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## **FINAL REPORT**

### **Assessing Objectives of Canadian Armed Forces Aboriginal Programs**

**Prepared for: Department of National Defence**

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**Ce rapport est aussi disponible en français sur demande.**

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## Abstract

The purpose of this report is to describe the results of research conducted to assess the CAF's Aboriginal programs. The CAF's Aboriginal programs are intended to increase Aboriginal people's awareness of the CAF and to attract and recruit them. The aim of the research includes providing the CAF and the Department of National Defence (DND) with a clear understanding of whether the CAF Aboriginal programs are achieving their objectives. The research was qualitative in nature and comprised 122 in-depth telephone interviews with past participants of the following programs: 1) the Canadian Forces Aboriginal Entry Program; 2) the Aboriginal Leadership Opportunity Year; and 3) the summer training programs. The fieldwork was conducted from July to November, 2013. The research findings suggest that the CAF's Aboriginal programs are doing a good job providing Aboriginal people with an introduction to the forces and the military lifestyle. This introduction, however, has not translated into enlistments. Very few of the program participants interviewed have actually joined the CAF despite having seriously considered the CAF as a career option as a result of the programs.

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## Executive Summary

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The Department of National Defence (DND) and the Canadian Armed Forces (CAF) commissioned Phoenix Strategic Perspectives Inc. (Phoenix SPI) to conduct research to assess the achievement of objectives related to the CAF's suite of Aboriginal programs. The CAF's Aboriginal programs are intended to increase Aboriginal people's awareness of the CAF and to attract and recruit them. The main objective of this research was to provide the CAF with a clear understanding of whether the CAF Aboriginal programs are achieving their objectives. It is expected that the CF Recruiting Group (CFRG) and the Canadian Defence Academy (CDA) will use the research findings to improve the Aboriginal programs.

To address the research objectives, qualitative research was undertaken in the form of in-depth interviews. The target population was Aboriginal people who attended one of the Aboriginal programs within the last three years. This included the following programs: 1) the Canadian Forces Aboriginal Entry Program (CFAEP); 2) the Aboriginal Leadership Opportunity Year (ALOY); and 3) the summer training programs (Bold Eagle, Black Bear, Raven). In total, 122 interviews were conducted with participants of these programs. The fieldwork took place from July to November, 2013.

**This research was qualitative in nature, not quantitative. As such, the results provide an indication of participants' views about the issues explored, but cannot be generalized to the full population of participants in the CAF's Aboriginal programs.**

### CFAEP

Twelve interviews were conducted with Aboriginal people who participated in the CFAEP in 2011 or 2012. This represents approximately one-quarter of the total number of participants from 2011 and 2012 for whom a current telephone number was available at the time of the data collection.

### *Goals and Expectations*

Participants joined the CFAEP for different reasons, ranging from the very general to the very specific. These included a desire to try something new and different, a desire to acquire some first-hand experience about life in the CAF, a desire to learn about careers and career options in the CAF, and a desire to join the CAF. Expectations with respect to the program also varied: from having no expectations at all or very indefinite ones, to getting a first-hand introduction to the CAF, to the program being a first step to actually joining the CAF.

Overall impressions of the CAF and the military lifestyle prior to joining the program tended to be very general or indefinite. Moreover, they also tended to be perceptions of the military lifestyle in general rather than perceptions of the CAF in particular. These included the impression that the military lifestyle is very structured or regimented, that it is a life of service and dedication, and that it is a lifestyle that keeps one constantly active. The only perception related specifically to the CAF was that its members are held in respect and admiration.

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### *Perceptions of the CFAEP*

All but one participant described their overall impression of the CFAEP as positive, and most indicated it was a very positive experience. Positive aspects of the program included the following: learning first-hand about the military lifestyle, developing important skills (i.e., discipline, confidence, punctuality, teamwork), and helping them decide if the CAF is a career option for them. The latter was achieved primarily through travel to CAF bases and the ability to talk with CAF personnel. The only weaknesses of the program identified with any frequency were that the program is too short (i.e., three weeks), and that there were last minute changes to scheduled activities.

Participants were unanimous that the program is well structured, and all those who had expectations going into it indicated their expectations were met or exceeded. Overall positive impressions were underscored by the fact that all participants indicated they would (or did) recommend the program to an Aboriginal friend or peer. There was also unanimity that there is a need for programs like the CFAEP in order to get Aboriginal people off reserves and give them what could be a life-changing experience.

### *Program Outcomes*

Participants had no difficulty identifying the main benefits they received as a result of participating in the CFAEP. These included helping them decide whether or not they want to pursue a career in the CAF, helping them develop specific skills, providing them with an experience that they can include on their CV, improving their fitness level, and learning more about the CAF. Specific skills acquired or developed as a result of participation in the CFAEP included self-discipline, self-confidence, punctuality and time management, teamwork skills, leadership skills, communication skills, mapping skills and navigation skills.

All participants emerged from the program with a more positive perception of the CAF. The more positive perception was based primarily on the realization that life in the CAF is more multi-faceted than they had thought. This included the realization that CAF personnel do more than march and drill, and the realization that there are a number of different career options in the CAF. Half the participants indicated they seriously considered applying for the CAF, and three have joined.

## **ALOY**

Five interviews were conducted with Aboriginal People who took part in the ALOY in 2011 or 2012. This represents approximately one-fifth of the total number of participants from 2011 and 2012 for whom a current telephone number was available at the time of the data collection.

### *Goals and Expectations*

Reasons for enrolling in the ALOY program were relatively specific, and tended to include attending Royal Military College (RMC). These reasons included getting a stepping-stone into post-secondary education through RMC, a desire to attend RMC because of its reputation, a desire to gain exposure to the military culture through post-secondary education at a military academy, and a desire to join the CAF and pursue post-secondary education.

Expectations with respect to the program included learning more about career paths in the CAF, developing leadership skills and/or life skills, experiencing post-secondary education

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within the framework of the military culture, experiencing post-secondary education in general, and the ability to play varsity sports.

Overall impressions of the CAF and the military lifestyle prior to joining the program tended to be very positive. These included the impression that military personnel are very professional, that the military lifestyle is demanding and requires devotion and dedication, that the military lifestyle keeps one constantly busy or engaged, domestically or abroad, and that the military is multi-faceted.

### *Perceptions of the ALOY Program*

With one exception, overall impressions of the ALOY program ranged from positive to very positive. Reasons underlying positive impressions included the unique multi-faceted experience it afforded participants, the opportunity it provided to make friends, the way in which the program was structured, the opportunity to experience post-secondary education, and the ability to develop skills. The one overall negative impression was based mainly on an impression of being discriminated against as a woman and an Aboriginal person.

Positive aspects of the program focused primarily on staff. This included good teachers, good non-commissioned officers (NCOs), tutors, and the elder associated with cultural services. Beyond staff, aspects described as particularly well done included sports, fitness, the structure and management of the program in general, and the food. The only aspect of the program described as less well done with any frequency was the lack of interaction/integration with the regular students at RMC.

Identified below are the main strengths and weaknesses of each component of the program as identified by participants:

- *Courses*: The main strengths of the courses included course load, professors, and the individual attention provided by tutors. The main criticism of the courses was the limited selection.
- *Leadership skills development*: The main strengths associated with leadership skills development included the hands-on/practical nature of activities, and the focus on skills that will help people in the real world. The main criticism was that discipline could have been better or more uniformly enforced.
- *Military training*: The main strengths associated with the military training were that it was very personalized, that the equipment was very good, and that it helped develop skills. The main criticisms were that there was not enough time spent on the range, that this training took priority over class/courses, and that there was not enough emphasis on military history.
- *Sports*: The main strengths associated with sports was that they provided an opportunity to meet people outside of the ALOY program, and provided an opportunity to travel with the varsity teams. The main criticism was that it was difficult to coordinate participation in sports with the other requirements of the program.

### *Program Outcomes*

The main benefits associated with the ALOY program included skills development, providing entry to post-secondary education, the ability to include participation in this program on one's CV, and opening up more/better options for one's future. In terms of

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skills development, the program was most likely to have a big impact on interpersonal/life skills, leadership skills, teamwork skills, and organizational skills. All but one participant emerged from the ALOY program with a more positive perception of the CAF.

### Summer Training Programs

In all, 105 interviews were conducted with participants of the three CAF summer training programs: Black Bear, Bold Eagle, and Raven.

#### *Goals and Expectations*

When asked about their reasons for enrolling in one of the summer training programs, interview participants mentioned a variety of things. Many enrolled in the program to try out the CAF and the military lifestyle, to see if the CAF is a good fit for them career-wise, or because they were interested in joining the CAF and they saw this as a good introduction to the forces. Others pointed to a desire to be challenged, to obtain useful skills, or to experience something new. Some Aboriginal youth indicated they enrolled because the program looked fun or interesting—a good way to spend their summer—or because they needed or wanted a summer job.

Expectations with respect to the program varied considerably, from those participants who had no idea what to expect when they left home for the program, to others who pointed to something concrete. Expectations included the following: acquiring new skills; building character, self-discipline or confidence; learning teamwork; working hard; being yelled at; having fun, doing fun activities; and meeting new people.

Most participants indicated they had no concerns at all about taking part in one of the summer training programs. Among the few who had concerns, the following were mentioned: apprehension about being away from home (i.e., being lonely, missing family), general anxiety linked to not knowing what to expect from the program, and concern about their level of fitness (i.e., they feared they might have trouble with the drills).

Many youth had no impression of the CAF and the military lifestyle prior to participating in one of the summer training programs. Those who did, moreover, tended to know very little about the CAF. Instead, they had vague impressions of the CAF and the military lifestyle. These included the impression that members of the CAF are very disciplined and physically fit, and that the military lifestyle is organized and structured.

#### *Perceptions of the Summer Training Programs*

Nearly everyone interviewed was able to offer some description of the goals or objectives of the summer training program in which they participated. In general, feedback focused on the following themes:

- *Experience the CAF:* To teach Aboriginal youth about being a soldier and about the CAF, including the different types of jobs available in the CAF, as well as to provide them with an opportunity to join the forces.
- *Career/future planning:* To give Aboriginal youth a focus, to redirect and motivate them, to help them find a career.
- *Skills development:* To teach Aboriginal youth teamwork, confidence, self-esteem, leadership and discipline.

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Impressions of the summer training programs tended to be favourable. Participants described their experience as positive, with some saying it was very positive—a ‘life-changing’ or ‘once in a lifetime’ experience. Most participants indicated they felt welcome and supported participating in the program. Among those who had expectations with respect to the summer program, virtually everyone indicated the program met or exceeded these expectations. Positive impressions were underscored by the fact that all participants indicated they would (or did) recommend the program to an Aboriginal friend or peer.

### *Outcomes of the Summer Programs*

Participants had no difficulty identifying the main benefits they received as a result of participating in one of these summer programs. Most youth interviewed pointed to the acquisition or strengthening of various skills. This included life skills, such as self-discipline, self-confidence and time management, as well as communications skills, organizational skills, leadership skills, and teamwork skills. Many also mentioned different personality traits or characteristics they thought they developed as a result of the six-week program, such as punctuality, independence, reliability, and obedience, as well as the ability to work hard and pay attention to details. In short, these participants felt they had become more mature and/or responsible individuals.

Virtually everyone indicated that the program in which s/he took part provided him/her with a good understanding of the challenges of the military lifestyle and of life in the CAF. Participation in one of the programs, moreover, changed or influenced everyone’s perceptions of the CAF in a positive way. All participants interviewed emerged from the program in which they took part with a more positive perception of the CAF. As a result of participating in one of the summer programs, Aboriginal youth had a more realistic understanding of what the military lifestyle entails. The lifestyle is far more varied or multi-faceted than they had thought prior to participating in one of the summer programs. In particular, they realized that CAF personnel are not ‘automatons’ that only march and take part in drills.

The vast majority of participants indicated that the program they took part in motivated them to seriously consider the CAF as a career option. That said, the levels of reported interest varied considerably. At one end of the spectrum, participation in the summer program confirmed a youth’s intent to join the CAF, either the regular or reserve forces, and at the other end, participation confirmed a youth’s general interest in the CAF, as one possible career option. Reasons for not considering the CAF as a career option included the general conclusion that the lifestyle is not for them, a desire to stay close to their families, the preference for an alternate career path (e.g., RCMP, firefighter, teacher), and a desire to continue with their education.

### **Conclusions and Implications**

The research findings suggest that the CAF’s Aboriginal programs are doing a good job providing Aboriginal people with an introduction to the forces and the military lifestyle. The programs were seen to be well structured, and to provide a welcoming and supportive environment for participants. In addition, participants described their experiences in the CFAEP and ALOY, as well as the Raven, Black Bear and Bold Eagle programs, as positive and, upon completing these programs, they tended to hold a *more* favourable impression of the CAF and the military lifestyle. Program graduates realized that life in the CAF is more multi-faceted than they had thought—in particular, they became aware that

### Sommaire

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Le ministère de la Défense nationale (MDN) et les Forces armées canadiennes (FAC) ont chargé Phoenix Strategic Perspectives Inc. (Phoenix SPI) de réaliser une étude pour évaluer l'atteinte des objectifs liés à l'ensemble des programmes des FAC à l'intention des Autochtones. Ces programmes visent à mieux faire connaître les Forces armées canadiennes aux Autochtones, dans le but de les intéresser et de les recruter. Le principal objectif de cette étude est de fournir aux FAC des réponses précises par rapport à la question de savoir si les programmes des FAC à l'intention des Autochtones atteignent leurs objectifs. Le Groupe du recrutement des FC (ou GRFC) et l'Académie canadienne de la Défense (ACD) devraient se servir des observations découlant de cette étude pour améliorer les programmes à l'intention des Autochtones.

Pour atteindre les objectifs de l'étude, nous avons entrepris des travaux de recherche qualitative sous forme d'entrevues téléphoniques approfondies. La population cible était les Autochtones ayant participé à l'un des programmes à l'intention des Autochtones au cours des trois dernières années, à savoir : 1) le Programme d'enrôlement des Autochtones des Forces canadiennes (PEAFC); 2) le Programme d'initiation au leadership à l'intention des Autochtones (PILA) et 3) les programmes d'instruction d'été (Bold Eagle, Black Bear, Raven). 122 entrevues ont été menées avec des Autochtones ayant participé à ces programmes. Le travail sur le terrain a été effectué de juillet à novembre 2013.

**Cette étude est de nature qualitative et non quantitative. Par conséquent, les résultats donnent un aperçu global de l'opinion des participants au sujet des questions abordées, mais on ne peut les appliquer de façon généralisée à l'ensemble des participants aux programmes des FAC à l'intention des Autochtones.**

### PEAFC

Douze entrevues ont été menées auprès d'Autochtones ayant participé au PEAFC en 2011 ou en 2012. Cela représente environ le quart du nombre total des participants de 2011 et de 2012 pour lesquels un numéro de téléphone actuel était disponible au moment de la collecte de données.

#### *Objectifs et attentes*

Les participants se sont joints au PEAFC pour diverses raisons, dont notamment essayer quelque chose de nouveau et de différent, acquérir une certaine expérience directe de la vie dans les FAC, en savoir plus au sujet des carrières et des possibilités professionnelles dans les FAC, de même que l'éventualité d'un enrôlement dans les FAC. Il y avait aussi des variations au niveau des attentes à l'égard du programme : certains participants n'avaient pas d'attentes, ou leurs attentes étaient très vagues, tandis que d'autres s'attendaient à une introduction directe aux FAC ou considéraient le programme comme la première étape à franchir pour s'enrôler dans les FAC.

Avant de se joindre au programme, les participants avaient des impressions, soit générales ou imprécises des FAC et du mode de vie militaire. Il s'agissait le plus souvent de perceptions au sujet du mode de vie militaire en général plutôt que de perceptions à l'égard des FAC en particulier. Plus particulièrement, les participants avaient l'impression

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que le mode de vie militaire était très strict ou structuré, qu'il s'agissait d'une vie de service et de dévouement, et que ce mode de vie faisait en sorte que l'on était constamment actif. La perception qu'ils ont des FAC en particulier est que les membres des Forces armées canadiennes sont respectés et admirés.

### *Perceptions au sujet du PEAFC*

À une exception près, tous les participants ont fait état d'une impression globale favorable au sujet du PEAFC, et la plupart ont indiqué que le programme s'est avéré une expérience très positive. Selon eux, les aspects positifs de ce programme se rapportent à une expérience concrète du mode de vie militaire, l'acquisition d'importantes compétences (p. ex., la discipline, la confiance, la ponctualité, le travail d'équipe) et de l'aide pour décider si les FAC constituent une possibilité de carrière. Ce dernier aspect découle principalement des visites dans les bases des FAC et de la possibilité de discuter avec le personnel des FAC. Les seuls aspects que les participants ont jugés insatisfaisants sont : le fait que le programme est trop court (c.-à-d. trois semaines) et le fait que des changements sont apportés à la dernière minute aux activités prévues.

Les participants s'entendent tous pour dire que le programme est bien structuré. En outre, tous les participants qui avaient des attentes au départ ont indiqué que leurs attentes avaient été comblées ou largement dépassées. De plus, tous les participants ont indiqué qu'ils recommanderaient ce programme à leurs amis ou leurs pairs autochtones (ou encore, qu'ils l'ont déjà fait). Les participants s'entendent également pour dire que les programmes comme le PEAFC sont nécessaires pour sortir les Autochtones des réserves et leur offrir une expérience susceptible de changer leur vie.

### *Résultats du programme*

Les participants sont parvenus sans difficulté à identifier les principaux avantages qu'ils ont retirés de leur participation au PEAFC. Ils ont ainsi indiqué que leur participation au programme les a aidés à décider s'ils souhaitaient poursuivre ou non une carrière au sein des FAC et leur a permis d'acquérir des aptitudes particulières, de vivre une expérience qu'ils peuvent inscrire dans leur curriculum vitae (CV), d'améliorer leur condition physique et d'en apprendre davantage au sujet des FAC. Plus précisément, les participants ont indiqué que leur participation au PEAFC leur a permis d'acquérir ou de développer des compétences telles que la discipline personnelle, la confiance en soi, la ponctualité et la gestion du temps, l'esprit d'équipe, le leadership, des habiletés en communications, en cartographie et en navigation.

À la fin du programme, tous les participants avaient une perception plus positive des FAC. Ils ont indiqué avoir la perception que la vie dans les FAC comprend plus de facettes qu'ils ne le croyaient au départ. Ils ont notamment pris conscience que les activités des membres des FAC ne se limitaient pas aux marches et aux exercices militaires et que les FAC offraient différentes possibilités de carrière. Par ailleurs, la moitié des participants ont indiqué qu'ils envisageaient sérieusement de présenter une demande d'emploi aux FAC, et trois participants se sont enrôlés dans les Forces.

## **PILA**

Cinq entrevues ont été menées avec des Autochtones ayant participé au PILA en 2011 ou en 2012. Cela représente environ le cinquième du nombre total des participants de 2011 et de 2012 pour lesquels un numéro de téléphone actuel était disponible au moment de la collecte de données.

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### *Objectifs et attentes*

Les raisons de participer au PILA étaient assez précises. Elles sont en général liées au désir de fréquenter le Collège militaire royal du Canada (CMRC). Parmi les raisons invoquées par les participants, il y a notamment le fait que le PILA les prépare aux études postsecondaires au CMRC, le souhait de fréquenter le CMRC à cause de sa réputation, le souhait de s'exposer à la culture militaire grâce à des études postsecondaires dans une école militaire, de même que la volonté de se joindre aux FAC et de faire des études postsecondaires.

Au niveau des attentes à l'égard du programme, des participants ont indiqué qu'ils s'attendaient à en apprendre davantage au sujet des choix de carrière dans les FAC, à acquérir des compétences en leadership ou des habiletés fondamentales, à faire l'expérience des études postsecondaires dans un cadre militaire, à faire l'expérience des études postsecondaires en général ou encore, à pouvoir pratiquer des sports universitaires.

Avant de se joindre au programme, les participants se faisaient une idée globale généralement très positive des FAC et du mode de vie militaire. Par exemple, les participants avaient l'impression que le personnel militaire était très professionnel, que le mode de vie militaire était exigeant et qu'il fallait de la détermination et du dévouement pour réussir, que le personnel militaire était toujours occupé ou engagé, au pays ou à l'étranger, et que le mode de vie militaire comportait plusieurs facettes.

### *Perceptions au sujet du PILA*

À une exception près, les impressions globales au sujet du PILA variaient de favorables à très favorables. Les impressions favorables incluent l'expérience unique et diversifiée que le programme offre aux participants, la possibilité de se faire des amis, la façon dont le programme est structuré, la possibilité de faire l'expérience des études postsecondaires et la possibilité d'acquérir des compétences. La seule perception négative porte sur l'impression qu'ont certaines participantes de faire l'objet de discrimination en tant que femme autochtone.

Les aspects positifs du programme portent principalement la qualité du personnel, dont les professeurs, les sous-officiers, les tuteurs et l'aîné (services culturels). D'autres aspects positifs mentionnés comprennent les sports, le conditionnement physique, la structure et la gestion du programme en général, de même que la nourriture. Le seul aspect du programme que des participants ont décrit, avec une certaine régularité, comme moins positif était le manque d'interaction ou d'intégration avec les étudiants réguliers du CMRC.

Voici les principaux points forts et points faibles de chaque élément du programme, selon les participants :

- *Les cours* : Les principaux points forts liés aux cours comprennent la charge de travail, les professeurs et l'attention individuelle qu'offrent les tuteurs. La principale critique formulée au sujet des cours porte sur la sélection limitée.
- *La formation en leadership* : Les principaux points forts liés à la formation en leadership comprennent la nature concrète des activités et l'accent mis sur les compétences pratiques. La principale critique porte sur le fait que la discipline aurait pu être mieux appliquée ou de façon plus uniforme.

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- *L'instruction militaire* : Les principaux points forts liés à l'instruction militaire sont de types : l'instruction est très personnalisée, l'équipement est très bon et le programme aide à acquérir des compétences. Les principales critiques portent sur le fait qu'il n'y avait pas assez de temps passé au champ de tir, que la formation liée au programme l'emportait sur les cours, et qu'il n'y avait pas suffisamment d'accent mis sur l'histoire militaire.
- *Les sports* : Les principaux points forts liés aux sports sont les suivants : ces activités offrent la possibilité aux participants de rencontrer des gens en dehors du PILA et l'occasion de voyager avec les équipes sportives. La principale critique porte cependant sur le fait qu'il est difficile de combiner la participation aux sports avec les autres exigences du programme.

### Résultats du programme

Les principaux avantages que les participants associent au PILA comprennent le développement des compétences, l'accès aux études postsecondaires, la possibilité d'inscrire la participation à ce programme dans un curriculum vitae et l'accès à un plus grand nombre de possibilités ou à de meilleures possibilités. Sur le plan du développement des compétences, le programme est plus susceptible d'avoir un effet important au niveau de l'entregent ou des habiletés fondamentales, des compétences en leadership, des aptitudes au travail d'équipe et des compétences organisationnelles. À une exception près, tous les participants avaient une meilleure perception des FAC à la fin du PILA.

### Programmes d'instruction d'été

Cent cinq (105) entrevues ont été menées auprès des personnes ayant participé à l'un des trois programmes d'instruction d'été des FAC : Black Bear, Bold Eagle et Raven.

### Objectifs et attentes

Lorsqu'interrogés sur les raisons qui les ont amenés à se joindre à l'un des programmes d'instruction d'été, les participants ont évoqué divers motifs. Bon nombre de participants se sont joints à l'un des programmes pour faire l'expérience des FAC et du mode de vie militaire, pour voir si les FAC sont une bonne option pour eux sur le plan professionnel ou parce qu'ils souhaitaient s'enrôler dans les FAC et ont jugé que ces programmes constituaient une bonne introduction aux Forces. D'autres ont mentionné le désir de relever des défis, d'acquérir des compétences utiles ou de vivre une nouvelle expérience. Certains participants ont toutefois indiqué qu'ils se sont inscrits parce que le programme semblait amusant ou intéressant — une bonne façon de passer l'été — ou parce qu'ils avaient besoin d'un emploi d'été ou souhaitaient en avoir un.

Les attentes à l'égard du programme variaient considérablement : certains participants ne savaient pas du tout à quoi s'attendre lorsqu'ils ont quitté la maison et d'autres s'attendaient à quelque chose de très concret. Voici certaines des attentes mentionnées : acquérir de nouvelles compétences; se forger le caractère; développer sa discipline personnelle ou sa confiance; apprendre à travailler en équipe; travailler fort; être réprimandé(e); avoir du plaisir, faire des activités amusantes; et faire la connaissance de nouvelles personnes.

La plupart des participants ont indiqué que leur participation à l'un des programmes d'instruction d'été ne leur avait inspiré aucune crainte. Les quelques participants qui

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avaient des préoccupations ont mentionné qu'ils étaient inquiets à l'idée d'être loin de chez eux (la crainte de se sentir seul(e), de s'ennuyer de leurs proches), qu'ils ressentaient une anxiété générale du fait qu'ils ne savaient pas à quoi s'attendre du programme et qu'ils avaient des préoccupations concernant leur condition physique (la crainte d'avoir de la difficulté à faire les exercices militaires).

Un grand nombre de participants n'avaient pas d'impressions précises au sujet des FAC et du mode de vie militaire avant de participer à l'un des programmes d'instruction d'été. En outre, ceux qui en avaient, en savaient généralement très peu de choses au sujet des FAC. Ils avaient plutôt des impressions très vagues au sujet des FAC et du mode de vie militaire, y compris une impression selon laquelle les membres des FAC sont très disciplinés et en excellente condition physique et que le mode de vie militaire est organisé et structuré.

### *Perceptions au sujet des programmes d'instruction d'été*

Presque toutes les personnes interrogées sont parvenues à décrire, dans une certaine mesure, les buts ou objectifs du programme d'instruction d'été auquel elles ont pris part. En général, les commentaires formulés étaient articulés autour des thèmes suivants :

- *Une expérience des FAC* : pour renseigner les jeunes Autochtones sur le rôle de soldat et sur les FAC, y compris les différents types d'emplois offerts au sein des Forces, et pour leur donner une occasion de s'enrôler dans les Forces.
- *Une planification de carrière ou de l'avenir* : pour donner aux jeunes Autochtones un objectif, pour les réorienter et les motiver, et pour les aider à choisir une carrière.
- *Le développement des compétences* : pour apprendre le travail d'équipe, la confiance, l'estime de soi, le leadership et la discipline aux jeunes Autochtones.

Les impressions des participants par rapport aux programmes d'instruction d'été sont généralement favorables. Les participants ont décrit leur expérience comme étant positive, et même très positive dans certains cas — une expérience « qui change le cours d'une vie » ou « qu'on ne vit qu'une fois ». La plupart des participants ont indiqué qu'ils se sont sentis bien accueillis et soutenus au sein du programme. Presque tous les participants qui avaient des attentes à l'égard de leur programme d'instruction ont mentionné que leurs attentes avaient été satisfaites ou dépassées. Pour appuyer ces impressions positives, tous les participants ont indiqué qu'ils recommanderaient le programme à leurs amis ou leurs pairs autochtones (ou encore, qu'ils l'ont déjà fait).

