)

Recommendation #12:

The concerns of the above students should be taken into consideration and future placement to these institutions should either be eliminated from the current selection of practicum placement locations, or should be renegotiated with the host organization. It is important to ensure that the appropriate learning opportunities are being provided to the students. In the case of the student who encountered communication difficulties, it may be more useful to select students who are able to speak the Native language/s of this region, to practice their skills in this particular facility.

NCTP

STUDENT SURVEY DISTRIBUTION & RESPONSE RATE

A questionnaire was constructed and administered to 130 students who attended the Native Counsellor Training Program between 1977 - 1992. Also Included in the research were individuals who had attended the "Native Counsellor Education Program" which had been in existence between 1972 - 1976.

School class lists were unavailable from the Ontario Ministry of Education. The Ontario Native Education Counselling Association compiled class lists from old records and from research material gathered from the "Native Counselling Needs Assessment" (Union Of Ontario Indians, May 1991). Each individual was traced from either their old address, their sponsoring band office, or via contacts with current ONECA members.

Cluster Samples were selected on a region by region basis according to the breakdown of districts as outlined by the ONECA Counsellor Directory. The various districts were outlined as follows:

1. Brantford District
2. Fort Frances District
3. Georgian Bay/Bruce District
4. James Bay District
5. Kenora District
6. Lakehead District
7. London District
8. Nakina District
9. Peterborough District
10. Kahnawake Education Centre
11. Sioux Lookout District
12. Sudbury District

An introductory letter accompanied each questionnaire which indicated the target group (ie. NCTP students), outlined the sponsoring agency (ONECA), and explained the purpose of the research. The first of two follow-up letters were mailed to each individual three weeks after the distribution was complete. Two weeks later a second letter was mailed out, soliciting the return of the questionnaires. Phone calls were also made to selected ONECA members in an effort to generate more responses to the survey.

All of the individuals who were identified as past students, had an equal opportunity to participate in the survey. Sixty questionnaires were randomly distributed to NCTP students and graduates during the ONECA Annual Conference at Ottawa in May 1993. The majority of the participants who were selected from the conference were either recent graduates (post 1987), or current students. Twenty surveys from this group were completed and returned for a response rate of 33%.

An additional 70 individuals from 1972 through 1986 were located and selected for participation. One questionnaire was mailed to each of these people of which twelve were completed and returned, for a response rate of 17%. Twenty additional questionnaires were specifically designed and mailed to the NCTP program administrators. Only one individual responded to this mailing. This represented a response rate of only 5% which was not a sufficient sample size to warrant a separate analysis. The cumulative response rate for the student questionnaire was 24.6%. Based on several survey research manuals, this response rate represented a sufficient sample size for this type of analysis.

SURVEY DESIGN

The Student survey form consisted of a personal data section and 91 questions pertaining to their training and experience. The personal data section was created to provide information for each respondent by name, address, sex, age, marital status, First Nation, years of counsellor training and other education. The remainder of the survey was constructed as follows:

Part I,

"The Foundations of Counselling" examined student responses to various counselling techniques that were taught at the Native Counsellor Training Program. Also included in Part I, were questions to determine the counsellors experience and understanding of the following curriculum subjects: Native Issues, Career Planning, Social Counselling, Guidance Counselling and Educational Systems of Ontario.

Part II

Asked the respondents to evaluate some general administrative and professional skills (ie; computer usage, time management skills), which they may or may not have acquired through the counsellor training program.

Part III

In this section the respondents were asked to evaluate the usefulness of their practicum placement experience.

Part IV

This component of the questionnaire was designed to provide the researcher with some personal information regarding the employment history and working conditions of Ontario's Native education counsellors.

Part V,

This portion of the survey was concluded with a series of open-ended questions which were intended to measure the attitudinal responses of students regarding the strengths and weaknesses of the Native Counsellor Training Program. "7

DATA ANALYSIS AND RECOMMENDATIONS

RESPONSE RATE

The overall response rate for this evaluation was 24.6%.

SURVEY PARTICIPANTS

Table 1 *represents the number of student respondents by year of initial enrolment.*

TABLE 1		
Number of students enrolled by year and by proportional representation to the survey.		
Year	No. of student Respondents	Proportional Representation %
1972	2	6.3
1977	1	3.1
1982	1	3.1
1983	1	3.1
1984	4	12.5
1985	1	3.1
1986	2	6.3
1987	3	9.4
1988	1	3.1
1990	5	15.6
1991	6	18.8
1992	5	15.6
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Total	32	100%
* Percent of proportional representation equals 100%.		

Table 1 - Interpretation:

Fifty percent (16), of the overall respondents were either recent graduates or current students from the period between 1990 - 1992.

Forty percent (13), of the respondents graduated from the NCTP during the 1980's.

Nine percent (3), of the respondents indicated that they had graduated from either the NCTP or the Native Counsellor Education Program during the 1970's. Only one of these respondents attended the NCTP, while the remaining two persons attended the Native Counsellor Education Program.

PART I

AGE, GENDER & STATUS:

Eighteen female and 14 male respondents completed and returned their survey forms. The average age of respondents was 53 years. Of those who returned their completed questionnaires, **100%** of the respondents indicated that they were of aboriginal decent and carried the title of **Status Indian**.

REGIONAL DATA:

During the time of first enrollment with the Native Counsellor Training Program, 59.4% of the respondents indicated that they were Northern Ontario students. Southern Ontario students accounted for 34.4% of the survey participants, while 6.3% were from the province of Quebec.

EDUCATIONAL DATA:**Institution - University:**

Eighteen point eight percent of the overall respondents indicated that they had received a degree, diploma, or certificate from a Canadian University. An additional 18% of the respondents verified that they had attended University, but did not fulfill the requirements to obtain a degree diploma or certificate.

Institution - College

Twenty-eight percent of the respondents had graduated from a College diploma program. However, 34% of all respondents had at one time attended a College program but failed to obtain certification.

Institution - Secondary School

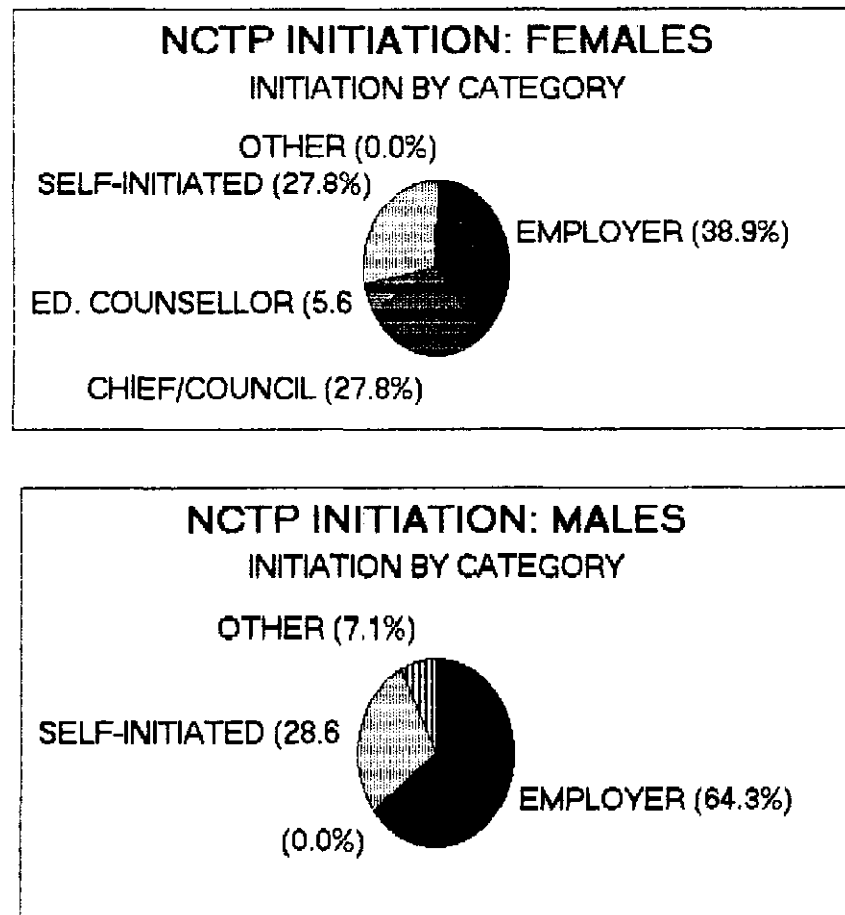
Fifty-three percent of the respondents had completed the requirements for the Ontario Secondary School Graduation Diploma (grade 12). Only 12% had completed their OAC 's for grade thirteen.

ENROLMENT INITIATIVE

This question was designed to determine who initiated the students enrolment into the NCTP.

Table 2: represents enrolment initiative for both males and females into the NCTP, (respondents who graduated from the Native Counsellor Education Program are also included in the data).

TABLE 2



CATEGORIES: Employer, Chief/Council, Ed. Counsellor, Self-initiated, Other

PIE CHARTS: Males equals 100%

Females equals 100%

Interpretation of Table 2

Fifty percent of the cumulative respondents indicated that their employer played a key role in initiating their enrolment in education counsellor training. This suggests that employers may be moving toward counsellor certification as a prerequisite or a co-requisite to employment within the Native education counselling field.

