

CONTINUING EDUCATION IN THE COWICHAN VALLEY

By

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CONTINUING EDUCATION IN THE COWICHAN VALLEY

CHAPTER ONE – STUDY BACKGROUND

The Opportunity/Problem

What continuing education services can School District 79 offer that will best serve the diverse needs of the communities of the Cowichan Valley?

Objective

The objective of this research is to conduct an initial assessment of continuing education needs in the Cowichan Valley and make recommendations to the Board of School Trustees, School District 79 regarding the feasibility of offering a continuing education program under the aegis of the Cowichan Adult Learning Centre. These recommendations are intended to maximise physical facilities and human resources of School District 79 and its community partners that will lead to implementation or enhancement of courses and/or programs that provide top notch opportunities for lifelong learning in the communities of the Region.

Impact or Significance of the Opportunity/Problem

The magnitude of the adult/continuing education enterprise in British Columbia is significant by any measure. According to the Continuing Education Project for the Centre for Policy Studies in Education at the University of British Columbia over one-third of a million adults participate annually. (R. Faris, unpublished data, 1992) Of this sum, approximately fifty thousand adults are enrolled in school district, college, correspondence and Open Learning Agency adult basic education (high school completion) programs. With over 16,000 young people dropping out of high school annually in British Columbia, the future demand for adult basic education seems assured. If the future of adult basic education seems assured, even

more assured is the future for continuing education. A 1995/96 Report on Continuing Education in BC Colleges and Universities prepared by the Ministry of Advanced Education, Training and Technology indicates that of the over 313,000 adults enrolled only 67,000 were enrolled in credit based courses. Credit based courses are those that lead toward high school graduation or are used for university entrance programs. The majority of learners were enrolled in non-credit courses primarily of personal or vocational interest.

The delivery of educational services is rapidly changing in the Province of British Columbia. Traditional models of delivery in the K-12, post secondary and adult education systems are shifting to address changing learner needs and expectations. HRD Canada and the Ministry of Skills Training and Labour (1998) asks this question in the Employability Skills Project sponsored by Human Resource Development Canada (HRDC), the Labour Force Development Board (BCLFDB) and by the British Columbia Institute of Technology (BCIT):

"what skills are needed in a labour market that is eliminating job security, and where it is estimated that workers will have five to eight different job areas, each lasting from three to five years over their working lives?"

Given that we live in an age when changes occur with ever-increasing rapidity, people are faced with a future that most assuredly will be different from the present. In his book, *Learning as a Way of Being*, Peter Vaill (1996) acknowledges that we are all playing catch-up and says "few people feel they have the knowledge and skills their jobs require, and even those who are superbly prepared are realising that obsolescence is typically not an abstract idea but a fast approaching reality". (p.20) In view of the importance of education in the increasingly competitive environment of the global economy it is incumbent on educational providers to ensure that community members have access to a wide range of

programs that provide opportunities to develop skills and transferable abilities in academic, personal and career areas.

Changes in the general societal environment can, and often do, have significant effects on individuals, organisations, and communities, effects well documented in literature. (Osborne and Hunt, 1974; Hall, 1977; Kast and Rosenzweig, 1979; Scott, 1981 as quoted in Morrison and Mecca, 1989). The accelerating rate, magnitude, and complexity of change occurring in all sectors of society have created vulnerabilities and opportunities across the education "tableau" (Keller, 1983).

During the mid-1980's steady progress up the corporate ladder was no longer possible for many people who were aspiring to it. Corporate downsizing, re-engineering, and resizing during the 1990's left many people either frustrated or downsized out of a job. Many of the new innovative technologies and service jobs are being created by small businesses led by people who have been downsized from the corporate environment. These changes are a challenge and an opportunity for the educational system. The importance of lifelong learning and continuous training is essential, but offering a course once a week for six months is not going to help people who need to be retrained in a month. They need a course that can be concentrated into a three-week period and delivered so that the knowledge can be applied immediately. The objective is to learn a specific skill or piece of knowledge that can be used immediately. In an interview with the Globe and Mail, Peter Zarry, director of executive education at York University assumed the voice of one of his students; "I'm not here to waste time. I'm here to learn some damn thing and the day I leave here, two or three days from now, I'm going to use it. And if I can't use it, I want my money back." (as quoted in Foot, D. & Stoffman, D. 1996, p. 158)

Educational institutions need to understand that their clientele are not the same as they used to be. The full time student has plenty of time, the adult in a full time job doesn't. The old ways of doing things are not where the marketplace is in the 21st century and neither is the marketplace for re-education and training. Courses need

to be compacted into a short time period and be easily accessible, perhaps even delivered right in the workplace, and provide a mixture of theory and application. (Foot, D. & Stoffman, D., 1986)

The educational monopoly held by public educational institutions is changing. The availability of cheap, fast networked computers is creating an opportunity for individuals to take courses when they want, where they want and how they want. Increasingly, the use of technology is allowing niche programs and services by private, non-public agencies to supplement or compete with traditional educational providers. The biggest challenge facing the educational service providers today is whether they are prepared to offer a quality education product demanded by the lifelong learners functioning in Canadian society today.

The Organisation

Five years ago, School District 79 opened its first Adult Learning Centre in Duncan, B.C. with one hundred students. Today in response to increasing community needs, the Cowichan Adult Learning Centre enrolls approximately 750 students in five program areas, the Adult Dogwood graduation program, Family Literacy and Academic Upgrading, Career Preparation, Distance Education and Home Schooling at four locations in the Cowichan Valley: Duncan, Chemainus, Mill Bay and Lake Cowichan and one distance education site for the Dididaht First Nations band at Nitinaht Lake on the west coast of Vancouver Island.

Selling points for these programs in the past have been:

- **Free Tuition**
- **Qualified Teachers**
- **Self-paced personalised instruction**
- **Provincially recognised credentials**
- **Close to home locations**
- **Continuous Intake of learners**

Free tuition and provincially recognised credentials have been a significant "competitive advantage" for CALC in the past. Recent changes in British Columbia legislation have changed the situation, allowing colleges to offer equivalent credentials for free. Funding formula changes have also placed the School District's adult education program in a disadvantageous position relative to the college. This has the potential to draw enrolment and funding away from CALC to the local college.

In response to changes in this competitive environment, plans for the 1999-2000 school year at CALC included addition and expansion of programs in several ways:

- New courses are being offered.
- Old courses are being improved.
- Career programs that were introduced last year, including work experience placement serve more students in the 1999-2000 school year.
- Applied Technology training has become the focus for the Lake Cowichan Centre.
- Distance Education has been expanded for both adult learners and for school-age students.
- In October the Duncan Centre moved into a new larger facility.
- Family literacy programs began running in September 1999.
- Research began into the feasibility of offering a user pay continuing education program.

With these initiatives the Cowichan Adult Learning Centre hoped to secure student enrolment by:

- Retaining current students who have not yet graduated.
- Attracting adult learners who prefer distance education.
- Attracting school age students who prefer home schooling.
- Attracting adults in need of job retraining to career programs and applied technology programs.

- Attracting recent high school graduates or adult graduates who are interested in careers in information technology.
- Attracting First Nations adult students to literacy, family literacy and general programs offered at CALC.
- Offering user pay programs in a variety of academic, personal and career areas.

Historically, the Cowichan Valley region has based its economic strength on raw resources and continues to be driven by the pulse of the forest industry. However, continuing erosion of the forest land base, creation of federal and provincial parks, reductions in the annual allowable cut, increasing stumpage rates, and slumping Asian markets for logs and lumber indicate that employment in the forestry sector will decline. Economic conditions are changing in the Cowichan Valley communities. Most people now appreciate that new ways of doing business and innovations in technology demand more education and training. The Cowichan Valley reflects this image.

During economically challenging times (Smith, 1982) the activity of education and training increases. Periods of transition often trigger the need for learning. During periods of transition or following major change events adults appear receptive to education and learning related to reassessing personal goals, reasserting themselves as valued members of society, and reconfirming their self-esteem. The more significant and potent transitions require learning that allows adults to explore their personal meanings and values and to transform those meanings and values in ways that make them more congruent with reality. Relatively stable periods and stages are times for broadening and consolidating knowledge and for integrating new meanings into old constructs and life experience.

Meeting the needs of changing employment possibilities, increasing use of technology, and a changing population are challenges for the educational programs offered by School District 79 and its community partners, especially as they relate

to the adult learners of the community. A few decades ago, enrolling in almost any post secondary program guaranteed a choice of employment offers in the graduating year. But in today's more complex and competitive world, a post secondary diploma, certificate or degree is no longer a guarantee of employment. As indicated earlier, many of the new innovative technologies and service jobs are being created by small businesses and these people have neither the time nor the inclination to complete lengthy degrees for the sake of credentials. They need compressed courses that offer theory and applicability immediately.

Changing demographics will also have a dramatic impact on the educational services offered in the Cowichan Valley communities. Reports from Statistics Canada in 1963 (Dominion Bureau of Statistics) indicate that one in twenty five adults was taking part in adult education during the year studied (1959-1960). By the mid-1980's (Statistics Canada & Dept. of Secretary of State) one in five adults was participating in some form of adult education, and by 1992 (Statistics Canada) the picture had drastically changed with approximately one third of all adults taking part in some form of adult education annually. Currently the majority of the Cowichan Valley's population falls within the 25-44 age group, followed by the 45-64 and 5-17 ages groupings respectively. This population profile is projected to shift as the majority group ages and is further impacted by migrating baby boomers and retirees. (Malaspina University-College, 1999) These two factors are expected to establish by the year 2006, a majority population with the Cowichan communities between the ages of 45-64. It is apparent that first and second majority populations combined will have the greatest impact in continuing education development with the region, but the mature/retirement age grouping will demonstrate the greatest demographic growth. It is important to ensure this age group is included along with the first and second majority populations in any continuing education planning.