### *Résultats des programmes d'été*

Les participants sont parvenus sans difficulté à identifier les principaux avantages qu'ils ont retirés de leur participation à un programme d'été. La plupart des jeunes interrogés ont indiqué l'acquisition ou le renforcement de certaines compétences, y compris les habiletés fondamentales, telles que la discipline personnelle, la confiance en soi et la gestion du temps, de même que les habiletés en communications, les compétences organisationnelles, les compétences en leadership et les aptitudes au travail d'équipe. La majorité de participants ont aussi mentionné des caractéristiques ou des traits de personnalité qu'ils pensent avoir développés lors de leur participation au programme de six semaines, dont notamment la ponctualité, l'indépendance, la fiabilité et l'obéissance,

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de même que la capacité à travailler fort et à prêter attention aux détails. Ces participants estiment en fait qu'ils sont devenus des personnes plus matures ou plus responsables, grâce à leur participation à ces programmes.

Presque tous les participants ont indiqué que les programmes offraient une bonne compréhension des défis liés au mode de vie militaire et à la vie dans les FAC. En outre, la participation à ces programmes a modifié ou influencé, sous un angle favorable, les perceptions de tous les participants interrogés. En effet, tous les participants interrogés avaient une perception plus favorable des FAC à la fin du programme auquel ils ont participé. Ils affirment que la participation aux programmes d'instruction d'été a permis à de jeunes Autochtones de se faire une idée plus réaliste du mode de vie militaire. Ce mode de vie est beaucoup plus varié ou compte beaucoup plus de facettes qu'ils ne le croyaient avant de participer à l'un de ces programmes d'été. En particulier, ils ont pris conscience que les membres des FAC ne sont pas des automates qui se contentent de faire des marches et des exercices militaires.

La grande majorité des participants ont indiqué que le programme auquel ils ont pris part les a incités à envisager sérieusement de faire carrière au sein des FAC. Cependant, les niveaux d'intérêt varient considérablement à cet égard. À une extrémité du spectre, la participation aux programmes d'instruction a confirmé l'intention du jeune de s'engager dans les FAC, soit dans la Force régulière ou la Force de réserve, et à l'autre extrémité du spectre, la participation a permis de confirmer l'intérêt général du jeune pour les FAC en tant que possibilité de carrière. Les raisons qui ont motivé la décision de certains participants de ne pas envisager les FAC comme possibilité de carrière portent sur des perceptions telles que: ce mode de vie n'est pas pour eux, la volonté de rester près de leur famille, la préférence pour un autre choix professionnelle [p. ex., GRC, pompier, enseignant(e)], et la volonté de poursuivre leurs études.

## Conclusions et répercussions

Les observations découlant de l'étude confirment que les programmes des FAC à l'intention des Autochtones offrent aux Autochtones une introduction aux Forces et au mode de vie militaire. Les participants estiment que les programmes sont bien structurés et qu'ils offrent un milieu accueillant aux personnes qui y prennent part. En outre, les participants considèrent que leur expérience au sein des programmes PEAFC et PILA, de même que des programmes d'instruction d'été, tels que Raven, Black Bear et Bold Eagle, s'est révélée positive. De plus, les participants avaient tendance à être plus favorables au FAC et au mode de vie militaire à la fin de ces programmes. Les personnes qui ont participé à l'un de ces programmes ont pris conscience que les FAC comptent plus de facettes qu'ils ne le croyaient au départ — en particulier, ils ont découvert que les FAC offraient différentes possibilités de carrière. Par conséquent, ces programmes semblent contribuer à faire mieux connaître les FAC comme choix de carrière (au moins chez les participants des programmes à l'intention des Autochtones).

Les programmes des FAC à l'intention des Autochtones visent à mieux faire connaître les Forces aux Autochtones, dans le but de les intéresser et de les recruter. Les participants ont suggéré cependant de mieux les faire connaître auprès des Autochtones, dans le but de les améliorer. Selon eux, la promotion de ces programmes, au moyen d'une sensibilisation accrue dans les communautés autochtones, pourrait entraîner un plus grand intérêt à leur égard. De plus, puisque l'étude indique que les programmes offrent une bonne introduction à la façon dont les membres des Forces travaillent, s'entraînent et

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vivent, il est possible que ces efforts de promotion permettent d'atteindre l'objectif d'équité en matière d'emploi des FAC pour les Autochtones.

Par ailleurs, les programmes des FAC à l'intention des Autochtones ont également des objectifs à remplir dans le contexte de l'initiative Service au Canada, notamment en ce qui a trait aux possibilités d'emploi dans les ministères, aux études postsecondaires, aux emplois de dirigeant dans les communautés ou encore au recrutement ou au maintien en poste des candidats dans les FAC. Dans la mesure où l'étude offre des détails dans ce domaine, les programmes des FAC à l'intention des Autochtones semblent avoir un effet modeste au niveau de la réalisation de ces objectifs. Les personnes interrogées ont indiqué que leur participation aux différents programmes leur a permis d'acquérir ou de renforcer des compétences. Elles avaient également tendance à penser que le programme auquel elles ont participé a eu un effet modéré à important sur leurs aptitudes interpersonnelles ou leurs habiletés fondamentales, leurs compétences en leadership, leurs aptitudes au travail d'équipe et leurs compétences organisationnelles.

Il semble que les programmes aient offert aux participants la chance d'acquérir un vaste ensemble de compétences pratiques. Toutefois, très peu des personnes interrogées se sont enrôlées dans les FAC malgré le fait que bon nombre d'entre elles ont indiqué qu'elles envisageaient sérieusement de le faire. Pour les participants qui ne faisaient pas partie des Forces au moment de la réalisation de l'étude, il est difficile d'évaluer l'effet des programmes des FAC à l'intention des Autochtones. Si certaines personnes ayant suivi l'un des programmes d'instruction d'été ou le PEAFC sont d'avis que leur participation les a aidées à obtenir leur emploi actuel ou à le conserver, les participants du PILA ne croient pas que c'est le cas. Enfin, en ce qui concerne la scolarité, la participation aux programmes des FAC à l'intention des Autochtones a semblé confirmer la volonté des participants de poursuivre (ou d'entreprendre) des études postsecondaires.

Plus amples renseignements :

Nom du fournisseur : Phoenix Strategic Perspectives Inc.

N° de contrat : W771B-130010-001-CY

Date d'attribution : 28-03-2013

Dépenses totales : 125,761.45 \$

*Pour obtenir de plus amples renseignements sur cette étude, veuillez adresser un courriel à l'adresse [por-rop@forces.gc.ca](mailto:por-rop@forces.gc.ca)*



## 1.0 Introduction

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Phoenix Strategic Perspectives Inc. (Phoenix SPI) was commissioned by the Department of National Defence (DND) and the Canadian Armed Forces (CAF) to conduct qualitative research to assess the achievement of objectives related to the CAF's suite of Aboriginal programs.

### 1.1 Background

According to the 2006 Statistics Canada census<sup>1</sup>, the Aboriginal population represents approximately 4% of Canada's total population. The census also indicated that Aboriginal people have the highest growth rate of any population group in Canada. For example, in the ten-year period from 1996 to 2006, the number of First Nations Aboriginal people grew 45% (roughly six times the growth rate of the non-Aboriginal population). Furthermore, the population growth among the non-Aboriginal and non-immigrant population has been consistently declining. Demographic projections suggest that Aboriginal people could represent more than 4.5% of the Canadian population by 2017. The census also revealed that Aboriginal people are much younger than the Canadian population. According to the 2006 census, the average age of the Aboriginal population is 27 years (13 years younger than the average age of the Canadian population).

The implications of these statistics for the CAF are that its pool of potential recruits will decline, and that in order to attain its annual recruitment goals, the CAF will have to devise effective strategies to reach out to Aboriginal people to encourage them to pursue a career in the CAF.

Despite the existence of CAF recruitment programs created specifically to attract and recruit Aboriginal people (e.g., Bold Eagle, Black Bear, Raven, Canadian Forces Aboriginal Entry Program [CFAEP], Aboriginal Leadership Opportunity Year [ALLOY], etc.), Aboriginal people represent only 2.8% of CAF personnel. These programs do not require that Aboriginal people enrol in the CAF; rather, the programs provide an opportunity to encourage Aboriginal people to join for a shorter period to get them interested in a career in the CAF. Once they have successfully completed training in one of these programs, they are invited to enrol in the CAF under a regular enrolment plan. While the programs are effective at attracting Aboriginal people, and have a very good completion rate, the proportion of graduates who later choose to make the CAF their career of choice is much lower.<sup>2</sup>

The CAF's Aboriginal programs are intended to increase Aboriginal people's awareness of the CAF and to attract and recruit them. Currently, there is no formal process to determine whether these programs are achieving their objectives under the Service to Canada banner, which includes employment opportunities in government departments, continued post-secondary education, employment in their own communities in a leadership role, or enlistment or retention of candidates in the CAF. Fonséca and Dunn (2012) have reported that Aboriginal people tend to be knowledgeable about the CAF's Aboriginal recruitment programs, particularly the non-commissioned member programs (i.e., CFAEP, Raven,

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<sup>1</sup> Statistics Canada (2006).

<sup>2</sup> Fonséca and Dunn's focus group report (2012) on Attracting and Recruiting Aboriginal Peoples.

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Bold Eagle, and Black Bear). However, since Aboriginal people are not joining the CAF at a rate commensurate with their numbers (i.e., the CAF's current Employment Equity [EE] goal for Aboriginal people is 3.4%), it is necessary to conduct research designed to seek out the effectiveness of CAF Aboriginal programs in meeting departmental objectives.

### 1.2 Research Objectives

The main objective of this research, therefore, was to provide the CAF with a clear understanding of whether the CAF Aboriginal programs are achieving their objectives. In addition, the research focused on whether the Aboriginal programs have assisted individuals under the Service to Canada banner, specifically those returning to university or college or seeking employment opportunities with other federal or provincial departments or employment in their own communities.

In short, this research was designed to provide a comprehensive review of the CAF Aboriginal programs. The results of this research will contribute to meeting the CAF's EE goals and the legislative requirements established under the EE Act. The CAF has identified the transformation of the CAF into an organization that is as culturally diverse as Canadian society as their second highest priority. Finally, it is expected that the CF Recruiting Group (CFRG) and the Canadian Defence Academy (CDA) will use the research findings to improve the Aboriginal programs.

### 1.3 Methodology

To address the research objectives, qualitative research was undertaken in the form of in-depth interviews. The target population was Aboriginal people who attended one of the Aboriginal programs within the last three years, whether they 'graduated' from the program or not. This included both CAF members (regular forces and reserves) and individuals who were enrolled in an Aboriginal program but who were not currently in the CAF. The Aboriginal programs which were the subject of the research were as follows: 1) the summer training programs (three specific programs: Bold Eagle, Black Bear, Raven); 2) the Aboriginal Leadership Opportunity Year (ALOY); and 3) the Canadian Forces Aboriginal Entry Program (CFAEP). In total, 122 interviews were conducted with participants of these programs from across Canada between July 2013 and November 2013.

The following specifications applied to the research:

- All recruitment was conducted using lists of program participants provided by DND/CAF-CDA.
- All participants were recruited and confirmed by Phoenix, through our qualitative research subcontractor, Research House. To support the recruitment, Phoenix developed tools to standardize the recruitment process, including a recruitment screener that covered each of the programs and a background/validation letter (on DND/CAF letterhead) for use with participants on an as-needed basis.

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- All interviews were conducted by telephone in the official language of choice (English or French) of the participant by a small team of Phoenix's senior researchers.
- Interview participants were paid an incentive of \$50. In addition to civilians, Reservists who participated while off duty were eligible for the incentive. Regular Force members are always considered "on-duty"; therefore the conditions of service do not permit them to collect any incentive for participation.
- A separate discussion guide was designed for each of the individual programs, including the three summer training programs (i.e. Bold Eagle, Black Bear, Raven). This was necessary because the objectives of each Aboriginal program are different.
- The identity of the client for this study was revealed (i.e. DND/CAF).
- All research tools were approved by DND's SSRRB (Social Science Research Review Board).
- The fieldwork was conducted from July to November, 2013.

The research complied with market research industry standards, including those of the Marketing Research and Intelligence Association (MRIA).

### 1.4 Aim of the Report

The aim of this report is to present the results of the telephone interviews conducted with past participants of the CAF's Aboriginal programs. The report is organized by program, with the results for the CFAEP first, followed by ALOY, and finally, the three summer training programs.

### 1.5 Notes to Reader

- This research was qualitative in nature, not quantitative. As such, the results provide an indication of participants' views about the issues explored, but cannot be generalized to the full population of participants in the CAF's Aboriginal programs.
- Appended to this report are the following (in English and French): 1) the recruitment screener; and 2) the interviewer guide.



### 2.0 Findings: CFAEP Assessment

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This section of the report presents the evaluation findings for the Canadian Forces Aboriginal Entry Program (CFAEP). In all, 12 interviews were conducted with Aboriginal people who participated in the CFAEP in 2011 or 2012. This represents approximately one-quarter of the total number of participants from 2011 and 2012 for whom a current telephone number was available at the time of the data collection.

#### 2.1 Contextual Information

##### **Current Employment Status**

Most of the interviewed participants in the CFAEP are currently employed. Just under half are employed full-time (three with the CAF and two with another employer), and another two are employed part-time. Among the rest, four are unemployed and one is a student. Among participants who are not members of the CAF, none are former members of the CAF or current or former reservists in the CAF.

##### **Sources of Information About CFAEP Vary, But Most are Linked to CAF**

Participants in the CFAEP learned about the program through a variety of sources. These included a CAF recruitment office, a career day at school (i.e., a member of the CAF coming to their school), online at the CAF website, through the cadets program, and through a family member. Individuals who heard about the program through a CAF recruitment office had gone to the office to enquire about enlisting in the CAF and were informed about the program. While specific sources of information about the CFAEP vary, most are linked to the CAF. This includes the CAF recruitment office, the CAF website, and a member of the CAF coming to their school.

#### 2.2 Goals and Expectations in Relation to Program

##### **Reasons for Joining CFAEP and Expectations with Respect to the Program Vary**

Participants joined the CFAEP for different reasons, ranging from the very general to the very specific. These included a desire to try something new and different, a desire to acquire some first-hand experience about life in the CAF, a desire to learn about careers and career options in the CAF, and a desire to join the CAF.

Expectations with respect to the program also varied and tended to reflect the reasons for joining the program. Those who joined out of a desire to try something new and different indicated they went into the program with no expectations or very indefinite ones. Those who joined to acquire some experience about life in the CAF or to learn about careers in the CAF also cited these reasons as their expectations or goals (i.e., getting a first-hand introduction to the CAF and what it offers as career options). Finally, those who joined the program out of a desire to join the CAF saw the program as a first step to joining the CAF. This included a desire to get some experience of basic training before undertaking the basic military qualification course.

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### **Limited Concerns about Taking Part in CFAEP; All but One Completed Program**

Most interviewed participants indicated they had no concerns about taking part in the program, or at most experienced a little bit of anxiety regarding the 'unknown' nature of what they were getting into. Specific concerns identified by participants included apprehension about being away from home, concern about their level of fitness going into the program, and concern about language ability (i.e., ability to communicate effectively in English). One participant who had no concerns about the program specified that one reason for this lack of concern was the knowledge that participating in the program involved no commitment or obligation regarding a career in the CAF.

All but one of the interviewed participants completed the program. The participant who did not complete the program had to withdraw from it due to an injury.

### **Impressions of CAF and Military Lifestyle Tend to be General or Indefinite**

Overall impressions of CAF and the military lifestyle prior to joining the CFAEP tended to be very general or indefinite. Moreover, they also tended to be perceptions of the military lifestyle in general rather than perceptions of the CAF in particular. These included the impression that the military lifestyle is very structured or regimented, that it is a life of service and dedication, and that it is a lifestyle that keeps one constantly active. The only perception related specifically to the CAF was that its members are held in respect and admiration.

## **2.3 Perceptions of the CFAEP**

### **Participants Have Definite and Similar Impressions of Objectives of CFAEP**

Interviewed participants expressed definite and similar impressions about what the CFAEP is designed to accomplish. The core element to all their descriptions was the belief that the program is designed to provide Aboriginal Canadians with an introduction to the CAF. Variations on this core theme included the idea that the program is designed to provide an introduction to military life with no obligation to join the CAF, to get Aboriginal Canadians to consider joining the CAF based on hands-on experience with the military lifestyle, and to allow Aboriginal Canadians to make an educated choice regarding a career in the CAF based on exposure to the military lifestyle.

### **Positive Overall Impressions of Program**

All but one participant expressed overall positive impressions of the CFAEP, and most indicated it was a very positive experience. A few specified that the program was difficult to adapt to at first but once this phase passed it was an enjoyable experience. The participant who did not have an overall positive experience attributed this to a severe case of homesickness, not to any shortcoming of the program itself.

### **Various Aspects of Program Identified as Strengths**

Aspects of the program identified as particularly well done or most useful included the following:

- The organization/structure of the program, as well as exposure to an organized, structured lifestyle.

## **Assessing Objectives of CAF Aboriginal Programs**

- Learning first-hand about the military lifestyle and exposure to the various facets of military life (e.g., drill, life in field; physical training).
- Developing skills (i.e., discipline, confidence, punctuality, teamwork).
- Helping decide if the CAF is a career path to consider seriously.
- Travel/trips to CAF bases.
- The ability to talk with CAF personnel.
- Cultural supports.

### **Length of Program and Schedule Changes Identified as Main Weaknesses**

The only weaknesses of the program identified with any frequency were that it is too short (i.e., three weeks), and that there were last minute changes to scheduled activities. A few participants felt that these two things were connected (i.e., because the program is only three weeks long there is not enough time to do everything planned and this requires schedule changes). Other perceived weaknesses were identified by individuals or by no more than a few participants and included the following:

- Not enough physical training.
- Instructors sometimes speaking too quickly.
- Some lack of empathy regarding homesickness.

### **Program Described as Welcoming and Supportive**

All interviewed participants indicated they felt welcomed and supported participating in the program. A few of them identified the cultural support services as very helpful in this regard. As noted above, one participant felt that there was some lack of empathy regarding homesickness. Nevertheless, this participant still felt welcome and supported overall.

Some participants indicated they did need support to help them adapt to the program, but for the most part they described what they needed as emotional/psychological support and encouragement. This was achieved through bonding with members of their platoon and through cultural supports, primarily sharing circles. A few also indicated they needed to communicate home by phone and that this need was accommodated. One participant added however that he/she would have liked to be able to call home more often.

### **Various Challenges Encountered and Met**

Interviewed participants identified various aspects of the program as particularly challenging or difficult. These included the following:

- Waking up at 5 am.
- Physical training.
- Marching.
- Life in the field.
- Being disciplined as a platoon (i.e., collectively).
- Things being explained fast/quickly.
- Being regimented/following a daily schedule.

Participants routinely explained that meeting these challenges simply required getting used to them or adapting to them. In other words, with one exception, there were no

## **Assessing Objectives of CAF Aboriginal Programs**

specific supports or types of assistance to help them meet these challenges. The exception was the support or encouragement of their comrades.

### **Program Described as Well-Structured**

Participants were unanimous that the program is well structured (i.e., structured in such a way as to provide Aboriginal Canadians with an introduction to the CAF and help them decide whether a career in the CAF is something they want to consider seriously). While no one said the program is not well structured in this regard, a few participants did suggest that making the program longer (i.e., more than 3 weeks) could make it more effective in terms of providing a basic introduction to military life and service.

### **Program Meets or Exceeds Expectations**

All interviewed participants who went into the program with expectations indicated these expectations were met or exceeded. Reasons explaining why expectations were met or exceeded included the following:

- They acquired some first-hand experience about life in the CAF. A few indicated their expectations in this regard were exceeded because they did not think that military life and service was so multi-faceted.
- They learned about careers and career paths in the CAF. Here as well, a few indicated their expectations in this regard were exceeded because they did not know about the variety of careers in the CAF. One participant added that his/her expectations were exceeded because of the chance to talk directly with personnel in the trades he/she was interested in.
- The program confirmed their desire to join the CAF.
- The program convinced them that the military life is not for them.
- The program provided some basic training as preparation to undertaking the basic military qualification course.

A few participants who went into the program with no expectations or very indefinite ones explained they had not expected to acquire certain basic skills or make lasting friendships (two things they did achieve through the program). A few also added that they simply enjoyed the experience more than they thought they would.

### **Program Presents CAF as Option with no Pressure to Join**

Asked if they got the impression through the program that the CAF wanted them to choose the military as their career, participants typically indicated that the program presented the CAF as an option but with no pressure to join. Most of them added that they got the impression they would be welcomed if they chose this career path, but that there was no active encouragement to enlist. Some indicated that people in the program talked positively about the CAF, but with no attempt to recruit them. This gave them the impression that that the CAF wanted them to choose the military as their career while leaving the choice to them. Nearly all indicated that they were informed about the process to apply to the CAF, but most added that this information came in response to a specific question they or someone else asked about how to enlist.

## Assessing Objectives of CAF Aboriginal Programs

### Near Unanimity That Program Provides Adequate Introduction to Military Life

Nearly all interviewed participants felt that the CFAEP gave them an adequate introduction to military life, including regular forces training and employment opportunities. Reasons given to explain why included the following:

- The program provides first-hand, hands-on experience of military life.
- The program exposes participants to various facets of military life (e.g., drill, life in the field, physical training).
- Participants are interacting with military staff, not recruiters, so they receive the 'straight goods' about life in the CAF.
- Visits to actual bases and testimonials from staff provide a sense of what life in the CAF is going to be like.

On the other hand, a few participants felt that while the program is good, it probably does not provide an adequate introduction to military life. Two reasons were given to explain why:

- One reason was the impression that three weeks is simply not enough time to provide an adequate introduction to military life, regular forces training and employment opportunities in the CAF. There was a sense that if the program were longer however, it could provide an adequate introduction.
- Another reason was the suspicion that the program does not treat participants as severely or harshly as they would be if they were actual recruits. In other words, there was a sense that because participants are not actually members of the CAF, they are given a somewhat 'watered down' introduction to military life.

### Training, Testimonials, and Career Options Key to Considering Career in CAF

Three aspects of the CFAEP were identified as useful in terms of helping participants decide whether or not to pursue a career in the CAF: training (including drill, physical training, and living in field conditions), testimonials from instructors and CAF personnel, and exposure to career options/possibilities in the CAF. The effect of each is described below.

- *Training:* Training (including drill, physical training, and living in field conditions) were most useful in terms of helping participants decide not to pursue a career in the CAF. These aspects of military life and service were sufficient to convince a few participants that the military life is not for them or confirm for them their suspicion that the military life is not for them. They explained that these aspects of the program persuaded them that the military life is too demanding or requires a degree of dedication and level of commitment that they are not prepared or able to meet/fulfill.
- *Testimonials from instructors and CAF personnel:* The impact of testimonials or discussions with instructors and CAF personnel in terms of helping participants decide whether or not to consider a career in the CAF was mixed. In some cases, it was key in helping them decide to pursue (or consider pursuing) a career in the CAF, while in others it had the opposite effect. Those who indicated that it helped them decide to pursue or consider a career explained that the ability to talk with CAF members and ask them questions made the military lifestyle more attractive to them. Those who indicated that it helped them decide not to pursue or consider a career explained that

## **Assessing Objectives of CAF Aboriginal Programs**

they learned about challenges they did not want to take on, particularly challenges related to family life and life away from home.

- *Career options/possibilities in the CAF:* The impact of exposure to career options/possibilities in the CAF in terms of helping participants decide whether or not to consider a career in the CAF was also mixed. In some cases participants decided that the CAF included career options they wished to pursue while in other cases participants decided that they wanted to pursue career options outside the military.

No aspects of the program were identified as not useful or least useful in terms of helping participants decide whether or not to pursue a career in the CAF. In addition, there was unanimity that nothing was missing from the program in terms of helping participants decide whether or not to pursue a career in the CAF.

### **Program Answers Most Questions About Potential Career in CAF**

According to interviewed participants, most of their questions regarding a potential career in the CAF were answered. A couple of participants did however identify some specific questions that were not answered or about which they would have liked more detail. They included the following: the full range of career options in the CAF, transferability of skills from military to civilian life (i.e., careers in civilian life equivalent to those in the CAF, so that someone returning to civilian life might be able to consider a career related to what they did in the CAF), possible cuts to family benefits in the CAF, and the challenges related to home life/family life in the CAF.

### **Cultural Support Services Rated Positively by Those Who Used Them**

Only a few participants indicated they used cultural support services during their participation in the program, but those who did described them positively. Those who used services were most likely to participate in sharing circles, but a couple also participated in smudges or made dream catchers. These services were described as helpful in helping participants adapt to the program by providing them with cultural support.

### **Most Shared Their Experience in the Program with Family and/or Friends**

Most participants shared their experience in the CFAEP with family members and/or friends and acquaintances. However, only a few indicated they were provided with an opportunity to share their experiences with their community in general. Of those who were given this opportunity, a couple indicated they spoke at their community school, and one used a CFAEP Facebook page to talk about the program. Apart from the Facebook page, no one given the opportunity to share their experiences received any resources, tools, or assistance to help them in this regard. Neither could anyone think of any resources, tools, or assistance that could have encouraged them to share their experiences with their community in general.

### **Most Graduates of Program Offered Employment in CAF**

Most graduates from the CFAEP reported being offered employment in the CAF for one or more occupations. These occupations included the following: Vehicle technician, Sonar operator, Armoured crew, Artillery, and Infantry. All but one of those offered employment was assigned to occupations they had chosen or would have liked. A few participants

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were not offered employment: two because they failed the aptitude test and one because he/she did not take the aptitude test.

Most graduates reported that they experienced no problems or barriers regarding the occupation-selection process. Those who did experience problems were most likely to encounter problems with the CAF aptitude test. As noted above, two participants failed the aptitude test and one who did not take it because he/she has a fear of tests. Another participant explained that he/she does not have grade 12 mathematics which limits options in terms of occupations.

### **All Would Recommend CFAEP**

Overall positive impressions of the CFAEP were underscored by the fact that all participants indicated they would (or did) recommend the program to an Aboriginal friend or peer. Reasons included the impression that it provides a good overall experience, that it provides a unique opportunity, that it represents an achievement they can put on a CV, that it helps develop some basic skills, and that participation in it could change someone's life by making them aware of possible career options.

Asked what advice they would give to someone prior to beginning the program, participants identified the following: do not give up or get discouraged, listen and follow instructions, and try to get ready in advance by getting into shape and getting used to waking up early.

### **Limited Suggestions for Improving Program**

Suggestions for improving the CFAEP were relatively limited, and included the following: make the program longer, plan things better so as not to have to cancel activities, provide more details on the range of career options in the CAF, publicize the program more, include graduates of the program currently in the CAF as instructors, and allow more frequent communication home.