According to the respondents, self-initiated enrolment represented the lowest percentage (28.1% cumulative total). This data suggests that there has been a trend toward certifying Native education counsellors mainly after they have been employed. Data obtained through Part IV supports this claim, since 62.5% of the respondents indicated that were employed as Native education counsellors, prior to attending the NCTP. The results drawn from Table 2 and the employment section support the following two findings:

1. Native education counsellors continue to work throughout the province of Ontario without relevant certification training (ie. Native Counsellor Training Program) or without a Canadian college or university degree, diploma or certificate relating to education or guidance counselling.
2. Historically, enrolment into the NCTP has been employer initiated. As a result, the NCTP has been forced into performing the role of providing reactive and not pro-active career training. The results of this study show that the demand for certification from counsellors already working in the field, acts as a barrier to applicants lacking in practical working experience. **Therefore, the reactive role of the Native Counsellor Training Program has prevented the course from becoming a viable career option for Native youth in Ontario.**

Recommendation #1:

The NCTP must consider ways of promoting the program as a career option for elementary and high school students to consider (ie. Create a short advertising video about the program and career potential for graduates. Distribute copies to elementary schools, high schools, Native Centres, employment centres, colleges and universities).

The Ontario Native Education Counselling Association should consider lobbying the Ministry of Education and INAC for the creation of provincial legislation which will require all Native education counsellors in Ontario to possess certification prior to working in the field.

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Interpretation of Table 3

According to the Ministry of Education's 1989 study entitled, 'Native Student Dropouts in Ontario Schools', 'Native and non-Native counsellors observed that Native students were often uncomfortable with the counselling situation if conducted one on one.'⁸ Contrary to the Ministry findings, a cumulative sum of 75% of the respondents to this survey, indicated that the NCTP was either an 'effective' (34.4%) or 'very effective' (40.6%) tool for providing Native education counsellors with the skills needed to successfully counsel in one to one situations.

Group counselling skills were stressed throughout the Practicum and Theory components of the NCTP. The Carkhuff methods were applied to group situations and the participants were required to apply various counselling approaches. However, when asked to rate how 'effective' the NCTP was in providing the respondents with group counselling skills, the largest percentage (37.5%) indicated with only a 'somewhat effective' answer. Those who indicated that the program was 'effective' in this area, amounted to 31.3% of the respondents.

Table 3 shows that the largest percentage (37.5%) of the respondents found the Native Counsellor Training Program curriculum to be only 'somewhat effective' in teaching the skills needed to perform family counselling services. However, one quarter or 25% of the respondents found that the training they received in the area of family counselling was 'effective'. Another 5 persons or 15.6% of the respondents, indicated that family counselling was 'not applicable' to them.

Half (16) or 50% of all respondents found that the NCTP was 'somewhat effective' in providing specialized academic and personal counselling skills required for use with elementary school students. The remaining categorical responses (effective, very effective, not effective, not applicable) received an overall response rating of less than 20%.

When asked to rate the NCTP's effectiveness in providing specialized academic or personal counselling skills for use with students at the secondary school level, almost half or 46.9% (15) indicated a 'somewhat effective' rating. However, 25% did find that the NCTP provided 'effective' techniques and practices for providing specialized academic and personal support for counselling secondary school students.

The mandate for the Native Counsellor Training Program has been to provide specialized instruction in the techniques required for elementary and secondary school students. However, Native education counsellors often must assume the responsibility for extending their services to post-secondary students. Although the NCTP has not included post-secondary students within their mandate, some instruction time was provided concerning the specific needs of post-secondary students. When asked to rate the NCTP's effectiveness in providing academic and personal assistance in this area, 46.9% indicated only a 'somewhat effective' response. Twenty-eight percent of the respondents did however, rate the NCTP's performance in this area as 'effective'.

The final question in Table 3, required the respondents to rate the effectiveness of the NCTP in delivering specific instruction concerning the counselling needs of adult students. Over half of the respondents (56.3%), indicated that the NCTP curriculum provided only a 'somewhat effective' background in this area.

The highest response percentages for 6 out of 7 questions within this section of the survey, fell within the 'somewhat effective' rating. This information suggests that more time should be allocated to training in these particular areas.

Recommendation # 2:

The data collected from the respondents indicates that more time must be allocated to this section of the training program in order to increase the NCTP's overall effectiveness. The current time allocation for the above listed seven training topics is a total of 8 hours. This represents a little over one hour training for each topic. This section of the training program is designed to develop the necessary counselling skills and techniques which will aid in the effectiveness of the counsellor. Without these basic skills the counsellor can not perform effectively. It is recommended that this section of the program be increased to 21 hours of training, or 3 hours per topic. This would allow more time for discussing techniques and role playing.

SPECIAL NEEDS

Question: Evaluate the "effectiveness" with which NCTP has had in developing your counselling skills in dealing with the following 'special' student needs.

TABLE 4

survey question	not effective	somewhat effective	effective	very effective	not applic.	no answer
counselling students with disabilities	28.1	21.9	18.8	0	31.3	0
counselling students with learning problems	21.9	34.4	12.5	6.3	25.0	0
counselling students with emotional difficulties	6.3	34.4	40.6	15.6	3.1	0
counselling students who have attendance problems	3.1	43.8	46.9	6.3	0	0
providing counselling to to students who are considering dropping-out	9.4	34.4	53.1	3.1	0	0
counselling students with drug and alcohol problems	9.4	34.4	40.6	3.1	12.5	0
counselling student who where sexually abused	15.6	34.4	28.1	6.3	15.6	0
responding to student depression and suicide	12.5	28.1	40.6	3.1	15.6	0
counselling student who have problems with the law	9.4	37.5	40.6	6.3	6.3	0

Rows total 100% (data includes both male and female respondents)

Interpretation of Table 4

Physical & Learning Disabilities

According to the data, 28.1% of the respondents indicated that the NCTP was 'not effective' in adequately equipping counsellors with the skills necessary to deal with students who had physical disabilities. Within the same category, 31.3% of the respondents indicated that the physical disabilities section was 'not applicable' to them.

In addition, 21.9% of the respondents revealed that the NCTP was 'not effective' in providing the scope of training required to facilitate the academic needs of Native students with learning disabilities. Twenty-five percent indicated that this question was also 'not applicable' to them.

Native education counsellors are entrusted with the responsibility of providing support services for Native students, which will provide them with an opportunity to achieve academic success. Under the Ministry of Education's new 'destreaming' policy, students with physical and learning disabilities will be placed into the same academic environment as non-disadvantaged students. As a result, Native education counsellors will require additional practical training in order to extend the same level of support service to students with physical and learning disadvantages.

Recommendation # 3:

A separate curriculum component must be added to the NCTP which outlines the Ministry of Education's guidelines regarding the rights of, and the facilities available for, students with physical and learning disabilities.

Attendance & Drop-outs

The Native education counsellor plays an important role in providing encouragement, direction and support for students at risk of dropping-out of school. Counsellors are often asked to react to situations in which a student has encountered emotional difficulties which, unless resolved, could threaten their academic career. Respondents were asked to rate the counselling skills they acquired for handling students with emotional difficulties, 40.6% (13) found that their NCTP was 'effective' in this area, 34.4% (11) rated this section as only 'somewhat effective'. A crosstabulation (gender by emotional difficulties) found that female counsellors were less satisfied with their training in this area than males. Female counsellors accounted for 7 (63%) of the overall 11 'somewhat effective' responses.

The Ministry of Education report entitled, "Native Student Dropouts in Ontario Schools" stated that, "Educators, Native even more so than non-Native, agree that [poor attendance] is the variable most clearly associated with dropping out." ⁹ The Ministry of education has recognized the need for a more pro-active approach to combating problems of school attendance. The respondents to this survey were asked to rate the NCTP's contribution to enhancing their ability to counsel students with attendance problems. The responses were almost evenly split between those who indicated an 'effective' response 46.9%, and 43.8% of the respondents who indicated a 'somewhat effective' rating.

With respect to the survey question which dealt with counselling students who were considering dropping out, 34.4% (11) of the respondents rated the NCTP as only 'somewhat effective' in providing strategies designed to preventing student dropouts. However, a significant number of respondents (28.1%), believed that the NCTP was 'effective' in furnishing them with the counselling techniques necessary to prevent students from dropping out of school.

Substance Abuse, Sex Abuse & Suicide

The Native Counsellor Training Program provides counsellor trainees with techniques for providing support and counselling to students with substance abuse problems, victims of sexual abuse, and responding to student depression and feeling of suicide.

The NCTP received a 40.6% 'effective' rating and 34.4% 'somewhat effective' when the respondents were asked to rate the programs effectiveness in the area of substance abuse counselling. On the question of providing counselling to students who were victims of sexual abuse, the responses varied. 'Somewhat effective' responses accounted for 34.4% (11) of the answers, while 28.1% (9) indicated an 'effective' rating. The 'not effective' response was chosen by 15.6% of the respondents, as was the 'not applicable' response (15.6%).

With respect to the question which deals with student depression and feelings of suicide, the NCTP received a 40.6% 'effective' rating. An additional 28.1% considered their NCTP training to be only 'somewhat effective' in this area.

Problems With the Law

The survey results reveal that 40.6% of the respondents considered the NCTP 'effective' in providing knowledge to counsellor trainees on how to provide support services to students who encounter problems with the law. Almost an equal number rated the NCTP as only 'somewhat effective' for developing the proper skills in this area.

An overall mean (accumulated responses for all categories), of 35.7% of all respondents rated the NCTP as 'effective' in teaching counselling skills for assisting students with 'special needs'. However, an overall mean rating of 33.7% of the respondents, also indicated that the Native Counsellor Training Program was only 'somewhat effective' in teaching the same skills required to counsel students with 'special needs'. This represents a mean difference of only 2.0% between 'effective' and 'somewhat effective' responses, or a nearly even split.