Continuing education for pleasure and enlightenment for this age group is growing. Elderhostel, a non-profit international organisation that provides short-term educational programs for senior and pre-seniors is becoming increasingly popular

on university campuses. (Foot, D & Stoffman, D., 1996) Originally aimed at the over 60 market, the eligibility has been dropped to 50 years of age. This type of education will continue to get more popular, especially after the turn of the century and will have implications for educational planning in the Cowichan Valley. People enrolled in these types of courses or programs may not care whether they get a degree, a diploma, or even a credit, but they do have the time and the money to pay for them. This kind of education has important implications for the future development of educational activities in the Region.

The diversity and success of the Cowichan Valley Region depends on the education and training of its community members and their ability to keep pace in academic, personal and career areas. The emergence of shared leadership at the local and regional level in the pursuit of continuing education will be a key factor in moving forward with co-operative ventures that increase the Regions skill base and employment opportunities as well as provide opportunities for the pursuit of pleasure and enlightenment.

There exists an opportunity for exploring the potential for continuing education courses offered under the aegis of the Cowichan Adult Learning Centre of behalf of School District 79. Partnerships need to be investigated and developed to maximise resources, facilities, capital expenditures and learning opportunities for all residents of the communities of the Cowichan Valley Region.

CHAPTER TWO - LITERATURE REVIEW

Review of Organisation Documents

The information review and statistical observations below form the basis for the foundations of continuing education planning in the Cowichan Valley region.

School District 79 Mission Statement:

The Mission of the Cowichan Valley School District, in partnership with its community, is to provide personally relevant and challenging educational opportunities to all learners within a safe, caring and supportive environment.

The Belief Statements and Guiding Principles of School District 79 (Appendix A) provide further information regarding the School Districts commitment to provide quality education in the communities of the Cowichan Valley.

Cowichan Adult Learning Centre Mission Statement:

We strive to serve our students by helping to remove barriers to learning through a commitment to quality programs which are flexible, learner-centred with the goal to improve literacy levels, employability and achieve graduation.

Region Demographics

The objective at this stage of the research project is to describe the situation clearly and comprehensively. A great deal of significant community information was obtained by reviewing documents in the research context. A community profile is created which provides demographic information and provides the reader with a descriptive snapshot of the context in which this investigation takes place.

The Cowichan Region's estimated population is 74,821. (Stats Canada 1996, as quoted in Economic Profile of the Cowichan Region, Malaspina University College, 1999) Annual growth rates of 3-4% were predominant in the mid 90's but have declined to 1.9% and 2.1% for 1996 and 1998 respectively. Future growth rates for the area are projected at 1.8% annually. Currently the majority of the Regions population falls within the 25-44 age grouping, followed by the 45-64 and 5-17 ages groupings respectively. This population profile is projected to shift as the majority group ages and is further impacted by migrating baby boomers and retirees. (Malaspina University-College, 1999) These two factors are expected to establish by the year 2006, a majority population with the Cowichan communities between the ages of 45-64.

An exception to this trend is seen within the Aboriginal population, representing approximately 7% of the Regional population. While the First Nations majority age group is 20-44, the fastest growing age group is the 5 to 19 age range. In contrast to the demographic profile of the Region, the First Nations ageing population group is declining.

It is apparent that first and second majority populations combined will have the greatest impact in continuing education development with the region, but the mature/retirement age grouping will demonstrate the greatest demographic growth. It is important to ensure this age group is included along with the first and second majority populations in any continuing education planning.

Region Labour Force

The estimated labour force for the Cowichan Region is 32,565 (BC Stats, 1996 as quoted in Economic Profile of the Cowichan Region, Malaspina University College, 1999) or 43.4% of the population of which 8,500 (9.7% of the population) are unemployed or receiving either Employment Assistant or Income Assistance. Approximately 4,554 (Estimate by Human Resources Development Commission as quoted in Debling, G. & Behrman, B., 1996) of these clients are considered work

ready. Unemployment is highest among the 19 to 24 age group, but followed closely by the 25 to 54 age group.

Employment Sources

The greatest number of labour force workers are employed within the following categories: (BC Stats, 1996 as quoted in Economic Profile of the Cowichan Region, Malaspina University College, 1999)

- Services 63.6%
- Self-Employment 16.9%
- Manufacturing 12.7%
- Primary Industry 9.0%
- Construction 8.6%
- Government 6.0%

Income Sources

While two thirds of the Region's workforce is employed in service and government industries, the principal sources on which the Cowichan Region relies for economic strength are first, forestry, second the public sector, and third transfer payments. The majority of unemployed workers, as identified by the Work Ready Employment Insurance claims (Human Resources Commission Canada, 1998 as quoted in Malaspina University College, 1999) possess skill sets specific to the forestry, fisheries, manufacturing, and construction industries.

As mentioned earlier, the Cowichan Valley has based its economic strength on raw resources and continues to be driven by the pulse of the forest industry. The Region has a long history of forestry because it possesses volume, quality and an abundance of this natural resource in due partly to reforestation practices that offer ongoing harvests and environmental conditions that offer optimum growing

capacity. Regional employment is estimated at 9% of the labour force (Malaspina University College, 1999) in primary and secondary products.

Agriculture and related services represent 3.2% of the local labour force and contribute an additional 20% of the labour force through self-employment. (Stats Canada, 1996 as quoted in Economic Profile of the Cowichan Region, Malaspina University College, 1999) The Region has close to 30% of the gross farm receipts of Vancouver Island and yet the majority of food products consumed locally are imported. If managed by a well-trained workforce this area has enormous potential. Its growth can foster small business, enhance community self-reliance, and provide a focal point for inter-sector partnerships in tourism, retail, food and beverage. (Malaspina University College, 1999)

In general, the trend in the Regions fishing industries is seen as one of moving away from reliance on high yield wild stock harvesting and processing toward lower volume operations producing higher valued seafood products. Aquaculture, reliance on shellfish harvesting and an increasing emphasis on recreational fishing and eco-tourism are seen as areas of growth for the Region.

The tourism sector is currently the fifth largest employer in British Columbia, employing approximately 26% of the total labour force. (Direct Tourism Employment - BC Stats 1998 as quoted in Malaspina University College, 1999) Within the Cowichan Region, tourism employs an estimated 21.9% of the workforce or 7,230 people. Although tourism represents a substantial percentage of the labour force, wages earned in this sector are generally low and the workforce may be somewhat transient. The Cowichan Region has enormous potential in terms of its natural and cultural resources, but cannot rely solely on these resources. The tourism industry is highly interdependent on business and other related sectors to support its interests.

The retail sector comprises 17% of the total number of business firms in the Region. While forestry is the main economic driver for the Region, retail employs the most people. With the declining economics in the BC provincial economy, retail in the Region is facing economic challenges. Potential is seen in the changing socio-economic profile of the Region as the majority age group population ages, and retirees move into the Region with increasing disposable income.

Health care is one of the more stable sectors in terms of employment. People 65 years of age and older represent 12% of the population in B.C. In the Cowichan Region, 16% of the population is in this category. Of particular interest is the shift away from hospitalised care towards community services that provide care for discharged patients in their homes or in private or public nursing homes.

Meeting the needs of a changing population, technologies and employment possibilities are challenges facing the educational providers in the Cowichan Valley region. Some additional challenges facing the Adult Learning Centre in particular are finding a means to support multi-level, flexible learning opportunities in the communities, keeping the curriculum relevant to generic employability skills, providing up to date facilities and supporting a diverse community of learners including First Nations students.

Review of Supporting Literature

Introduction

The purpose of research is to generate knowledge that can be used as a basis for understanding phenomena and ultimately to aid in decision making. (Wolpert, 1981).

The purpose of this literature review is to look at these challenges in the context of the research question being asked in this project:

"What continuing education services can School District 79 offer that will best serve the diverse needs of the communities of the Cowichan Valley?"

Learning is a lifelong process that requires continuous education that extends far beyond formal schooling. Here in the Cowichan Valley, as in other areas of the nation, continuous education assists women and men realise their potential. With education adults learn to act responsibly as citizens, workers, and family members. In the exercise of their responsibilities they also learn to participate in making informed decisions which shape their day-to-day lives and contribute to the success of the communities they live in. In order to offer continuing education opportunities that will best serve the diverse needs of the communities of the Cowichan Valley an understanding of the principles of how adults learn is fundamental. A review of existing literature surrounding this topic has been completed. Determining the continuing educational needs of the community is fundamental to the success of education opportunities offered in the communities. Literature has been examined that highlights research processes that foster community involvement and team building. Program definitions are offered as examples of continuing educational opportunities. The domain of leadership as it relates to community building is examined in the context of creating effective partnerships with community

organisations, private and public post-secondary training institutes and School District 79.