### **Unanimous Impression That Programs Like CFAEP are Needed**

There was unanimity among interviewed participants that there is a need for programs like the CFAEP. Moreover, there was also virtual unanimity as to why they are needed: it gets Aboriginal Canadians off reserves and give them what could be a life-changing experience by making them aware of possible career options. The underlying assumption was that staying on reserves or in Aboriginal communities limits possibilities and options available to Aboriginal Canadians.

## **2.4 Program Outcomes**

### **Participants' Objectives in Joining Program Achieved**

Participants were unanimous that they achieved their objectives in taking part in the CFAEP. Once again, these objectives included a desire to try something new and different, a desire to acquire first-hand experience about life in the CAF, a desire to learn about career options in the CAF, and a desire to join the CAF.

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### Main Benefits Resulting from Program

Participants had no difficulty identifying the main benefits they received as a result of participating in the CFAEP. These included helping them decide whether or not they want to pursue a career in the CAF, helping them develop specific skills (see details below), providing them with an experience that they can include on their CV, improving their fitness level, and learning more about the CAF.

### Various Skills Developed as Result of Program

Specific skills acquired or developed as a result of participation in the CFAEP included the following: punctuality and time management, teamwork skills, leadership skills, communication skills, mapping skills and navigation skills. The program was also seen as having an impact in each of the following areas:

- *Increasing confidence and self-esteem:* This was achieved primarily through having completed the program successfully, thereby giving graduates a sense of achievement or accomplishment. For some, their confidence and self-esteem was also increased through being offered employment in the CAF, thereby increasing their sense of self-worth.
- *Contributing to overall growth and self-development:* This was achieved through putting participants in a new and unfamiliar setting in which they needed to develop basic life skills as well as a general sense of responsibility. Some added that the program contributed to their growth and self-development by helping them learn more about themselves, including their strengths and weaknesses.
- *Improving self-discipline:* The program had an impact in this area by obliging participants to develop organizational skills (i.e., time management, punctuality) as well as learning to listen and think and act in a goal-directed manner.
- *Ability to work in teams with other people:* The program had an impact in this area by teaching participants what it means to be part of a team. This included an emphasis on how to work together to achieve a goal, how to support and encourage one another, and developing a sense of collective responsibility (i.e., how what one does has an impact on others).

### Program Provides Good Understanding of Challenges of Military Lifestyle

Interviewed participants felt that the program provided them with relatively good understanding of the challenges of the military lifestyle and life in the CAF. Some added that it was certainly good enough to help them decide if this was the life for them or not. The main reasons given to explain why included the following:

- The program introduced them to various facets of military life, including drill, field life, and physical training in a direct hands-on way.
- There was no attempt to 'sugar-coat' life in the CAF. Participants interacted with staff and instructors in such a way as to be exposed to both the pros and cons of life in the CAF.
- The program makes it clear that life in the CAF requires a sense of discipline and dedication and can involve sacrifices in terms of family and home life.

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That being said, a few participants felt that if the program were longer it could be even better in this regard. Finally, one participant re-iterated a suspicion that the program does not treat participants as severely or harshly as they would be if they were actual recruits.

### **Participation in Program Generates More Positive Impression of CAF**

All participants indicated they emerged from the program with a more positive perception of the CAF. The more positive perception was based primarily on the realization that life in the CAF is more multi-faceted than they had thought. This included the realization that CAF personnel do more than march and drill, and the realization that there are a number of different career options in the CAF. The more positive impression was also based on the realization that military service in general requires a strong sense of dedication and devotion, not to say sacrifice.

### **Participation in Program Motivated Some to Consider CAF as Career Option**

Half the interviewed participants indicated they seriously considered applying for the CAF as a result of the program. Three of these have actually joined the CAF and three others indicated they would consider doing so in the future. The other interviewed participants indicated they did not consider applying or knew in advance they would not.

Those who have joined the CAF explained that they had thought of joining before the program but that participating in the program confirmed their decision that this lifestyle was for them by exposing them to the various facets of military life and the career options available in the CAF. The others who were motivated to seriously consider joining the CAF explained that the lifestyle and career options are appealing to them and will give this option more thought.

Most of those who indicated they did not consider applying explained that while they enjoyed the experience and profited from it, the military lifestyle is not for them. A couple of these participants explained further that they are planning on a specific non-military career path.

None of the participants currently not in the CAF could think of anything that could have been done in the CFAEP to have made them more likely to consider a career in the CAF. Among these, three experienced barriers that prevented them from applying for employment with the CAF. As noted above, two participants failed the CAF aptitude test and one did not write it because of fear of tests. None could think of anything that could reduce or remove this barrier since they assume that passing the test is a prerequisite for joining the CAF.

Among participants currently not in the CAF, a few indicated they might consider joining at a later date. At present however, none of these participants maintains a connection to the CAF.

### **Impact of Program on Participants Not Currently in CAF**

Participants employed outside the CAF (both those employed full-time and part-time) felt that the CFAEP helped them obtain their current job. They noted that they included reference to the program on their CV and they believe that this can only have helped them. In explaining why they felt that employers probably like to hire people with some

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sort of military training because it suggests that they have some basic skills and good habits (e.g., punctuality, discipline). Unemployed participants felt that the program has improved their chances of finding a job in line with their employment goals for similar reasons. The participant who is currently in school indicated that the program had no impact on the decision to go to school or what to study.

### **Most Currently Play No Active Role in Their Community**

Most interviewed participants currently play no active role in their community. This included all those currently employed full-time both in and outside the CAF, as well as a few others. Those in the CAF explained that they are not living in their communities, while those working full-time explained that they have little time for activities outside work.

Those who are actively involved in their community have taken on such roles and responsibilities as coordinating community events, coaching, and youth counselling. While none of them attribute their involvement directly to participation in the CFAEP, a few believe that the program helped equip them to play such a role by increasing their self-confidence and/or their organizational skills.

### **All Consider Themselves Advocates for CFAEP**

All interviewed participants indicated they consider themselves advocates for the CFAEP. In explaining how they all indicated that they speak positively about the program and encourage others to consider joining. None of the participants has heard of the 'Service to Canada' initiative.

## **2.5 Partnering with Aboriginal Communities**

### **No Awareness of Involvement of Aboriginal Communities, but Seen as Good Idea**

None of the interviewed participants was aware of any involvement in the CFAEP on the part of their own community or any other Aboriginal community. That being said, most felt it would be important (or at least helpful) to forge links between Canadian Forces Aboriginal programs and the communities of program participants. The main reason given was to help publicize the program within the communities in order to foster participation. It was also suggested that forging such links could help ease the transition process from the community to the program.

Most participants were unable think of any specific forms this linkage should take. One suggestion was that graduates from the program within a community could help prepare new participants through some form of orientation. Another suggestion was that formal presentations about the program be given periodically in the communities and that any graduates from the program within the community be involved in some capacity. No one was aware of anything currently being done in this regard.

### 3.0 Findings: ALOY Assessment

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This section of the report presents the evaluation findings for the Aboriginal Leadership Apprenticeship Year (ALOY) Program. In all, five interviews were conducted with Aboriginal people who took part in the ALOY program in 2011 or 2012. This represents approximately one-fifth of the total number of participants from 2011 and 2012 for whom a current telephone number was available at the time of the data collection.

#### 3.1 Contextual Issues

##### Current Employment Status

Of the interviewed participants from the ALOY program, one is employed full-time with the CAF and two are employed part-time. One of those employed part-time is also a student. Another two are unemployed. Among participants who are not members of the CAF, two are former reservists in the CAF.

##### Participants Learnt About ALOY Program Through CAF-Related Sources

Sources of information about the ALOY program are all related to the CAF. This includes a CAF recruitment office, a member of the CAF coming to school on career day, and through participation in another CAF Aboriginal program (i.e., CFAEP or Bold Eagle).

#### 3.2 Goals and Expectations in Relation to Program

##### Reasons for Joining ALOY Program Tend to Include Attending RMC

Reasons for enrolling in the ALOY program were relatively specific, and tended to include attending Royal Military College (RMC). These reasons included gaining a stepping-stone into post-secondary education through RMC, a desire to attend RMC because of its reputation, a desire to gain exposure to the military culture through post-secondary education at a military academy, and a desire to join the CAF and pursue post-secondary education. A few participants also joined the program on the expectation that it would be a unique experience that would provide them with a set of life skills, including leadership skills.

Expectations with respect to the program included learning more about career paths in CAF, developing life skills (including leadership skills), experiencing post-secondary education within the framework of the military culture, experiencing post-secondary education in general, and having the opportunity to play varsity sports while studying. None of the interviewed participants expressed any concerns about taking part in the ALOY program and they all completed it.

Overall impressions of CAF and the military lifestyle prior to joining the program tended to be very positive. These included the impression that military personnel are very professional, that the military lifestyle is demanding and requires devotion and dedication, that the military lifestyle keeps one constantly busy or engaged either domestically or abroad, and that the military life is multi-faceted (i.e., soldiers are not simply automatons).

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that obey orders). One participant expressed a strong attachment to the military, specifying that he/she had spent seven years in cadets.

### **3.3 Perceptions of the ALOY Program**

#### **Participants Express Similar Views Regarding Objectives of ALOY Program**

Interviewed participants expressed similar views about the goals or objectives of the ALOY program. These views revolved around attending RMC and included the following variations on this theme: providing Aboriginal Canadians with the opportunity to experience a full year of post-secondary study at RMC, help develop leadership skills by attending a military academy, and providing Aboriginal Canadians with a springboard into higher education and perhaps a career in the CAF through studying at RMC.

#### **Positive Overall Impressions of Program**

With one exception, overall impressions of the ALOY program were positive or very positive. Reasons underlying positive impressions included the unique multi-faceted experience it afforded participants, the opportunity it provided to make friends, the way in which the program was structured, the opportunity to experience post-secondary education, and the ability to develop life skills. The one overall negative impression was based not on the program itself (which was described as positive in structure and content) but mainly on an impression of being discriminated against as a woman and an Aboriginal Canadian.

#### **Perceived Strengths of Program Revolve Mainly Around Staff**

Asked to identify what was particularly well done in the ALOY program as a whole, participants tended to focus on staff. This included good teachers/instructors, good senior NCOs, good tutors, and the elder responsible for cultural services. Beyond staff, aspects of the program described as particularly well done included sports, fitness, the structure and management of the program in general, and the quality of the food. The participant who identified the quality of the food explained that his/her diet in his/her community was relatively poor health-wise.

#### **Lack of Integration into RMC – Main Perceived Weakness of Program**

The only aspect of the ALOY program routinely described as a weakness was the lack of interaction/integration with the regular students at RMC. It was observed that participants in the ALOY program are not only segregated but wear arm bands that identify them specifically as program participants. This heightens their sense of being different. One participant suggested that this lack of interaction with other students helped foster a negative impression of program participants, an impression that they 'had it easy' and were 'slackers' who only had to show up to class in order to pass. Another participant explained that one reason he enjoyed playing varsity sports was because it provided the only real opportunity to interact with non-Aboriginal students.

Beyond this, the only 'weakness' in the program identified by more than one participant was the fact that credits for courses at RMC cannot be transferred to other post-secondary institutions. The following weaknesses of the program were all identified by individual participants:

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- Lack of consistency in enforcement of discipline.
- Having a non-Aboriginal person teaching about Aboriginal issues.
- Inappropriate behaviour (i.e., comments of a sexual nature).
- Limited options in terms of course selection.

### Program Described as Welcoming and Supportive

All but one interviewed participant indicated they felt welcomed and supported participating in the program. That said, a couple of participants indicated they would have felt even more 'welcome' had there been more interaction between themselves and regular students at RMC. The participant who did not feel welcome and supported explained that she was treated differently because she was a woman and Aboriginal. She felt that a few superiors went out of their way to demean her and make her feel that she would never succeed in the CAF.

Some participants indicated they did need support to help them adapt to the program, but for the most part they described what they needed as general orientation (e.g., getting to know the campus of RMC, help accessing library resources). A couple also indicated they needed help with their studies, and that they received what they needed through tutors and/or individualized assistance.

### Keeping up with Studies While Meeting Other Obligations – Main Challenge

Interviewed participants identified various aspects of the program as particularly challenging or difficult, but the only one mentioned regularly was the challenge of keeping up with the studies while at the same time meeting all their other obligations (e.g., fitness, sports, drill). All other challenges were identified by individuals and included the following:

- Early rise/waking up early.
- Physical training.
- Lack of consistency in enforcement of discipline.
- Being treated differently because of being a woman.

One participant observed that dealing with the age difference between participants in the program was a challenge because it translated into a difference in levels of maturity. This particular participant was somewhat older than his co-participants and observed that he sometimes found it difficult to tolerate the 'immaturity' of his co-participants.

Participants observed that it was up to them to deal with these challenges (i.e., there was no support or assistance to deal with the specific challenges they faced).

### Program Described as Well-Structured

Participants were unanimous that the program itself is well structured (i.e., structured in a way that allows it to achieve its objective). This includes the participant whose overall experience in the program was negative. As noted above, this negative impression was not based on the program's structure but on how she was treated. The only criticism of the structure of the program was that it is difficult to devote oneself adequately to all four components (i.e., courses, leadership and development, military training, and sports). While in principle one should be able to balance all four, the reality is that training takes priority over other components.

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### **Program Meets or Exceeds Expectations**

All but one of interviewed participants reported that their expectations going into the ALOY program were met or exceeded. Reasons explaining why expectations were met or exceeded included the following:

- The acquisition of important life skills.
- The experience of post-secondary education.
- Receipt of individualized support from tutors.
- The ability to play varsity sports.
- Confirmation that the CAF was the right career path to choose.

The participant whose expectations were not met explained that she was disappointed because the ALOY program provided an opportunity for what should have been a wonderful experience. Unfortunately, this was not the case.

### **Most Got Impression that CAF Wanted Them to Choose Military as Their Career**

Asked if they got the impression through the program that the CAF wanted them to choose the military as their career, all but one of the participants indicated yes. Most indicated they got this impression through individual encouragement to succeed in the program. One participant indicated he/she got this impression from his/her sergeant during daily meetings in which they discussed possible career paths. On the other hand, one participant got the distinct impression that the CAF did not want her. She explained that her sergeant told her that she and her cohort would never succeed in the CAF and added that out of twenty participants in the ALOY program, only two received recommendations. All indicated that they were informed about the process to apply to the CAF.

### **Perceptions of Specific Components of the ALOY Program**

This sub-section provides participants' feedback on the specific components of the ALOY program.

#### *Courses:*

Participants described the academic courses they took as pretty much what they expected, being neither more difficult nor easier than they anticipated. A couple observed that the courses meshed well with what they had taken in high school, and another indicated that he/she was given a math test to determine what level he/she was at.

Perceived strengths of the course component included the course load, professors, and the individual attention provided by tutors. Perceived weaknesses included the limited selection or variety in course options, the non-transferability of credits from RMC to other post-secondary institutions, and the absence of an Aboriginal instructor on Aboriginal issues.

This part of the program was described as beneficial by participants, mainly because of the personalized/individualized attention they received. It was also described as beneficial because the subject matter was often presented in a challenging or thought-provoking manner.

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The only thing described as missing from this component was more variety in courses and the only suggestions to improve it were to provide more selection and allow credits to be transferred to other post-secondary institutions.

### *Leadership Skills Development:*

The strengths identified with this component of the program included the hands-on/practical nature of the activities, and the focus on skills that help people in the real world. Perceived weaknesses included lack of uniformity in enforcement of discipline and the impression that instructors who could have been better trained and more dynamic.

This part of the program was described as beneficial by participants because it helps develop confidence and skills that serve one not only in the military but in civilian life.

The only thing described as missing from this component was instructors with more training in how to train. Suggestions to improve this component included better training for instructors and bringing in non-military speakers.

### *Military Training:*

Strengths identified with this component included the personalized nature of the training, the quality of the equipment, and the number of instructors. Weaknesses included the perception that not enough time was spent on the range, that training took priority over class/courses, and that the physical training was too strenuous.

This part of the program was described as beneficial by participants because participants were allowed to train with new equipment, they acquired skills they never had before and that they would not otherwise acquire, and because the skills acquired were very useful (e.g., survival skills)

The only thing described as missing from this component was not enough emphasis on military history. This was also the only suggestion made to improve this component (i.e., more emphasis on military history).

### *Sports/Athletic Program:*

The strengths associated with this component were that it provided an opportunity to meet people outside of the ALOY program, and provided an opportunity to play varsity sports and travel with varsity teams. The only criticism was that it was difficult to coordinate participation in sports with the other requirements of the program.

This part of the program was described as beneficial because it allowed one to meet people outside of the program, provided an opportunity to make friends, and helped develop teamwork skills.

The only suggestion made to improve this component was to try to integrate it more effectively with the other components (i.e., make it more feasible to participate in sports while meeting the obligations associated with the other components).

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### 3.4 Program Outcomes

#### Most Participants' Objectives in Joining Program Achieved

All but one of the interviewed participants felt that they had achieved their objectives in taking part in the ALOY program. The one who did not explained that she was disappointed because the ALOY program provided an opportunity for what should have been a wonderful experience. Unfortunately, she experienced what she perceived to be unfair and discriminatory treatment due to the fact that she is a woman and Aboriginal.

#### Main Benefits Resulting from Program

The main perceived benefits resulting from the ALOY program included skills development, providing entry/access to post-secondary education, the ability to include participation in this program on one's CV, opening up more/better options for one's future, and confirming one's decision to join the CAF.

#### Variety of Skills Developed as Result of Program

Participants felt they developed a range of specific skills as a result of participation in the ALOY program. These included the following: study skills, leadership skills, teamwork skills, communication skills, and social/interpersonal skills. The program was also seen as having an impact in each of the following areas:

- *Increasing confidence and self-esteem:* Completing the program provided graduates with a sense of achievement and self-worth that increased their confidence and self-esteem. Some indicated their level of self-confidence was also increased because the program helped them develop communication and interpersonal/social skills. In this way they became less reserved and more assertive.
- *Contributing to overall growth and self-development:* This was achieved in a general way through participants developing basic life skills, but also through their being exposed to post-secondary education and a world outside their community. This contributed to their learning more about themselves, including their choices and aspirations for the future.
- *Improving self-discipline:* The program had a big impact in this area by obliging participants to manage the various requirements associated with the various components of the program.
- *Ability to work in teams with other people:* The program had an impact in this area by helping participants develop leadership skills and communication skills, but also providing a setting in which they had to learn how to work cooperatively with others. The ability to participate in the sports program was also identified as contributing to an ability to work with other people as a team.

#### Program Provides Good Understanding of Challenges of Military Lifestyle

All interviewed participants felt that the program provided them with a good understanding of the challenges of the military lifestyle and life in the CAF. The reasons given to explain why included the following:

- The program introduced them to various facets of military life in a direct hands-on way. This gave them a sense of the types of skills required in the military.

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- The program also exposed them to the military culture in a direct hands-on way, including the importance of values such as service, duty, and dedication. This gave them a sense of the values required in the military.
- Finally, through the program they became aware of the importance of character traits such as discipline, attentiveness/vigilance, and organization. This gave them a sense of the habits required in the military.

### **Program Generates More Positive Impression of CAF**

All but one of the participants indicated they emerged from the ALOY program with a more positive perception of the CAF. The more positive perception was based primarily on the realization that life in the CAF requires not only a set of skills, but also certain character traits and certain basic values. In short, life in the CAF is more multi-faceted than they had thought. This included the realization that working in the CAF is more than a job but a career that demands acceptance of a certain lifestyle. The participant who emerged from the ALOY program with a less positive perception of the CAF explained that she got the impression that the CAF did not want her because she is a woman and an Aboriginal person.

### **Participation in Program Motivated Most to Consider CAF as Career Option**

All but one of the interviewed participants indicated they seriously considered applying for the CAF as a result of the program. One has joined the CAF and three others indicated they would consider doing so in the future.

The participant who joined the CAF indicated that participating in the program helped confirm his decision to join the military because by being exposed to the military culture at RMC he became convinced that this was the lifestyle he wanted. The others who were motivated to seriously consider joining the CAF explained that they first want to consider furthering their post-secondary education. As noted above, the one who did not explained that she got the impression that the CAF did not want her because she is a woman and an Aboriginal person.

Only one of the participants currently not in the CAF could think of something that could have been done in the ALOY program to have made her more likely to consider a career in the CAF. Specifically, the barrier she faced was described as discrimination, and she feels that if she had been treated more fairly she would have been much more likely to consider the military as a career.

Among participants currently not in the CAF, none of these participants maintains a connection to the CAF.

### **Impact of Program on Participants Not Currently in CAF**

Participants employed outside the CAF (i.e. both those employed part-time) do not feel that the ALOY program helped them obtain their current job. They noted that they are working for friends/acquaintances so that they were hired primarily on the basis of familiarity. For their part, unemployed participants felt that the program would improve their chances of finding a job, but at the moment they are considering pursuing their post-

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secondary education. They, along with the participant who is currently in school, indicated that the program had a big impact on the decision to go to school.

### **Most Currently Play No Active Role in Their Community**

Two of the interviewed participants currently play an active role in their community: one works with youth at a drop-in shelter and the other volunteers at a friendship centre. While neither of them attribute their involvement directly to participation in ALOY, both believe that the program helped equip them to play such a role by increasing their self-confidence and leadership skills.

### **Most Consider Themselves Advocates for ALOY**

All but one of the interviewed participants indicated they consider themselves advocates for the ALOY program, primarily by encouraging friends and acquaintances to consider joining. The participant who does not consider herself an advocate explained that this is due to her bad experience in the program. She does talk about her experience in the program, and while she does not dissuade anyone from going into it, she cautions them to manage their expectations. None of the participants has heard of the 'Service to Canada' initiative.

## **3.5 Partnering with Aboriginal Communities**

### **Awareness of Involvement of Aboriginal Communities in ALOY Program**

Interviewed participants were relatively certain that their own communities played no role in the ALOY program in which they took part. Most recalled that another Aboriginal community played a role in the program, but usually only as a result of prodding (i.e. being asked if they visited or were invited to any Aboriginal community). On that basis, they recalled being invited to a pow wow at a Mohawk community near Kingston. Beyond this, they could not recall any other ways in which this community was involved in the program.

All interviewed participants felt it would be important to forge links between Canadian Forces Aboriginal programs and the communities of program participants. The reasons given included helping publicize the program within the communities, helping ease the transition process from the community to the program, and keeping Aboriginal communities connected to the outside world.

Most participants were unable think of any specific forms this linkage should take. One suggestion was that graduates from the ALOY program within a community could help prepare new participants through orientation sessions. Another was that graduates from the program currently in the CAF be hired as instructors. No one was aware of anything currently being done in this regard.

One participant added a caveat to forging links between Canadian Forces Aboriginal programs and the communities of program participants. It was suggested that one of the benefits of the program is that it gets participants out of their communities and allows them to explore life options outside their communities. With this in mind, links between the communities and the program should in no way hinder or impede this process.

### 4.0 Findings: Summer Training Programs Assessment

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This section of the report presents the evaluation findings for the summer training programs. In all, 105 interviews were conducted with participants of the three CAF summer training programs: Black Bear, Bold Eagle, and Raven. The interviews were distributed as follows.

- *Black Bear*: Four participants from the 2011 and 2012 program years. This represents more than one-third of the total number of participants from 2011 and 2012 for whom a current telephone number was available at the time of the data collection. The enrollment lists provided did not include telephone numbers. Efforts were taken to locate telephone numbers based on names and addresses. In addition, a recruitment letter was mailed to everyone on the enrollment lists. The letter informed past participants about the research and provided a toll-free number, as well as an email address to use should they be interested in scheduling an interview. No one who received a letter contacted us.
- *Bold Eagle*: 61 participants from 2011-2013. This represents approximately one-fifth of the total number of participants for whom a current telephone number was available at the time of the data collection.
- *Raven*: 40 participants from 2011-2013. This represents approximately one-quarter of the total number of participants for whom a current telephone number was available at the time of the data collection.

#### 4.1 Contextual Information

##### Participants Most Likely Completing High School

Program participants who took part in an interview tended to be full-time students. Most participants are currently finishing high school, although a few are attending university. In addition to attending school, some participants are employed part-time and a few are employed full-time. Only two are members of the CAF, either in the regular forces or as a reservist.

##### Most Heard of Programs Through Their School

Participants of the summer training programs were most likely to have first learned about the program through their school, either from a guidance counsellor or a CAF recruitment officer who visited the school. Other sources mentioned with somewhat less frequency included friends or family members who had previously participated in one of the summer programs, friends or family members who are members of the CAF, a parent, or a CAF enlistment officer in their community. A few participants indicated they found information about the CAF's summer training programs on the Internet.

##### Vast Majority Completed the Summer Training Program

The vast majority of the participants interviewed completed the six-week long summer training program. For some Aboriginal youth, completing the program was a point of pride. The few who did not complete the program indicated they left due to a physical injury,

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loneliness or homesickness, a family crisis (e.g., death of a family member), or the realization that the CAF was not the right fit for them career-wise.

### **4.2 Goals and Expectations in Relation to Programs**

#### **Variety of Reasons for Enrolling, But Many Did to Try out CAF**

When asked about their reasons for enrolling in one of the summer training programs, interview participants mentioned a variety of things. Many enrolled in the program to try out the CAF, and the military lifestyle, to see if the CAF is a good fit for them career-wise, or because they are interested in joining the CAF and they saw this as a good introduction to the forces. Others pointed to a desire to be challenged, to obtain useful skills, or to experience something new. Some Aboriginal youth indicated they enrolled because the program looked fun or interesting (i.e., a good way to spend their summer) or because they needed or wanted a summer job.

In addition, several participants mentioned that they are, or were, army cadets and their experience as a cadet motivated them to enrol in the summer program. Following this, others explained that they know a current or former member of the CAF (e.g., a family member or friend) and that this was the reason they participated in the program. Other reasons offered to explain why they enrolled in the program, typically mentioned by individuals participants, include: to learn about Aboriginal culture (in the absence of other cultural ties or influences in their life); to prove s/he could complete the program; to better oneself (i.e., for self-development); to work on self-discipline, and; because the physical challenge and teamwork aspect was appealing.

#### **Expectations of the Programs Varied Considerably**

Expectations with respect to the summer training programs varied considerably, from those participants who had no idea what to expect, to others who pointed to something concrete they hoped to achieve through participation. Among those who had expectations about the summer training programs, the expectation most frequently mentioned was that the program would be 'hard' or 'tough'. These participants expected the program to be physically demanding.

Aboriginal youth who expected to accomplish certain goals or objectives by participating in the program routinely mentioned things like acquiring new skills, learning teamwork and leadership, meeting new people, as well as building character, self-discipline and self-confidence. Several participants indicated they expected to learn about different jobs within the CAF or about life in the military.

Other interview participants tended to describe what they thought the program would be like—for example, they expected to do fun activities, to have to work hard, to have to rise early in the morning, to have to do a lot of exercise, to learn about weapons handling, or to be shouted/hollered at by drill instructors. Notably, several participants volunteered that the program was not as difficult as they had imagined it would be. Conversely, one person interviewed indicated the program was much harder than expected.