Recommendation # 4:

The data supports a need to review existing course materials pertaining to the special needs of Native students. In addition, more time must be allocated to the 'special needs' portion of the training in order to increase the overall effectiveness of the program. The current time allocation for this section of the program curriculum is a total of 12 hours. This represents approximately 45 minutes of training for each of the 9 topics listed in Table 4. The current time allocation for this section of the training program is drastically under scheduled. More core training must be devoted to each of the academic and social problems outlined in the Special Needs portion of the curriculum. Without sufficient training, counsellors may not possess the depth of knowledge required to effectively provide assistance to their students. Therefore, the NCTP should consider adding a minimum of 24 hours of instruction time to the Special Needs component of the curriculum.

NATIVE ISSUES

Question: *Evaluate the "effectiveness" of NCTP, in helping you understand the following:*

TABLE 5						
survey question	not effective	somewhat effective	very effective	not applic.	no answer	
difference between First Nations communities	9.4	25.0	46.9	15.6	3.1	0
differences between First Nations cultures	9.4	34.4	40.6	15.6	0	0
problems of Native identity and culture shock	6.3	34.4	37.5	18.8	3.1	0
differences in counselling techniques needed to provide culturally relevant counselling to both Northern and Southern Ontario Native students	3.1	37.5	37.5	12.5	9.4	0
The influence of the family, clan and community on the success and failure of Native students	12.5	31.3	40.6	12.5	3.1	0
Rows total 100% (data includes both male and female respondents)						

Interpretation of Table 5

Cultural & Community Differences

The unique part of the Native Counsellor Training Program is its commitment to providing culturally relevant training. The Native Issues portion of the program provides 20 hours of course instructional time. This segment of the program was designed to provide the counsellor trainees with an opportunity to examine issues which affect Native people in both Canada and the United States.

The Native Issues component looked at the similarities and differences among the different First Nations communities and cultures. This knowledge is essential for counsellors who are providing counselling services to a number of Native students from various aboriginal communities across the province. Respondents were asked to rate the NCTP for its effectiveness in providing an adequate level of understanding, concerning the differences between First Nations 'communities'. Forty-six point nine percent of the respondents believed that the NCTP instructors were 'effective' in conveying an adequate level of understanding of the cultural differences between First Nations communities. However, 25% of the respondents indicated that NCTP instructors were only 'somewhat effective' in helping them understand the cultural differences among the various First Nations communities.

In a separate question, respondents were asked to rate the quality of the knowledge they were able to obtain regarding the differences in First Nations 'cultures'. Forty point six percent of the respondents indicated that the NCTP was 'effective' in conveying cultural differences. However, a significant number of respondents (34.4%) believed that the NCTP was only 'somewhat effective' in communicating to them, the differences between First Nations cultures.

Native Identity & Culture Shock

The respondents were given the opportunity to evaluate the effectiveness of the Native Counsellor Training Program in providing proper instruction which would enable the trainees to provide support services for Native students who encountered problems relating to their aboriginal identity. Only 37.5% percent the respondents found their training in this section of the program to be 'effective'. Thirty-four point four percent felt that the training they received in this area was 'somewhat effective', while 20% rated this portion of the training 'very effective'.

TABLE 5 B
 North vs. South Evaluation of Culturally Relevant Curriculum

	not effective	somewhat effective	effective	very effective	not applic.
Northern Students	1	9	7	2	0
Southern students	0	3	4	2	2
Out of Province (column total)	<u>0</u> 3.1	<u>0</u> 37.5	<u>1</u> 37.5	<u>0</u> 12.5	<u>1</u> 9.4
%					

Table 5B represents a crosstabulation of results which examined the NCTP's effectiveness in helping the trainees to understand the culturally specific counselling needs of both Northern and Southern Ontario Native students.

Of the 11 respondents who had identified themselves as Southern Ontario students, a total of 54% indicated that the NCTP was either 'effective' or 'very effective' in teaching culturally specific counselling practices relevant to Southern Ontario Native students. However, 52% of the Northern respondents rated this section of their training as either 'not effective' or only 'somewhat effective' for counselling Northern Native students. The research shows that students from Southern Ontario were more satisfied with this section of the program, while the Northern Ontario respondents were less satisfied. The differences in the evaluations may be the result of culturally specific problems which are encountered by counsellors working in Northern communities (ie; suicide, solvent abuse).

Recommendation # 5:

The Native Counsellor Training Program must consider implementing a separate component for counsellors working in Northern Ontario communities. More research should go into designing a component which has a firm theoretical base of knowledge concerning proper methods of addressing the unique conditions facing Northern students (ie. suicide prevention, counselling peers who are affected by a suicide in the community, solvent abuse, problems of adjustment).

Family Clan & Community Influences

A previous study entitled, "A Study to Identify Probable School Leavers in High School" mentioned the impact a family and a community had on the academic development of Native students. Problems within the family environment, as well as non-supportive parents were identified in this study as the primary reason for the erosion of Native students academic aspirations and motivation.¹⁰ Native counsellors must be taught to understand that the family environment has a great deal to do with the success of the student. Respondents were asked to rate the effectiveness of the NCTP in teaching these concepts, the following answers were received:

40.6% of the respondents indicated that the NCTP was 'effective' in teaching the students about the importance of family, clan and community on the success and failure of Native students.

30.3% of the respondents indicated that the NCTP was only 'somewhat effective' in conveying the importance with which the family, clan and community actually played in the success and failure of Native students.

Recommendation # 6:

The Native Issues component must be expanded beyond the 20 hours currently taught. The high levels of 'somewhat effective' responses indicated that more time and effort must be devoted to this component. More instructional time is especially recommended for the topic which dealt with understanding the impact of family, clan and community on the success and motivation of students.

Interpretation of Table 6:

Career Planning

Participants were asked to evaluate the effectiveness of the Career Planning aspects of their counsellor training. The following results were obtained:

The first question asked the respondents to evaluate the effectiveness of the instruction they received on the subject of how to arrange standardized tests in order to assist students in making career choices. The results from this question indicated that 21.9% of the respondents found that this question was 'not applicable' to the training in which they received. However, the same percentage indicated that the NCTP was 'not effective' in teaching them how to use standardized tests in order to assist students in their career paths. The largest response came about in the 'somewhat effective' category, where 28.1% of the responses were found. Only 25% of the respondents indicated that the NCTP was 'effective' in this area.

On the question of understanding the importance of providing computerized career information systems for students, 37.5% indicated a 'not applicable' response. Another 21.9% indicated an 'not effective' response for this question. The wording of this question may have been misinterpreted because the NCTP curriculum included instructional training in the use of the SGIS, CHOICES and PSIS computerized career information systems. As a result, the data obtained from this question is not a valid indicator of the program's effectiveness in this area.

The next question asked the respondents to rate how effective the NCTP instructional training was in providing knowledge about the various types of educational choices available to students. Forty-six point nine percent of the respondents indicated that the NCTP was only 'somewhat effective' in teaching them about the various types of educational paths which are available to elementary, secondary, post-secondary and adult students. Thirty-four point percent indicated an 'effective' rating.

When the respondents were asked to evaluate the knowledge they obtained concerning their ability to assist students in developing career paths, 43.8% of the respondents indicated a 'somewhat effective' response. Only one quarter, or 25.0% of the survey participants, indicated that the NCTP was in fact 'effective', in teaching them how to better assist Native students in developing career paths.

Finally, when participants were asked to evaluate their ability to assist students in the registration of courses or the filling out of post-secondary applications, only 21.9% indicated that their training was 'effective' in providing this type of knowledge. The majority of the respondents indicated either a 'somewhat effective' or 'not effective' response to this question. The data suggests that more training is required before Native education counsellors can adequately aid secondary students in their transitions to post-secondary education.

In summary, this section of the NCTP displayed an unusually high percentages of 'not effective' and 'somewhat effective' responses. Six out of the nine categories listed in the Career Planning portion of the survey, received majority ratings of only 'somewhat effective' responses. The Five remaining categories within this section of the questionnaire, were rated as 'not effective'.

Recommendation # 7 :

According to a previous study entitled, "Native Counselling Needs Assessment", Native students indicated that their number one reason for seeking the services of an education counsellor was primarily for career counselling purposes.¹¹ Yet, the research has shown that the counsellors are not receiving a sufficient amount of career development training. Therefore, it is recommended that more than the current 24 hours be allocated to this section of the training program. Emphasis should be placed on the following items:

- 1. Arranging standardized tests to assist students in making career choices*
- 2. Assisting students in developing career paths*
- 3. Assisting students in filling out post-secondary applications*
- 4. describing educational choices available to students.*

Question: *Evaluate the effectiveness of the NCTP, in providing you with the necessary counselling skills to carry out the following tasks:*

[illegible]

Rows total 100% (data includes both male and female respondents)

Interpretation of Table 7:

According to the "Native Counselling Needs Assessment", "only students with very serious problems seem to be able to get regular access to the counsellors." ¹²

Too often, the high client counsellor ratios or time constraints placed on the counsellors prevent them from performing pro-active counselling measures. In addition, the "Native Counselling Needs Assessment" reported that, "the counsellors appear to be forced into a crisis intervention mode of responding to student needs." ¹³ Table 7, includes a list of pro-active counselling measures in the area of life skills and money management. Respondents were asked to evaluate the NCTP on its ability to deliver the types of pro-active counselling practices listed in Table 7.

A range of 43.8-50% of the respondents indicated that the NCTP was 'effective' in teaching social counselling skills in five of the seven areas outlined in Table 7. For example, in the area of assisting students in identifying their strengths and weaknesses, 46.9% of the respondents indicated an 'effective' rating. In the areas of physical growth and development, allowing students to accept their feeling towards themselves and others, as well as providing avenues for students to discuss their personal problems, each category received an 'effective' rating from 43.8% of the respondents. As well, a 50% 'effective' response rating occurred when survey participants were asked to evaluate how effective the NCTP was in providing the required counselling techniques for allowing students to willingly vent their hopes and fears.