Adult Learning

Andragogy

How adults learn is a central theme in the development of continuing education. The purpose of examining the literature on this subject begins with the study of how adults learn (andragogy) and asks one central question: *What contribution has andragogy made to our understanding of adult learning?*

Lindeman (1926) wrote the academic system of educational delivery had grown in reverse order. Subjects and teachers constitute the starting point. Learners are secondary in the process. In conventional education, the learner is required to adjust to an established curriculum. Too much of learning consists of vicarious substitution of someone else's experience and knowledge. Psychology teaches us that we learn what we do. One of Lindeman's major contributions to the field of adult education can be expressed simply as experience is the adult learner's living textbook.

Lindeman's methods of adult education stress the importance of discussion. He believed that the curriculum should focus on the method instead of content. Lindeman wrote that learners should have a set of analytical skills which could be applied to understand a range of different situations, that "education is a method for giving situations a setting, for analysing complex wholes into manageable, understandable parts" (1926, p. 115). These analytical skills would be developed through discussion groups. He believed that adults need to learn how to learn, that metacognitive (the process by which learners become aware of and take increased control over previously internalised processes of perception, inquiry, learning, and growth) skills need to be taught and developed. Seventy years later, employers in

the Cowichan Valley are concerned about the lack of analytical skills Lindeman spoke of. Today those skills are called generic employability skills.

Lindeman stated that andragogy was the true method of adult learning. This was to become one of the most important concepts in the field of adult education; a theory that was further developed by Malcolm Knowles, considered by many to be the father of adult education in North America.

Building on the earlier work of Lindeman, Knowles (1980) created an andragogical model that contained three basic principles:

1. Adults share a number of characteristics.
2. Assumptions can be made about how adults learn.
3. Based on the characteristics and assumptions, instruction can be designed to increase its chances of success.

Knowles further suggested that the following assumptions could be made about adult learners:

1. Adults need to know why they need to learn something.
2. Adults need to learn experientially.
3. Adults approach learning as problem solving.
4. Adults learn best when the topic is of immediate value.
5. Adult view learning is an active process in the construction of meaning.

In Knowles' theory of andragogy there are a number of crucial assumptions about adult learners. Knowles (1980) indicated that as a person matures they move from being a dependent personality toward one of being a self-directing person. They accumulate a growing reservoir of experience that becomes a foundation and a resource in their learning, thoughts that echo Lindemans (1929) earlier work regarding experience being the adult learner's living textbook. Their readiness to learn becomes increasingly oriented to the developmental tasks of their social roles.

They need to see the immediate application of the knowledge, not a future use, or application of the knowledge. Their reason to learn changes from external motivators to internal motivators. Self directed learning (Brookfield, 1995) focuses on the process by which adults take control of their own learning, in particular how they set their own learning goals, locate appropriate resources, decide on which learning methods to use and evaluate their progress. Knowles concluded in his assumptions about adult learners that they move from learning about a subject to learning how to learn and solve problems. The end result is increased effectiveness in decision-making and better acceptance of failures and mistakes especially regarding personal change that is oriented towards education. Argyris (1976) proposes this as a double loop learning theory that pertains to learning to change underlying values and assumptions. Double loop theory is based upon a theory of action perspective outlined by Argyris & Schon (1974). This perspective examines reality from the point of view of human beings as actors. Changes in values, behaviour, leadership, and helping others, are all part of, and informed by, the actors' theory of action. An important aspect of the theory is the distinction between an individual's espoused theory and they're theory-in-use (what they actually do); bringing these two into congruence is a primary concern of double loop learning.

Knowles' concept of andragogy; that adults were a different breed of learners sparked a new field of research and literature. Dirkx and Lavin (1995) suggested that adult learners tend to be voluntary learners. They believe the decision to return to school is an important one and believe that that education will be beneficial. They contend adults tend to be pragmatic learners who study to improve their performance in other social roles. They may tend to let their schoolwork take a back seat to other responsibilities, such as jobs and families, but expect their class time to be well spent and hope their courses will help them solve problems in their daily lives.

Pelavin (1990) indicates adults learn best when, they feel comfortable with the learning environment and they attempt tasks that allow them to succeed within the

contexts of their limited time and demanding time-constrained life-styles. They provide input into the planning of their own learning goals and processes. They have opportunities to engage in social learning, (i.e., they learn from peers as well as from an instructor). They have a variety of options appropriate to their learning styles (including sensory modalities, ways of thinking, as well as both individual and group learning) and have opportunities to analyse and expand their modes of learning. They are able to associate new learning with previous experiences and associate those experiences with learning, and they have an opportunity to apply theory and information to practical situations in their own lives.

What begins to emerge from the review of literature on andragogy is a constructivist view of learning, where learners are not passive vessels, but active participants in their own learning. Knowledge is acquired from experience with complex, meaningful problems rather than learning isolated bits of knowledge. Learners bring prior knowledge and experience with them. An instructor does not write on a blank slate, but works with learners to confirm, critique, modify, replace, and add to what is already there.

Self Directed Learning

The most important single factor influencing learning is what the learner already knows. (Ausubel, 1978)

The goal of the educational process is to produce self-directed lifelong learners. Many current educational practices in public schools and universities do more to perpetuate dependency than to create self-direction. (Grow 1991)

Tough (1967) and later Brookfield (1984) verified that a significant number of adults learn a great deal outside of the confines of formal educational institutions. The focus of self directed learning is on the individual and self development with learners expected to assume the primary responsibility for their own learning. Self directed learning does not necessarily mean solitary learning for often adults will

seek assistance from friends, family and/or peers. What differentiates self directed learning from learning in a more formal traditional sense according to Brookfield (1995) is that the learner takes control of their own learning, sets their own learning goals, locates appropriate resources, decides on which learning methods to use, and evaluates their progress.

A central concept of self directed learning is that adults have a desire for autonomy. Knowles (1980) indicated that adults have a deep psychological need to be generally self directive. Tough (1979) and Knowles (1975) urged that learner self-direction be incorporated in organised learning. Knowles (1975) developed a guide for learners and teachers about self directed learning. He indicated learners should develop learning plans often in the form of learning contracts with specified learning objectives, often-behavioural objectives. The learner then selects appropriate techniques for achieving these objectives and then evaluates what learning has occurred in terms of the objectives proposed.

Grow (1991) proposed four stages and corresponding teaching styles in moving from dependency to self-direction:

- 1. Stage One: dependent learners, instructors who coach.** Dependent learners need an authority figure to give them explicit directions on what to do, how to do it and when. For these learners, learning is teacher-centred. They either treat teachers as experts who know what the learner needs to do, or they passively slide through the educational system responding mainly to instructors who 'make them learn.
- 2. Stage Two: Interested learners, instructors who motivate and guide.** At this stage, students respond to efforts to motivate them. Once shown the purpose of an assignment, they are willing to complete it. They respond to teachers who persuade, explain and sell, using a directive but highly supportive approach that reinforces learner willingness and enthusiasm.

3. **Stage Three: Involved Learners, instructors who facilitate.** At this stage, students begin to see themselves as participants in their own education. They can identify and see the value of their own life experiences and they realise they have much to learn from and with others. At this stage, students respond to a teacher who will guide them, lend them through unfamiliar terrain, and offer the appropriate tools, methods, and techniques.
4. **Stage Four: self-directed learners, instructors who consult.** Learners set their own goals and standards. They exercise skills in time-management, project management, goal-setting, self-evaluation, peer critique, information, and use of educational resources. At this stage, the teacher no longer teaches subject matter, but rather cultivates the students' ability to learn.

Merriam and Caffarella (1993) indicates that the ability to be self directed in one's own learning, that is to be responsible and in control of what, where and how we learn is critical to survival and prosperity in a world of continuous personal, community and societal changes. Clearly, this has implications for a Vancouver Island community facing changing economic and societal conditions.

Brookfield (1995) raises several concerns regarding self-directed learning that are important to note, as they relate to the cross-cultural and gender issues. For the Cowichan Valley First Nations people who may be used to working co-operatively and are looking to continuing education teachers for direction and guidance, ways of working that emphasise self-directedness and that place the locus of control with the individual student may experience anxiety, at least initially. Another common theme that has surfaced in multicultural learning is teaching their own. When adults are taught by educators drawn from their own ethnic communities they tend to feel more comfortable and do better.

Recent work (Hammond and Collins, 1991) on gender has criticised the ideal of the independent self-directed learner as reflecting patriarchal values of division, separation and competition. Feminist emancipatory education literature (Belenky et. al, 1986) suggests that women may have different learning needs from men. Belenky et. al, (1986) found that women learn best in environments that emphasise connected teaching and learning from life experiences as women. More research is required in this area, especially as it relates to program development and continuing educational learning opportunities for women in the Cowichan Valley region.

Summary

How do adults learn? What has emerged from the literature review on adult learning is a belief (Brookfield, 1995) that adult teaching should be grounded in adult's experiences, and that these experiences represent a valuable resource. Adults (Knowles, 1980) have a deep psychological need to be generally self-directive. Adults desire self-directedness as they mature, though they may be dependent in certain situations. It is important to empower adults to take personal responsibility for their own learning and instructional activities should be based on learners' perceived needs. Adults wish to apply newly acquired skills or knowledge to their immediate circumstances. It is clear that the learning process will be enhanced if learners perceive instruction as meeting their needs and they can take some responsibility for aspects of the process.