#### **Few Expressed Concern About Participating in the Programs**

Most participants had no concerns at all about taking part in one of the summer training programs. Among the few who had concerns, the following were mentioned:

## Assessing Objectives of CAF Aboriginal Programs

apprehension about being away from home (i.e., being lonely, missing family), general anxiety linked to not knowing what to expect from the program, and concern about their level of fitness (i.e., they feared they might have trouble with the drills). A few participants worried about ‘screwing up’ and not completing the program. This concern appeared to be rooted in their perception that they had something to prove to themselves, friends, family or their community. Individual participants mentioned that they were concerned about not getting enough sleep (because they imagined that the daily schedule would include early mornings) or about meeting military timings (and not being tardy).

### Many Had No Impression of CAF Prior to the Programs

Many Aboriginal youth had no impression of the CAF and the military lifestyle prior to participating in one of the summer training programs. Those who did hold an impression, moreover, tended to know very little about the CAF. Instead, they had vague impressions of the CAF and the military lifestyle. These included the perception that members of the CAF are very disciplined and physically fit, and that the military lifestyle is organized and structured. Others mentioned that they have respect for the CAF, as well as members of the CAF, or that they view Canada’s military positively because they ‘have a tough job’ or a ‘hard life’ as ‘defenders of the country’.

## 4.3 Overall Perceptions of Summer Training Programs

### Participants Have Similar Views of Objectives of Programs

Nearly everyone interviewed was able to offer some description of the goals or objectives of the summer training program in which they participated. In general, feedback focused on the following themes:

- *Experience the CAF:* To teach Aboriginal youth about being a soldier and about the CAF, including the different types of jobs available in the CAF, as well as to provide them with an opportunity to join the forces.
- *Career/future planning:* To give Aboriginal youth a focus, to redirect and motivate them, to help them find a career.
- *Skills development:* To teach Aboriginal youth teamwork, confidence, self-esteem, leadership and discipline.

Other things mentioned, typically by individual participants, included: to build character; to get participants physically and mentally fit; to help Aboriginal youth ‘get to know themselves’ and realize their potential; to travel to different parts of Canada; to earn school credits; to help Aboriginal youth learn about their culture, and; to help ‘at risk’ Aboriginal youth find a path in life.

### Participants Hold Generally Positive Impressions of the Programs

Impressions of the summer training programs tended to be favourable. This applied to each of the programs—Black Bear, Raven and Bold Eagle. Participants described their experience as positive, with some saying it was very positive—a ‘life-changing’ or ‘once in a lifetime’ experience. The programs were described as ‘really good’ or ‘great’ by many youth interviewed. Others commented that they learned a lot or that they really enjoyed the experience. While some participants who were interviewed volunteered that the programs were hard, and challenging at times, they also acknowledged that this was a necessary part of the training.

## **Assessing Objectives of CAF Aboriginal Programs**

Underscoring the participants' positive experience, most interviewees indicated they felt welcome and supported participating in the program. In addition, participants were unanimous in their view that the program they participated in was structured in a way that allows it to achieve its objectives. Among those who had expectations with respect to the summer program, virtually everyone indicated the program met or exceeded these expectations. Those youth who felt the program fell short of their expectations typically explained that the experience was much more physically and mentally challenging than they had anticipated.

### **Various Aspects of Programs Identified as Strengths and Weaknesses**

Asked what was particularly well done about the program in which they participated, or which aspects were more beneficial to them, participants pointed to a wide variety of things. Some thought the program was well-structured and organized so as to maximize their opportunity to learn about the CAF and be exposed to the military lifestyle in a short period of time. In addition, a few participants mentioned that they liked how the program was designed to integrate Aboriginal culture with exposure to the CAF. Other participants mentioned different types of activities that they thought were well done, including the drills, survival training, repelling, marching, and weapons handling.

Aspects of the program identified as well done or most useful—typically by individual participants—included the following:

- Culture camp and the exposure to First Nations history
- Basic training (and how it mirrors the Army Reserve Basic Military Qualification)
- The discipline
- The courses, in particular, the First Aid training
- The instructors who were described as great, informative, and enthusiastic

Several participants said they found the opportunity to travel away from home, to see different parts of Canada, and/or to meet new friends very beneficial.

Despite largely positive perceptions of the summer training programs, some participants did identify aspects or parts of the program that they felt were less well done or in need of improvement. Several mentioned that the program did not include enough of one type of activity (e.g., repelling or physical training in the morning) or sufficient downtime between scheduled activities.

A few pointed to the instruction as another aspect of the training programs that needed improvement—specifically, some instructors were not skilled teachers (i.e., they read directly from the textbooks or PowerPoint files), unit leadership was inconsistent (i.e., participants mentioned regularly having a different sergeant or instructor with different expectations of them), or some lectures and materials were not relevant to the participants (e.g., officer training).

Other aspects of the programs that were done less well, or perceived as needing improvement, were mentioned by individual participants and included the following: the food; insufficient focus on teambuilding; some training equipment was missing pieces; not enough discipline imposed on participants; insufficient time scheduled for certain activities like mapping and compass work, and; the Raven Program did not focus enough on the Navy (i.e., it was perceived to be oriented more toward the army).

## Assessing Objectives of CAF Aboriginal Programs

Notably, many participants were not able to identify any aspect of the programs that they felt were less well done or in need of improvement.

### Very Few Needed Accommodation to Help Adapt

Very few participants interviewed indicated they needed support or accommodation to help adapt to the programs in which they took part. Those who did, mentioned needing the following assistance: help to deal with shyness, better fitting equipment, and access to the Elders of the First Nations and Aboriginal groups participating in the programs for support and encouragement. A couple of participants noted that the culture camp helped ease their transition from civilian to military life in their program.

### Adapting to Routine, Being Away from Home—Most Difficult Aspects of Programs

Interviewed participants identified various aspects of the programs that they found particularly difficult or challenging. Adapting to the military schedule (i.e., waking up early, spending long days training, sleep deprivation, being on time) was the only thing mentioned with any frequency. In addition, several participants pointed to the inspections, and being away from home (sometimes for the first time) as the most challenging or difficult aspects of the programs.

Other challenges included the following:

- Early morning physical training
- Drills, marching, and field training
- Classroom lessons
- Written tests
- Night navigation
- Handling guns
- Firing guns
- Camping outdoors
- Stress of being yelled at every day by their drill instructors.

### Most Youth Got Impression CAF Wanted Them to Join

Turning to recruitment issues, most participants indicated they got the impression through the program that the CAF wanted them to choose the military as their career, but that they experienced no pressure to join. In fact, participants routinely mentioned that instructors presented the CAF as an option, but with no attempt to recruit them. They learned about what the CAF had to offer and instructors shared their personal experiences, both positive and negative, with program participants. This gave youth the impression that that the CAF wanted them to choose the military, but that the decision to enlist was theirs to make based on what they learned about the CAF.

Nearly everyone felt that they were informed about the process to apply to the CAF, although a few participants were not sure whether or not they were informed about the application process.<sup>3</sup>

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<sup>3</sup> This tended to be participants from the 2011 programs—i.e., those for whom recall of details would be limited by the passage of time.

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### Generally Positive Reaction to Earning of High School Credits

Most participants thought it would be useful if graduates from the summer training programs earned high school credits to help towards graduation. Those who did not think this would be useful indicated they did not need the credits. They already graduated or will graduate high school without the need for additional credits.

### Everyone Would Recommend Program to a Friend or Peer

Positive impressions of the summer training programs were underscored by the fact that everyone indicated they would (or already did) recommend this program to an Aboriginal friend or peer. Asked what advice they would give to someone prior to beginning the program, collectively, participants identified the following:

- Make sure you are physically fit
- Make sure you are mentally prepared
- Stick to your timings
- Listen to your instructors
- Learn to play the game
- Learn to take orders without question
- Be open to new things
- Expect it to be challenging
- Keep your head up and do not stick out
- Pay attention
- Get used to getting up early
- Stick with it; do not give up.

### Widespread Agreement that CAF Summer Training Programs Are Needed

There was widespread agreement among participants that there is a need for programs like Bold Eagle, Raven, and Black Bear. Among those who provided a reason to substantiate their view, most focused on the opportunity being presented to Aboriginal youth. The CAF summer training programs were seen to provide direction for Aboriginal youth by showing them what type of employment is available with the CAF and helping them to focus on, and prepare for, their future.

Other explanations included that these programs teach Aboriginal youth how to deal in a positive way with struggles they might encounter, as well as to help them develop self-discipline, leadership and other important life skills. The very few participants who did not think there is a need for this type of program indicated that there are community-based programs that can provide the skills training offered through the summer programs or that this training can be obtained through the CAF regular forces.

## 4.4 Perceptions of Aspects of Program: Basic Training

### Mainly Positive Impressions of Basic Training

Virtually everyone had a positive impression of the basic training they received as part of the summer training programs. Most enjoyed the physical challenge of basic training, or described the experience as 'fun' or 'good'. Some acknowledged that basic training was 'tough' or 'hard work', but that their experience was consistent with their expectations. The aspects of basic training perceived to be *most* useful to participants included the following:

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- Drills
- First Aid
- Following the schedule, meeting timelines, having responsibilities
- Field training
- Learning to take orders, trust platoon members
- Navigation training
- Cleaning
- Survival skills
- Weapons handling
- Fitness training.

Asked which aspects of basic training were *less* useful to them, collectively, participants referred to the in-class learning, in particular, lessons on subjects of little to no relevance to them, the firing range, the first aid training, and operating a service rifle. Notably, some participants could not identify any aspect of the training that they felt was less useful to them.

### Participation Did Not Change Understanding of Basic Training in CAF

Participation in the program did not change most people's understanding of basic training in the CAF. Of the very few who indicated it did, one person volunteered that basic training was not as hard as s/he thought it would be, another person indicated that basic training was actually harder than expected, and a couple of participants reported they now have a more realistic understanding (one that differs from their original perception which was based on depictions in movies of military training/boot camps). Finally, another individual mentioned that s/he did not realize that recruits would be required to go on long marches wearing their rucksacks as part of basic training. This was new information that changed this person's understanding of basic training in the CAF.

### Program Prepared Participants for Basic Training in CAF

There was a consensus among participants that the program in which they participated adequately prepared them for the rigours of basic training in the CAF. No one disagreed that the program provided him or her with adequate preparation.

### Very Few Were Negatively Affected by Basic Training

Very few interviewed participants indicated they were negatively affected in any way by the basic training they received as part of the summer training program. One participant experienced back pain as a result of the basic training and the other experienced mild depression thought to have been brought on by the stress of drills.

## 4.5 Perceptions of Aspects of Program: Culture Camp

### Very Positive Impressions of Culture Camp

The vast majority of participants interviewed held a positive impression of the culture camp. Participants often noted that the cultural camp was a good way to start the program because it offered them the opportunity to get to know the other participants and it eased them into the military schedule. Generally, participants indicated they liked the culture camp because they found the activities fun and enjoyable, and because they learned a lot

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about themselves and about Aboriginal culture. The latter was considered especially important by participants who, up until the program, had limited exposure to their culture. For some participants, this was the first time they had taken part in a sweat lodge or a sharing circle of any kind.

The aspects of the culture camp perceived to be *most* useful to participants included the team- and trust-building activities (e.g., teepee building), the sharing circles, the traditional ceremonies (e.g., sweat lodge, peace pipe), the support provided by Elders, the food served, and the family-type environment that was created at the camp. Although the culture camp part of the programs received very positive assessments, a few areas in need of improvement were identified by individual participants. This included the camp organization, which was felt to be not structured enough, the lack of physical activity, and the limited access to shower facilities.

### Culture Camp Viewed As Highly Beneficial

Underscoring participants' favourable assessments of the culture camp, virtually everyone thought the culture camp was a beneficial part of the summer training programs. Most participants acknowledged that the culture camp set them up well for the basic training part of the program. Not only did it help ease their transition from the civilian to military lifestyle (i.e., it provided a gradual immersion), it also helped the participants to focus on the core skills of teamwork and leadership in preparation for basic training.

## 4.6 Suggestions to Improve Summer Training Programs

Suggestions for improving the summer training programs were relatively limited. To improve basic training, participants suggested including more fitness training, providing more downtime in between activities, adding hand-to-hand combat training and including more time for repelling, eliminating lectures on less interesting or relevant topics, ensuring more consistency in instructors' expectations of participants, and hiring instructors who are better equipped to teach. A couple of participants suggested that basic training could be made more difficult so it is more in line with the basic training new CAF recruits are required to complete.

When it came to the culture camp, the only suggestion for improvement was to include time for physical training. A couple of participants noted that there was very little attention to physical activity during the culture camp, which made the transition to basic training tougher for some.

Other suggestions offered by participants related to the summer training programs overall. These included:

- Creating more spots in the programs so more Aboriginal youth can take part
- Including more presentations about the trades and job opportunities in the CAF
- Providing opportunities for participants to interact with previous program graduates
- Providing examples of Aboriginal success stories (to serve as role models)
- Extending the length of the program in order to fit in more activities/learning
- Advertising the program to raise awareness of it
- Scheduling more personal time for participants to speak with family members.

### 4.7 Outcomes of the Summer Training Programs

#### Variety of Benefits to Participating in the Programs

Participants had no difficulty identifying the main benefits they received as a result of participating in these summer programs. Most youth interviewed pointed to the acquisition or strengthening of various skills. This included life skills, such as self-discipline, self-confidence and time management, as well as communications skills, organizational skills, leadership skills, and teamwork skills. Many also mentioned different personality traits or characteristics they thought they developed as a result of the six-week program, such as punctuality, independence, reliability, and obedience, as well as the ability to work hard and pay attention to details. In short, these participants felt they had become more mature and/or responsible individuals.

In addition to life skills and personality traits, some participants felt the program improved their physical fitness, inspired them to change their lifestyle and stay more physically active, or made them mentally and emotionally stronger. For others, the main benefit of participating in the training program was the ability to add this achievement to their resume (which they acknowledged would be well-regarded by potential employers in their community) or the perceived advantage it would give them when (and if) they applied to the CAF. Finally, several participants felt that the main benefit of the program was the fact that it helped them to focus on their future by thinking about possible career paths.

#### Participation in Programs Have Impact in Several Areas

Participants felt the program in which they took part had a moderate to big impact in the following areas:

- *Improving self-discipline:* The summer training programs had a big impact in this area. In order to adapt to the military lifestyle, participants, by necessity, needed to develop and strengthen their self-discipline.
- *Increasing confidence and self-esteem:* Completing the program offered a sense of pride and achievement that increased confidence and self-esteem among many participants of the summer training programs.
- *Contributing to overall growth and self-development:* This was achieved through participants' exposure to an environment outside their community and being away from home for a period of six weeks (for many participants, this was their first time away from home).
- *Ability to work in teams with other people:* The summer training programs had a big impact in this area. Participants often commented on the importance of teamwork and how the program required them to work cooperatively with others in order to succeed. Recall, that participants found the culture camp beneficial because it helped them to learn how to function as a team in preparation for basic training.

#### Programs Leave Participants with Good Understanding of Military Life

Virtually everyone indicated that the program provided him/her with a good understanding of the challenges of the military lifestyle and of life in the CAF. To explain why, participants pointed to the fact that the summer training programs are designed to enable them to experience the CAF. They felt as though they were treated like soldiers throughout the six-week program, and instructors often shared stories about their personal experiences in

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the CAF. Both left participants thinking they have a good understanding of what it is like to be in the military.

### **Participating in Programs Changed Everyone's Perception of CAF**

Participation in the program changed or influenced everyone's perceptions of the CAF in a positive way. All participants interviewed emerged from the program with a more positive perception of the CAF. As a result of participating in the summer program, Aboriginal youth had a more realistic understanding of what the military lifestyle entails. The lifestyle is far more varied or multi-faceted than they had thought prior to participating in one of the summer programs. In particular, they realized that CAF personnel are not 'automatons' that only march and take part in drills. Instead, members of the CAF were viewed as very professional and highly disciplined.

### **Participation in Programs Motivated Most to Consider CAF as Career Option**

The vast majority of participants indicated that the program they took part in motivated them to seriously consider the CAF as a career option. That said, the levels of reported interest varied considerably. At one end of the spectrum, participation in the summer program confirmed a youth's intent to join the CAF, either the regular or reserve forces, and at the other end, participation confirmed a youth's general interest in the CAF, as one possible career option. Reasons for not considering the CAF as a career option included the general conclusion that the lifestyle is not for them, a desire to stay close to their families, the preference for an alternate career path (e.g., RCMP, firefighter, teacher), and a desire to continue with their education.

Regarding other outcomes, participants still attending school at the time of the interview indicated the program helped them in their studies. It did so through the skills and personality traits they developed or strengthened during the program. Time management, leadership, punctuality, and self-discipline were each cited as having a positive impact on their studies. Examples volunteered included being able to concentrate in the classroom and pay attention to the lessons, being able to lead projects, being less likely to procrastinate, and generally being a more reliable student. Several participants mentioned that the CAF program has encouraged them to think more about their future.

Among those not attending school at the time of the interview, some credited the summer training programs with helping them to obtain and maintain their current job. Listing the program on their CV was perceived to give them an advantage over other job applicants, while things like general work ethic, communication skills, teamwork skills, and leadership were seen as helping them to maintain their current employment. At least one participant indicated a job was offered to him/her because of the summer training program listed on his/her CV.

### **Nothing Would Have Made Participants More Likely to Consider the CAF**

Participants who were not members of the CAF at the time of the interview were asked if anything could have been done in the summer training programs that would have made them more likely to consider a career in the CAF. Participants were unanimous that no changes to the programs themselves would have increased the likelihood that they would have considered the CAF as a career option. For many, participating in the program confirmed their interest in pursuing a career in the CAF or their belief that the CAF is not the right fit for them.

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### **Most Currently Play No Active Role in Their Community**

Most interviewed participants indicated they currently play no active role in their community, either through formal or informal volunteering. Those who are involved in their community have taken on a variety of responsibilities, such as volunteering at the friendship centre, at a local business (e.g., a hair salon), at the library, at cadets (as a civilian instructor), at a community centre or local high school, coaching sports teams, or helping out around their community (e.g., building a fence, cleaning up, working at a bottle drive).

### **No Awareness of 'Service to Canada' Initiative**

Interviewed program participants were asked if they had heard of the 'Service to Canada' initiative. None of the interviewees could recall having heard of this initiative.

## **4.8 Partnering with Aboriginal Communities**

### **Little to No Awareness of Involvement of Aboriginal Communities**

None of the interviewed participants was aware of any involvement in the summer training programs on the part of their own Aboriginal community. When asked if any other Aboriginal communities played an active role in the program, a few indicated, when prompted, that this was probably the case, but no one could identify which community it was that was a partner.

### **Links Between CAF Programs and Aboriginal Communities View as Positive**

Most participants felt it would be important to forge links between CAF Aboriginal programs and the communities of program participants. The main reason given was to help publicize the program within the communities in order to foster participation. It was also suggested that forging such links could help ease the transition process from the community to the program. Despite attributing importance to these links, very few of those interviewed could offer suggestions for how this could be accomplished. The only suggestion was for CAF recruiters to visit Aboriginal communities to promote the CAF's Aboriginal programs.



### 5.0 Discussion

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The CAF's Aboriginal programs are intended to increase Aboriginal people's awareness of the CAF and to attract and recruit them. The aim of the research includes providing the CAF/DND with a clear understanding of whether the CAF Aboriginal programs are achieving their objectives.

The research findings suggest that the CAF's Aboriginal programs are doing a good job providing Aboriginal people with an introduction to the forces and the military lifestyle. This introduction, however, has not translated into enlistments. Very few of the program participants interviewed have actually joined the CAF despite having seriously considered the CAF as a career option as a result of the programs.

These findings are consistent with those of another recent study undertaken by the CAF. Fonséca and Dunn<sup>4</sup> (2012) found that the CAF's Aboriginal programs are effective at attracting Aboriginal people, and they have a very good completion rate. Nevertheless, the proportion of graduates of these Aboriginal programs who later choose to make the CAF their career of choice is much lower.

While the reasons why program participants do not enlist in the CAF are not conclusive, the present study does offer some limited insight. One of the primary reasons for not considering the CAF as a career option was the general conclusion that the lifestyle is not for them. The programs do an excellent job providing an opportunity for Aboriginal people to experience the CAF and the military lifestyle. The authenticity of this experience, however, is leading them to conclude that the military is not the right career path.

As with most research, this study has limitations. This research was qualitative in nature, not quantitative. As such, the results provide an indication of participants' views about the issues explored, but cannot be generalized to the full population of participants in the CAF's Aboriginal Programs.

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<sup>2</sup> Fonséca and Dunn's focus group report (2012) on Attracting and Recruiting Aboriginal Peoples.



### 6.0 Recommendations

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Based on the research findings, we offer the following recommendations for the CAF's consideration vis-à-vis the Aboriginal programs. It is understood that some of these actions and/or activities may already have been undertaken, or are being considered, by the CAF.

Before we outline recommendations specific to each program, a recommendation that applies to all the CAF's Aboriginal programs is to publicize them more. There was a sense among many participants that the programs are not well advertised or promoted, and Aboriginal youth are potentially missing an opportunity to experience the CAF. Concretely, this could take the form of greater outreach work among Aboriginal communities (regular visits to communities from CAF recruitment officers), the use of "success stories" as promotional tools, or targeted mass media advertising campaigns, for example.

Turning to program-specific recommendations:

- ❖ Increase the length of CFAEP. The three-week program was viewed as being too short to get a hands-on experience and learn about the range of career options in the CAF. The compressed program, moreover, created scheduling problems. If an activity could not be undertaken because of poor weather, for example, there was no time to adjust the schedule and include this activity.
- ❖ Expand the ALOY curriculum. Participants interviewed felt that the courses available to them through the Royal Military College were too limited in selection. They would like to have had a greater variety of courses from which to select. Related to the program curriculum, it was also suggested that inviting recent ALOY graduates to speak with current participants would be a valuable addition to the curriculum.
- ❖ Provide more opportunities for ALOY students to interact with other RMC students. As part of the ALOY program, the participants interviewed felt isolated from the other RMC students. Greater interaction between the ALOY students and the other RMC students might help to increase enlistment. If ALOY students felt a part of the broader RMC community, they might be more likely to apply to continue at RMC as a Regular Officer or reservist.
- ❖ Help ease transition from the ALOY back to civilian life. Participants interviewed mentioned experiencing some difficulties transitioning from military to civilian life upon completion of the year long experience. Specifically, they had trouble transferring their course credits from the Royal Military College to other post-secondary institutions, or they found it burdensome to have to re-apply for their passports and/or health cards. Some assistance in this area would have been welcomed by the ALOY participants interviewed.
- ❖ Provide training for instructors of the summer training programs. It was noted by some interviewed participants that the quality of instruction varied, and that the expectations of instructors were not consistent. Adapting to the military lifestyle was not easy for the youth interviewed. Providing instructor training could help ease the transition from civilian to military life. For example, instructors could be provided a manual, with guidance on how to teach / deliver a lecture, a clear set of expectations vis-à-vis participant behaviour, as well as protocols ('Dos and Don'ts') for handling different

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situations, such as poor performance, tardiness, insubordination, etc. This would help to ensure a consistent response to transgressions, as well as a shared understanding of expectations between participants and instructors.

### 7.0 General Conclusions

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The research findings suggest that the CAF's Aboriginal programs are doing a good job providing Aboriginal people with an introduction to the forces and the military lifestyle. In addition, participants appear to be completing the programs with a well-developed set of practical skills. Despite the fact that many indicated they seriously considered applying for the CAF as a result of the program, very few interviewed program participants had actually joined the CAF. Among those not in the CAF, the impact of the CAF programs is difficult to assess. While some graduates of the summer training programs and the CFAEP felt that their participation in the programs helped them to obtain or maintain their current job, participants of the ALOY program did not feel that this was the case. Finally, when it comes to education, participation in the CAF Aboriginal programs tended to confirm participants' decision to continue with (or start pursuing) post-secondary schooling.



**Appendix**

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# Assessing Objectives of CAF Aboriginal Programs

## Recruitment Screener

### Profile Characteristics:

- Research to consist of:
  - In-person data collection is targeted for 4 locations: Eskasoni (N.S.), Maniwaki (QC), Winnipeg, and Edmonton. Methods to range from in-person interviews, to dyads or triads, to focus groups depending on the availability and location of past participants. In addition, should the lists support in-person data collection in another location, Phoenix would discuss with the client adding a 5<sup>th</sup> location to the research plan.
  - 80 in-depth interviews<sup>5</sup>, potentially broken down as follows:
    - 30 participants from Black Bear, Bold Eagle, and Raven summer training programs (10 per program);
    - 20 participants from Aboriginal Leadership Opportunities Year (ALOY)
    - 30 participants from Canadian Forces' Aboriginal Entry Program (15 per training centre).
- Sample to be drawn from CAF lists.
- Participants to be Aboriginal Canadians who attended one of the programs identified above within the last two years, whether they completed the program or not.
- Program-specific focus groups to be conducted (i.e. no mixing of participants from different programs). As such, the focus groups will include both civilians and CAF members.
- For the focus groups, 10 participants to be recruited for 6-8 to show per group, where numbers permit.
- Participants who are not current members of the CAF regular forces (i.e. civilians and reservists) to be paid \$100 to participate in the focus groups or in-person interviews, and \$50 to participate in the telephone interviews. Email addresses to be collected from telephone interviewees; to be used by Phoenix to confirm receipt of the incentive cheque.
- Regular CAF members will not receive incentives to participate in the research as the rules prohibit this.
- All in-person sessions (i.e. focus groups and in-person interviews) to take place in the evening (i.e. 5:30 to 10:00 pm) in CAF facilities or facilities made available through Aboriginal bands (e.g. band office).
- Focus groups to last approximately two hours; in-depth interviews to last approximately 45 minutes.
- All in-person sessions (i.e. focus groups and interviews) to be audio-recorded.
- Telephone interviews to be conducted in the official language of choice of the participant.
- Sponsorship of the study to be revealed (i.e. DND/CAF).

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<sup>5</sup> Specifications regarding in-depth interviews may be adjusted depending on the number and location of participants. Depending on the location of participants, some interviews might be conducted in person rather than by phone, and depending on the number of participants available in a given location, some interviews might be changed into dyads, triads, or mini-focus groups.

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### INSTRUCTIONS REGARDING LOCATIONS AND DATA COLLECTION METHODS:

- Based on the sample lists, recruit past program participants identified as being located in Eskasoni (N.S.), Maniwaki (QC), Winnipeg, and Edmonton for **in-person data collection**, either a focus group or in-person interview. The method of data collection is identified in the sample lists.
  - Should we learn that numbers will not support a focus group in one or more of these locations, past participants who agree to take part in the research will be called back and asked to participate in an in-person interview (or telephone interview) as determined in discussion with Phoenix and the client. It is standard practice to re-contact recruits a day or two prior to a focus group or interview to remind them (reduces no-shows).
- Based on the sample lists, recruit all other past program participants for **telephone interviews**. The method of data collection is identified in the sample lists.
  - Should we learn that numbers will support in-person data collection in locations other than those identified above, the possibility of adding a travel location would be discussed with Phoenix and the client.