Some weaknesses were evident in the area of assisting students in identifying their strengths and weaknesses. Thirty-four point four percent of the respondents indicated only a 'somewhat effective' rating in this area.

Counselling Parents on Helping their Children

The "Native Student Dropouts in Ontario Schools" report, identified problems which exist between parents and education counsellors. Native education counsellors are often looked with suspicion by parents living in Native communities. ¹⁴ These counsellor concerns may have caused a large variation in the responses to the question regarding, the counselling parents on helping their children learn and study. The variation in responses may have fluctuated according to the severity of the situation faced by the respondents within their home or working communities. Table 7 outlines the breakdown in responses as follows: 37.5% 'effective', 25% 'somewhat effective', 12.5% 'not effective', 12.5% 'very effective' and 12.5% 'not applicable'.

Assisting Students with Financial Planning:

The 'Native Counsellor Needs Assessment' identified a weakness among education counsellors in the area of helping students with budgeting and financial planning.¹⁵ Only 21.9% of the respondents indicated an 'effective' response. Thirty-four point four percent of the survey participant indicated that their NCTP training in financial planning was only 'somewhat effective', while 21.9% indicated 'not applicable'. Often, First Nations bands require their education counsellors to assume responsibility for the education budget. Also, most First Nations students subsist on fixed incomes. Therefore, the NCTP should consider budgeting training to be an essential skill which all counsellors should bring with them to their jobs.

Recommendation # 8:

Many students exist on fixed income subsidies from either INAC or their bands. As a result, it is recommended that the NCTP curriculum include a financial budgeting component for the benefit of the students. The component should be designed to address budgeting arrangements for students (i.e. rent, food, books, daycare). For the benefit of the counsellors themselves, the suggested budgeting component should consist of training counsellors how to handle and administer a First Nations education budget.

GUIDANCE COUNSELLING

Question: *Evaluate the effectiveness of the NCTP in helping you with the following:*

Table 8						
survey question	not effective	somewhat effective	effective	very effective	not applic.	no answer
Providing students with counselling which will ensure their smooth transfer from one school to another.	12.5	34.4	37.5	9.4	6.3	0
Organizing guidance sessions to discuss topics of academic or career interests with students.	9.4	40.6	28.1	9.4	12.5	0
Organizing meetings with parents in order to discuss school policies.	12.5	18.8	43.8	6.3	18.8	0
Rows total 100% (data includes both male and female respondents)						

Interpretation of Table 8:

In the area of assisting students with any problems related to relocation, 37.5% of the respondents indicated that the NCTP was 'effective' in teaching the appropriate counselling skills to assisting students who report difficulties in these situations. However, 34.4% indicated that their NCTP training was only 'somewhat effective' for handling these situations involving problems of adjustment.

In the area of Career Planning, the survey data indicated that the respondents have not been receiving the level of training which they require. The results taken from the second question from Table 8, supported this claim. Only 28.1% of the respondents indicated that the NCTP was 'effective' in teaching them the necessary skills for organizing guidance sessions to discuss with the students, their academic and career interests. Forty point six percent of the responses originated from those who thought that the NCTP was only 'somewhat effective' in this area.

Respondents indicated a 43,8% 'effective' rating when questioned about the effectiveness of the NCTP in providing the skills required to hold a public forum with parents and explain to the school policies to them. The success rate of this question relates directly to the 'Practicum and Theory' portion of the NCTP curriculum. During the 'Practicum and Theory' components, students are taught counselling skills which are based upon models which require role playing and public speaking. The use of role playing and public speaking is an effective portion of the NCTP curriculum. In a culture that remains very much based upon oral traditions, public speaking is an effective skill for counsellors to possess.

Question: *Evaluate the effectiveness of your NCTP training in helping you in each of the following areas:*

[illegible]

Rows total 100% (data includes both male and female respondents)

Interpretation of Table 9:

The respondents were asked to evaluate the effectiveness of the NCTP in helping them to understand the Ministry of Education guidelines concerning education counselling. The responses which were received indicated that 25% of the respondents found the NCTP to be 'not effective' in providing them with an adequate understanding of the provincial guidelines which govern their profession. Only 28.1% of the respondents indicated an 'effective' rating, while the largest percentage (31.3%), indicated a 'somewhat effective' rating.

Most funding arrangements for post-secondary and adult students are handled through the band education budgets or a regional education authority. Despite treaty agreements, many Native students still encounter difficulties in securing education funding. Only, 25% of the respondents indicated that the NCTP was 'effective' in instructing them on how and where to secure alternative forms of educational funding (ie; OSAP, bursaries), for post-secondary and adult students. Thirty-seven point five percent of the respondents rated the NCTP as 'somewhat effective' in helping them to learn about other sources of education funding for students. Native education counsellors must have these skills as part of their personal inventories. Native students wanting to enter into post-secondary studies should not be denied the opportunity if they are unable to secure treaty funding. Native education counsellors should be required to know how and where to obtain emergency funds, scholarships, bursaries and grants for their students.

Recommendation # 9:

The NCTP must ensure that future counsellor trainees acquire sufficient knowledge about the various forms of funding arrangements available to help Ontario students secure funds for post-secondary and adult education. Fiscal restraints promise to reduce the flow of provincial and Federal funds for Native education. Therefore, Native education counsellors must be taught where and how to secure alternative sources of funding (ie. bursaries, OSAP, scholarships). Post-secondary students and single parent families will benefit from this knowledge most.

The NCTP provides counsellors with the necessary information regarding the counsellor guidelines set down by the Department of Indian and Northern Affairs Canada. However, it appears as though many of the respondents were not confident in their knowledge of the guidelines which pertained to on and off reserve students. Only 21.9% of the respondents felt that the NCTP was 'effective' in helping them to understand INAC counselling policy. Twenty-one point nine percent indicated that the NCTP was 'not effective' in informing them about the guidelines governing their occupation. However, the majority of respondents found their training to be only 'somewhat effective'. On the whole, more effort must go into providing the trainees with up to date information regarding the counselling policies of Indian Affairs.

Legal Aspects of Counselling

When respondents were asked to evaluate the effectiveness of the NCTP in instructing them on the legal aspects of their profession, 28.1% indicated that the program was 'effective'. Another 28.1% rated the program only 'somewhat effective' in this area. Twenty-one point nine percent of the respondents felt that the NCTP was 'not effective' in instructing them of their legal rights as counsellors. If the NCTP is committed to the professional development of Native education counsellors, then it is their responsibility to teach the counsellors about the legal rights of both the students and the counsellors. Because of the sensitive nature of counselling and handling educational information, counsellors should be required to learn the laws which govern their professional conduct.

Based upon the range of responses to this survey, the NCTP has not been clearly effective in teaching the counsellors about the legal aspects of their profession. The various fields within the education profession are governed by strictly enforced legal and administrative rules of conduct. Counsellors must have a clear understanding of their legal rights when dealing with children, obtaining marks or compiling personal information about students.

Recommendation # 10:

A review of the legal training should be incorporated into the curriculum for Parts two and three of the program. This would provide each returning student with up-to-date knowledge of the legal rights of both the counsellors and students.

When laws are changed to reflect the political environment, the Ontario Native Education Counselling Association should publish the changes and provide a description of the impact with which the new legislation will have on their profession.

Crisis Referral

The NCTP was considered by 37.5% of the respondents to have been 'effective' in instructing the counsellors on when to seek outside assistance for students in crisis situations. An additional 18.8% indicated that the program was 'very effective' in this area. However, one quarter (25%) of the respondents found the NCTP to be only 'somewhat effective' in conveying this information.

A crosstabulation of the results showed that the respondents from the Northern communities accounted for most of the 'somewhat effective' responses. This may be attributed to situation in which education counsellors from Northern Native communities find themselves. On most occasions, counsellors have little to no access to outside crisis intervention agencies. Without access to outside agencies, counsellors in Northern Native communities are often forced to provide crisis counselling until the problem has been resolved. Counsellors from Northern communities have to be taught when to refer situations to outside agencies, as well as which agencies are available to provide assistance to them in certain situations.

PART II

Question: *Evaluate the effectiveness of your NCTP training, in helping you in each of the following areas:*

Table 10						
survey question	not effective	somewhat effective	effective	very effective	not applic.	no answer
Understanding the role of computers in counselling and admin.	12.5	37.5	15.6	12.5	18.8	3.1
Improving your organizational abilities and planning skills.	3.1	28.1	37.5	12.5	15.6	3.1
Improving your time management skills	6.3	21.9	43.8	12.5	12.5	3.1
Improving your professional reading skills.	9.4	15.6	40.6	12.5	18.8	3.1
Improving your relationship with your employer.	6.3	21.9	43.8	12.5	12.5	3.1

Interpretation of Table 10

Professional Development and Administration

The Native Counsellor Training Program provided aspects of professional development to the participants of the program. The respondents were asked to evaluate the effectiveness of the NCTP in helping them to develop professionalism in a number of areas.

When asked to evaluate their computer training component, 37.5% indicated a 'somewhat effective' response. Another 18.8% felt that this component was 'not applicable'. The respondents age, a lack of previous computer training and access to computer technology, may have affected the 15.6% 'effective' rating which the respondents indicated, for understanding the role of computers in counselling and administration.