This has implications in the design and implementation of effective continuing education opportunities for learners in the Cowichan Valley. Learning opportunities should focus on practical problem solving applications in the community that have a relation to real life applications as evidenced by the literature organised around real life learning situations. Learners will enter a continuing education program sponsored by the Cowichan Valley Adult Learning Centre (CALC) with a wide range of skills, abilities, and attitudes, and these need

to be considered in the instructional design and planning process. The learning environment that is created should allow each learner to proceed at a pace best suited to the individual. It is important to help learners continuously assess their progress and make feedback a part of the learning process. The learner's previous experience is a valuable resource for future learning.

The self-directed learners of the future (Tough, 1967) will be highly competent in deciding what to learn and planning and arranging their own learning. They will successfully diagnose and solve almost any problem or difficulty that arises. They will obtain appropriate help competently and quickly, but only when necessary

Program Planning

Program planning (Cervero, R. & Wilson, A. ,1996) is a social activity in which people negotiate personal and organisational interests to construct educational programs for adults. Programs are planned by people in organisations and communities that have their own traditions, political relationships, and needs and interests. One of the purposes of the literature review on program planning is to identify the issues faced by program planners and to examine some planning strategies. Planning is always conducted within a complex set of personal, organisational, and social relationships among people who may have similar, different, or conflicting interests. Not only must the values, needs, interests, and wants of learners be addressed, but they must be considered in a manner which is congruent with the mission of the sponsoring organisation, and the needs and values of the society for which the program is planned.

Insights into program models and approaches to programming will be provided as well as an examination of learner involvement in the process. In order to determine whether there are opportunities for education/training services that School District 79 could offer that will serve the diverse needs of the communities of the Cowichan Valley areas of interest will be examined and recommendations made for program

development. This review is intended to provide useful insights into the current realities and issues surrounding the provision of continuing education in the province of British Columbia and relate those to the design of continuing educational opportunities in the Cowichan Valley.

Planning (Kowalski, 1988) is a formalised procedure used to create programs. It is oriented toward the future and is the first step in creating programs. Program planning provides the organisation with numerous benefits. Among the more important are the following:

- It provides a master plan for the future
- It provides the basis for formulating goals and objectives
- It attempts to reduce potential conflict between the different functions of the organisation
- It provides a guide for management decisions
- It identifies critical components that should be infused into the development of programs.

Program Models

Although there are no prescribed formats for adult and continuing education programming, after a review of the literature on program planning certain recurring common elements are recognised as essential components of planning. Brookfield (1986) identifies learning as the focus of any program and adds that the program needs to have some organisation provided by the organiser who has the necessary resources to enable learning to occur, such as the ability to provide facilities and an instructor. Then, there must be participation in the program in order to make the program viable.

The most common method used to plan programs is a prescriptive technique that entails the use of a linear model. Linear models provide a sequential path that

outlines the major steps to be followed in completing the planning task. There is little question that technical, linear approaches are the dominant force in program planning in adult and continuing education (Brookfield, 1986). This tendency is exemplified in the five-step approach to planning created by London (1960, p 66) and others:

1. Determine the needs of the constituents
2. Enlist their participation in planning
3. Formulate clear objectives
4. Design a program plan
5. Plan and carry out a system of evaluation.

Herman (as quoted in Barer-Stien, T. & Draper, J., 1988, p. 58) describes similar stages of program planning in a typical sequence as follows:

1. Diagnose needs
2. Set objectives
3. Plan methods and resources
4. Implement a program
5. Evaluate for re-planning.

Cervero and Wilson (1996, p.91) identify the traditional planning tasks as

1. Conducting a needs survey
2. Establishing objectives
3. Selecting content and instructors
4. Designing formats
5. Administering programs
6. Evaluating the outcomes of the programs

but assert that these theories do not plan programs, people do.

Linear models provide a sequential path that outlines the major steps to be followed in completing the planning task. This type of procedure is popular because it simplifies the task. Figure 2.1 illustrates an example of a linear planning model.

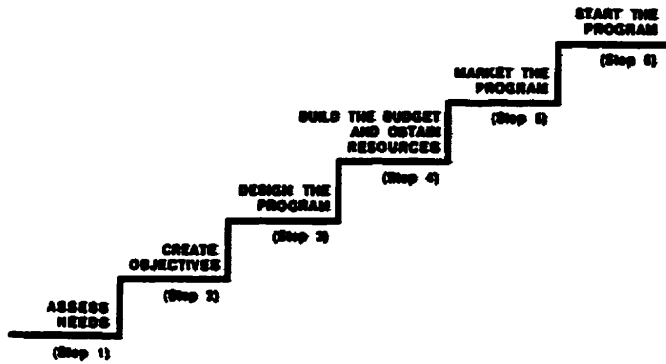


Figure 2.1 A Linear Model for Program Planning (Kowalski, T. J. 1988. p.95)

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Non-linear models attempt to provide greater flexibility in terms of time and resource allocation. They avoid presenting lockstep avenues to creating educational experiences. A non-linear model is presented below in Figure 2.2. The use of a non-

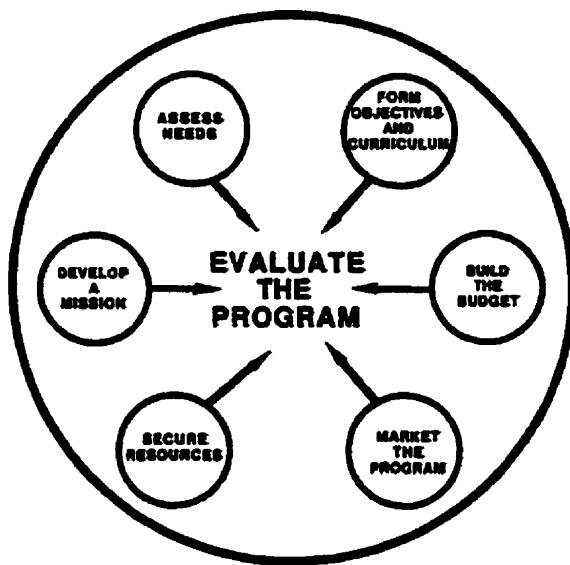


Figure 2.2 A Non-linear Model for Program Planning (Kowalski, T. J. 1988. p.95).

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linear model is usually more difficult and requires greater resources, especially human resources. This is particularly true when several planning steps are being completed at the same time. For this reason, non-linear models are not used as often as linear models.

Both linear and non-linear models can be successful frameworks for planning adult programs. A critical factor in selecting one over the other is an awareness of time parameters. Non-linear models tend to require less time because components of the process may be completed simultaneously.

Planning Approaches

Approaches to program planning (Kowalski, 1988) can be divided into two categories: non-integrated approaches and systems analysis approaches.

Non-integrated

Non-integrated approaches have been the more prevalent method of programming in adult and continuing education. A non-integrated approach to a planning process is one that is carried out in isolation. The process is carried out in a fashion that restricts participation and focus. Goals, procedures, and other relevant components are formulated without interfacing them with other divisions or functions of the parent organisation. In addition, there is no conscious attempt to amalgamate the needs and values of the learners with the needs and values of the sponsoring organisation or the environment. This approach often leads to merely duplicating a program in existence elsewhere. This narrow vision of planning fails to consider how such programs may affect current or other planned functions of the organisation or how they relate to individual learner values and needs or interface with community values and needs. In reality, the creation of adult programs may draw resources from other programs, may compete for facilities, or may conflict with other initiatives within the organisation as a whole. A non-integrated approach to program planning may also fail to address the highest priorities of the intended clients, and may neglect to explore community factors which have a bearing upon the programs, such as other existing programs in the community and the basic needs of the community.

The use of non-integrated approaches to planning usually carries a higher risk for complex organisations. When problems arise, the flexible organisation makes adjustments and resolves the conflict especially if the organisation has a central authority who can make quick decisions. However, when program conflict occurs in a more diversified organisation in which power is divided among a number of individuals, factions, or corporate divisions adaptation is much more cumbersome because authority is dispersed in these situations.

Systems Approach

A system approach on the other hand is based upon the premise that behaviour and performance in organisations are the result of a unique combination of components. A systems approach to planning an adult and continuing education program means studying it as a whole and in relation to the environment in which it exists. As noted earlier (Cervero, R. & Wilson, A., 1996) programs are planned by people in organisations and communities that have their own traditions, political relationships, and needs and interests Therefore (Kowalski, 1988), systems analysis becomes a way of viewing an existing whole by breaking it down into the its elements. The purpose of system analysis (Drake and Roe, 1986) is to study the interactions and relationships of the parts to the whole and to each other in various combinations.

The use of a systems model for planning adult programs (Kowalski, 1988) requires that certain data are available:

1. An accurate depiction of the organisation as a "whole" (including philosophy and mission)
2. Identification of the constituent elements of the organisation
3. Environmental restrictions upon the organisation
4. Internal (organisational and planning) restrictions
5. Environmental needs and values
6. Internal (organisational) needs and values

7. Learner needs and values
8. The mission and objectives for the program
9. Identified outcomes

The use of systems analysis is predicated upon the theory that organisations are social systems. Figure 2.3 illustrates how systems analysis is applied to adult and continuing education within the context of a parent organisation, such as School District 79. In this illustration, the environment refers to the external setting in which the organisation functions (i.e. the Cowichan Valley communities). The planning process is one of simultaneously considering individual needs and values, environmental needs and values, and organisational needs and values and of doing so within the confines of the environment, the organisation, and of the planning process. Three basic elements must be developed for the systems approach: inputs, throughputs, and outputs.