## Assessing Objectives of CAF Aboriginal Programs

Hello, may I please speak with \_\_\_\_\_.

- ⇒ IF REACHING THE INDIVIDUAL ON THE CLIENT LIST, CONTINUE.
- ⇒ IF INDIVIDUAL SOUGHT IS NOT AVAILABLE, SCHEDULE CALL-BACK. IF USEFUL, EXPLAIN THE PURPOSE OF THE CALL USING INTRO LANGUAGE (SEE BELOW)
- ⇒ IF INDIVIDUAL SOUGHT IS NO LONGER LIVING AT THIS LOCATION, ASK FOR NEW CONTACT INFORMATION. IF USEFUL, EXPLAIN THE PURPOSE OF THE CALL USING INTRO LANGUAGE (SEE BELOW)

Hello, my name is \_\_\_\_\_. I'm calling on behalf of the Department of National Defence. I work for a public opinion research firm called Phoenix SPI. We've been hired by the Department of National Defence and the Canadian Forces to conduct a series of discussion groups and interviews to explore issues related to a set of Canadian Forces programs designed for Aboriginal Canadians. Your name was randomly selected from a list of program participants provided to us by the Canadian Forces.

The [discussion group will last approximately two hours/interview will last approximately 45 minutes]. Except for current members of the CAF regular forces, people who take part, will receive a cash payment to thank them for participating. Participation in the research is voluntary. Your decision to participate or not will not affect any dealings you currently have or may have in the future with the Canadian Forces, DND or any other department of the Government of Canada. All information collected will be used for research purposes only, in accordance with laws designed to protect your privacy.

Before we invite you to take part in this research, do I have your consent to proceed with a few questions?

- |     |   |                         |
|-----|---|-------------------------|
| Yes | 1 | (CONTINUE)              |
| No  | 2 | (THANK AND DISCONTINUE) |

### INTERVIEWER NOTES:

IF RESPONDENT HAS QUESTIONS ABOUT THE RESEARCH OR QUESTIONS ITS VALIDITY, INVITE HIM/HER TO CALL CONTACT CAPTAIN FELIX FONSECA OF THE CANADIAN FORCES AT 613 995-8102.

IF RESPONDENT WANTS TO KNOW HOW THEY WERE SELECTED, INFORM THEM THAT THEY WERE CHOSEN RANDOMLY FROM A LIST PROVIDED BY THE CANADIAN FORCES.

IF RESPONDENT STATES THAT THEY DID NOT FINISH THE PROGRAM IN WHICH THEY TOOK PART, INFORM THEM THAT WE STILL WANT TO HEAR FROM THEM/INCLUDE THEM IN THE RESEARCH.

IF RESPONDENT WANTS TO KNOW WHY CURRENT MEMBERS OF THE CAF REGULAR FORCES WILL NOT RECEIVE AN INCENTIVE FOR PARTICIPATING, INFORM THEM THAT CAF RULES PROHIBIT THIS.

## Assessing Objectives of CAF Aboriginal Programs

1. Do you, or does any member of your household or immediate family, work for any of the following? (READ LIST)

Marketing research, public relations firm, or advertising agency  
The media (radio, television, newspapers, magazines, etc.)

Yes	1	THANK AND DISCONTINUE
No	2	CONTINUE

### ASK PARTICIPANTS IN 'BLACK BEAR' PROGRAM:

2. During the past two years, did you take part in the Canadian Forces' Black Bear summer training program? This is a six-week army training program for Aboriginal Canadians that takes place in Oromocto, New Brunswick. The training includes sessions on Aboriginal cultures and basic military training.

Yes	1	
No	2	THANK AND DISCONTINUE*

### ASK PARTICIPANTS IN 'BOLD EAGLE' PROGRAM:

3. During the past two years, did you take part in the Canadian Forces' 'Bold Eagle' summer training program? This is a six-week army training program for Aboriginal Canadians from Western Canada and Northern Ontario that takes place in Wainwright, Alberta. The training includes sessions on Aboriginal cultures and basic military training.

Yes	1	
No	2	THANK AND DISCONTINUE*

### ASK PARTICIPANTS IN 'RAVEN' PROGRAM:

4. During the past two years, did you take part in the Canadian Forces' 'Raven' summer training program? This is a six-week navy training program for Aboriginal Canadians that takes place in Esquimalt, British Columbia. The training includes sessions on Aboriginal cultures and basic military training.

Yes	1	
No	2	THANK AND DISCONTINUE*

### ASK PARTICIPANTS IN 'ALOY' PROGRAM:

5. During the past two years, did you take part in the Canadian Forces' Aboriginal Leadership Opportunities Year, sometimes referred to as the ALOY program? The program provides Aboriginal Canadians with an opportunity to complete a preparatory year for university studies at the Royal Military College in Kingston Ontario, and to develop leadership skills.

Yes	1	
No	2	THANK AND DISCONTINUE*

## Assessing Objectives of CAF Aboriginal Programs

### ASK PARTICIPANTS IN 'CFAEP' PROGRAM:

6. During the past two years, did you take part in the Canadian Armed Forces' Aboriginal Entry Program (CFAEP)? The program lasts three weeks and takes place in St. Jean, Quebec and Halifax, Nova Scotia. It provides Aboriginal Canadians with basic knowledge of military life and military service.

Yes	1	
No	2	THANK AND DISCONTINUE*

\*EXPLORE/PROBE SITUATION WITH RESPONDENT BECAUSE HIS/HER INCLUSION ON THE CLIENT LIST FOR THIS GROUP SUGGESTS HE/SHE DID PARTICIPATE IN THE PROGRAM IN QUESTION.

### ASK EVERYONE:

7. Did you graduate from or complete this program? RECORD RESPONSE, BUT NO QUOTAS TO BE USED

Yes	1
No	2

8. Could you please tell me which of the following age groups you fall into...? READ LIST. RECORD RESPONSE, BUT NO QUOTAS TO BE USED

20 and under	1
21 to 30	2
31 to 40	3
41 to 50	4
51 to 60	5
61 and over	6

9. What is the highest level of education you have completed? READ LIST IF NECESSARY. RECORD RESPONSE, BUT NO QUOTAS TO BE USED

Less than high school	1
High school	2
Some college/technical school/CEGEP	3
Graduated college/technical school/CEGEP	4
Some university	5
Graduated university	6
Post-graduate or professional degree	7

10. What is your current employment status? READ LIST. RECORD RESPONSE, BUT NO QUOTAS TO BE USED

Employed full-time with Canadian Armed Forces	1	(CURRENT CAF MEMBER)
Employed full-time with another employer	2	
Employed part-time (under 30 hrs./week)	3	
Self-employed	4	
Unemployed	5	
Student	6	
Other (specify) _____	8	

## Assessing Objectives of CAF Aboriginal Programs

### ASK EVERYONE EXCEPT CURRENT CAF MEMBERS:

11. Do any of the following apply to you? Are you....? READ LIST. STOP READING WHEN A SELECTION IS MADE.

Currently a Reservist in the Canadian Armed Forces	1 (CURRENT RESERVIST)
A former Reservist in the Canadian Armed Forces	2 (FORMER RESERVIST)
A former CAF member	3 (FORMER CAF MEMBER)
None apply	4 (SKIP Q12-14)

### ASK NEXT TWO QUESTIONS OF CURRENT AND FORMER CAF MEMBERS AND RESERVISTS:

12. How many years [have you served / did you serve\*] in the Canadian Armed Forces?  
READ LIST

5 years or less	1
6-10 years	2
11-15 years	3
16-20 years	4
Over 20 years	5

**\*NOTE TO RECRUITER:** ADJUST LANGUAGE AS APPROPRIATE FOR CURRENT VS. FORMER MEMBERS.

13. What [is / was\*] your military rank [FORMER CAF MEMBERS AND RESERVISTS: when you released from service]? READ LIST

Junior NCM, from a Private Recruit up to the rank of Sergeant	1
Senior NCM, meaning Warrant Officer and above	2
Junior Officer, from an Officer Cadet to Captain	3
Senior Officer, meaning Major and above	4

### **\*NOTE TO RECRUITER:**

-ADJUST LANGUAGE AS APPROPRIATE FOR CURRENT VS. FORMER MEMBERS.  
-SEE APPENDED TABLE FOR CLARIFICATION OF RANK.

### ASK STUDENTS:

14. What type of school or institution are you currently attending? READ LIST IF NECESSARY.

High school	1
University	2
Community college	3
Vocational/trade school	4
Private college	5
CEGEP	6
Technical institute	7
Other (specify)_____	

## Assessing Objectives of CAF Aboriginal Programs

### RECORD GENDER BY OBSERVATION

Female	1
Male	2

### FOR IN-PERSON SESSIONS (I.E. FOCUS GROUPS, IN-PERSON INTERVIEWS)

The [discussion group/interview] will take place (DAY OF WEEK), (DATE), at (TIME). It will last approximately [two hours/45 minutes]. FOR PARTICIPANTS WHO ARE NOT MEMBERS OF THE REGULAR CAF FORCES: People who attend will receive \$100 to thank them for their time. Would you be willing to attend?

Yes	1
No	2

#### REFUSAL CONVERSION:

1) If focus group recruit declines to participate, offer the interview option, in-person first, and phone if needed. If phone is preferred, the incentive stays the same -- \$100.

2) If in-person interview recruit declines to participate, offer the option to complete the interview by phone. If s/he agrees to a phone interview, the incentive stays the same -- \$100.

Do you have a pen handy so that I can give you the address where the [discussion group/interview] will be held? It will be held at \_\_\_\_\_. When you arrive, please tell people you are there for a [focus group/interview]. I would like to remind you that the [group/interview] is at (TIME) on (DATE). We need you to arrive 15 minutes early. At the location, you will be asked to produce photo identification, so please remember to bring something with you.

The [discussion group/interview] will be audio-taped. You will be asked to sign a waiver to acknowledge that you will be audio-taped during the session. The audio recordings will be for research purposes only. As I mentioned, all information collected will be used for research purposes only, in accordance with laws designed to protect your privacy.

As we are only inviting a small number of people to attend, your participation is very important to us. If for some reason you are unable to attend, please call so that we can get someone to replace you. You can reach us at \_\_\_\_ at our office. Please ask for \_\_\_\_\_. Someone will call you the day before to remind you about the [discussion group/interview].

### FOR TELEPHONE INTERVIEWS

In which city or community are living right now?

RECORD: \_\_\_\_\_

NOTIFY PHOENIX WHEN/IF 5+ RECRUITS ARE FROM THE SAME CITY/COMMUNITY.

As I mentioned, the interview will last approximately 45 minutes. FOR PARTICIPANTS WHO ARE NOT MEMBERS OF THE REGULAR CAF FORCES: People who take part will receive a cash payment of \$50 to thank them for their time once the interview has been completed. All

## Assessing Objectives of CAF Aboriginal Programs

information collected will be used for research purposes only in keeping with laws designed to protect your privacy. Would you be willing to participate in an interview?  
SCHEDULE INTERVIEWS IN ACCORDANCE WITH PHOENIX'S AVAILABILITY

Yes	1	
No	2	THANK AND DISCONTINUE

Participants have the choice of being interviewed in English or French. In which language would like the interview to be conducted?

English	1
French	2

As we are only inviting a small number of people to take part in the research, your participation is very important to us. If for some reason you are unable to participate in your interview at the scheduled time, please call so that we can reschedule or get someone to replace you. You can reach us at \_\_\_\_\_ at our office. Please ask for \_\_\_\_\_. Someone will call you the day before to remind you about the interview.

Could I please confirm your name and phone number? Please be assured that your contact information will not be held or kept for any other purposes and will not be shared.

## Assessing Objectives of CAF Aboriginal Programs

### Caractéristiques et profil :

- L'étude se fondera :
  - sur une démarche de collecte de données qualitatives qui ciblera quatre lieux : Eskasoni (N.-É.), Maniwaki (Qué.), Winnipeg et Edmonton. Phoenix discutera aussi avec le client de la possibilité de l'ajout d'un cinquième lieu de collecte de données, si les listes disponibles le permettent. Les méthodes de collecte de données comprendront des entrevues individuelles et des groupes de discussions avec des Autochtones qui ont participé à l'un des programmes des FAC pour les Autochtones, selon leur disponibilité et leur lieu de résidence.
  - sur la réalisation de 80 entrevues approfondies<sup>6</sup>, qui pourraient être réparties en fonction des caractéristiques suivantes :
    - 30 participants des programmes d'instruction d'été Black Bear, Bold Eagle et Raven (10 participants par programme);
    - 20 participants du Programme d'initiation au leadership à l'intention des autochtones (PILA)
    - 30 participants du Programme d'enrôlement des Autochtones des Forces canadiennes (15 participants par centre d'instruction).
- L'échantillon sera établi à partir des listes fournies par le client (ADC).
- Les participants seront des Canadiens d'origine autochtone qui ont participé à l'un des programmes mentionnés ci-dessus au cours des deux dernières années, qu'ils aient complété ou non le programme.
- Des séances de discussion particulières à chaque programme seront menées (autrement dit, on ne mélangera pas les participants des différents programmes). Par conséquent, les séances de discussion réuniront des civils et des membres des FAC.
- Dans la mesure du possible, nous recruterons 10 participants par séance dans le but d'avoir entre six et huit personnes présentes à chaque groupe de discussion.
- Les participants qui ne sont pas des membres de la Force régulière des FAC (c.-à-d. les civils et les réservistes) recevront 100 \$ pour leur participation à la séance de discussion ou à l'entrevue, et 50 \$ pour une participation à une entrevue par téléphone. Nous nous assureront d'obtenir les adresses électroniques des participants aux entrevues téléphoniques afin que Phoenix puisse confirmer la réception de leur chèque de rétribution incitative.
- Les membres de la Force régulière des FAC ne recevront pas de rétribution incitative en contrepartie de leur participation à l'étude, étant donné que cela est proscrit par les règlements des FAC.
- Les séances de collecte de données, spécifiquement les groupes de discussion et les entrevues individuelles, auront lieu en soirée, entre 17 h 30 et 22 heures, dans des locaux des FAC ou dans des locaux qui seront disponibles dans des Conseils de bandes autochtones (ex : bureau du conseil de bande).

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<sup>6</sup> Il est possible d'adapter les caractéristiques des entrevues approfondies selon le nombre de participants disponibles et l'endroit où ils se trouvent. Suivant l'endroit où se trouvent les participants, certaines entrevues pourraient être menées en personne plutôt qu'au téléphone; de même, selon le nombre de participants disponibles dans un lieu donné, certaines entrevues pourraient être remplacées par des dyades, des triades ou même des mini-séances de discussion.

## Assessing Objectives of CAF Aboriginal Programs

- Chaque séance de groupe de discussion durera deux heures environ et chaque entrevue approfondie durera 45 minutes environ.
- Toutes les séances de discussion et les entrevues feront l'objet d'enregistrement audio.
- Les entrevues par téléphone seront menées dans la langue officielle préférée du/de la participant(e).
- Le parrainage de l'étude sera révélé (c.-à-d. MDN/FAC).

### DIRECTIVES AU SUJET DES LIEUX ET DES MÉTHODES DE COLLECTE DES DONNÉES :

- Selon les listes de l'échantillon, recruter les anciens participants aux programmes, qui se trouvent à Eskasoni (N.-É.), Maniwaki (QC.), Winnipeg et Edmonton pour la **collecte de données**, notamment les séances de discussion ou les entrevues individuelles. La méthode de collecte de données est indiquée dans les listes de l'échantillon.
  - Si nous constatons que le nombre de participants disponibles ne permettra pas la tenue d'une séance de discussion dans un ou plusieurs de ces endroits, nous rappellerons les personnes qui ont consenti à participer à l'étude pour les inviter à une entrevue individuelle ou à une entrevue par téléphone. Cela se fera selon des modalités qui seront déterminées après discussion entre Phoenix et le client. La pratique courante consiste à communiquer de nouveau avec les personnes recrutées un jour ou deux avant la tenue de la séance de discussion ou de l'entrevue pour leur rappeler la rencontre (cette pratique réduit le nombre de défections).
- Selon les listes de l'échantillon, recruter tous les autres anciens participants des programmes pour les **entrevues par téléphone**. La méthode de collecte de données est indiquée dans les listes de l'échantillon.
  - Si nous constatons qu'il y a plus de participants disponibles pour la collecte de données dans d'autres lieux que ceux retenus, nous discuterons de la possibilité d'ajouter une nouvelle destination avec le client.

## Assessing Objectives of CAF Aboriginal Programs

Bonjour. Est-ce que je peux parler avec \_\_\_\_\_?

- ⇒ SI LA PERSONNE DONT LE NOM FIGURE SUR LA LISTE DE CLIENTS EST DISPONIBLE, CONTINUER.
- ⇒ SI LA PERSONNE À JOINDRE N'EST PAS DISPONIBLE, CONVENIR D'UN MOMENT POUR LA RAPPELER. AU BESOIN, EXPLIQUER L'OBJET DE L'APPEL AU MOYEN DU TEXTE DE L'INTRODUCTION (VOIR CI-DESSOUS)
- ⇒ SI LA PERSONNE À JOINDRE N'HABITE PLUS À CETTE ADRESSE, DEMANDER À OBTENIR DE NOUVELLES COORDONNÉES POUR LA JOINDRE. AU BESOIN, EXPLIQUER L'OBJET DE L'APPEL AU MOYEN DU TEXTE DE L'INTRODUCTION (VOIR CI-DESSOUS)

Bonjour, je m'appelle \_\_\_\_\_. Je vous appelle au nom du ministère de la Défense nationale. Je travaille pour un cabinet de recherche sur l'opinion publique qui s'appelle Phoenix SPI. Le ministère de la Défense nationale et les Forces armées canadiennes ont retenu nos services pour la réalisation d'une série de séances de discussion ou d'entrevues en vue d'explorer des enjeux liés à un ensemble de programmes des Forces armées canadiennes qui s'adressent aux Peuples Autochtones du Canada. Votre nom a été choisi au hasard parmi une liste de personnes ayant participé aux programmes, que les Forces armées canadiennes nous ont transmise.

[La séance de discussion durera deux heures environ/l'entrevue durera 45 minutes environ]. À l'exception des membres actuels de la Force régulière des FAC, les participants à l'étude recevront une somme en argent en reconnaissance de leur participation. Vous êtes tout à fait libre de participer ou non à cette étude. Votre décision à cet égard n'aura aucune incidence sur vos rapports actuels ou futurs avec les Forces armées canadiennes, le MDN ou tout autre ministère du gouvernement du Canada. Tous les renseignements recueillis serviront exclusivement dans le cadre de cette étude, en conformité avec les lois visant à protéger vos renseignements personnels.

Avant de vous inviter à prendre part à l'étude, est-ce que je peux vous poser quelques questions?

Oui	1	(CONTINUER)
Non	2	(REMERCIER ET METTRE FIN)

### NOTES AU RECRUTEUR :

SI LE/LA RÉPONDANT(E) S'INTERROGE AU SUJET DE L'ÉTUDE OU DE SA VALIDITÉ, L'INVITER À COMMUNIQUER AVEC LA PERSONNE-RESSOURCE, LE CAPITAINE FELIX FONSECA DES FORCES CANADIENNES, AU 613 995-8102.

SI LE/LA RÉPONDANT(E) SE DEMANDE DE QUELLE FAÇON IL/ELLE A ÉTÉ CHOISI(E), LUI DIRE QUE SON NOM A ÉTÉ CHOISI AU HASARD DANS UNE LISTE FOURNIE PAR LES FORCES CANADIENNES.

SI LE/LA RÉPONDANT(E) AFFIRME NE PAS AVOIR COMPLÉTÉ LE PROGRAMME AUQUEL IL/ELLE A PARTICIPÉ, LUI DIRE QUE NOUS SOUHAITONS NÉANMOINS ENTENDRE SON POINT DE VUE/L'INVITER À PRENDRE PART À L'ÉTUDE.

## Assessing Objectives of CAF Aboriginal Programs

SI LE/LA RÉPONDANT(E) VEUT SAVOIR POURQUOI LES MEMBRES ACTUELS DE LA FORCE RÉGULIÈRE NE RECEVRONT PAS DE SOMME INCITATIVE EN CONTREPARTIE DE LEUR PARTICIPATION, LUI DIRE QUE LES RÉGLES DES FAC L'INTERDISENT.

1. Est-ce qu'un membre de votre foyer ou de votre famille immédiate, y compris vous-même, travaille dans l'un des domaines suivants ? (LIRE LA LISTE)

Une maison d'études de marché, une agence de relations publiques ou une agence de publicité  
Les médias (radio, télévision, journaux, revues, etc.)

Oui	1	REMERCIER ET METTRE FIN
Non	2	CONTINUE

### QUESTION POUR LES PARTICIPANTS DU PROGRAMME « BLACK BEAR » :

2. Au cours des deux dernières années, est-ce que vous avez participé au programme d'instruction d'été Black Bear des Forces armées canadiennes? Il s'agit d'un programme d'instruction de l'Armée de six semaines qui s'adresse aux Peuples Autochtones du Canada et qui se déroule à Oromocto, au Nouveau-Brunswick. Le programme d'instruction comprend des séances sur les cultures autochtones de même qu'une formation militaire de base.

Oui	1	
Non	2	REMERCIER ET METTRE FIN*

### QUESTION POUR LES PARTICIPANTS DU PROGRAMME « BOLD EAGLE » :

3. Au cours des deux dernières années, est-ce que vous avez participé au programme d'instruction d'été Bold Eagle des Forces armées canadiennes? Il s'agit d'un programme d'instruction de l'Armée de six semaines qui s'adresse aux Autochtones de l'Ouest canadien et du Nord de l'Ontario et qui se déroule à Wainwright, en Alberta. Le programme d'instruction comprend des séances sur les cultures autochtones de même qu'une formation militaire de base.

Oui	1	
Non	2	REMERCIER ET METTRE FIN*

### QUESTION POUR LES PARTICIPANTS DU PROGRAMME « RAVEN » :

4. Au cours des deux dernières années, est-ce que vous avez participé au programme d'instruction d'été Raven des Forces armées canadiennes? Il s'agit d'un programme d'instruction de la Marine de six semaines qui s'adresse aux Peuples Autochtones du Canada et qui se déroule à Esquimalt et en Colombie-Britannique. Le programme d'instruction comprend des séances sur les cultures autochtones de même qu'une formation militaire de base.

Oui	1	
Non	2	REMERCIER ET METTRE FIN*

### QUESTION POUR LES PARTICIPANTS DU PROGRAMME « PILA » :

## Assessing Objectives of CAF Aboriginal Programs

5. Au cours des deux dernières années, est-ce que vous avez participé au Programme d'initiation au leadership à l'intention des Autochtones, qu'on appelle communément le PILA? Ce programme offre aux jeunes autochtones du Canada une occasion de compléter une année préparatoire aux études universitaires au Collège militaire royal de Kingston (Ontario) et d'acquérir des aptitudes au leadership.

Oui	1	
Non	2	REMERCIER ET METTRE FIN*

### QUESTION POUR LES PARTICIPANTS DU PROGRAMME « PEAFC » :

6. Au cours des deux dernières années, est-ce que vous avez participé au Programme d'enrôlement des Autochtones des Forces canadiennes (PEAFC)? Ce programme de trois semaines se déroule à Saint-Jean (Québec) et à Halifax (Nouvelle-Écosse). Il permet aux Autochtones qui y participent d'acquérir des connaissances de base sur la vie militaire et le service militaire.

Oui	1	
Non	2	REMERCIER ET METTRE FIN*

\*EXPLORER/CHERCHER À APPROFONDIR LA SITUATION AUPRÈS DU/DE LA RÉPONDANT(E) ÉTANT DONNÉ QUE SON NOM SUR LE LISTE DE CLIENTS DE CE GROUPE FAIT PENSER QU'IL/ELLE A PARTICIPÉ AU PROGRAMME EN QUESTION.

### QUESTION POUR TOUS :

7. Êtes-vous un(e) diplômé(e) de ce programme, l'avez-vous complété? INSCRIRE LA RÉPONSE; IL N'Y A TOUTEFOIS PAS DE QUOTAS

Oui	1	
Non	2	

8. Pouvez-vous me dire de quelle tranche d'âge vous faites partie? Est-ce que vous avez...? LIRE LA LISTE. INSCRIRE LA RÉPONSE; IL N'Y A TOUTEFOIS PAS DE QUOTAS

20 ans ou moins	1
21 à 30 ans	2
31 à 40 ans	3
41 à 50 ans	4
51 à 60 ans	5
61 ans ou plus	6

9. Quel est le niveau de scolarité le plus élevé que vous ayez atteint? LIRE LA LISTE AU BESOIN. INSCRIRE LA RÉPONSE; IL N'Y A TOUTEFOIS PAS DE QUOTAS

Moins que les études secondaires	1
Études secondaires	2
Études partielles au collège/école technique/cégep	3
Diplôme du collège/d'école technique/du cégep	4
Études universitaires partielles	5
Grade universitaire	6
Diplôme d'études supérieures ou diplôme professionnel	7

## Assessing Objectives of CAF Aboriginal Programs

10. Quelle est votre situation d'emploi, à l'heure actuelle? LIRE LA LISTE. INSCRIRE LA RÉPONSE; IL N'Y A TOUTEFOIS PAS DE QUOTAS

Employé(e) à temps plein au sein des Forces armées canadiennes (MEMBRE ACTUEL DES FAC)	1
Employé(e) à temps plein par un autre employeur	2
Employé(e) à temps partiel (moins de 30 heures par semaine)	3
Travailleur ou travailleuse autonome	4
Sans emploi	5
Étudiant ou étudiante	6
Autre (préciser) _____	8

### QUESTION POUR TOUS SAUF LES MEMBRES ACTUELS DES FAC :

11. Est-ce que l'un des énoncés suivants décrit votre situation? Êtes-vous....? LIRE LA LISTE. ARRÊTER LA LECTURE LORSQUE LE/LA RÉPONDANT(E) CHOISIT UN ÉNONCÉ.

Actuellement un réserviste au sein des Forces armées canadiennes (RÉSERVISTE ACTUEL)	1
Un ancien réserviste des Forces armées canadiennes (ANCIEN RÉSERVISTE)	2
Un ancien membre des FAC (ANCIEN MEMBRE DES FAC)	3
Aucune de ces réponses (SAUTER LES Q12-14)	4

### LES DEUX PROCHAINES QUESTIONS S'ADRESSENT AUX MEMBRES ET RÉSERVISTES ACTUELS DES FAC ET AUX ANCIENS MEMBRES ET RÉSERVISTES DES FAC :

12. [Depuis quand servez-vous / Pendant combien d'années avez-vous servi\*] au sein des Forces armées canadiennes? LIRE LA LISTE

5 ans ou moins	1
6 à 10 ans	2
11 à 15 ans	3
16 à 20 ans	4
Plus de 20 ans	5

**\*NOTE AU RECRUTEUR :** ADAPTER LE LIBELLÉ DE LA QUESTION, SUIVANT LE CAS, POUR LES ANCIENS MEMBRES OU LES MEMBRES ACTUELS.