With regard to improving the organizational and planning skills of counsellors, the NCTP received a 37.5% 'effective' rating. However, 28.1% indicated only a 'somewhat effective' rating in the improvement of these skills after having attended the NCTP. An additional 15.6% found that this question was 'not applicable' to their learning experience. Further, the portion of the curriculum relating to 'time management' also received an 'effective' rating of 43.8%. Regardless of the majority 'effective' rating in these two related areas, many counsellors still complain that they are over burdened with their work load. Perhaps the current curriculum needs to be adjusted to assist counsellors in planning, organizing and managing the 'real' or additional responsibilities they encounter in the field, that are not currently taken into consideration in this portion of the training.

Forty-three point eight percent reported the NCTP was 'effective' in helping them to improve their relationships with their employers. This figure represents a significant success rate and does not necessitate further comment.

Overall, 43.8% of the respondents felt that the NCTP was only 'somewhat effective' in improving community cooperation for educational counsellors. The "Native Counselling Needs Assessment" reported that counsellors suffered from a lack of community and parental support. (p.129) Also, many counsellors indicated that they lack facilities, resources and access to culturally appropriate psychological services for referral purposes.(p.145) However, one of the greatest barriers which the NCTP cannot help the counsellors overcome, is the interference which the counsellors reported facing from First Nations politicians/politics during the counselling process.

Despite the obstacles faced by the counsellors in their communities, 40.6% reported that the NCTP was 'effective' in improving their professional development as a Native education counsellor. Twenty-five percent even went as far as indicating that their NCTP experience was 'very effective' in developing themselves professionally as Native education counsellors.

Boarding Home Liaison

The questions pertaining to acting as a liaison in boarding home situations, indicated a high degree of 'not applicable' responses. This affected the low ratings in the 'effective', 'somewhat effective' and 'very effective' categories. The three questions relating to boarding home counsellors, were for the most part, not applicable to the respondents.

Liaison With Colleges and Universities

An analysis of the data showed that there was a wide range of responses to the question of whether or not the NCTP improved the respondents ability to act as a liaison between the students they served and the colleges and universities of interest to their clients. Twenty-eight point one percent indicated that the NCTP was 'effective' in helping them to improve their ability to act as a liaison between their clients and colleges and universities. However, one quarter of the respondents reported a 'somewhat effective' rating in this area. Further analysis of the data indicated that 28.1% of the respondents found that this question was 'not applicable' to them.

Suicide Prevention Counselling

Suicide prevention was a contentious issue among the respondents. The open-ended response section of the questionnaire indicated that many of the respondents wanted more culturally appropriate training in suicide prevention. The respondents from the Northern communities expressed the greatest level of concern.

The respondents were asked to assess the effectiveness of the NCTP on teaching the importance of providing immediate counselling to students who were affected by suicide among their peers. On the whole, only 25% of the respondents believed that the NCTP was 'effective' in teaching the importance of providing immediate counselling for students who were either directly or indirectly affected by suicide among their peers. The largest percentage of responses occurred in the 'somewhat effective' category, where 31.3% of those surveyed indicated that the NCTP was only 'somewhat effective'. Northern Ontario respondents accounted for 70% of the 'somewhat effective' responses.

Respondents from Northern Ontario expressed concern over the number of suicides which occur each year in their communities. One male respondent explained that within Northern Native communities, a single suicide can often result in increased levels of depression among community members who are of the same age group as the victim. According to the respondent, the increase in depression has been linked to further incidences of suicide.

Recommendation #11:

The Northern Native communities are currently suffering from situations of chronic suicide and suicide attempts. The Northern Ontario counsellors have stressed an urgent need for more culturally specific assistance in dealing with the problem of suicide and the depression which plagues the survivors within the community. This is one area of training which is particularly significant to Northern counsellors, and which could be incorporated into a separate program section designed especially for these students. (See recommendation # 4)

PART III - (PRACTICUM) PLACEMENT

The section entitled Placement, asked the respondents to provide the name and location of the institution which had sponsored their practicum placement. Nineteen responses were compiled and formed the basis for the following list of agency placement locations:

1. Cambrian College (Ontario Basic skills)
2. Confederation College (Menobiwatezwin Counselling)
3. Cecil Facer School or Youth Centre
4. Espanola High School
5. Elizabeth Fry
6. Futures (Sudbury)
7. Laurentian University (Sports Camp, Court Worker, Counselling Department)
8. Ministry of Education
9. N'Swakamok Native Friendship Centre (Sudbury)
10. Wek Wey Dong (Thunder Bay)

Only 19 of the 32 participants in this survey, responded to the question which referred to the name and location of the students practicum placement. Of the 19 responses collected for this section of the survey, only 16 of these offered additional comments regarding their overall experience during their placement periods. These comments were reviewed and sorted into either a 'positive' or 'negative' response category. Of the 16 comments received, twelve respondents reported that they had a positive and rewarding experience during their placement, while four of the respondents reported a negative experience. The following negative comments are quoted below:

1. (Location: Cecil Facer) " I was not given any counselling to do I was only like a guard. I did not really have any contact with the inmates."
2. (Location: Espanola High School) " The practicum placement in my case was not very effective - lack of communication between the program and placement supervisor. Not useful- had almost no contact with the communities".
3. (Location: Laurentian University - Court Worker) " Not much help - supervisor had only one client for the month. I was looking for other counselling skills."
4. (Location: Wek Wey Dong) " My clients spoke little, if any, English. They flew into Thunder Bay for medical treatment and accommodations. Communication was mostly non-verbal, use of gestures."

While the overall responses to this question were positive, those who responded negatively offered very good points with regard to their reason for their dissatisfaction. For example, respondent number one was used in the institution as a guard and received no practical experience whatsoever. Respondent number 2 was placed with a court worker which may have had the potential for a good learning experience, but failed to produce more than one client all summer. Respondent number 4 expressed his/her inability to communicate with the clients that came in for assistance. While this comment may not necessarily be seen as a negative one, there is no doubt this respondent encountered difficulty when trying to assist his/her clients.

Recommendation #12:

The concerns of the above students should be taken into consideration and future placement to these institutions should either be eliminated from the current selection of practicum placement locations, or should be renegotiated with the host organization. It is important to ensure that the appropriate learning opportunities are being provided to the students. In the case of the student who encountered communication difficulties, it may be more useful to select students who are able to speak the Native language/s of this region, to practice their skills in this particular facility.

PART IV

Section one of Part IV consisted of four questions. These questions were designed to determine whether the respondents supported the expansion of the NCTP to a fully accredited university degree program. Three of the four questions required a 'Yes' or 'No' response.

Question number one asked whether the respondent believed that the NCTP would be a more effective program if it were extended to a full university degree program. The results indicated that 93.8% supported the expansion of the NCTP to a full university degree program. When asked whether the respondents would be willing to re-enter the NCTP for the purpose of gaining a higher accreditation, 81.3% said Yes. A separate question asked if the respondents believed that they would gain more community, parental and professional support if the NCTP provided a university degree. An overwhelming 90.6% answered Yes to this question. Finally, in the event that the NCTP was upgraded to a university degree program, the respondents were asked to indicate their preference with regard to sessional periods. The following table represents the results to this question.

Table 11: Respondents by percentage for best time to complete an NCTP university degree.

TABLE 11		
Category	Frequency	Percent (%)
Full-time studies	2	6.3
Summer with community based learning	15	46.9
Full-time with community based learning	6	18.8
Part-time with community based learning	5	15.6
Full-time or Part-time	3	9.4
Not available	1	3.1
	-----	-----
Total	32	100

Interpretation of Table 11

The results of question three indicated that 46.9% of the respondents favored obtaining a NCTP degree if they were given the opportunity to continue their studies during the summer sessions. Many of the students who expressed a desire for community based learning were from the Northern Ontario region.

PART IV (Section 2)

EMPLOYMENT HISTORY

The following series of 18 questions were designed in order to develop a profile of Native education counsellors across Ontario, as well as the conditions in which they work. Some of the results obtained from this section, may provide the program organizers with a better understanding of the target group which the NCTP has been created to serve.

An analysis of the data has shown that 62.5% of the respondents had been employed as Native education counsellors prior to attending the NCTP. The data further suggests that despite the almost twenty year history of the program, little has been done to discourage the hiring of non-accredited counsellors in the province of Ontario. Even as late as 1990, the data suggests that many Native education counsellors have been working in the field without formal Native education counsellor training.

Further data analysis indicated that 28.1% of those who had worked prior to attending the NCTP, had been doing so for 1 - 2 years. Another 18.8% were recorded as having worked as a Native education counsellor 2 - 3 years prior to ever attending the NCTP.

The average length of time that most of the respondents (34.4%), had retained their positions as Native education counsellors was listed as more than five years. A further 25.0% had held their positions for an average of 3 - 4 years.

Table 12: The current employment arrangement of the respondents.

TABLE 12		
Category	Respondents	Percent
Band operated school	13	40.6
Provincial school	3	9.4
College	5	15.6
Vocational school	1	3.1
School Board	5	15.6
Other	2	6.3
Not Available	3	9.4
	-----	-----
Total	32	100

Table 13 indicates the organization that is currently paying the respondents salary.

TABLE 13		
Category	Respondents	Percent
Band	20	62.5
INAC	1	3.1
Provincial school board	2	6.3
Other	6	18.8
Not Available	3	9.4
	-----	-----
	32	100
includes both male and female respondents		

Interpretation of Tables 12 & 13

The majority of Native counsellors are currently working for band operated schools, and are being paid under contract by the band. It is evident from table 13, that the band councils are also paying salaries to counsellors who are working under contract for off reserve educational institutions. Ten out of 20 counsellors who are being paid by a band, are currently working without a job description. It is these people who occupied the lower end of the pay scale. Furthermore, the majority of these people were female. However, there was very little difference between male and female pay rates for those counsellors who were operating with a job description, regardless of whether or not they were being paid by a band. It is interesting to note that the few counsellors who earned more than \$37,000 per annum, accounted for 18.9% of the respondents, and all of these individuals were males.