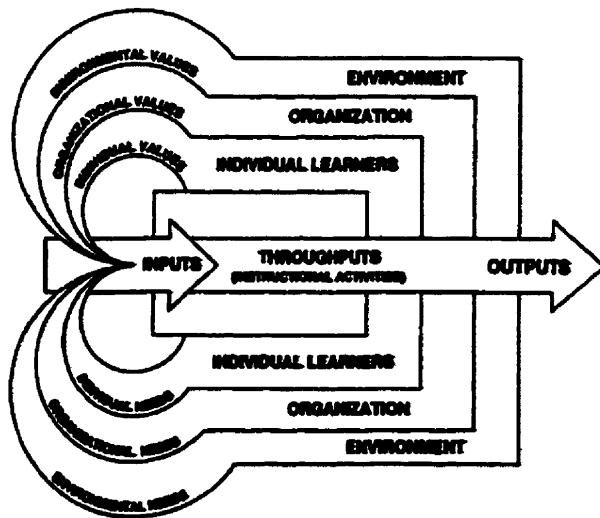


Figure 2.3 A Systems Model for Planning Adult Programs (Kowalski, T. J. 1988 p. 97).

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Inputs are formulated using three pieces of information: the individual learner, the sponsoring organisation, and the environment (Kowalski, 1988). These three sources provide the needs and values necessary for the appropriate design of

programs. Inputs are established by converting needs to objectives. In this systems diagram model for an adult education program, environmental needs may be to increase adult literacy, whereas the environmental value may be that learning is a lifelong process. Organisational needs for the Cowichan Adult Learning Centre may be to increase community visibility, and the organisational value may be to improve community life. Individual needs could be to increase knowledge in a given area, whereas the individual value may be that learning is important.

Inputs include items such as books, teachers, and instructional equipment.

Throughputs refer to the procedures that are conducted as part of the educational program. Instructional experiences are activities that are designed to bring about change in the learner (to change behaviour or to improve performance). Outputs are the products of the educational experience and provide the basis for eventual program evaluations. Examples of outputs might be making adults computer literate or teaching an adult to read.

Systems analysis urges an individual or group of individuals planning a program to look simultaneously at the individual, the organisation, and the environment. If someone decides that a program should be offered, and little is done to validate the need or the impact upon the organisation or the environment chances of success are much more difficult to obtain.

Planning should be viewed as a continuing series of events that recycles at appropriate times. Figure 2.4 provides a planning cycle for procedures which can be used for planning adult education programs. This systematic approach to planning is continuous in that evaluation of the program initiates the process once again.

In addition to understanding the importance of the planning process it is also

important to understand and evaluate factors that can restrict the planning process. It can be constrained by factors in the environment, the organisation, and the planning process as illustrated in Figure 2.5 below. The planning process at the centre is affected by the three structures that surround it.

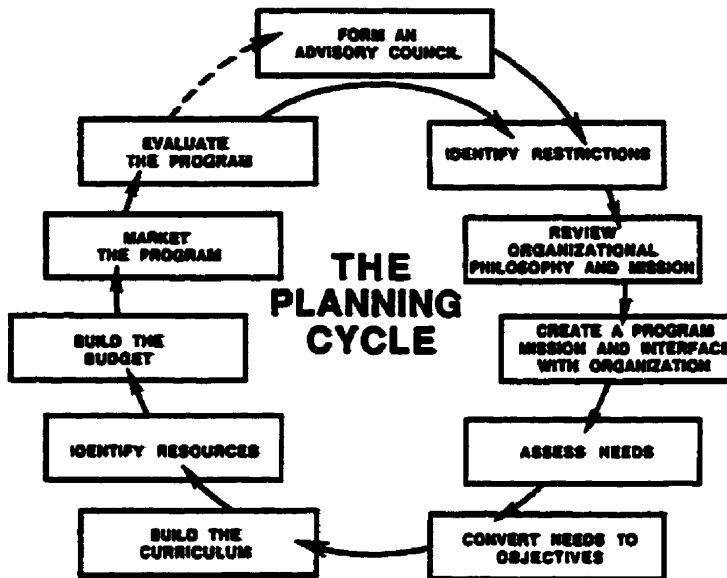


Figure 2.4 Critical Steps in Planning Adult Programs (Kowalski, T. J. (1988 p. 101).

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Environmental constraints (Kowalski, T. J. 1988) refer to factors that exist outside the organisation such as barriers within the community. Examples of

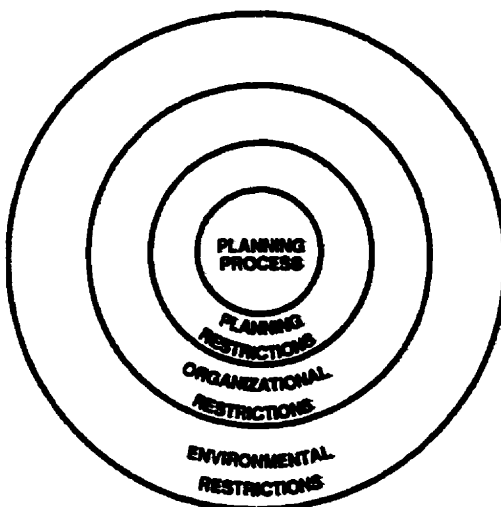


Figure 2.5 Restrictions to the Planning Process (Kowalski, T. J. (1988 p. 102).

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environmental constraints are a low value placed upon education, a lack of networking among potential providers of adult education, a great deal of competition among organisations for adult students, and a negative attitude toward lifelong learning.

Organisational constraints could include restrictions such as a lack of commitment to adult education, a lack of monetary resources, inadequate facilities to conduct adult programs, a narrow vision of why adult education is valuable, and selfish motives for offering adult education. Finally, there are impediments related to the process of planning. They could include restrictions such as a lack of adequate funding allocated to complete planning, inadequate expertise by the planners, unrealistic time lines to complete the task, conflict among those doing the planning, and the use of simplistic models which fail to consider all relevant factors. Given the potentiality of these constraints to disrupt or restrict the products of planning, their identification should be a high priority at the very earliest levels of the planning process. In fact, this activity appropriately is considered a prerequisite to entering the planning cycle.

Learner Involvement

As noted earlier (Knowles, 1980), it is clear that the learning process will be enhanced if learners perceive instruction as meeting their needs and they can take some responsibility for aspects of the process. Most adult educators accept the idea that program planning is enhanced significantly by involving the potential learners in planning activities. It stems from the beliefs that involvement creates a sense of ownership, helps build motivation and results in more relevant educational experiences. However, research that has been conducted in this area has failed to produce conclusive evidence of these benefits. McLoughlin (1971) found that participation in planning did not affect achievement but did make a difference with regard to attitudes about the learning experience. This would seem to indicate that those who participated in planning had better attitudes about the resulting adult education program. Cole and Glass (1977) found significant differences in

achievement and attitudes for learners involved in planning, but failed to exhibit differences in knowledge retention. Many adult educators believe that participation can be especially beneficial with regard to attitudes and ownership. The best-designed programs will have limited approval if people do not accept what has been developed. It is therefore safe to conclude that learner participation will do no harm, and in the absence of compelling reasons for doing otherwise, should be encouraged.

Program Definitions

In the Cowichan Valley a distinction is made between program planning of an academic nature and program planning that is related to job training or personal development. The Statistics Canada (1985) survey of adult education provides a good example of programs that are classified on this basis. Five categories were identified in this survey: 1) academic, 2) job-related, 3) personal development/general interest, 4) hobby/craft/recreation, and 5) other.

Academic courses refer to those taken at a high school, college or university for credit towards a diploma, certificate or degree. Job related courses are defined as those which provide skills applicable either to a job participants hold or to a job which they wished to qualify for. Included in this category are courses in such areas as word processing, computer programming, auto mechanics and TV repair. Hobby/craft/recreation courses cover leisure pursuits such as woodworking, pottery, painting, photography, cooking and sewing. Personal development/general interest courses refer to classes in history, music appreciation, etc., and academic courses taken on an unstructured basis (as distinct from accumulating credits towards a diploma, certificate or degree). The final type of courses-the catch-all "other" category-comprises training that does not fit neatly into one of the foregoing groups. Included here are marriage preparation, prenatal instruction, driver-training, first aid, etc.

Similar definitions emerged in the 1995-96 report on Continuing Education in B.C. Colleges and Institutes completed by the Ministry of Advanced Education, Training and Technology (1996). The following definitions are adapted from the Report of the Continuing Education Project Advisory Committee, Continuing Education in British Columbia's Colleges and Institutes: A Foundation for Lifelong Learning. (Ministry of Advanced Education, Training and Technology, 1996)

1. Foundation Education

Programs which focus on the acquisition of the basic skills of speaking, reading, writing, spelling and computation, and the life skills required to function as citizen, parent, and worker. These are usually classified as Secondary School Completion, Adult Basic Education, General Educational Development Certificate (G.E.D.) preparation, Adult Special Education, Basic Literacy, Basic Training for Skill Development or English Language Training.

2. Continuing Education

Any part-time or short-term education program organised for adult learners, designed to provide knowledge, skills and understanding to meet personal, occupational or community needs. These courses vary widely in format and content, and generally range from 6 to 300 hours.