13. Quel [est / était\*] votre grade [POUR LES ANCIENS MEMBRES DES FAC ET POUR LES RÉSERVISTES : lorsque vous avez cessé de servir]? LIRE LA LISTE

Militaire du rang subalternes, de soldat recrue à sergent	1
Militaire du rang supérieurs, soit à partir du grade d'adjutant	2
Officier subalterne, soit d'élève officier à capitaine	3
Officier supérieur, soit à partir du grade de major	4

### \* NOTE AU RECRUTEUR :

-ADAPTER LE LIBELLÉ DE LA QUESTION, SUIVANT LE CAS, POUR LES ANCIENS MEMBRES OU LES MEMBRES ACTUELS.

## Assessing Objectives of CAF Aboriginal Programs

-VOIR LE TABLEAU EN ANNEXE POUR DES ÉCLAIRCISSEMENTS AU SUJET DES GRADES.

### QUESTION POUR LES ÉTUDIANTS :

14. Quel genre d'école ou d'établissement fréquentez-vous? LIRE LA LISTE AU BESOIN.

École secondaire	1
Université	2
Collège communautaire	3
École technique/école de métier	4
Collège privé	5
Cégep	6
Institut technique	7
Autre (préciser) _____	

INSCRIRE LE SEXE SELON VOS OBSERVATIONS

Femme	1
Homme	2

### POUR LES SÉANCES DE GROUPES DE DISCUSSION ET LES ENTREVUES INDIVIDUELLES

La [séance de discussion/l'entrevue] aura lieu le (JOUR DE LA SEMAINE) (DATE), à (HEURE). La séance durera [deux heures/45 minutes]. POUR LES PARTICIPANTS QUI NE SONT PAS DES MEMBRES DE LA FORCE RÉGULIÈRE DES FAC: Les participants recevront 100 \$ en reconnaissance du temps consacré à l'étude. Est-ce que vous aimeriez y participer?

Oui	1
Non	2

CONVERSION SUITE À UN REFUS :

- 1) Si un(e) éventuel(le) participant(e) à une séance de discussion refuse, lui offrir la possibilité de participer à une entrevue, d'abord en personne, puis au téléphone, au besoin. S'il/si elle préfère le téléphone, la somme incitative demeurera la même – 100 \$.
- 2) Si un(e) éventuel(le) participant(e) à une entrevue en personne refuse, lui offrir la possibilité de répondre à l'entrevue au téléphone. S'il/si elle accepte, la somme incitative demeurera la même – 100 \$.

Avez-vous un crayon à la portée de la main? Je vais vous donner l'adresse où aura lieu [la séance de discussion/l'entrevue]. Elle aura lieu au \_\_\_\_\_. À votre arrivée, veuillez indiquer qu'on vous attend pour [la séance de discussion/l'entrevue]. Permettez-moi de vous rappeler que [la séance/l'entrevue] aura lieu à (HEURE), le (DATE). Veuillez arriver quinze minutes à l'avance. Veuillez prendre note que vous devrez présenter une pièce d'identité avec photo à votre arrivée; n'oubliez pas d'en apporter une.

Nous enregistrerons [la séance de discussion/l'entrevue] sur bande audio. Nous vous demanderons de signer un formulaire d'exemption indiquant que vous êtes au courant que la séance sera enregistrée sur bande audio. Les enregistrements serviront dans le contexte de l'étude seulement. Comme je le disais plus tôt, tous les renseignements recueillis ne seront utilisés que pour les besoins de l'étude, conformément aux lois visant à protéger les renseignements personnels.

## Assessing Objectives of CAF Aboriginal Programs

Étant donné que nous n'invitons qu'un petit nombre de personnes à prendre part à l'étude, votre participation est très importante pour nous. S'il vous est impossible de vous présenter, pour une raison ou pour une autre, veuillez communiquer avec nous afin que nous puissions trouver un remplaçant. Vous pouvez nous joindre à nos bureaux au \_\_\_\_\_. Veuillez demander \_\_\_\_\_. Quelqu'un vous téléphonera la veille de [la séance de discussion/l'entrevue] pour vous en rappeler la tenue.

### POUR LES ENTREVUES TÉLÉPHONIQUES

Dans quelle ville ou communauté vivez-vous, à l'heure actuelle?

INSCRIRE : \_\_\_\_\_

AVERTIR PHOENIX DANS LES CAS OÙ/SI AU MOINS CINQ ÉVENTUELS PARTICIPANTS HABITENT LA MÊME VILLE/COMMUNAUTÉ.

Comme je le disais plus tôt, l'entrevue durera 45 minutes environ. POUR LES PARTICIPANTS QUI NE SONT PAS DES MEMBRES DE LA FORCE RÉGULIÈRE DES FAC : Une fois l'entrevue réalisée, les participants recevront 50 \$ en reconnaissance du temps consacré à l'étude. Tous les renseignements recueillis ne seront utilisés que pour les besoins de l'étude, conformément aux lois visant à protéger les renseignements personnels. Est-ce que vous aimeriez participer à l'entrevue téléphonique? CONVENIR DU MOMENT POUR LA RÉALISATION DES ENTREVUES EN FONCTION DES DISPONIBILITÉS DE PHOENIX

Oui	1	
Non	2	REMERCIER ET METTRE FIN

Les participants pourront choisir de participer à l'entrevue en français ou en anglais. Dans quelle langue aimeriez-vous que l'entrevue se déroule?

Anglais	1
Français	2

Étant donné que nous n'invitons qu'un petit nombre de personnes à prendre part à l'étude, votre participation est très importante pour nous. S'il vous est impossible de prendre part à l'entrevue au moment prévu, pour une raison ou pour une autre, veuillez communiquer avec nous afin que nous puissions convenir d'un autre moment pour mener l'entrevue ou encore, trouver un remplaçant. Vous pouvez nous joindre à nos bureaux au \_\_\_\_\_. Veuillez demander \_\_\_\_\_. Quelqu'un vous téléphonera la veille de l'entrevue pour vous en rappeler la tenue.

Est-ce que je peux confirmer votre nom et votre numéro de téléphone? Soyez sans crainte : vos coordonnées ne seront pas conservées pour d'autres besoins. Elles ne seront pas non plus partagées avec d'autres partis.

# Assessing Objectives of CAF Aboriginal Programs

## Interview Guides

### CFAEP Version

#### Context and Related Communications Issues

What all of you have in common, and the reason each of you is here tonight, is that during the past two years you participated in the Canadian Armed Forces' CFAEP program.

Before we talk about your experience with the program, I'd like to start by asking you a few background questions.

1. What is your current employment status? PROBE AS NEEDED TO CLARIFY WHICH OF THE FOLLOWING APPLIES TO PARTICIPANTS:
  - Employed full-time with Canadian Armed Forces
  - Employed full-time with another employer
  - Employed part-time (under 30 hrs./week)
  - Self-employed
  - Unemployed
  - Student
  - Other

ASK NEXT TWO QUESTIONS TO EVERYONE EXCEPT CURRENT CAF MEMBERS:

2. Is anyone a former member of the Canadian Armed Forces?
3. Is anyone a current or former reservist in the Canadian Armed Forces?

ASK EVERYONE:

4. How did you first learn or find out about the CFAEP program?

#### Goals and Expectations

5. What were your reasons for enrolling in the CFAEP program? That is to say, what were your goals or objectives in joining the program?
6. What were your expectations with respect to the program? That is, given your goals or objectives, what were you hoping to achieve through participation in the program?  
USE FLIP CHART TO LIST OBJECTIVES

Probe : - Assistance/support/guidance  
- Skills expected or hoping to receive

7. At the time you applied for the CFAEP program, did you have any concerns about taking part in it? If so, what concerns?
8. Did you complete the CFAEP program? If not, why not?
9. Prior to your participation in this program, what was your overall impression of the Canadian Armed Forces? And what about the military lifestyle and of life in the Canadian Armed Forces? KEEP BRIEF

## Assessing Objectives of CAF Aboriginal Programs

### Perceptions of Aboriginal Programs

10. How would you describe the goals or objectives of the CFAEP program? In your view, what is it designed to accomplish? KEEP BRIEF
11. As a participant in the program, what was your overall impression of the program? How would you describe your overall experience with the program?

Probe: - Positive/neutral/negative and why

#### ROTATE NEXT TWO QUESTIONS:

Thinking of the program as a whole,

12. What was particularly well done? That is, what aspects or parts of the program were most useful or beneficial to you? Anything else?
13. What aspects or parts of the program, if any, were less well done and in need of improvement? Any others?
14. Did you feel welcome and supported participating in this program? If not, why not?
15. Did you need any support or accommodation to help you adapt to the program? If so, what did you need and did you receive what you needed?

Probe : - Needs (e.g. food, clothing, communication home) and extent needs met

16. What aspect(s) of the program did you find most challenging or difficult? And did you receive the support or assistance you needed to meet this/these challenge(s)?
17. Based on your understanding of the goal or objective of the program, do you think the program is structured in a way that allows it to achieve the objective(s)? If not, why not?
18. To what extent did the CFAEP program meet your expectations? Please explain.
19. As a participant in the CFAEP program, did you get the impression that the Canadian Armed Forces wanted you to choose them for your career? If so, in what way? That is, what did they do to make you feel this way?

Probe : - Active encouragement to enlist?

20. Were you informed about the process to apply to the Canadian Armed Forces?

**I'd now like to focus on specific aspects of the CFAEP program.**

**As you know, the Canadian Armed Forces' Aboriginal Entry Program is a three-week program that provides Aboriginal people with basic knowledge of military life and military service.**

21. Do you think the program gave you an adequate introduction to military life, including regular forces training and employment opportunities? Why/why not?

## Assessing Objectives of CAF Aboriginal Programs

22. What aspects of the program were most useful to you in terms of helping you decide whether or not to pursue a career in the Canadian Armed Forces? And what aspects were less useful in this regard, if any?
23. Did the program answer all your questions regarding a potential career in the Canadian Armed Forces? If not, why not?
24. Was anything missing from this program in terms of helping you decide whether or not to pursue a career in the Canadian Armed Forces? If so, what?
25. Did you use any cultural support services during your participation in the program? If so, what did you use? What's your impression of the service(s) you used? If not, why not?
26. Participants in the program are encouraged to share their experience with their communities and peers. Were you given any opportunity to share your experiences in the program within your community or with your peers? If so, in what way did you share your program experiences with your community or peers?
27. Were you provided with any resources, tools or other assistance to help you share your experiences in the program? If so, what? If no, would assistance in this area have encouraged you to share your experiences in the program with your community and peers?

### **ASK GRADUATES OF CFAEP PROGRAM:**

**Upon successful completion of the program, candidates are offered enrolment in the Canadian Armed Forces for occupations that they have selected or for which they have been assessed as suitable.**

28. For those of you who completed the program, were you offered enrolment in the Canadian Armed Forces for one or more occupations? If so, which occupation(s) were you offered?
29. Were you assigned to an occupation you chose or would have liked? If not, why not?
30. Did you experience any problems or barriers regarding the occupation-selection process? If so, what?

Probe: - Is the CAF aptitude test a barrier to occupation selection?

31. All things considered, would you recommend this program to an Aboriginal friend or peer? Why/why not?
32. What advice, if any, would you give to someone prior to beginning this program?
33. If you could change one thing about this program to improve it, what would it be? Do you have any other suggestions for improving this program?
34. In your opinion, is there a need for programs like the CFAEP program? Why do you say that?

## Assessing Objectives of CAF Aboriginal Programs

### Program Outcomes

I'd now like to discuss results or outcomes of the program.

35. Earlier you identified your objectives in taking part in the CFAEP program? Did you achieve these objectives through involvement in the program? If not, why not? DRAW PARTICIPANTS' ATTENTION TO FLIP CHART IDENTIFYING THEIR OBJECTIVES IN TAKING PROGRAM

36. What were the main benefits that you received as a result of your participation in this program? That is, in what way(s) has it helped you?

37. What (other) skills, if any, did you acquire or develop as a result of your participation in the program?

- Probe: - Interpersonal/life skills  
- Communications skills  
- Teamwork skills  
- Leadership skills  
- Organizational skills

38. What impact did the program have in the following areas...? ROTATE ORDER

- Increasing your confidence and self-esteem
- Contributing to your overall growth and personal development
- Improving your self discipline
- Your ability to work in teams with other people

39. Did the program provide you with a good understanding of the challenges of the military lifestyle and of life in the Canadian Armed Forces? Why/why not?

40. Did participation in the program change or influence your perception of the Canadian Armed Forces in any way? If so, how?

- Probe : - More positive/less positive

41. And did your participation in the program motivate or encourage you to seriously consider the Canadian Armed Forces as a career option? By that, I mean that you actually considered applying for the CAF (HAND COUNT) Why/why not?

- Probe : - What factors influenced decision to join/not join CAF\*?

\*PROBE CFAEP GRADUATES TO DETERMINE IF ALLOCATION OF OCCUPATION IS A BARRIER TO ACCEPTANCE OF A CAREER IN CAF

ASK IF NOT CURRENTLY IN THE CANADIAN ARMED FORCES:

42. Could anything have been done in the CFAEP program that would have made you likely/more likely to consider a career in the Canadian Armed Forces? If so, what?  
NOTE REFERENCES TO APPLICATION PROCESS

## Assessing Objectives of CAF Aboriginal Programs

43. Did you experience any obstacles or barriers that prevented you from applying for employment with the Canadian Armed Forces? If so what? Could anything have been done to reduce or remove this barrier? NOTE REFERENCES TO APPLICATION PROCESS
44. Did anyone actually begin the application process but not complete it? (HAND COUNT) If so, why did you not complete the application process?
45. Would you consider the Canadian Armed Forces as a career option at a later date?
46. Do you maintain any connection to the CAF? If so, what is the nature of this connection?
47. If you could identify one thing to improve the program in terms of encouraging or motivating Aboriginal Canadians to consider a career in the CF, what would that be?

### ASK IF EMPLOYED IN CAF:

48. To what extent did the program influence your decision to join the Canadian Armed Forces? Please explain.

### ASK IF EMPLOYED OUTSIDE CAF:

49. How useful was the program to you in terms of helping you obtain your current job? Please explain.

### ASK IF UNEMPLOYED/LOOKING FOR WORK:

50. To what extent do you think your participation in the program has improved your chances of finding a job in line with your employment goals? Please explain.

### ASK IF IN SCHOOL:

51. How useful was the program to you in terms of helping you decide to go back to school and what to study?

### ASK EVERYONE:

52. Do you currently play an active role in your community? For example, this could be volunteering, serving in a leadership role, or anything of that nature. If so, what are you doing? And to what extent is your involvement a result of your participation in the program? If not, do you think the program has equipped you to play such a role? Why do you say that? Do you see yourself playing such a role in the future?
53. Do you consider yourself to be an advocate for the Canadian Forces program in which you took part? If so, in what way(s)? If not, why not?
54. Have you heard of the 'Service to Canada' initiative (HAND COUNT)? If so, what do you know about it?

## Assessing Objectives of CAF Aboriginal Programs

### Partnering with Aboriginal Communities

The last few questions deal with the involvement of Aboriginal communities in Canadian Armed Forces programs.

55. Was your own Aboriginal community a partner in the program in which you took part? If so, what was the nature of its involvement?
56. As far as you know, did any (other) Aboriginal community play an active role in the program in which you took part? If so, which community and what was the nature of their involvement?
57. In your opinion, how important is it to forge links between Canadian Forces Aboriginal programs and the communities of program participants? Why do you think this?
58. What form(s) should this take? In other words, what should be done to more closely link CAF Aboriginal programs to the communities of program participants?
59. As far as you know, is anything currently being done in this regard? If so, what?

### Conclusion

60. Do you have any final comments or suggestions about anything we have discussed tonight?

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### Contexte et enjeux de communications connexes

Vous avez tous quelque chose en commun, et c'est la raison pour laquelle chacun d'entre vous est ici ce soir : au cours des deux dernières années, vous avez participé au PEAFAC des Forces armées canadiennes.

Avant d'aborder votre expérience du programme, j'aimerais commencer par quelques questions de contexte.

1. Quelle est votre situation d'emploi à l'heure actuelle? AU BESOIN, APPROFONDIR AUPRÈS DES PARTICIPANTS POUR VÉRIFIER QUELLE SITUATION S'APPLIQUE DANS CHAQUE CAS :
  - Employé(e) à plein temps auprès des Forces armées canadiennes
  - Employé(e) à plein temps auprès d'un autre employeur
  - Employé(e) à temps partiel (moins de 30 heures/semaine)
  - Travailleur/travailleuse autonome
  - Sans emploi
  - Étudiant(e)
  - Autre

POSER LES DEUX PROCHAINES QUESTIONS À TOUS LES PARTICIPANTS SAUF LES MEMBRES ACTUELS DES FAC :

2. Est-ce que l'un d'entre vous est un ancien membre des Forces armées canadiennes?

## Assessing Objectives of CAF Aboriginal Programs

3. Est-ce que l'un d'entre vous est actuellement réserviste pour les Forces armées canadiennes ou l'a déjà été?

DEMANDER À TOUS LES PARTICIPANTS :

4. Comment avez-vous d'abord appris l'existence ou entendu parler du PEAFC?

### Objectifs et attentes

5. Quelles étaient vos raisons de vous joindre au PEAFC? Autrement dit, quels étaient vos buts ou objectifs lorsque vous vous êtes joints au programme?
6. Quelles étaient vos attentes dans le contexte du programme? Autrement dit, compte tenu de vos buts ou objectifs, qu'est-ce que vous espériez réaliser en participant au programme? UTILISER LE TABLEAU DE PAPIER POUR DRESSER UNE LISTE DES OBJECTIFS

Pistes : - Aide/soutien/conseils

- Attentes ou souhaits sur le plan de l'acquisition des compétences

7. Lorsque vous avez présenté votre demande pour participer au PEAFC, est-ce que vous aviez des préoccupations au sujet de votre participation? Si c'est oui, quelles étaient ces préoccupations?
8. Est-ce que vous avez complété le PEAFC? Si c'est non, pourquoi pas?
9. Avant de participer au programme, quelle était votre impression globale des Forces armées canadiennes? Et du mode de vie militaire, de même que de la vie dans les Forces armées canadiennes? VEILLER À NE PAS S'ATTARDER

### Perceptions à l'égard des Programmes s'adressant aux Autochtones

10. Comment décririez-vous les buts ou objectifs du PEAFC? À votre avis, qu'est-ce que le programme doit permettre de réaliser? VEILLER À NE PAS S'ATTARDER
11. Comme participant ou participante du programme, quelle impression globale le programme vous a-t-il laissée? Comme décririez-vous votre expérience du programme, dans l'ensemble?

Pistes : - positive/neutre/négative et pourquoi

ASSURER LA ROTATION DES DEUX PROCHAINES QUESTIONS :

En songeant au programme dans son ensemble...

12. Qu'est-ce qui était particulièrement réussi? Autrement dit, quels sont les aspects ou les éléments du programme qui se sont révélés les plus utiles ou intéressants pour vous? Y a-t-il autre chose?
13. Quels sont les aspects ou les éléments du programme, s'il y en a, qui étaient moins bien réussis et qui doivent faire l'objet d'améliorations? Est-ce qu'il y en a d'autres?

## Assessing Objectives of CAF Aboriginal Programs

14. Est-ce que vous vous êtes sentis bien accueillis et soutenus lors de votre participation au programme? Si c'est non, pourquoi pas?
15. Est-ce que vous avez eu besoin d'une forme de soutien ou d'accommodement pour vous aider à vous adapter au programme? Si c'est oui, de quoi aviez-vous besoin et avez-vous reçu l'aide dont vous aviez besoin?

Pistes : - Besoins (p. ex., nourriture, vêtements, communications à domicile) et mesure dans laquelle les besoins ont été satisfaits

16. Quels étaient le ou les aspects du programme les plus difficiles, selon vous? Avez-vous reçu le soutien ou l'aide dont vous aviez besoin pour surmonter ce ou ces défis?
17. En vous fondant sur votre compréhension du but ou de l'objectif du programme, à votre avis, est-ce que la structure du programme permet la réalisation de son ou de ses objectifs? Si c'est non, pourquoi pas?
18. Dans quelle mesure est-ce que le PEAFC a comblé vos attentes? Veuillez élaborer.
19. Comme participant ou participante du PEAFC, est-ce que vous avez eu l'impression que les Forces armées canadiennes souhaitaient que vous les choisissiez pour faire carrière? Si c'est oui, à quels égards? Autrement dit, qu'est-ce qu'on a fait pour que vous ayez cette impression?

Piste : - Encouragement actif à l'enrôlement?

20. Est-ce qu'on vous a renseignés au sujet du processus pour présenter une demande aux Forces armées canadiennes?

Maintenant, j'aimerais que nous nous intéressions plus particulièrement à des aspects plus précis du PEAFC.

Comme vous le savez déjà, le Programme d'enrôlement des Autochtones des Forces canadiennes est un programme de trois semaines qui offre aux Autochtones des connaissances de base au sujet de la vie militaire et du service militaire.

21. À votre avis, est-ce que le programme vous a offert une introduction satisfaisante à la vie militaire, y compris pour ce qui concerne la formation pour les forces régulières et les possibilités d'emploi? Pourquoi/pourquoi pas?
22. Quels sont les aspects du programme qui se sont révélés les plus utiles pour vous aider à décider si vous souhaitez ou non faire carrière dans les Forces armées canadiennes? Et quels étaient les aspects les moins utiles à cet égard, s'il y en avait?
23. Est-ce que le programme a permis de répondre à toutes vos questions au sujet d'une éventuelle carrière dans les Forces armées canadiennes? Si c'est non, pourquoi pas?
24. Est-ce qu'il manquait quelque chose à ce programme pour qu'il puisse vous aider à décider si vous souhaitez ou non faire carrière dans les Forces armées canadiennes? Si c'est oui, qu'est-ce qui manquait?

## Assessing Objectives of CAF Aboriginal Programs

25. Est-ce que vous avez recouru à l'un des services de soutien culturel pendant votre participation au programme? Si c'est oui, à quel(s) service(s) avez-vous recouru? Quelle impression le ou les services utilisés vous ont-ils laissée?
26. Les participants du programme sont invités à partager leur expérience avec leurs pairs et leur communauté. Est-ce que vous avez eu l'occasion de mettre vos expériences du PEAFC en commun dans votre communauté ou auprès de vos pairs? Si c'est oui, de quelle façon l'avez-vous fait?
27. Est-ce qu'on vous a offert des ressources, des outils ou d'autres formes d'aide pour vous aider à partager vos expériences du PEAFC? Si c'est oui, de quelle façon? Si c'est non, est-ce que de l'aide dans ce domaine vous aurait incités à mettre vos expériences en commun dans votre communauté et auprès de vos pairs?

### DEMANDER AUX FINISSANTS DU PEAFC :

Les candidats qui parviennent à compléter le programme sont ensuite invités à s'enrôler dans les Forces armées canadiennes dans des emplois qu'ils ont choisis ou pour lesquels ils ont été jugés aptes.

28. Pour ceux d'entre vous qui ont complété le programme, est-ce qu'on vous a offert de vous enrôler dans les Forces armées canadiennes pour une ou encore plusieurs possibilités d'emplois? Si c'est oui, quels emplois vous ont été offerts?
29. Est-ce qu'on vous a affectés dans un poste que vous aviez choisi ou que vous auriez aimé? Si c'est non, pourquoi pas?
30. Est-ce que vous avez été confrontés à des problèmes ou obstacles au cours du processus de sélection de l'emploi? Si c'est oui, lesquels?

Piste : - Est-ce que le test d'aptitudes des FAC a constitué un obstacle à la sélection de l'emploi?

31. Tout bien considéré, est-ce que vous recommanderiez ce programme à vos amis ou vos pairs autochtones? Pourquoi/pourquoi pas?
32. Quels conseils, le cas échéant, donneriez-vous à quelqu'un sur le point de commencer ce programme?
33. Si vous pouviez changer un aspect de ce programme en vue de l'améliorer, qu'est-ce que vous changeriez? Est-ce que vous avez d'autres suggestions en vue d'améliorer ce programme?
34. À votre avis, est-ce que les programmes comme le PEAFC sont nécessaires? Et pourquoi donc?

### **Résultats du programme**

À ce moment-ci, j'aimerais discuter des résultats découlant du programme.

35. Un peu plus tôt, vous avez défini vos objectifs de participation au PEAFC. Est-ce que votre participation au programme vous a permis d'atteindre ces objectifs? Si c'est non,

## Assessing Objectives of CAF Aboriginal Programs

pourquoi pas? ATTIRER L'ATTENTION DES PARTICIPANTS VERS LE TABLEAU DE PAPIER SUR LEQUEL SONT INSCRITS LEURS OBJECTIFS DE PARTICIPATION AU PROGRAMME.

36. Quels sont les principaux avantages qu'a entraînés pour vous la participation à ce programme? Autrement dit, de quelle(s) façon(s) est-ce que le programme vous a aidés?
37. Quelles sont les (autres) compétences que votre participation au programme vous a permis d'acquérir ou de perfectionner, le cas échéant?

Pistes :

- habiletés en communications interpersonnelles/aptitudes à la vie quotidienne
- habiletés en communications
- aptitudes au travail d'équipe
- compétences en leadership
- compétences organisationnelles

38. Quel a été l'effet du programme dans les domaines suivants...? ASSURER LA ROTATION DE L'ORDRE DE PRÉSENTATION

- Améliorer votre confiance et votre estime de soi
- Contribuer à votre croissance et à votre développement personnel, dans l'ensemble
- Améliorer votre discipline personnelle
- Votre capacité à travailler en équipe avec d'autres personnes

39. Est-ce que le programme vous a permis de bien comprendre les défis du mode de vie militaire et de la vie dans les Forces armées canadiennes? Pourquoi/pourquoi pas?

40. Est-ce que votre participation au programme, de quelque façon que ce soit, a changé votre impression au sujet des Forces armées canadiennes ou a influé sur vos perceptions au sujet des FAC? Si c'est oui, de quelle façon?

Piste : - de façon plus/moins favorable

41. Et est-ce que votre participation au programme vous a motivés ou incités à envisager sérieusement les Forces armées canadiennes comme possibilité de carrière? Je me demande par là si vous avez vraiment envisagé de présenter une demande d'emploi aux FAC (COMPTER). Pourquoi/pourquoi pas?

Piste : - Quels facteurs ont joué sur votre décision de vous joindre ou non aux FAC?