An equal amount of male and female respondents indicated that they were currently employed on a full-time basis (13 males and 13 females). Yet only 56.3% of these respondents reported that their salaries were tax exempt, of which most were employed by a band. Therefore, those who were not receiving tax exemptions, but were earning a higher gross salary, were actually netting less income than those being paid by bands.

Working Conditions:

Seventy-one point nine percent of all respondents said that their NCTP certificate is valued by their employer. When asked if the respondents were under pressure to perform non-counselling duties, 43.8% answered 'Yes', while an almost equal amount (40.6%) answered 'No'. In a separate question relating to the overall responsibilities of the counsellor, 81.3% of the respondents felt over burdened by counsellor related administrative duties. Another question asked the student/counsellors to indicate their reasons for leaving a counselling job. The number one response to this question was "burn- out".

(b) **Weaknesses:** (17/32 responses) There were four common themes found within the 17 comments received for this part of question #1. They are as follows:

1. There was a general consensus that more time was required for studying Native culture. One student commented that this section of the curriculum was "watered-down".
2. There was a concern regarding the credibility of the program because all students tended to pass the course regardless of their abilities.
3. Several students remarked that the course was too short and that the content was too vague. Some students said that more time was needed in order to acquire more detail on certain topics.
4. Students felt that they needed some training to help them cope with the heavy administrative duties they encountered on the job.

Question #2: In your own opinion comment on what the following sets of relationships were like. (a) Relationships between staff and students. (b) Weak points between the staff and students. (c) Relationships between the NCTP administration and the students. (d) Weak points between the administration and the students.

(a) (27/32 responses) All of the students who responded to this question, commented that the staff were very good at developing a comfortable relationship with their students. The majority felt that the staff provided a 'family like' atmosphere during the program.

(b) (13/32 responses) The most common theme found in the responses to this question was that some of the students were too shy to approach the staff. Teachers and administration staff should have been more aware of these feelings especially among students originating from the Northern communities.

(c) (21/32 responses) With the exception of one respondent, all of the students rated the administration staff as being very friendly and helpful.

(d) (8/32 responses) Three of the eight respondents to this question, indicated that they were not aware of, or had no contact with the administration staff. In addition, three of the respondents said that the administration staff should be more sensitive to students with respect to sick leave or family problems, which interfere with training.

PART V (OPEN-ENDED RESPONSES)

This section of the survey allowed the participants to comment in their own words, as to the strengths and weaknesses of the Native Counsellor Training Program. Students were also asked to comment on their personal experiences with staff and other students. All of the comments were categorized under the following headings: strengths (positive), weaknesses (negative). Once the comments had been sorted, certain consistent themes became evident. The most common themes are all discussed in this report. However, some of the comments which were discussed by only one or two respondents have also been included.

None of the 32 participants answered all of the open ended questions. Therefore, a separate response rate for each of the following questions has been indicated.

Question #1: In your own opinion, what were some of the main (a) strengths and (b) weaknesses of the NCTP?

(a) Strengths: (25/32 responses) There were five common themes found within the 25 comments pertaining to the strengths of the program. They are as follows:

1. The program offered an opportunity for Native education counsellors to meet other counsellors (network building), which allowed them an opportunity to share their concerns, experiences and advice.
2. Program staff were friendly and participated in the social activities. This helped the students feel more comfortable with the staff and instructors.
3. The cultural and traditional teachings were especially appreciated by the students.
4. The program helped to build personal self-confidence.
5. Respondents tended to appreciate having Native instructors, and quite often commented on the methods and techniques which were used to administer the program.

(b) **Weaknesses:** (17/32 responses) There were four common themes found within the 17 comments received for this part of question #1. They are as follows:

1. There was a general consensus that more time was required for studying Native culture. One student commented that this section of the curriculum was "watered-down".
2. There was a concern regarding the credibility of the program because all students tended to pass the course regardless of their abilities.
3. Several students remarked that the course was too short and that the content was too vague. Some students said that more time was needed in order to acquire more detail on certain topics.
4. Students felt that they needed some training to help them cope with the heavy administrative duties they encountered on the job.

Question #2: In your own opinion comment on what the following sets of relationships were like. (a) Relationships between staff and students. (b) Weak points between the staff and students. (c) Relationships between the NCTP administration and the students. (d) Weak points between the administration and the students.

(a) (27/32 responses) All of the students who responded to this question, commented that the staff were very good at developing a comfortable relationship with their students. The majority felt that the staff provided a 'family like' atmosphere during the program.

(b) (13/32 responses) The most common theme found in the responses to this question was that some of the students were too shy to approach the staff. Teachers and administration staff should have been more aware of these feelings especially among students originating from the Northern communities.

(c) (21/32 responses) With the exception of one respondent, all of the students rated the administration staff as being very friendly and helpful.

(d) (8/32 responses) Three of the eight respondents to this question, indicated that they were not aware of, or had no contact with the administration staff. In addition, three of the respondents said that the administration staff should be more sensitive to students with respect to sick leave or family problems, which interfere with training.

Question #3: Were there sufficient integration and communication links between the first, second and third year students? (a) Yes or No. (b) If No, What would you recommend to the NCTP administration as a means to correct this problem.

(a) (25/32 responses) 23 out of 25 respondents answered 'Yes' to this question. Therefore, the integration among students was generally believed to be good.

(b) (7/32 responses) There were two common themes found within these student recommendations. They are as follows:

1. A "buddy-system" should be organized between first year students and the students from the other two years.

2. An orientation day was needed for first level students in order to make them feel more comfortable with their surroundings and the other students.

Question #4: How did the program prepare you to meet your own community needs? The answers to this question were divided between the (a) positive responses and (b) negative responses.

(a) Positive: (21/32 responses) There were three common themes found in the answers to this question, which were received as 'positive' in nature and tone. They were as follows:

1. Twenty- one, or 100% of the respondents to this question remarked that the program had successfully prepared them for the needs in their home communities.

2. Many students felt as though their skills had been enhanced after completing the program.

3. A few students indicated that the program offered "relief" time from their current counselling jobs. The NCTP provided the respondents with a well deserved break. Upon returning to their communities, the respondents felt rejuvenated and better able to respond effectively to the needs of their students.

(b) Negative: (3/32 responses) Only three students commented on the weaknesses of this objective. A common theme was prevalent among the three respondents. Each expressed a need for the NCTP to include more instructional time in order to prepare the trainees for the harsh realities of providing education counselling to Native students.

Question #5: Did the NCTP live up to what you had originally expected, in terms of the curriculum content, learning approaches and issues taught? Please explain (a) why or (b) why not?

(a) Positive: (17/32 responses) Seventeen students commented that the course curriculum did meet their expectations. However, many of these students also suggested that there was still room for improvement.

(b) Negative: (7/32 responses) Seven students remarked that the curriculum did not meet their expectations. Some of the reasons given were as follows:

- curriculum content is too vague
- curriculum is not challenging enough
- not enough native content in the curriculum
- not enough time spent on course topics

Question #6: How did the accommodations and facilities contribute or detract from the effectiveness of your NCTP experience?

(21/32 responses) All of the students who responded to this question, remarked that they were generally satisfied with the accommodations and facilities of the host college or university. Most students commented favorably on the "family like" atmosphere that was created at the residences. However, twelve of these respondents also commented on minor frustrations that they encountered with either the accommodations or the facilities. Some of their frustrations are listed below:

- students should be allowed to choose their own room mates.
- students with children should be accommodated on the first floor because there are no elevators.
- residences are located too far from the classrooms.
- portable classrooms are too small and too hot in the summer.
- the beds are too hard.

Question #7: What would you like to see taught at the NCTP that would better equip you in your role as a counsellor?

(21/32 responses) There were five common themes found within the answers to this question. They are as follows:

1. More cultural and traditional teachings and more input from the Native elders.

2. More role playing in the classroom.
3. Add a section to the program which will help the counsellors to cope with their heavy administration duties and time management skills required on the job.
4. More "realistic" content (practical) concerning current, up to date crisis issues, especially suicide prevention and solvent abuse.

Question #8: How can the NCTP become more effective in meeting the needs of the unique conditions of counsellors working in remote communities?

(15/32 responses) Many of the students who responded to this question did not work in remote communities. However, most of these respondents were sympathetic to the special needs of Northern counsellors, and made recommendations. Some students suggested that the program coordinators need to research the special needs of Northern counsellors/students. One respondent said "teachers should spend a month up north and find out". Also, several of the respondents recommended a separate specialized section of the program to be designed and administered to Northern counsellors/students. One respondent said that many of the counsellors working in remote areas, do a great deal of their counselling over the telephone. This person suggested that the training should include special telephone counselling techniques.

Question 9: If you would like to add any further comments, please use the space provided below.

(12/32 responses) Three of the respondents to the "comments" section, said that they really enjoyed the NCTP experience. Seven of the twelve respondents commented negatively on one or two concerns they had with the program. Some common themes did develop out of these remarks, they are as follows:

1. More time needed, course topics are too vague and only skim the surface.
2. There was a concern that the program would eventually lose its credibility because the teachers were too lenient.
3. There was a lack of curriculum content which dealt with administrative responsibilities (ie: budget planning).

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APPENDIX

ONTARIO NATIVE EDUCATION
COUNSELLING ASSOCIATION

EVALUATION OF THE
NATIVE COUNSELLOR
TRAINING PROGRAM

Dear NCTP Graduate or Student:

The Ontario Native Education Counselling Association (ONECA) has recently undertaken a study into the long-term effectiveness of the Native Counsellor Training Program (NCTP).