3. Contract Training

Contract training, while similar to continuing education, is more likely to be oriented to the workplace, provided for a specific client group, and paid for by an employer or client group rather than funded through tuition fees. Contract training may include credit programming, is not generally publicly advertised, and is provided on a full cost-recovery basis through a specific contract with a client.

4. Personal Interest

Programs which pertain to personal skills and understandings and the effective use of leisure time for personal development.

5. Community Service

Processes and programs by which individuals or groups are assisted to identify, assess, and meet their learning needs in order to improve the quality of community life. These programs may contribute to the resolution of specific issues of concern to the community (i.e. pollution, parent education, mental illness, nutrition, etc.).

6. Career/Technical/Vocational

Courses and programs designed to prepare or retrain adult learners for the labour market, or to upgrade their occupational skills. Courses related to the current or intended occupation of the learner or which provide certain generic skills required in a wide range of occupations and community contexts.

Opportunities

School District 79 currently offers foundation education through the Cowichan Adult Learning Centre in Duncan, Mill Bay, Chemainus and Lake Cowichan. Students participating in these Centres are generally enrolled in a credit program working towards the BC Adult Graduation Diploma: The Adult Dogwood. To be eligible for the Adult Graduation Diploma a person must be nineteen years or older. In order to examine whether there are other opportunities for education/training services that School District 79 could offer that will serve the diverse needs of the communities of the Cowichan Valley it is useful to examine the type of non-credit courses offered at other education institutions. Although the following information from the 1995/96 Report on Continuing Education in BC Colleges and Universities prepared by the Ministry of Advanced Education, Training and Technology deals

specifically with enrolment figures for post secondary institutions, it provides a useful overview of the type of credit/non-credit programs being offered in the Province of British Columbia

The data presented in Table 2.1 represents the total number of registrants enrolled in the following institutions for courses within:

Foundation Education exclusive of Ministry funding

Personal Interest

Community Service

Career/Technical/Vocational inclusive of MoEST part-time funding

Institution	Number of Attendees/Registrants
BC Institute of Technology	41,499
Camosun College	14,189
University College of the Cariboo	11,532
Douglas College	20,773
Emily Carr Institute of Art & Design	329
College of the Rockies	9,115
University College of the Fraser Valley	12,667
Justice Institute of B.C.	49,032
Kwantlen University College	11,908
Malaspina University College	22,733
College of New Caledonia	10,519
North Island College	7,625
Northern Lights College	14,079
Northwest Community College	10,719
Okanagan University College	31,415
Open Learning Agency	7,745
Selkirk College	11,835
Vancouver Community College	26,180
TOTAL	313,894

Table 2.1 Overview by Institution www.aett.gov.bc.ca/continuing_ed (visited November, 1999)
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A breakdown of the 313,894 participants enrolled in credit/non-credit programming in Table 2.2 indicates a significantly higher enrolment in Career/Technical/Vocational programs than in other areas.

Type of Program	Number of Attendees/ Registrants	Estimated FTEs
Foundation Education (Exclusive of MoEST Funded Courses)		
Credit/Credit Type	122	1.1
Non-Credit	4,878	39.3
Not Distinguished	0	0.0
Personal Interest and Community Service		
Credit/Credit Type	0	0.0
Non-Credit	47,753	820.1
Not Distinguished	1,791	24.2
Career/Technical/Vocational		
Credit/Credit Type	62,182	1,894.6
Non-Credit	138,092	2,187.5
Not Distinguished	59,076	1,033.6
TOTAL	313,894	6,000.4

Table 2.2 Overview by Credit/Non-Credit www.aett.gov.bc.ca/continuing_ed (visited November, 1999)
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Table 2.3 shows the number of registrants participating in part-time and short-term courses in career/technical/vocational programs in British Columbia institutions for the years 1993/94, 1994/95 and 1995/96. The number of registrants has grown from 1993/94 to 1995/96 by approximately 16,000. This represents an increase of about 7%.

Institution	1993/94	1994/95	1995/96
BC Institute of Technology	40,085	36,949	38,071
Camosun College	9,282	10,008	10,564
Capilano College	4,694	4,822*	4,975*
University College of the Cariboo	10,311	10,592*	10,394
Douglas College	15,773	18,436	16,778
Emily Carr Institute of Art & Design	304	301	217
College of the Rockies	5,707	5,059	6,367
University College of the Fraser Valley	10,238	12,260	12,667
Justice Institute of B.C.	44,377	46,622	49,032
Kwantlen University College	14,272	14,661*	11,908

Malaspina University College	12,970	13,324*	15,133
College of New Caledonia	6,860	7,047*	6,638
North Island College	3,342	3,440	3,175
Northern Lights College	3,352	2,897	4,279
Northwest Community College	6,550	8,156	9,381
Okanagan University College	23,760	24,928	26,411
Open Learning Agency	6,241	6,479	6,901
Selkirk College	7,723	7,934*	10,044
Vancouver Community College	21,288	20,988	21,390
TOTAL	247,129	254,903	264,325

Table 2.3 Career/Technical/Vocational Overview by Institution www.aett.gov.bc.ca/continuing_ed (visited November, 1999)

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As the Cowichan Valley represents a unique region within the Province of British Columbia with different lifestyles and educational priorities it is useful to look at courses in Career/ Technical/Vocational programs for the 1993/94, 1994/95 and 1995/96 years in the Vancouver Island Region. Figure 2.6 shows the number of registrants in these programs.

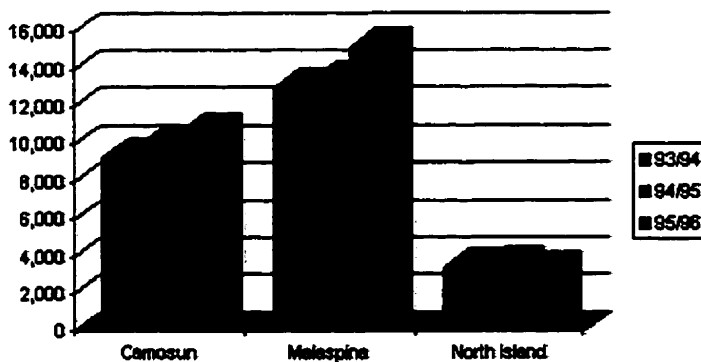


Figure 2.6 Graphs by Region www.aett.gov.bc.ca/continuing_ed (visited November, 1999)

A Report on Continuing Education in B.C. Colleges and Institutes 1995/96

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Interestingly, Malaspina College with a campus situated in Nanaimo and another in Duncan in the heart of the Cowichan Valley has the highest enrolment of the three colleges on Vancouver Island. This could have significant implications for School District 79 in it's offering of continuing educational programs. The data may

indicate a significant amount of interest in the Vancouver Island region and specifically the Malaspina catchment area for courses that have a Career/ Technical/Vocational component.

The Vancouver Island region seems to follow a general pattern of increasing enrolment in Career/ Technical/Vocational programs throughout the Province as evidenced by the information provided in Figure 2.7.

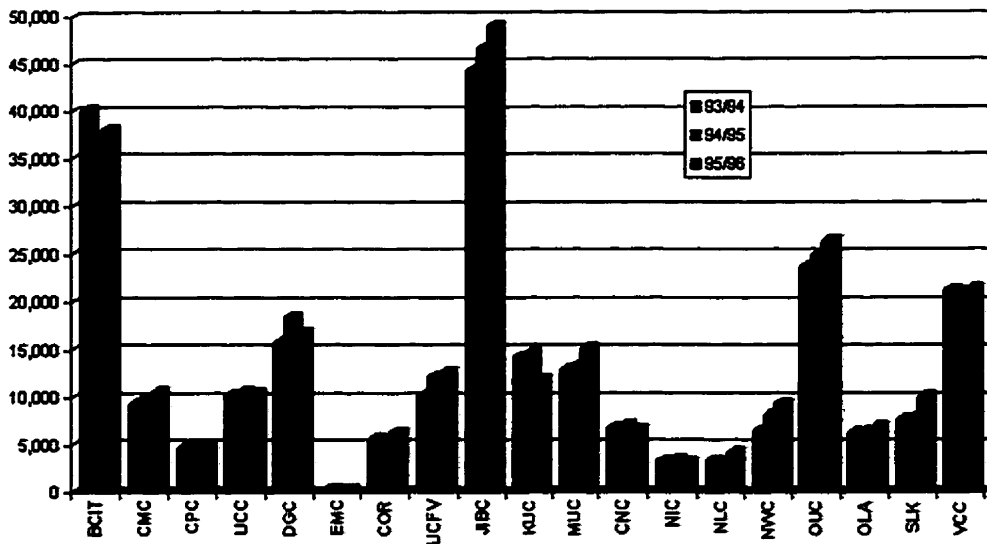


Figure 2.7 Overview by Institution www.aett.gov.bc.ca/continuing_ed (visited November, 1999)

A Report on Continuing Education in B.C. Colleges and Institutes 1995/96

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Areas of Interest

The Justice Institute of B.C. provides most of the training in the Justice/Public Safety program area, which amounts to approximately 20% of the overall program activity. Table 2.4 shows the top four major areas: Health Related, Computer Science/Data Processing, Business Administration, and Education account for approximately 50% of the total reported continuing education activity.