### QUESTION POUR LES PARTICIPANTS QUI NE FONT PAS PARTIE DES FORCES ARMÉES CANADIENNES, À L'HEURE ACTUELLE :

42. Est-ce qu'un ou des changements au sein du PEAFAC aurait pu vous rendre susceptibles/plus susceptibles d'envisager une carrière dans les Forces armées canadiennes? Si c'est oui, quel(s) changement(s)? PRENDRE NOTE DES REFERENCES AU PROCESSUS DE DEMANDE

43. Est-ce que vous avez été confrontés à des défis ou des obstacles qui vous ont empêchés de présenter une demande d'emploi aux Forces armées canadiennes? Si

## Assessing Objectives of CAF Aboriginal Programs

c'est oui, lesquels? Est-ce que quelque chose aurait pu permettre de réduire ou d'éliminer cet obstacle? PRENDRE NOTE DES REFERENCES AU PROCESSUS DE DEMANDE

44. Est-ce que quelqu'un a entrepris le processus de demande sans toutefois le compléter? (COMPTER) Si c'est oui, pourquoi n'avez-vous pas complété le processus de demande?
45. Est-ce que vous envisageriez les Forces armées canadiennes comme possibilité de carrière à une date ultérieure?
46. Est-ce que vous gardez le contact avec les FAC? Si c'est oui, quel genre de liens avez-vous conservés?
47. Si vous pouviez définir une chose qui permettrait d'améliorer le programme afin qu'il incite ou motive les Canadiens d'origine autochtone à envisager une carrière dans les FC, qu'est-ce que ça serait?

### QUESTION POUR LES PARTICIPANTS À L'EMPLOI DES FAC:

48. Dans quelle mesure est-ce que le programme a influé sur votre décision de vous joindre aux Forces armées canadiennes? Veuillez élaborer.

### QUESTION POUR LES PARTICIPANTS QUI ONT UN EMPLOI EN DEHORS DES FAC :

49. Dans quelle mesure le programme vous a-t-il été utile pour décrocher votre emploi actuel? Veuillez élaborer.

### QUESTION POUR LES PARTICIPANTS SANS EMPLOI/À LA RECHERCHE D'UN TRAVAIL :

50. Selon vous, dans quelle mesure est-ce que votre participation au programme a permis d'améliorer vos chances de trouver un emploi qui s'inscrit dans vos objectifs professionnels? Veuillez élaborer.

### QUESTION POUR LES PARTICIPANTS AUX ÉTUDES :

51. Dans quelle mesure le programme vous a-t-il été utile pour vous aider à décider de faire un retour à l'école, y compris la décision de votre domaine d'étude?

### POUR TOUS :

52. À l'heure actuelle, est-ce que vous jouez un rôle actif dans votre communauté? Par exemple, il pourrait s'agir de faire du bénévolat, de jouer un rôle de chef de file, ou autre chose de cette nature. Si c'est oui, que faites-vous? Et dans quelle mesure votre engagement découle-t-il de votre participation au programme? Si c'est non, est-ce que vous croyez que le programme vous a outillés pour jouer ce genre de rôle? Et pourquoi donc? Est-ce que vous vous imaginez jouer ce genre de rôle dans l'avenir?
53. Est-ce que vous vous percevez comme quelqu'un qui fait valoir auprès des autres le programme des Forces canadiennes auquel vous avez participé? Si c'est oui, de quelle(s) façon(s)? Si c'est non, pourquoi pas?

## Assessing Objectives of CAF Aboriginal Programs

54. Est-ce que vous avez déjà entendu parler de l'initiative « Service to Canada » (COMPTER)? Si c'est oui, qu'est-ce que vous savez à ce sujet?

### Partenariat avec les communautés autochtones

Les dernières questions à aborder portent sur la participation des communautés autochtones dans les programmes des Forces armées canadiennes.

55. Est-ce que votre propre communauté autochtone est un partenaire du programme auquel vous avez participé? Si c'est oui, quelle est la nature de son engagement?

56. Pour autant que vous sachiez, est-ce que des/d'autres communautés autochtones jouent un rôle actif dans le programme auquel vous avez participé? Si c'est oui, quelle(s) communauté(s), et quelle est la nature de leur engagement?

57. À votre avis, dans quelle mesure est-il important de nouer des liens entre les programmes des Forces canadiennes s'adressant aux Autochtones et les communautés des participants des programmes? Et pourquoi donc?

58. Quelle(s) forme(s) ces liens devraient-ils prendre? Autrement dit, que faudrait-il faire pour que les programmes des FAC s'adressant aux Autochtones soient liés plus étroitement aux communautés des participants des programmes?

59. Pour autant que vous sachiez, est-ce des efforts sont actuellement déployés dans ce sens? Si c'est oui, lesquels?

### Conclusion

60. En terminant, est-ce que vous aimeriez formuler d'autres commentaires ou suggestions au sujet de l'un ou l'autre des enjeux que nous avons abordés ce soir?

# Assessing Objectives of CAF Aboriginal Programs

## ALOY Version

### Context and Related Communications Issues

What all of you have in common, and the reason each of you is here tonight, is that during the past two years you participated in the Canadian Armed Forces' ALOY program.

Before we talk about your experience with the program, I'd like to start by asking you a few background questions.

1. What is your current employment status? PROBE AS NEEDED TO CLARIFY WHICH OF THE FOLLOWING APPLIES TO PARTICIPANTS:
  - Employed full-time with Canadian Armed Forces
  - Employed full-time with another employer
  - Employed part-time (under 30 hrs./week)
  - Self-employed
  - Unemployed
  - Student
  - Other

ASK NEXT TWO QUESTIONS TO EVERYONE EXCEPT CURRENT CAF MEMBERS:

2. Is anyone a former member of the Canadian Armed Forces?
3. Is anyone a current or former reservist in the Canadian Armed Forces?

ASK EVERYONE:

4. How did you first learn or find out about the ALOY program?

### Goals and Expectations

5. What were your reasons for enrolling in the ALOY program? That is to say, what were your goals or objectives in joining the program?
6. What were your expectations with respect to the program? That is, given your goals or objectives, what were you hoping to achieve through participation in the program?  
USE FLIP CHART TO LIST OBJECTIVES

Probe : - Assistance/support/guidance  
- Skills expected or hoping to receive

7. At the time you applied for the ALOY program, did you have any concerns about taking part in it? If so, what concerns?
8. Did you complete the ALOY program? If not, why not?

## Assessing Objectives of CAF Aboriginal Programs

9. Prior to your participation in this program, what was your overall impression of the Canadian Armed Forces? And what about the military lifestyle and of life in the Canadian Armed Forces? KEEP BRIEF

### Perceptions of Aboriginal Programs

10. How would you describe the goals or objectives of the ALOY program? In your view, what is it designed to accomplish? KEEP BRIEF
11. As a participant in the program, what was your overall impression of the program? How would you describe your overall experience with the program?

Probe: - Positive/neutral/negative and why

#### ROTATE NEXT TWO QUESTIONS:

Thinking of the program as a whole,

12. What was particularly well done? That is, what aspects or parts of the program were most useful or beneficial to you? Anything else?
13. What aspects or parts of the program, if any, were less well done and in need of improvement? Any others?
14. Did you feel welcome and supported participating in this program? If not, why not?
15. Did you need any support or accommodation to help you adapt to the program? If so, what did you need and did you receive what you needed?

Probe : - Needs (e.g. food, clothing, communication home) and extent needs met

16. What aspect(s) of the program did you find most challenging or difficult? And did you receive the support or assistance you needed to meet this/these challenge(s)?
17. Based on your understanding of the goal or objective of the program, do you think the program is structured in a way that allows it to achieve the objective(s)? If not, why not?
18. To what extent did the ALOY program meet your expectations? Please explain.
19. As a participant in the ALOY program, did you get the impression that the Canadian Armed Forces wanted you to choose them for your career? If so, in what way? That is, what did they do to make you feel this way?

Probe : - Active encouragement to enlist?

20. Were you informed about the process to apply to the Canadian Armed Forces?

I'd now like to focus on specific aspects of the ALOY program.

As you know, the goal of the Canadian Armed Forces' Aboriginal Leadership Opportunities Year is to provide Aboriginal people with an opportunity to complete a

## Assessing Objectives of CAF Aboriginal Programs

preparatory year for university studies at the Royal Military College (RMC) in Kingston, Ontario, and to develop leadership skills.

The ALOY program includes various components. I'd like to ask you about each of them, starting with ... ROTATE ORDER

- Courses
- Leadership skills development
- Military training
- Sports/athletic program

ASK QUESTIONS 21-25 FOR EACH COMPONENT. THE FIRST QUESTION APPLIES ONLY TO THE COURSES COMPONENT OF PROGRAM. IF PARTICIPANT DID NOT TAKE PART IN A COMPONENT, ASK WHY AND MOVE ON.

21. [FOR COURSE COMPONENT ASK] : Were the academic courses what you expected? Please explain.

- Probe: - Harder/easier than expected  
- Provided individual learning plan?

22. Thinking of this aspect of the program, what was particularly well done? And what, if anything, was less well done?

23. How beneficial was this part of the program? Please explain.

24. Was anything missing from this aspect of the program? If so, what?

25. Do you have any suggestions for improving this part of the program?

26. Were the various components of the ALOY program well integrated or combined with one another? If not, why not?

27. Did you use any cultural support services during your participation in the program? If so, what did you use? What's your impression of the service(s) you used?

28. Did you continue in some form of post-secondary education after completing the ALOY program? If not, do you intend to continue some form of post-secondary education in future?

29. All things considered, would you recommend this program to an Aboriginal friend or peer? Why/why not?

30. What advice, if any, would you give to someone prior to beginning this program?

31. If you could change one thing about this program to improve it, what would it be? Do you have any other suggestions for improving this program?

32. In your opinion, is there a need for programs like the ALOY program? Why do you say that?

### Program Outcomes

I'd now like to discuss results or outcomes of the program.

## Assessing Objectives of CAF Aboriginal Programs

33. Earlier you identified your objectives in taking part in the ALOY program? Did you achieve these objectives through involvement in the program? If not, why not? DRAW PARTICIPANTS' ATTENTION TO FLIP CHART IDENTIFYING THEIR OBJECTIVES IN TAKING PROGRAM

34. What were the main benefits that you received as a result of your participation in this program? That is, in what way(s) has it helped you?

35. What (other) skills, if any, did you acquire or develop as a result of your participation in the program?

- Probe: - Interpersonal/life skills  
- Communications skills  
- Teamwork skills  
- Leadership skills  
- Organizational skills

36. What impact did the program have in the following areas...? ROTATE ORDER

- Increasing your confidence and self-esteem
- Contributing to your overall growth and personal development
- Improving your self discipline
- Your ability to work in teams with other people

37. Did the program provide you with a good understanding of the challenges of the military lifestyle and of life in the Canadian Armed Forces? Why/why not?

38. Did participation in the program change or influence your perception of the Canadian Armed Forces in any way? If so, how?

- Probe : - More positive/less positive

39. And did your participation in the program motivate or encourage you to seriously consider the Canadian Armed Forces as a career option? By that, I mean that you actually considered applying for the CAF (HAND COUNT) Why/why not?

- Probe : - What factors influenced decision to join/not join CAF?

### **ASK IF NOT CURRENTLY IN THE CANADIAN ARMED FORCES:**

40. Could anything have been done in the ALOY program that would have made you likely/more likely to consider a career in the Canadian Armed Forces? If so, what? NOTE REFERENCES TO APPLICATION PROCESS

41. Did you experience any obstacles or barriers that prevented you from applying for employment with the Canadian Armed Forces? If so what? Could anything have been done to reduce or remove this barrier? NOTE REFERENCES TO APPLICATION PROCESS

42. Did anyone actually begin the application process but not complete it? (HAND COUNT) If so, why did you not complete the application process?

## Assessing Objectives of CAF Aboriginal Programs

43. Would you consider the Canadian Armed Forces as a career option at a later date?
44. Do you maintain any connection to the CAF? If so, what is the nature of this connection?
45. If you could identify one thing to improve the program in terms of encouraging or motivating Aboriginal Canadians to consider a career in the CF, what would that be?

### ASK IF EMPLOYED IN CAF:

46. To what extent did the program influence your decision to join the Canadian Armed Forces? Please explain.

### ASK IF EMPLOYED OUTSIDE CAF:

47. How useful was the program to you in terms of helping you obtain your current job? Please explain.

### ASK IF UNEMPLOYED/LOOKING FOR WORK:

48. To what extent do you think your participation in the program has improved your chances of finding a job in line with your employment goals? Please explain.

### ASK IF IN SCHOOL:

49. How useful was the program to you in terms of helping you decide to go back to school and what to study?

### ASK EVERYONE:

50. Do you currently play an active role in your community? For example, this could be volunteering, serving in a leadership role, or anything of that nature. If so, what are you doing? And to what extent is your involvement a result of your participation in the program? If not, do you think the program has equipped you to play such a role? Why do you say that? Do you see yourself playing such a role in the future?
51. Do you consider yourself to be an advocate for the Canadian Forces program in which you took part? If so, in what way(s)? If not, why not?
52. Have you heard of the 'Service to Canada' initiative (HAND COUNT)? If so, what do you know about it?

## Partnering with Aboriginal Communities

The last few questions deal with the involvement of Aboriginal communities in Canadian Armed Forces programs.

53. Was your own Aboriginal community a partner in the program in which you took part? If so, what was the nature of its involvement?
54. As far as you know, did any (other) Aboriginal community play an active role in the program in which you took part? If so, which community and what was the nature of their involvement?

## Assessing Objectives of CAF Aboriginal Programs

55. In your opinion, how important is it to forge links between Canadian Forces Aboriginal programs and the communities of program participants? Why do you think this?
56. What form(s) should this take? In other words, what should to be done to more closely link CAF Aboriginal programs to the communities of program participants?
57. As far as you know, is anything currently being done in this regard? If so, what?

## Conclusion

58. Do you have any final comments or suggestions about anything we have discussed tonight?
- 

## Contexte et enjeux de communications connexes

Vous avez tous quelque chose en commun, et c'est la raison pour laquelle chacun d'entre vous est ici ce soir : au cours des deux dernières années, vous avez participé au programme PILA des Forces armées canadiennes.

Avant d'aborder votre expérience du programme, j'aimerais commencer par quelques questions de contexte.

1. Quelle est votre situation d'emploi à l'heure actuelle? AU BESOIN, APPROFONDIR AUPRÈS DES PARTICIPANTS POUR VÉRIFIER QUELLE SITUATION S'APPLIQUE DANS CHAQUE CAS :
  - Employé(e) à plein temps auprès des Forces armées canadiennes
  - Employé(e) à plein temps auprès d'un autre employeur
  - Employé(e) à temps partiel (moins de 30 heures/semaine)
  - Travailleur/travailleuse autonome
  - Sans emploi
  - Étudiant(e)
  - Autre

POSER LES DEUX PROCHAINES QUESTIONS À TOUS LES PARTICIPANTS SAUF LES MEMBRES ACTUELS DES FAC :

2. Est-ce que l'un d'entre vous est un ancien membre des Forces armées canadiennes?
3. Est-ce que l'un d'entre vous est actuellement réserviste pour les Forces armées canadiennes ou l'a déjà été?

DEMANDER À TOUS LES PARTICIPANTS :

4. Comment avez-vous d'abord appris l'existence ou entendu parler du programme PILA?

## Objectifs et attentes

5. Quelles étaient vos raisons de vous joindre au programme PILA? Autrement dit, quels étaient vos buts ou objectifs lorsque vous vous êtes joints au programme?

## Assessing Objectives of CAF Aboriginal Programs

6. Quelles étaient vos attentes dans le contexte du programme? Autrement dit, compte tenu de vos buts ou objectifs, qu'est-ce que vous espérez réaliser en participant au programme? UTILISER LE TABLEAU DE PAPIER POUR DRESSER UNE LISTE DES OBJECTIFS

Pistes : - Aide/soutien/conseils  
- Attentes ou souhaits sur le plan de l'acquisition des compétences

7. Lorsque vous avez présenté votre demande pour participer au programme PILA, est-ce que vous aviez des préoccupations au sujet de votre participation? Si c'est oui, quelles étaient ces préoccupations?
8. Est-ce que vous avez complété le programme PILA? Si c'est non, pourquoi pas?
9. Avant de participer au programme, quelle était votre impression globale des Forces armées canadiennes? Et du mode de vie militaire, de même que de la vie dans les Forces armées canadiennes? VEILLER À NE PAS S'ATTARDER

### Perceptions à l'égard des Programmes s'adressant aux Autochtones

10. Comment décririez-vous les buts ou objectifs du programme PILA? À votre avis, qu'est-ce que le programme doit permettre de réaliser? VEILLER À NE PAS S'ATTARDER
11. Comme participant ou participante du programme, quelle impression globale le programme vous a-t-il laissée? Comme décririez-vous votre expérience du programme, dans l'ensemble?

Pistes : - positive/neutre/négative et pourquoi

### ASSURER LA ROTATION DES DEUX PROCHAINES QUESTIONS :

En songeant au programme dans son ensemble...

12. Qu'est-ce qui était particulièrement réussi? Autrement dit, quels sont les aspects ou les éléments du programme qui se sont révélés les plus utiles ou intéressants pour vous? Y a-t-il autre chose?
13. Quels sont les aspects ou les éléments du programme, s'il y en a, qui étaient moins bien réussis et qui doivent faire l'objet d'améliorations? Est-ce qu'il y en a d'autres?
14. Est-ce que vous vous êtes sentis bien accueillis et soutenus lors de votre participation au programme? Si c'est non, pourquoi pas?
15. Est-ce que vous avez eu besoin d'une forme de soutien ou d'accommodement pour vous aider à vous adapter au programme? Si c'est oui, de quoi aviez-vous besoin et avez-vous reçu l'aide dont vous aviez besoin?

Pistes : - Besoins (p. ex., nourriture, vêtements, communications à domicile) et mesure dans laquelle les besoins ont été satisfaits

## Assessing Objectives of CAF Aboriginal Programs

16. Quels sont le ou les aspects du programme qui étaient les plus difficiles, selon vous? Avez-vous reçu le soutien ou l'aide dont vous aviez besoin pour surmonter ce ou ces défis?
17. En vous fondant sur votre compréhension du but ou de l'objectif du programme, à votre avis, est-ce que la structure du programme permet la réalisation de son ou de ses objectifs? Si c'est non, pourquoi pas?
18. Dans quelle mesure est-ce que le programme PILA a comblé vos attentes? Veuillez élaborer.
19. Comme participant ou participante du programme PILA, est-ce que vous avez eu l'impression que les Forces armées canadiennes souhaitent que vous les choisissiez pour faire carrière? Si c'est oui, à quels égards? Autrement dit, qu'est-ce qu'on a fait pour que vous ayez cette impression?
- Piste : - Encouragement actif à l'enrôlement?
20. Est-ce qu'on vous a renseignés au sujet du processus pour présenter une demande aux Forces armées canadiennes?

Maintenant, j'aimerais que nous nous intéressions plus particulièrement à des aspects plus précis du programme PILA.

Comme vous le savez déjà, le Programme d'initiation au leadership à l'intention des Autochtones vise à offrir aux Canadiens d'origine autochtone une occasion de compléter une année préparatoire aux études universitaires au Collège militaire royal de Kingston (Ontario) et d'acquérir des aptitudes au leadership.

Le programme PILA comprend divers volets. J'aimerais que nous discussions de chacun, en commençant par ... ASSURER LA ROTATION DE L'ORDRE DE PRÉSENTATION

- Les cours
- La formation en leadership
- L'instruction militaire
- Les sports/le développement athlétique

ABORDER LES QUESTIONS 21-25 POUR CHAQUE VOLET. LA PREMIÈRE QUESTION S'APPLIQUE SEULEMENT AU VOLET DES COURS DU PROGRAMME. SI UN(E) PARTICIPANT(E) N'A PAS PARTICIPÉ À UN VOLET, DEMANDER POURQUOI ET CONTINUER.

21. [POUR LE VOLET DES COURS, DEMANDER]: Est-ce que les cours théoriques correspondaient à vos attentes? Veuillez élaborer.

Pistes :           - plus difficiles/plus faciles que prévu  
                      - avez-vous reçu votre plan d'apprentissage individuel?

22. En ce qui concerne cet aspect du programme, qu'est-ce qui était particulièrement réussi? Et qu'est-ce qui était moins réussi, le cas échéant?

23. Dans quelle mesure ce volet du programme vous a-t-il été utile? Veuillez élaborer.

## Assessing Objectives of CAF Aboriginal Programs

24. Est-ce qu'il manquait quelque chose à cet aspect du programme? Si c'est oui, qu'est-ce qui manquait?
25. Est-ce que vous avez des suggestions pour améliorer cet élément du programme?
26. Est-ce que les divers volets du programme PILA étaient intégrés, c'est-à-dire combinés ensemble? Si c'est non, pourquoi pas?
27. Est-ce que vous avez recouru à l'un des services de soutien culturel pendant votre participation au programme? Si c'est oui, à quel(s) service(s) avez-vous recouru? Quelle impression le ou les services utilisés vous ont-ils laissée?
28. Est-ce que vous avez poursuivi certaines études postsecondaires après avoir complété votre programme PILA? Si c'est non, est-ce que vous avez l'intention de poursuivre des études postsecondaires à l'avenir?
29. Tout bien considéré, est-ce que vous recommanderiez ce programme à vos amis ou vos pairs autochtones? Pourquoi/pourquoi pas?
30. Quels conseils, le cas échéant, donneriez-vous à quelqu'un sur le point de commencer ce programme?
31. Si vous pouviez changer un aspect de ce programme en vue de l'améliorer, qu'est-ce que vous changeriez? Est-ce que vous avez d'autres suggestions en vue d'améliorer ce programme?
32. À votre avis, est-ce que les programmes comme le programme PILA sont nécessaires? Et pourquoi donc?

### Résultats du programme

À ce moment-ci, j'aimerais discuter des résultats découlant du programme.

33. Un peu plus tôt, vous avez défini vos objectifs de participation au programme PILA. Est-ce que votre participation au programme vous a permis d'atteindre ces objectifs? Si c'est non, pourquoi pas? ATTIRER L'ATTENTION DES PARTICIPANTS VERS LE TABLEAU DE PAPIER SUR LEQUEL SONT INSCRITS LEURS OBJECTIFS DE PARTICIPATION AU PROGRAMME.
34. Quels sont les principaux avantages qu'a entraînés pour vous la participation à ce programme? Autrement dit, de quelle(s) façon(s) est-ce que le programme vous a aidés?
35. Quelles sont les (autres) compétences que votre participation au programme vous a permis d'acquérir ou de perfectionner, le cas échéant?

- Pistes :
- habiletés en communications interpersonnelles/aptitudes à la vie quotidienne
  - habiletés en communications
  - aptitudes au travail d'équipe
  - compétences en leadership
  - compétences organisationnelles

## Assessing Objectives of CAF Aboriginal Programs

36. Quel a été l'effet du programme dans les domaines suivants...? ASSURER LA ROTATION DE L'ORDRE DE PRÉSENTATION

- Améliorer votre confiance et votre estime de soi
- Contribuer à votre croissance et à votre développement personnel, dans l'ensemble
- Améliorer votre discipline personnelle
- Votre capacité à travailler en équipe avec d'autres personnes

37. Est-ce que le programme vous a permis de bien comprendre les défis du mode de vie militaire et de la vie dans les Forces armées canadiennes? Pourquoi/pourquoi pas?

38. Est-ce que votre participation au programme, de quelque façon que ce soit, a changé votre impression au sujet des Forces armées canadiennes ou a influé sur vos perceptions au sujet des FAC? Si c'est oui, de quelle façon?

Piste : - de façon plus/moins favorable

39. Et est-ce que votre participation au programme vous a motivés ou incités à envisager sérieusement les Forces armées canadiennes comme possibilité de carrière? Je me demande par là si vous avez vraiment envisagé de présenter une demande d'emploi aux FAC (COMPTER). Pourquoi/pourquoi pas?

Piste : - Quels facteurs ont joué sur votre décision de vous joindre ou non aux FAC?

### QUESTION POUR LES PARTICIPANTS QUI NE FONT PAS PARTIE DES FORCES ARMÉES CANADIENNES, À L'HEURE ACTUELLE :

40. Est-ce qu'un ou des changements au sein du programme PILA aurait pu vous rendre susceptibles/plus susceptibles d'envisager une carrière dans les Forces armées canadiennes? Si c'est oui, quel(s) changement(s)? PRENDRE NOTE DES REFERENCES AU PROCESSUS DE DEMANDE

41. Est-ce que vous avez été confrontés à des défis ou des obstacles qui vous ont empêchés de présenter une demande d'emploi aux Forces armées canadiennes? Si c'est oui, lesquels? Est-ce que quelque chose aurait pu permettre de réduire ou d'éliminer cet obstacle? PRENDRE NOTE DES REFERENCES AU PROCESSUS DE DEMANDE

42. Est-ce que quelqu'un a entrepris le processus de demande sans toutefois le compléter? (COMPTER) Si c'est oui, pourquoi n'avez-vous pas complété le processus de demande?

43. Est-ce que vous envisageriez les Forces armées canadiennes comme possibilité de carrière à une date ultérieure?

44. Est-ce que vous gardez le contact avec les FAC? Si c'est oui, quel genre de liens avez-vous conservés?

45. Si vous pouviez définir une chose qui permettrait d'améliorer le programme afin qu'il incite ou motive les Canadiens d'origine autochtone à envisager une carrière dans les FC, qu'est-ce que ça serait?

## Assessing Objectives of CAF Aboriginal Programs

### QUESTION POUR LES PARTICIPANTS À L'EMPLOI DES FAC:

46. Dans quelle mesure est-ce que le programme a influé sur votre décision de vous joindre aux Forces armées canadiennes? Veuillez élaborer.

### QUESTION POUR LES PARTICIPANTS QUI ONT UN EMPLOI EN DEHORS DES FAC :

47. Dans quelle mesure le programme vous a-t-il été utile pour décrocher votre emploi actuel? Veuillez élaborer.

### QUESTION POUR LES PARTICIPANTS SANS EMPLOI/À LA RECHERCHE D'UN TRAVAIL :

48. Selon vous, dans quelle mesure est-ce que votre participation au programme a permis d'améliorer vos chances de trouver un emploi qui s'inscrit dans vos objectifs professionnels? Veuillez élaborer.

### QUESTION POUR LES PARTICIPANTS AUX ÉTUDES :

49. Dans quelle mesure le programme vous a-t-il été utile pour vous aider à décider de faire un retour à l'école, y compris la décision de votre domaine d'étude?

### POUR TOUS :

50. À l'heure actuelle, est-ce que vous jouez un rôle actif dans votre communauté? Par exemple, il pourrait s'agir de faire du bénévolat, de jouer un rôle de chef de file, ou autre chose de cette nature. Si c'est oui, que faites-vous? Et dans quelle mesure votre engagement découle-t-il de votre participation au programme? Si c'est non, est-ce que vous croyez que le programme vous a outillés pour jouer ce genre de rôle? Et pourquoi donc? Est-ce que vous vous imaginez jouer ce genre de rôle dans l'avenir?

51. Est-ce que vous vous percevez comme quelqu'un qui fait valoir auprès des autres le programme des Forces canadiennes auquel vous avez participé? Si c'est oui, de quelle(s) façon(s)? Si c'est non, pourquoi pas?