The NCTP has been in operation since 1972. Research is being conducted to compile a history of the program, as well as establish the direction of its future development.

The emphasis for the research has been placed on obtaining the responses of at least 100 past graduates. The research requires an equal number of respondents from Northern Ontario, Southern Ontario, graduates from the 1970's and the 1980's. Therefore, your response to the enclosed questionnaire is vital to the overall outcome of the research process.

All questionnaires come equipped with a self-addressed stamped envelope, with which to place the completed questionnaire into. All completed questionnaires will be returned to the ONECA office in Shannonville, Ontario.

The questionnaire is quite thorough, and may take between 20 - 30 minutes to complete. All responses will be kept confidential. We are asking all graduates of the NCTP to please complete and turn in their questionnaires prior to Friday June 11, 1993.

Thank You



Arrole Lawrence
Research Consultant
ONECA

THE NATIVE COUNSELLOR TRAINING PROGRAM EVALUATION 1993COUNSELLOR QUESTIONNAIRE

Please be as accurate and complete as possible when filling out the questionnaire. All responses will be treated as confidential. If a question does not apply to you, please refer to the instructions provided above the question or mark "NA" and move on to the next question.

A. PERSONAL INFORMATION

Surname: _____ First Name: _____

Address: _____

City/Town: _____

Province: _____

Postal Code: _____

Telephone: Home () -

Work () -

Fax () -

Sex: Female ____

Male ____

Date of Birth: ____ / ____ / ____
DD MM YR

Marital Status: Single: ____

Common Law: ____

Married: ____

Separated: ____

Widowed: ____

Divorced: ____

Native Status: Status: ____

Non-Status: ____

Metis: ____

Inuit: ____

Non-Native: ____

B. PARTICIPATION IN THE NATIVE COUNSELLOR TRAINING PROGRAM (NCTP)

Which student classifications did you fall under when you were enrolled in the NCTP course(s).

A. Northern Ontario Student ____

B. Southern Ontario Student ____

C. Out of Province Student ____

List Province: _____
(or Territory)

Year of First Enrolment in NCTP: _____

Year of Graduation from NCTP: _____

Indicate the total number of weeks taken to complete the NCTP requirements needed for graduation: _____

Indicate whether your first enrolment was in: PART I ____ or PART II ____

**IF YOU INDICATED PART I, REFER TO THE QUESTION IN THE BOX BELOW
IF YOU INDICATED PART II, SKIP TO THE NEXT QUESTION**

If advanced standing was granted for PART I, where did you obtain it from?

Institution: _____

Course Taken: _____

Date(s): _____

Other: _____

List the Year in which you Completed each part of the NCTP course:

PART I _____

PART II _____

PART III _____

If you attended any PART but dropped out before completing the three PARTS of the NCTP, indicate below:

(IF THIS QUESTION DOES NOT APPLY TO YOU, SKIP TO THE NEXT QUESTION)

Parts Completed: PART I ____ PART II ____ PART III ____

Dropped out between: PART I ____ PART II ____ PART III ____

Reasons for leaving: _____

List the Name(s) of the Educational Institution(s) in which you attended the Native Counsellor Training Program:

Educational Institution Name: _____

City/Town Location: _____

Educational Institution Name: _____

City/Town Location: _____

Indicate which one of the following class arrangements you were placed into when you attended the NCTP:

Classes consisting of mainly Northern Ontario students _____

Classes consisting of mainly Southern Ontario students _____

Classes consisting of both Northern and Southern Ontario students _____

Indicate who initiated your enrolment into the NCTP?

Employer _____

Chief / Band Council _____

Education Counsellor _____

Self initiated _____

Other _____

EDUCATIONAL HISTORY

INDICATE THE GRADE OR THE NUMBER OF YEARS COMPLETED (#), THE YEAR OF COMPLETION, THE DIPLOMA OBTAINED (IF ANY) AND THE INSTITUTION ATTENDED.

	Grade or # of Years	Diploma Obtained	Year	Institution (Location)
Elementary School				
Secondary School				
College				
University				

INDICATE ANY OTHER PROFESSIONAL TRAINING OR WORKSHOPS FOR WHICH YOU RECEIVED CERTIFICATION:

(IF THIS SECTION DOES NOT APPLY TO YOU, SKIP DOWN TO THE NEXT QUESTION)

Type of Training	Dates Attended	Diploma

INDICATE ANY OTHER PROFESSIONAL CERTIFICATES HELD (ie. Teacher, CHR)

(IF THIS SECTION DOES NOT APPLY TO YOU, SKIP DOWN TO THE NEXT QUESTION)

Professional Certification	Date Obtained

INDICATE ANY OTHER UP GRADING THAT YOU MAY HAVE TAKEN

(IF THIS SECTION DOES NOT APPLY TO YOU, SKIP DOWN TO THE NEXT QUESTION)

Up Grading _____

Course Level _____
(ie. High School)

EVALUATION OF THE NATIVE COUNSELLOR TRAINING PROGRAM CURRICULUM

IN THE FOLLOWING SECTION, MARK OFF THE RESPONSE WHICH BEST REPRESENTS YOUR OPINION ABOUT THE CURRICULUM CONTENT OF THE NCTP COURSES IN WHICH YOU WERE A STUDENT.

PART I: FOUNDATIONS OF COUNSELLING

When you participated in NCTP, did you use the Carkhuff book, "The Art of Helping VI" as a required text?

Yes ____ No ____ (If "Yes" continue on to the next question)

If "No", please specify the text used _____

If "No", please specify the method(s) of counselling taught. _____

Evaluate the "effectiveness" with which the NCTP has had in developing your counselling skills in the following areas:

(If you indicated "No" above, still continue to answer the following questions based upon the counselling method with which you were taught)

	Not Effective	Somewhat Effective	Very Effective	Not Applicable
Evaluate the Carkhuff model, as a model for counselling Native students	_____	_____	_____	_____
One to one counselling	_____	_____	_____	_____
Group counselling	_____	_____	_____	_____
Family counselling	_____	_____	_____	_____
Providing specialized academic or personal counselling to elementary students	_____	_____	_____	_____
Providing specialized academic or personal counselling to secondary students	_____	_____	_____	_____

	Not Effective	Somewhat Effective	Effective	Very Effective	Not Applicable
Providing specialized academic or personal counselling to post-secondary students	—	—	—	—	—
Providing specialized academic or personal counselling to adult students	—	—	—	—	—

Evaluate the "effectiveness" with which NCTP has had in developing your counselling skills in dealing with the following special student needs:

	Not Effective	Somewhat Effective	Effective	Very Effective	Not Applicable
Providing counselling to students who suffer from Physical Disabilities (ie. Blindness)	—	—	—	—	—
Providing counselling to students who suffer from learning disabilities (ie. Dyslexia)	—	—	—	—	—
Providing counselling to students who encounter emotional Problems	—	—	—	—	—
Providing counselling to students who have Problems with attendance	—	—	—	—	—
Providing counselling to students who drop-out of school or are thinking about dropping out of school	—	—	—	—	—
Providing counselling to students who encounter drug and Alcohol problems	—	—	—	—	—

	Not Effective	Somewhat Effective	Effective	Very Effective	Not Applicable
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Providing counselling to students who suffer from the effects of sexual abuse	—	—	—	—	—
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Responding to Student depression and suicide	—	—	—	—	—
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Counselling students who encounter problems with the law	—	—	—	—	—
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NATIVE ISSUES

Evaluate the "effectiveness" of NCTP, in helping you understand the following:

	Not Effective	Somewhat Effective	Effective	Very Effective	Not Applicable
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Differences between First Nations communities	—	—	—	—	—
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Differences between First Nations cultures	—	—	—	—	—
--	---	---	---	---	---

Problems of Native identity and culture shock	—	—	—	—	—
---	---	---	---	---	---

Differences in counselling techniques needed to provide culturally relevant counselling to both Northern and Southern Ontario Native students	—	—	—	—	—
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The influence of the family, clan and community on the success and failure of Native students	—	—	—	—	—
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CAREER PLANNING

Evaluate the "effectiveness" of your NCTP training, in helping you with each of the following items:

	Not Effective	Somewhat Effective	Effective	Very Effective	Not Applicable
Arranging Standardized tests to assist students in making career choices	_____	_____	_____	_____	_____
Assisting teachers in creating career units in their courses	_____	_____	_____	_____	_____
Arranging tours of colleges and universities for students	_____	_____	_____	_____	_____
Providing computerized career information systems such as S.G.I.S.	_____	_____	_____	_____	_____
Describing educational choices available to students	_____	_____	_____	_____	_____
Assisting students in methods of managing their time	_____	_____	_____	_____	_____
Assisting students in developing career paths	_____	_____	_____	_____	_____
Assisting students in the registration of courses or filling out of post-secondary applications	_____	_____	_____	_____	_____
Arranging in-school speakers to talk to students about careers and educational programs	_____	_____	_____	_____	_____
Evaluate your NCTP agency placement as a tool for learning relevant counselling skills	_____	_____	_____	_____	_____

SOCIAL COUNSELLING

Evaluate the "effectiveness" of the NCTP, in providing you with the necessary counselling skills, to do the following:

	Not Effective	Somewhat Effective	Effective	Very Effective	Not Applicable
Assisting students in identifying their strengths and weaknesses	—	—	—	—	—
Assist elementary and secondary students in dealing with their physical growth and development changes	—	—	—	—	—
Provide students with the opportunity to accept their feelings towards themselves and others	—	—	—	—	—
Provide students with the opportunity to discuss their personal problems	—	—	—	—	—
Allow students the opportunity to describe their hopes and fears	—	—	—	—	—
Counsel parents on how to help their children learn and study	—	—	—	—	—
Assist students in financial planning	—	—	—	—	—