Program Category	Number of Attendees/ Registrants
Business Administration	22,722
Office Administration	6,673
Managerial	7,853
Communication Arts	5,108
Personal Services	6,457
Computer Science/Data Processing	30,155
Legal and Social Services	9,768
Justice/Public Safety	49,345
Language	3,587
Nursing Related	5,496
Health Related	53,213
Education	21,082
Mathematics	702
Fine Arts	3,698
Agriculture	2,788
Renewable Resources	5,928
Non-Renewable Resources	199
Marine	430
Land and Air Transportation	5,073
Engineering	4,720
Electrical/Electronics	1,883
Mechanics	2,960
Metal Trades	997
Trades	3,265
Construction	2,412
Recreational	1,229
Sub-Total	257,743
Open Learning Agency Non-Credit	1,607
Estimate for Capilano College	4,975
TOTAL	264,325

Table 2.4 Overview by Program Category www.aett.gov.bc.ca/continuing_ed (visited November, 1999)
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The facts and figures presented in the tables and charts above indicate a growth in participation in education for adults in the Province of British Columbia. This growth has been occurring not only in British Columbia, but right across Canada for at least the last three decades. Reports from Statistics Canada in 1963 (Dominion Bureau of Statistics, as quoted in Ministry of Advanced Education, Training and

Technology, 1996) indicate that one in twenty five adults was taking part in adult education during the year studied (1959-1960). By the mid-1980's (Statistics Canada & Dept. of Secretary of State as quoted in Ministry of Advanced Education, Training and Technology, 1996) one if five adults was participating in some form of adult education, and by 1992 (Statistics Canada, as quoted in Ministry of Advanced Education, Training and Technology, 1996) the picture had drastically changed with approximately one third of all adults taking part in adult education annually.

Summary

Program planning for adult and continuing education is a complex undertaking partly because programs are planned by people in organisations and communities that have their own traditions, political relationships, needs and interests. Any program design must address the participation of learners in planning the programs, but must be considered in a manner which is congruent with the mission of the sponsoring organisation.

Planners are increasingly turning away from non-integrated approaches and adopting systems models for the task of designing adult learning experiences. As in most systems models, it is essential to identify the constraints that will affect this process. These constraints can be found in the environment, in the organisation, and in the planning process itself.

Program planning (Kowalski, T. J., 1988) entails aspects of leadership (knowing what should be done) and management (knowing how to do it). This refers to actions that enable planners to evaluate organisational opportunities and assesses needs, wants, and interests in the community and prepare to offer programs which will address these issues and at the same time will help to fulfil the mission and goals of the supporting organisation.

Leadership

"It is not leadership from any one person that is required, it is an aspect of leadership each of us summons from within. In this respect, the same qualities we have sought in one person can be found distributed among many people who learn, in community, to exercise their "leadership" at appropriate moments. This occurs when people are vitally concerned about issues or when executing their responsibilities. Leadership thus becomes a fluid concept focusing on those behaviours which propel the work of the group forward."

Nirenberg, J., 1993, p.198

"Leadership is about articulating visions, embodying values, and creating the environment within which things can be accomplished.

Richards & Engle, 1986, p. 206

"Leadership is viewed broadly as the process wherein an individual, a group or an organisation influences the interpretations of events, the choice of objectives and strategies, the organisation of work activities, the motivation of people to achieve the objectives, the maintenance of co-operative relationships, the development of skills and confidence by members, and the enlistment of support and co-operation from people with a group or organisation"

Yukl, 1998, p.5

The emergence of leadership at the local and regional level in the pursuit of continuing education will be a key factor in moving forward with co-operative ventures that increase the Cowichan Valley's skill base. Opportunities for increasing continuing educational partnerships in a number of settings needs to be explored and further developed to maximise resources, facilities, capital

expenditures and learning opportunities for all residents of the communities of the Cowichan Valley Region.

The paradoxical nature of leadership is such that no one theory or construct or definition is a guarantee of success. However in reviewing the relevant literature on leadership, certain leadership themes have emerged that relate to community and the construct of community organisations. Kouzes & Posner (1995) suggest that leadership is a set of skills. Skills that can be strengthened, honed, and enhanced with the proper motivation and desire, along with practice and feedback, role modelling and coaching. Community leadership is about sound ethics and values, it's constructivist, participatory, and transformational. It requires open communication and empowerment of community members in a culture of collaboration.

Constructivist Leadership

Constructivist leadership (Lambert, 1995) is defined as the reciprocal processes that enables participants in a community to construct meaning toward a common purpose. This type of leadership engages a whole community. At the heart of constructivist leadership is what Lambert (1995) calls conversations. Conversations give form to the reciprocal processes of leadership. The conversations serve as a medium to construct meaning, which leads to a common purpose. Conversations are fractals of communities; that is, they recreate on a smaller scale the ecological processes of the larger community. According to Lambert they are the visible manifestation of constructivist leadership and encompass reciprocal relationships thereby making community possible. In other words, the visible manifestation of constructivist leadership is conversation, which makes community possible. Constructivist leadership lends itself well to the development of a continuing education program because it seeks to develop and maintain social and personal interactions that are non-exploitative and enhance the social and skill levels of all people in the community who participate. As a starting point in looking at the type

of leadership required for this project, constructivist leadership is valuable because at its core is a sense of building community.

Participatory Leadership

Participatory leadership (Yukl, 1998, p. 122) "involves the use of various decision procedures that allow other people some influence over the leaders decisions". The more influence people have in making a decision, the greater the commitment. In making changes to the continuing education programs in the Cowichan Valley, it is essential to garner the support of the community to ensure its success.

Participative leadership (Yukl, 1998) involves efforts to encourage and facilitate participation by others in making decisions that would otherwise be made by the leader. Participatory leadership offers a variety of benefits. It is likely to increase the quality of decision making when participants have information and knowledge and are willing to cooperate in finding a good solution to a problem. The opportunity to have some influence over a decision usually increases the commitment to it, and the more influence people have over a decision the greater their commitment is likely to be. This type of a leadership approach to planning continuing educational opportunities is especially important because it includes aspects of power sharing, empowerment of individuals within the community and with the supporting organisation and specific procedures to consult with people to get their ideas and suggestions. Other terms commonly used to refer to aspects of participatory leadership (Yukl, 1998) include consultation, joint decision making, decentralisation and democratic management. The more influence people have in making a decision the more likely they will be motivated to implement it successfully. (Anthony, 1978) When a decision is made, the group has a better understanding of how they will be affected by it.

One of the most important aspects of this type of leadership in designing and implementing a continuing education program on behalf of School District 79 is that

the process allows people an opportunity to protect their interests if they are threatened. As mentioned earlier, there are a number of individuals and groups offering some form of continuing education opportunities at the current time in the Cowichan Valley. It is my anticipation that these individuals and groups will view discussions centring on the School District entering this field with some concern and reluctance. Having an opportunity to express these anxieties and discuss concerns may be enough to reduce resistance to the emergence of a School District sponsored continuing education program and may actually encourage co-operation. Co-operation (Yukl, 1998) however, depends on the extent to which people share the objectives and have a relationship of mutual trust with the leader.

Yukl (1998, p. 133) suggests the following guidelines for determining whether a participative process is appropriate for a particular decision making process:

- Evaluate how important the decision is
- Identify people with relevant knowledge and/or expertise
- Evaluate likely co-operation by participants
- Evaluate likely acceptance with participation
- Evaluate whether it is feasible to hold a meeting.

A determination can be made regarding the use of participative leadership by evaluating how important the decision is and the consequences the decision will have for the organisation and for the individual leader. This is especially important when the leaders position is one of high exposure. Participative decision procedures are appropriate when the leader lacks relevant information possessed by others such as subordinates, peers, or individuals from outside the organisation. This situation is likely when the decisions to be made are complex and the best way to resolve the issues is not evident from the leaders previous experiences. For complex decisions, it is essential to identify people who have relevant knowledge and expertise. In evaluating the likely co-operation by participants it is useful to consider whether they have task objectives that may be incompatible with those of the leader. It is unlikely that this process will be successful unless they

participants are willing to cooperate in finding a solution to the decision problem facing the group.

Transformational Leadership

Transformational leadership (Yukl, 1998, p. 324) refers to "the process of building commitment ...and empowering followers to accomplish these objectives". Burns (1978, p.20 in Yukl) describes transformational leadership as a process in which "leaders and followers raise one another to higher levels of motivation". Yukl identifies seven attributes of transformational leaders, which may be useful to consider in the context of leading the Cowichan Adult Learning Centre in expanding its program scope to include a continuing education program.

According to Yukl transformational leaders;

- see themselves as change agents,
- they are prudent risk takers,
- they believe in people and are sensitive to their needs,
- they are able to articulate a set of core values that guide their behaviours,
- they are flexible and open to learning from their experiences,
- they have cognitive skills and believe in disciplined thinking and the need for analysis of problems, and
- they are visionaries who trust their intuition.

Transformational leadership involves channelling the collective energies of organisational members in pursuit of a common vision. The vision must be based on the shared ideas and values of the group. Senge (1990, p. 206) describes vision as "a force in peoples hearts, a force of impressive power" and goes on to say that shared vision is much more than an idea, it is a "force in peoples hearts. Once it gets going...people begin to see it as if it exists". A shared vision uplifts people's aspirations. Kouzes & Posner (1997, p. 95) define vision as "an ideal and unique image of the future". A shared vision is an expression of optimism and hope; about possibilities of a desired future.