52. Est-ce que vous avez déjà entendu parler de l'initiative « Service to Canada » (COMPTER)? Si c'est oui, qu'est-ce que vous savez à ce sujet?

## **Partenariat avec les communautés autochtones**

Les dernières questions à aborder portent sur la participation des communautés autochtones dans les programmes des Forces armées canadiennes.

53. Est-ce que votre propre communauté autochtone est un partenaire du programme auquel vous avez participé? Si c'est oui, quelle est la nature de son engagement?

54. Pour autant que vous sachiez, est-ce que des/d'autres communautés autochtones jouent un rôle actif dans le programme auquel vous avez participé? Si c'est oui, quelle(s) communauté(s), et quelle est la nature de leur engagement?

55. À votre avis, dans quelle mesure est-il important de nouer des liens entre les programmes des Forces canadiennes s'adressant aux Autochtones et les communautés des participants des programmes? Et pourquoi donc?

## **Assessing Objectives of CAF Aboriginal Programs**

56. Quelle(s) forme(s) ces liens devraient-ils prendre? Autrement dit, que faudrait-il faire pour que les programmes des FAC s'adressant aux Autochtones soient liés plus étroitement aux communautés des participants des programmes?
57. Pour autant que vous sachiez, est-ce des efforts sont actuellement déployés dans ce sens? Si c'est oui, lesquels?

### **Conclusion**

58. En terminant, est-ce que vous aimeriez formuler d'autres commentaires ou suggestions au sujet de l'un ou l'autre des enjeux que nous avons abordés ce soir?

# Assessing Objectives of CAF Aboriginal Programs

## Summer Training Program Version

### Context and Related Communications Issues

What all of you have in common, and the reason each of you is here tonight, is that during the past two years you participated in the Canadian Armed Forces' INSERT NAME program.

Before we talk about your experience with the program, I'd like to start by asking you a few background questions.

1. What is your current employment status? PROBE AS NEEDED TO CLARIFY WHICH OF THE FOLLOWING APPLIES TO PARTICIPANTS:
  - Employed full-time with Canadian Armed Forces
  - Employed full-time with another employer
  - Employed part-time (under 30 hrs./week)
  - Self-employed
  - Unemployed
  - Student
  - Other

ASK NEXT TWO QUESTIONS TO EVERYONE EXCEPT CURRENT CAF MEMBERS:

2. Is anyone a former member of the Canadian Armed Forces?
3. Is anyone a current or former reservist in the Canadian Armed Forces?

ASK EVERYONE:

4. How did you first learn or find out about the INSERT NAME program?

### Goals and Expectations

5. What were your reasons for enrolling in the INSERT NAME program? That is to say, what were your goals or objectives in joining the program?
6. What were your expectations with respect to the program? That is, given your goals or objectives, what were you hoping to achieve through participation in the program?  
USE FLIP CHART TO LIST OBJECTIVES

Probe : - Assistance/support/guidance  
- Skills expected or hoping to receive

7. At the time you applied for the INSERT NAME program, did you have any concerns about taking part in it? If so, what concerns?
8. Did you complete the INSERT NAME program? If not, why not?
9. Prior to your participation in this program, what was your overall impression of the Canadian Armed Forces? And what about the military lifestyle and of life in the Canadian Armed Forces? KEEP BRIEF

## Assessing Objectives of CAF Aboriginal Programs

### Perceptions of Aboriginal Programs

10. How would you describe the goals or objectives of the INSERT NAME program? In your view, what is it designed to accomplish? KEEP BRIEF
11. As a participant in the program, what was your overall impression of the program? How would you describe your overall experience with the program?

Probe: - Positive/neutral/negative and why

#### ROTATE NEXT TWO QUESTIONS:

Thinking of the program as a whole,

12. What was particularly well done? That is, what aspects or parts of the program were most useful or beneficial to you? Anything else?
13. What aspects or parts of the program, if any, were less well done and in need of improvement? Any others?
14. Did you feel welcome and supported participating in this program? If not, why not?
15. Did you need any support or accommodation to help you adapt to the program? If so, what did you need and did you receive what you needed?

Probe : - Needs (e.g. food, clothing, communication home) and extent needs met

16. What aspect(s) of the program did you find most challenging or difficult? And did you receive the support or assistance you needed to meet this/these challenge(s)?
17. Based on your understanding of the goal or objective of the program, do you think the program is structured in a way that allows it to achieve the objective(s)? If not, why not?
18. To what extent did the INSERT NAME program meet your expectations? Please explain.
19. As a participant in the INSERT NAME program, did you get the impression that the Canadian Armed Forces wanted you to choose them for your career? If so, in what way? That is, what did they do to make you feel this way?

Probe : - Active encouragement to enlist?

20. Were you informed about the process to apply to the Canadian Armed Forces?

I'd now like to focus on specific aspects of the INSERT NAME program.

As you know, one of the goals of the INSERT NAME program is to introduce participants to the military lifestyle by exposing them to basic training in the Canadian Forces.

21. What is your overall impression of the basic training you received?

Probe: - Positive/neutral/negative and why

## Assessing Objectives of CAF Aboriginal Programs

22. What aspects of basic training were most useful to you? And which were less useful to you, if any?

- Probe: - General military knowledge  
- Weapons handling  
- Navigation  
- First Aid  
- Drill  
- Survival skills

23. Did participation in the program change your understanding of basic training in the CAF? If so, in what way(s)?

24. Did the program adequately prepare you for the rigours of basic training? In other words, do you think you were ready for basic training in the Canadian Armed Forces after participating in the program? If not, why not?

25. Were you negatively affected in any way by the basic training you received? If so, how?

26. Was anything missing from this aspect of the program? If so, what?

27. Do you have any suggestions for improving this part of the program?

The program combines exposure to military lifestyle with cultural awareness, and begins with a culture camp conducted by elders of different First Nations and Aboriginal groups.

28. What is your overall impression of the culture camp in which you took part?

- Probe: - Positive/neutral/negative and why

29. Thinking of this aspect of the program, what was particularly well done? And what, if anything, was less well done?

30. How beneficial was the culture camp part of the program? What did you learn from the experience?

31. Did the culture camp help ease your transition from civilian to military lifestyle? If so, how?

32. Was the cultural awareness part of the program well integrated with the part of the program that exposes participants to military lifestyle? If not, why not?

33. Was anything missing from this aspect of the program? If so, what?

34. Do you have any suggestions for improving this part of the program?

35. How useful would it be if graduates from this program earned high school credits to help them towards graduation? Please explain. NOTE: CURRENTLY ONLY GRADUATES FROM B.C. RECEIVE HIGH SCHOOL CREDITS FOR COMPLETING THE PROGRAM

## Assessing Objectives of CAF Aboriginal Programs

36. All things considered, would you recommend this program to an Aboriginal friend or peer? Why/why not?
37. What advice, if any, would you give to someone prior to beginning this program?
38. If you could change one thing about this program to improve it, what would it be? Do you have any other suggestions for improving this program?
39. In your opinion, is there a need for programs like the INSERT NAME program? Why do you say that?

### Program Outcomes

I'd now like to discuss results or outcomes of the program.

40. Earlier you identified your objectives in taking part in the INSERT NAME program? Did you achieve these objectives through involvement in the program? If not, why not?  
DRAW PARTICIPANTS' ATTENTION TO FLIP CHART IDENTIFYING THEIR OBJECTIVES IN TAKING PROGRAM
41. What were the main benefits that you received as a result of your participation in this program? That is, in what way(s) has it helped you?
42. What (other) skills, if any, did you acquire or develop as a result of your participation in the program?

Probe: - Interpersonal/life skills  
- Communications skills  
- Teamwork skills  
- Leadership skills  
- Organizational skills

43. What impact did the program have in the following areas...? ROTATE ORDER
  - Increasing your confidence and self-esteem
  - Contributing to your overall growth and personal development
  - Improving your self discipline
  - Your ability to work in teams with other people
44. Did the program provide you with a good understanding of the challenges of the military lifestyle and of life in the Canadian Armed Forces? Why/why not?
45. Did participation in the program change or influence your perception of the Canadian Armed Forces in any way? If so, how?

Probe : - More positive/less positive

46. And did your participation in the program motivate or encourage you to seriously consider the Canadian Armed Forces as a career option? By that, I mean that you actually considered applying for the CAF (HAND COUNT) Why/why not?

## Assessing Objectives of CAF Aboriginal Programs

Probe : - What factors influenced decision to join/not join CAF?

### ASK IF NOT CURRENTLY IN THE CANADIAN ARMED FORCES:

47. Could anything have been done in the INSERT NAME program that would have made you likely/more likely to consider a career in the Canadian Armed Forces? If so, what?  
NOTE REFERENCES TO APPLICATION PROCESS
48. Did you experience any obstacles or barriers that prevented you from applying for employment with the Canadian Armed Forces? If so what? Could anything have been done to reduce or remove this barrier? NOTE REFERENCES TO APPLICATION PROCESS
49. Did anyone actually begin the application process but not complete it? (HAND COUNT)  
If so, why did you not complete the application process?
50. Would you consider the Canadian Armed Forces as a career option at a later date?
51. Do you maintain any connection to the CAF? If so, what is the nature of this connection?
52. If you could identify one thing to improve the program in terms of encouraging or motivating Aboriginal Canadians to consider a career in the CF, what would that be?

### ASK IF EMPLOYED IN CAF:

53. To what extent did the program influence your decision to join the Canadian Armed Forces? Please explain.

### ASK IF EMPLOYED OUTSIDE CAF:

54. How useful was the program to you in terms of helping you obtain your current job?  
Please explain.

### ASK IF UNEMPLOYED/LOOKING FOR WORK:

55. To what extent do you think your participation in the program has improved your chances of finding a job in line with your employment goals? Please explain.

### ASK IF IN SCHOOL:

56. How useful was the program to you in terms of helping you decide to go back to school and what to study?

### ASK EVERYONE:

57. Do you currently play an active role in your community? For example, this could be volunteering, serving in a leadership role, or anything of that nature. If so, what are you doing? And to what extent is your involvement a result of your participation in the program? If not, do you think the program has equipped you to play such a role? Why do you say that? Do you see yourself playing such a role in the future?

## Assessing Objectives of CAF Aboriginal Programs

58. Do you consider yourself to be an advocate for the Canadian Forces program in which you took part? If so, in what way(s)? If not, why not?
59. Have you heard of the 'Service to Canada' initiative (HAND COUNT)? If so, what do you know about it?

## Partnering with Aboriginal Communities

The last few questions deal with the involvement of Aboriginal communities in Canadian Armed Forces programs.

60. Was your own Aboriginal community a partner in the program in which you took part? If so, what was the nature of its involvement?
61. As far as you know, did any (other) Aboriginal community play an active role in the program in which you took part? If so, which community and what was the nature of their involvement?
62. In your opinion, how important is it to forge links between Canadian Forces Aboriginal programs and the communities of program participants? Why do you think this?
63. What form(s) should this take? In other words, what should to be done to more closely link CAF Aboriginal programs to the communities of program participants?
64. As far as you know, is anything currently being done in this regard? If so, what?

## Conclusion

65. Do you have any final comments or suggestions about anything we have discussed tonight?
- 

## Contexte et enjeux de communications connexes

Vous avez tous quelque chose en commun, et c'est la raison pour laquelle chacun d'entre vous est ici ce soir : au cours des deux dernières années, vous avez participé au programme d'instruction INSERT PROGRAM des Forces armées canadiennes.

Avant d'aborder votre expérience du programme, j'aimerais commencer par quelques questions de contexte.

1. Quelle est votre situation d'emploi à l'heure actuelle? AU BESOIN, APPROFONDIR AUPRÈS DES PARTICIPANTS POUR VÉRIFIER QUELLE SITUATION S'APPLIQUE DANS CHAQUE CAS :
- Employé(e) à plein temps auprès des Forces armées canadiennes
  - Employé(e) à plein temps auprès d'un autre employeur
  - Employé(e) à temps partiel (moins de 30 heures/semaine)
  - Travailleur/travailleuse autonome
  - Sans emploi
  - Étudiant(e)
  - Autre

## Assessing Objectives of CAF Aboriginal Programs

POSER LES DEUX PROCHAINES QUESTIONS À TOUS LES PARTICIPANTS SAUF LES MEMBRES ACTUELS DES FAC :

2. Est-ce que l'un d'entre vous est un ancien membre des Forces armées canadiennes?
3. Est-ce que l'un d'entre vous est actuellement réserviste pour les Forces armées canadiennes ou l'a déjà été?

DEMANDER À TOUS LES PARTICIPANTS :

4. Comment avez-vous d'abord appris l'existence ou entendu parler du programme d'instruction INSERT PROGRAM?

### Objectifs et attentes

5. Quelles étaient vos raisons de vous joindre au programme d'instruction INSERT PROGRAM? Autrement dit, quels étaient vos buts ou objectifs lorsque vous vous êtes joints au programme?
6. Quelles étaient vos attentes dans le contexte du programme? Autrement dit, compte tenu de vos buts ou objectifs, qu'est-ce que vous espériez réaliser en participant au programme? UTILISER LE TABLEAU DE PAPIER POUR DRESSER UNE LISTE DES OBJECTIFS

Pistes : - Aide/soutien/conseils

- Attentes ou souhaits sur le plan de l'acquisition des compétences

7. Lorsque vous avez présenté votre demande pour participer au programme d'instruction INSERT PROGRAM, est-ce que vous aviez des préoccupations au sujet de votre participation? Si c'est oui, quelles étaient ces préoccupations?
8. Est-ce que vous avez complété le programme d'instruction INSERT PROGRAM? Si c'est non, pourquoi pas?
9. Avant de participer au programme, quelle était votre impression globale des Forces armées canadiennes? Et du mode de vie militaire, de même que de la vie dans les Forces armées canadiennes? VEILLER À NE PAS S'ATTARDER

### Perceptions à l'égard des Programmes s'adressant aux Autochtones

10. Comment décririez-vous les buts ou objectifs du programme d'instruction INSERT PROGRAM? À votre avis, qu'est-ce que le programme doit permettre de réaliser? VEILLER À NE PAS S'ATTARDER
11. Comme participant ou participante du programme, quelle impression globale le programme vous a-t-il laissée? Comme décririez-vous votre expérience du programme, dans l'ensemble?

Pistes : - positive/neutre/négative et pourquoi

## Assessing Objectives of CAF Aboriginal Programs

### ASSURER LA ROTATION DES DEUX PROCHAINES QUESTIONS :

En songeant au programme dans son ensemble...

12. Qu'est-ce qui était particulièrement réussi? Autrement dit, quels sont les aspects ou les éléments du programme qui se sont révélés les plus utiles ou intéressants pour vous? Y a-t-il autre chose?
13. Quels sont les aspects ou les éléments du programme, s'il y en a, qui étaient moins bien réussis et qui doivent faire l'objet d'améliorations? Est-ce qu'il y en a d'autres?
14. Est-ce que vous vous êtes sentis bien accueillis et soutenus lors de votre participation au programme? Si c'est non, pourquoi pas?
15. Est-ce que vous avez eu besoin d'une forme de soutien ou d'accommodement pour vous aider à vous adapter au programme? Si c'est oui, de quoi aviez-vous besoin et avez-vous reçu l'aide dont vous aviez besoin?

Pistes : - Besoins (p. ex., nourriture, vêtements, communications à domicile) et mesure dans laquelle les besoins ont été satisfaits

16. Quels étaient le ou les aspects du programme les plus difficiles, selon vous? Avez-vous reçu le soutien ou l'aide dont vous aviez besoin pour surmonter ce ou ces défis?
17. En vous fondant sur votre compréhension du but ou de l'objectif du programme, à votre avis, est-ce que la structure du programme permet la réalisation de son ou de ses objectifs? Si c'est non, pourquoi pas?
18. Dans quelle mesure est-ce que le programme d'instruction INSERT PROGRAM a comblé vos attentes? Veuillez élaborer.
19. Comme participant ou participante du programme d'instruction INSERT PROGRAM, est-ce que vous avez eu l'impression que les Forces armées canadiennes souhaitaient que vous les choisissiez pour faire carrière? Si c'est oui, à quels égards? Autrement dit, qu'est-ce qu'on a fait pour que vous ayez cette impression?

Piste : - Encouragement actif à l'enrôlement?

20. Est-ce qu'on vous a renseignés au sujet du processus pour présenter une demande aux Forces armées canadiennes?

Maintenant, j'aimerais que nous nous intéressions plus particulièrement à des aspects plus précis du programme d'instruction INSERT PROGRAM.

Comme vous le savez déjà, l'un des objectifs du programme d'instruction INSERT PROGRAM est d'initier les participants au mode de vie militaire au moyen d'une formation militaire de base dans les Forces canadiennes.

21. Dans l'ensemble, quelle est votre impression de la formation de base que vous avez reçue?

Piste : - Positive/neutre/négative et pourquoi

## Assessing Objectives of CAF Aboriginal Programs

22. Quels aspects de la formation de base vous ont été les plus utiles? Et selon vous, quels ont été les aspects les moins utiles, le cas échéant?

Pistes :- connaissances militaires générales

- maniement d'armes
- navigation
- premiers soins
- exercices militaires
- techniques de survie

23. Est-ce que votre participation au programme a changé votre compréhension de la formation de base dans les FAC? Si c'est oui, à quel(s) égard(s)?

24. Est-ce que le programme vous a préparés adéquatement aux rigueurs de la formation de base? Autrement dit, selon vous, suite à la participation à ce programme, étiez-vous prêts pour la formation de base dans les Forces armées canadiennes? Si c'est non, pourquoi pas?

25. Est-ce que la formation de base que vous avez reçue a eu des répercussions négatives pour vous, d'une façon ou d'une autre? Si c'est oui, à quels égards?

26. Est-ce qu'il manquait quelque chose à cet aspect du programme? Si c'est oui, qu'est-ce qui manquait?

27. Est-ce que vous avez des suggestions pour améliorer cet élément du programme?

Le programme, qui traite conjointement du mode de vie militaire et de sensibilisation culturelle, commence par un camp culturel qu'animent des Aînés des Premières nations et de différents groupes autochtones.

28. Dans l'ensemble, quelle est votre impression du camp culturel auquel vous avez participé?

Piste : - Positive/neutre/négative et pourquoi

29. En ce qui concerne cet aspect du programme, qu'est-ce qui était particulièrement réussi? Et qu'est-ce qui était moins réussi, le cas échéant?

30. Dans quelle mesure le camp culturel était-il un volet utile du programme? Qu'est-ce que l'expérience vous a permis d'apprendre?

31. Est-ce que le camp culturel a favorisé votre passage de la vie civile à la vie militaire? Si c'est oui, de quelle façon?

32. Est-ce que la partie du programme traitant de sensibilisation culturelle était bien intégrée avec les éléments du programme exposant les participants au mode de vie militaire? Si c'est non, pourquoi pas?

33. Est-ce qu'il manquait quelque chose à cet aspect du programme? Si c'est oui, qu'est-ce qui manquait?

34. Est-ce que vous avez des suggestions pour améliorer cet élément du programme?

## Assessing Objectives of CAF Aboriginal Programs

35. Dans quelle mesure serait-il utile que les finissants de ce programme obtiennent des crédits d'études pour les aider à obtenir leur diplôme? Veuillez élaborer. NOTE : À L'HEURE ACTUELLE, SEULS LES FINISSANTS DE LA C.-B. OBTIENNENT DES CRÉDITS D'ÉTUDES SECONDAIRES LORSQU'ILS COMPLÈTENT LE PROGRAMME
36. Tout bien considéré, est-ce que vous recommanderiez ce programme à vos amis ou vos pairs autochtones? Pourquoi/pourquoi pas?
37. Quels conseils, le cas échéant, donneriez-vous à quelqu'un sur le point de commencer ce programme?
38. Si vous pouviez changer un aspect de ce programme en vue de l'améliorer, qu'est-ce que vous changeriez? Est-ce que vous avez d'autres suggestions en vue d'améliorer ce programme?
39. À votre avis, est-ce que les programmes comme le programme d'instruction INSERT PROGRAM sont nécessaires? Et pourquoi donc?

### Résultats du programme

À ce moment-ci, j'aimerais discuter des résultats découlant du programme.

40. Un peu plus tôt, vous avez défini vos objectifs de participation au programme d'instruction INSERT PROGRAM. Est-ce que votre participation au programme vous a permis d'atteindre ces objectifs? Si c'est non, pourquoi pas? ATTIRER L'ATTENTION DES PARTICIPANTS VERS LE TABLEAU DE PAPIER SUR LEQUEL SONT INSCRITS LEURS OBJECTIFS DE PARTICIPATION AU PROGRAMME.
41. Quels sont les principaux avantages qu'a entraînés pour vous la participation à ce programme? Autrement dit, de quelle(s) façon(s) est-ce que le programme vous a aidés?
42. Quelles sont les (autres) compétences que votre participation au programme vous a permis d'acquérir ou de perfectionner, le cas échéant?

- Pistes :
- habiletés en communications interpersonnelles/aptitudes à la vie quotidienne
  - habiletés en communications
  - aptitudes au travail d'équipe
  - compétences en leadership
  - compétences organisationnelles

43. Quel a été l'effet du programme dans les domaines suivants...? ASSURER LA ROTATION DE L'ORDRE DE PRÉSENTATION
- Améliorer votre confiance et votre estime de soi
  - Contribuer à votre croissance et à votre développement personnel, dans l'ensemble
  - Améliorer votre discipline personnelle
  - Votre capacité à travailler en équipe avec d'autres personnes
44. Est-ce que le programme vous a permis de bien comprendre les défis du mode de vie militaire et de la vie dans les Forces armées canadiennes? Pourquoi/pourquoi pas?

## Assessing Objectives of CAF Aboriginal Programs

45. Est-ce que votre participation au programme, de quelque façon que ce soit, a changé votre impression au sujet des Forces armées canadiennes ou a influé sur vos perceptions au sujet des FAC? Si c'est oui, de quelle façon?

Piste : - de façon plus/moins favorable

46. Et est-ce que votre participation au programme vous a motivés ou incités à envisager sérieusement les Forces armées canadiennes comme possibilité de carrière? Je me demande par là si vous avez vraiment envisagé de présenter une demande d'emploi aux FAC (COMPTER). Pourquoi/pourquoi pas?

Piste : - Quels facteurs ont joué sur votre décision de vous joindre ou non aux FAC?

### QUESTION POUR LES PARTICIPANTS QUI NE FONT PAS PARTIE DES FORCES ARMÉES CANADIENNES, À L'HEURE ACTUELLE :

47. Est-ce qu'un ou des changements au sein du programme d'instruction INSERT PROGRAM aurait pu vous rendre susceptibles/plus susceptibles d'envisager une carrière dans les Forces armées canadiennes? Si c'est oui, quel(s) changement(s)?  
PRENDRE NOTE DES REFERENCES AU PROCESSUS DE DEMANDE

48. Est-ce que vous avez été confrontés à des défis ou des obstacles qui vous ont empêchés de présenter une demande d'emploi aux Forces armées canadiennes? Si c'est oui, lesquels? Est-ce que quelque chose aurait pu permettre de réduire ou d'éliminer cet obstacle? PRENDRE NOTE DES REFERENCES AU PROCESSUS DE DEMANDE

49. Est-ce que quelqu'un a entrepris le processus de demande sans toutefois le compléter? (COMPTER) Si c'est oui, pourquoi n'avez-vous pas complété le processus de demande?

50. Est-ce que vous envisageriez les Forces armées canadiennes comme possibilité de carrière à une date ultérieure?

51. Est-ce que vous gardez le contact avec les FAC? Si c'est oui, quel genre de liens avez-vous conservés?

52. Si vous pouviez définir une chose qui permettrait d'améliorer le programme afin qu'il incite ou motive les Canadiens d'origine autochtone à envisager une carrière dans les FC, qu'est-ce que ça serait?

### QUESTION POUR LES PARTICIPANTS À L'EMPLOI DES FAC:

53. Dans quelle mesure est-ce que le programme a influé sur votre décision de vous joindre aux Forces armées canadiennes? Veuillez élaborer.

### QUESTION POUR LES PARTICIPANTS QUI ONT UN EMPLOI EN DEHORS DES FAC :

54. Dans quelle mesure le programme vous a-t-il été utile pour décrocher votre emploi actuel? Veuillez élaborer.

### QUESTION POUR LES PARTICIPANTS SANS EMPLOI/À LA RECHERCHE D'UN TRAVAIL :

## Assessing Objectives of CAF Aboriginal Programs

55. Selon vous, dans quelle mesure est-ce que votre participation au programme a permis d'améliorer vos chances de trouver un emploi qui s'inscrit dans vos objectifs professionnels? Veuillez élaborer.

### QUESTION POUR LES PARTICIPANTS AUX ÉTUDES :

56. Dans quelle mesure le programme vous a-t-il été utile pour vous aider à décider de faire un retour à l'école, y compris la décision de votre domaine d'étude?

### POUR TOUS :

57. À l'heure actuelle, est-ce que vous jouez un rôle actif dans votre communauté? Par exemple, il pourrait s'agir de faire du bénévolat, de jouer un rôle de chef de file, ou autre chose de cette nature. Si c'est oui, que faites-vous? Et dans quelle mesure votre engagement découle-t-il de votre participation au programme? Si c'est non, est-ce que vous croyez que le programme vous a outillés pour jouer ce genre de rôle? Et pourquoi donc? Est-ce que vous vous imaginez jouer ce genre de rôle dans l'avenir?

58. Est-ce que vous vous percevez comme quelqu'un qui fait valoir auprès des autres le programme des Forces canadiennes auquel vous avez participé? Si c'est oui, de quelle(s) façon(s)? Si c'est non, pourquoi pas?

59. Est-ce que vous avez déjà entendu parler de l'initiative « Service to Canada » (COMPTER)? Si c'est oui, qu'est-ce que vous savez à ce sujet?

## Partenariat avec les communautés autochtones

Les dernières questions à aborder portent sur la participation des communautés autochtones dans les programmes des Forces armées canadiennes.

60. Est-ce que votre propre communauté autochtone est un partenaire du programme auquel vous avez participé? Si c'est oui, quelle est la nature de son engagement?

61. Pour autant que vous sachiez, est-ce que des/d'autres communautés autochtones jouent un rôle actif dans le programme auquel vous avez participé? Si c'est oui, quelle(s) communauté(s), et quelle est la nature de leur engagement?

62. À votre avis, dans quelle mesure est-il important de nouer des liens entre les programmes des Forces canadiennes s'adressant aux Autochtones et les communautés des participants des programmes? Et pourquoi donc?

63. Quelle(s) forme(s) ces liens devraient-ils prendre? Autrement dit, que faudrait-il faire pour que les programmes des FAC s'adressant aux Autochtones soient liés plus étroitement aux communautés des participants des programmes?

64. Pour autant que vous sachiez, est-ce des efforts sont actuellement déployés dans ce sens? Si c'est oui, lesquels?

## Conclusion

65. En terminant, est-ce que vous aimeriez formuler d'autres commentaires ou suggestions au sujet de l'un ou l'autre des enjeux que nous avons abordés ce soir?