GUIDANCE COUNSELLING

Evaluate the "effectiveness" of NCTP, in helping you with the following:

	Not Effective	Somewhat Effective	Effective	Very Effective	Not Applicable
Providing students with counselling which will ensure their smooth transfer from one school to another	—	—	—	—	—
Organizing guidance sessions to discuss topics of academic or career interests with students	—	—	—	—	—
Organizing meetings with parents in order to discuss school policies	—	—	—	—	—

EDUCATIONAL SYSTEMS OF ONTARIO

Evaluate the "effectiveness" of your NCTP training, in helping you in each of the following areas:

	Not Effective	Somewhat Effective	Effective	Very Effective	Not Applicable
Understanding the Ministry of Education guidelines concerning education counselling	—	—	—	—	—
Securing financial assistance for post-secondary or adult education (ie. OSAP, bursaries)	—	—	—	—	—
Understanding the role of the Special Education Identification Placement and Review Committee (I.P.R.C.)	—	—	—	—	—
Understanding Indian and Northern Affairs policies concerning Native education both on and off-reserve	—	—	—	—	—
Understanding the legal aspects of educational counselling	—	—	—	—	—
Understanding when to refer student crisis situations to the proper professional agencies	—	—	—	—	—

PART II

Evaluate the "effectiveness" of your NCTP training, in helping you in each of the following areas:

	Not Effective	Somewhat Effective	Effective	Very Effective	Not Applicable
Understanding the role of computers in counselling and administration	—	—	—	—	—

	Not Effective	Somewhat Effective	Effective	Very Effective	Not Applicable
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Improving your organizational abilities and planning skills	—	—	—	—	—
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Improving your time management skills	—	—	—	—	—
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Improving your professional reading skills	—	—	—	—	—
--	---	---	---	---	---

Improving your relationship with your employer	—	—	—	—	—
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Improving your competence in administering and interpreting tests	—	—	—	—	—
---	---	---	---	---	---

Improving your ability to act as a liaison between parents and boarding home students	—	—	—	—	—
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Improving your ability to act as a liaison between schools and boarding home students	—	—	—	—	—
---	---	---	---	---	---

Improving your ability to act as a liaison between the providers of boarding homes and boarding home students	—	—	—	—	—
---	---	---	---	---	---

Improving your ability to act as a liaison with colleges and universities	—	—	—	—	—
---	---	---	---	---	---

Improving your ability to work effectively as a counsellor in your community	—	—	—	—	—
--	---	---	---	---	---

Improving your professional development as a Native education counsellor	—	—	—	—	—
--	---	---	---	---	---

Improving your ability to provide immediate counselling to students affected by suicide among their peers	—	—	—	—	—
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PART III - PLACEMENT

Indicate the institution and location where your practicum placement was held:

Institution: _____ Location: _____

How useful were the practicum placements in terms of contributing to your learning needs at the following levels:

Work:

Community:

PART IV

Evaluate the following:

1. Do you think that the NCTP would be a more effective program if it were extended to a full university degree program at an accredited Canadian university?

Yes ____ No ____ (IF NO, SKIP TO QUESTION 4)

2. Would you be willing to attend the NCTP once again, if it were extended to include a full university degree program?

Yes ____ No ____

- 3.. Indicate under which of the following conditions would you be willing to under take the NCTP, if it were extended to a university degree program:

Full-time studies during the day _____

Part-time studies during the evening _____

Summer programs combined with community based learning _____

4. In your own opinion, would the NCTP graduates gain more community, parental and professional support if the NCTP offered its students university degrees.

Yes ____ No ____

NATIVE EDUCATION COUNSELLOR EMPLOYMENT

EMPLOYMENT INFORMATION (INCLUDE FULL AND PART-TIME EMPLOYMENT)

2. Have you even been employed as a Native Education Counsellor?

Yes ____ No ____ (If No, Terminate questionnaire)

3. Were you employed as an Education Counsellor prior to attending the NCTP program?

Yes ____ No ____ (If no, skip to question 4)

- 3 B. If Yes: How many Years were you employed as a Counsellor without the NCTP certification?

Less than 1 year ____
 1 - 2 years ____
 2 - 3 years ____
 3 - 4 years ____
 4 - 5 years ____
 more than 5 years ____

- 3 C. If Yes: Following the completion of the NCTP program, did you return to your previous Counselling position?

Yes ____ (skip to question 4) No ____

4. After completing the NCTP program, how long did it take you to find employment as an Education Counsellor?

(calculate from the time you actively began to seek employment in this area)

Less than 6 months ____
 6 - 9 months ____
 9 - 12 months ____
 1 - 2 years ____
 more than 2 years ____

5. Approximately, how many Native Education Counselling jobs have you had since graduating from the NCTP program?

1 _____
 2 _____
 3 _____
 4 _____
 more than 5 _____

6. Were most of your Counsellor positions full or part-time?

most were Full-time _____
 most were Part-time _____

7. Under which of the following arrangements do you currently work as a Native Education Counsellor?

Band-operated school _____
 Provincial school _____
 college _____
 university _____
 vocational school _____
 School board _____
 other _____
 Unemployed _____

8. What is the average length of time that you have remained employed in each of your Native Education Counselling positions?

less than 1 year _____
 1 - 2 years _____
 2 - 3 years _____
 3 - 4 years _____
 more than 5 years _____

9. Indicate the most common reason for leaving a counsellor position:

10. Who pays your salary?

Band _____
 DIAND _____
 Provincial Board of Ed. _____
 Other _____

11. Is your current salary tax-exempt?

Yes _____ No _____

12. Indicate your current or last average annual salary, that you earned as a Native Education Counsellor?

If employed Full-time:

less than 15, 000 ___
 16, 000 - 20, 000 ___
 21, 000 - 25, 000 ___
 26, 000 - 28, 000 ___
 29, 000 - 31, 000 ___
 32, 000 - 34, 000 ___
 35, 000 - 37, 000 ___
 38, 000 - 40, 000 ___
 over 40, 000 ___

If employed Part-time:

Less than 5, 000 ___
 6, 000 - 9, 000 ___
 10, 000 - 12, 000 ___
 13, 000 - 15, 000 ___
 16, 000 - 18, 000 ___
 19, 000 - 21, 000 ___
 22, 000 - 24, 000 ___
 25, 000 - 27, 000 ___
 over 27, 000 ___

13. Do you work with a clearly defined job description that outlines the duties of a Native Education Counsellor?

Yes ___ No ___

14. In your own opinion, do you feel as though your NCTP certification is valued by your employers?

Yes ___ No ___

15. What would you consider to be a realistic student case load?

List number of students _____

16. What percentage of the time do you find yourself carrying the following types of counselling?

Academic ___
 Career ___
 Guidance ___
 Personal ___
 Crisis ___
 Financial ___
 Other ___

17. Are you currently overburdened with clerical or administrative duties which result in you having to reduce some of your most important services?

Yes ___ No ___

18. Are you constantly under pressure to perform non-counselling duties, such as completing busing contracts or teaching?

Yes ___ No ___

PART V

THE FOLLOWING SERIES OF QUESTIONS REQUIRE OPEN-ENDED RESPONSES. PLEASE BE AS SPECIFIC AS POSSIBLE.

1. In your own opinion, what were some of the main strengths and weaknesses of the NCTP?

Strengths:

Weaknesses:

2. In your own opinion, comment on what the following sets of relationships were like:

Relationships between the staff and the students:

Weak points between the staff and the students

Relationships between the NCTP administration and the students:

Weak points between the administration and the students:

3. Were there sufficient integration and communication links between the first, second and third year students?

Yes ____ No ____

If "No", why?

What would you recommend to the NCTP administration as a means to correct this problem?

4. How did the program prepare you to meet your own community needs?

5. Did NCTP live up to what you had originally expected, in terms of the curriculum content, learning approaches and issues taught?

Please explain "why" or "why not":

6. How did the accommodations and facilities contribute or detract from the effectiveness of your NCTP experience?

7. What would you like to see taught at the NCTP that would better ^{equip?} ~~help~~ you in your role as a counsellor?

8. How can the NCTP become more effective in meeting the needs of the unique conditions of counsellors working in remote communities?

If you would like to add any further comments, please use the space provided below.

APPENDIX- B

REFERENCES

1. Likers, N.K., "Native Counsellor Training Program", (Toronto: Ministry of Education, April 21, 1977), 1.
2. Ibid.
3. McComber, A., "Native Counsellor Training Program Handbook - 1992" (ONECA, 1992), 2.
4. Mackay, R., Lawrence, M., "Native Student Dropouts in Ontario Schools", (Ministry of Education, 1989), 56.
5. Ibid.
6. McComber, A., "Native Counsellor Training Program Handbook - 1992", (ONECA, 1992), 2.
7. Fales, A., Bigwin, A., "An Analysis of the Long-Term Effectiveness of the Native Counsellor Training Program", (Ministry of Education, 1986), 1.
8. Mackay, R., Lawrence, M., "Native School Dropouts in Ontario Schools", (Ministry of Education, 1989), 57.
9. Ibid. p. 53.
10. Ibid. p. 39.
11. Common, R., "Native Counsellor Needs Assessment", (Union of Ontario Indians, 1991), 35.
12. Ibid. p. 51
13. Ibid.
14. Mackay, R., Lawrence, M., "Native School Dropouts in Ontario Schools", (Ministry of Education, 1989), 55.

15. Common, R., "Native Counsellor Needs Assessment" (Union of Ontario Indians, 1991), 51.