This leadership approach is about involving others in determining and building a common vision. It's about communicating a vision, and getting others to not only see the vision, but commit themselves to it. It's about enthusiastically leading a process where a vision is mutually developed and articulated. Transformational leadership is about being able to passionately enlist others in a common vision by appealing to their values, interests, hopes and dreams. It's about "enrolling others in the dream so they can see how their own interests and aspirations are aligned with the vision and can thereby become mobilised to commit their individual energies to its realisation". (Kouzes & Posner, 1997, p.124) This type of leadership has exciting possibilities in the continuing education planning process because it integrates aspects of personal empowerment, responsibility, accountability and shared risk taking.

Summary

At this point, it is difficult to draw any conclusions or suggest any solutions to the opportunity/problem. However, connections and themes begin to emerge upon examination of the information review, and the literature review. The Economic Profile of the Cowichan Region (Malaspina University College, 1999) indicates that the Cowichan Valley is facing changing economic conditions. Smith (1982) indicates that during economically challenging times the activity of education and training increases and that these periods of transition often trigger the need for learning. Increasingly, employers are saying (Debling, G. & Behramn, B., 1996) that high school and post-secondary graduates are lacking generic employability skills. The economic diversity and success of the Cowichan Valley Region (Malaspina University College, 1999) depends on the education and training of its community members and their ability to keep pace with the changing resource base, demographics and world economy. Clearly, this would seem to indicate a need for ongoing and continuous education in the community.

What can be done to enhance these learning opportunities? A key factor in developing learning opportunities (Knowles 1980) is an understanding of how adults learn. What begins to emerge from the review of literature on this subject is a constructivist view of learning, where learners are not passive vessels, but active participants in their own learning. Design, implementation and enhancement of new or existing programs in continuing education require learner and community input.

The literature on community building makes it clear that the emergence of shared leadership at the local and regional level in the pursuit of continuing education will be a key factor in moving forward with co-operative ventures that increase the Regions skill base and employment opportunities. Opportunities for increasing continuing educational partnerships in a number of settings needs to be explored and further developed to maximise resources, facilities, capital expenditures and learning opportunities for all residents of the communities of the Cowichan Valley Region.

Community leadership (Langone, 1992) involves influence, power, and input into public decision-making. To successfully implement change, people must understand, accept, and commit to a vision that is rooted in the fundamental values and cultural traditions of the community. In order to attract people to a program of continuing educational opportunities in the Cowichan Valley it is essential to get a sense of what they want, what they value and what they dream about.

In addition to leadership at the community level, there must be recognition of the supporting organisation as a culture, as an entity with values, customs, and rituals. Every organisation, whether a family or a corporation, has a vision that incorporates its goals, beliefs, and value system. Assessing the needs, wants, and interests in the community and preparing to offer programs that will address these issues is crucial if a continuing education is to be successful. At the same time fulfilling the mission and goals of the supporting organisation is equally important.

Whatever form continuing education in the Cowichan Valley takes, it is obvious that input into program design and course offerings is critical from all key stakeholders in the community and should be grounded in the experiences of the community. A community research process must be used that serves the diverse needs of everyone in the community, takes into account people's personal experiences, involves the people in the community in the research, and must take place holistically.

CHAPTER THREE - CONDUCT OF RESEARCH STUDY

Action Research

"a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices" (Kemmis and McTaggart, 1988, p.5)

"a collaborative tool to solve problems experienced by people in their professional, community or private lives" (Stringer, 1996, p.11)

The research methodology used for this project was community based action research taken from the model proposed by Stringer in Action Research: A Handbook for Practitioners. I chose this methodology because it is

"a collaborative approach to inquiry or investigation that provides people with the means to take systematic action to resolve specific problems...and focuses on methods and techniques of inquiry that takes into account people's history, culture, interactional practices and emotional lives". (Stringer, p.15)

Action research is used in real situations, rather than in contrived, experimental studies, since its primary focus is on solving real problems. The methodology I chose for this project has its foundations in the writings of Thomas Dewey, American educational philosopher of the 1920s and 30s, who believed that professional educators should become involved in community problem-solving. Credited with coining the term action research, Kurt Lewin (1946) argued that through action research advances in theory and needed social changes might be simultaneously achieved. Lewin (1946) described action research as a spiral of circles of research that each begins with a description of what is occurring in the field of action followed by an action plan. It is a form of self-reflective inquiry

undertaken by participants in a social situation in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which practices are carried out. (Kemmis as cited in Hopkins, 1993) In accordance with these principles, I chose to use this methodology primarily because the circumstances of my research require flexibility, there is involvement of people in the community in the research, and the change must take place holistically.

The community based action research methodology lends itself well to the intended objectives of this research project:

To conduct an initial assessment of continuing education needs in the Cowichan Valley and make recommendations to the Board of School Trustees, School District 79 regarding the feasibility of offering a continuing education program under the aegis of the Cowichan Adult Learning Centre. These recommendations are intended to maximise physical facilities and human resources of School District 79 and its community partners that will lead to implementation or enhancement of courses and/or programs that provide top notch opportunities for lifelong learning in the communities of the Region.

A key feature of community based action research (Stringer, 1996) is that it takes into account the impact of activities on the lives of the people engaged in or subject to investigation. Since the objective of this research project is to provide top notch opportunities for lifelong learning in the communities of the Cowichan Valley, its intent is not only to get the job done, but to ensure the well being of everyone involved. Community based action research lends itself well to this project because it seeks to develop and maintain social and personal interactions that are non-exploitative and enhance the social and emotional lives of all people in the community who participate.

This methodology (Stringer, 1996, p.40) "requires participants to become familiar with the complexity that surrounds them...and to construct systematically a picture of the situation in which s/he is working in order to locate the individuals and groups with whom s/he will work and to formulate a preliminary understanding of their situation". The aim is not to establish the truth or to describe what is really happening but to reveal the different truths and realities held by different individuals and groups. Stringer describes this as a preliminary activity necessary to establish a positive climate of interaction for all stakeholders. During the initial phase of this project, I began to develop an understanding of the setting's social dynamics by identifying key stakeholder groups, key people, the nature of the community, the purposes and organisational structures of relevant institutions and agencies, and the qualities of relationships between and among individuals and groups.

Basic Action Research Model

In the basic action research model below (Figure 3.1) - **LOOK, THINK, ACT** - starts with a simple framework and builds greater detail into procedures as the complexity of the activity increases, and should be thought of as a looping set of activities.

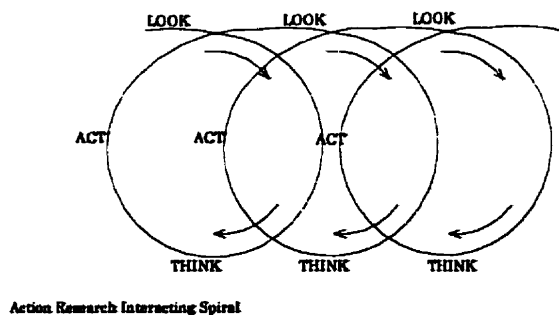


Figure 3.1 (based on an illustration in Stringer, 1996. p. 17)

LOOK

- Gather relevant information and data
- Build a picture
- Describe the situation (Define and Describe)

THINK

- Explore and Analyse: What is happening here? (Hypothesise)
- Interpret and explain: How/why are things as they are?
- Theorise

ACT

- Plan (Report)
- Implement
- Evaluate

As key stakeholder groups, key people, and community participant's work through each of the major stages, they explore the details of their activities through a constant process of observation, reflection, and action. At the completion of each set of activities they look (review again) think (reflect) and act (modify their actions). It is not a neat orderly process and is likely to be ineffectual unless enacted in ways that take into account the social, cultural, interactional and emotional factors that affect all members of the communities of the Cowichan Valley. As noted earlier (Brookfield, 1995) gender and ethnicity play an important part in adult learning and are critical elements to be considered during program planning and implementation of continuing education in the community.

When considering a methodology to use, it was important for me to remember the reason for continuing education in the community is to provide top-notch opportunities for lifelong learning so individuals may pursue academic, career, and personal goals. As noted earlier (Malaspina University College, 1999) the success of the Cowichan Valley region depends on the education and training of its community

members. Community based action research was a useful methodology in this case, as it is not just a tool for solving problems; it is a valuable resource for building a sense of community.

Data Gathering Tools

A variety of research tools were used to gather data for this project:

1. Recognising that the supporting organisation is a culture and an entity with values, customs, and rituals, a series of one on one interviews were held with key stakeholders within the Cowichan Adult Learning Centre and with School District 79 administrative personnel.
2. Interviews were conducted with teaching and support staff within the Adult Learning Centre to determine staff support for and a willingness to contribute to a continuing education program offered under the aegis of the Adult Learning Centre.
3. A focus group of community members from diverse occupational and political backgrounds was held. Using probing, open ended questions to encourage dialogue the respondents were able to assist in articulating the needs, wants, and interests in the community. A copy of the focus group questionnaire and responses to questions asked is included in Appendix B.
4. As a result of the information gleaned from the interviews and focus group participation, an interests survey (Appendix C) was designed and completed by a variety of survey participants from with the community.

My role as the researcher during the data gathering process was to act as a facilitator to assist the key stakeholders in defining the opportunity/problem clearly. My role was to work with the stakeholders to help them analyse the current situation, consider the opportunities as they assessed the needs, wants and

interests of the community and plan how to implement changes that will lead to additional learning opportunities for the communities of the Cowichan Valley.

Ethical Considerations

In order to complete this project, it was necessary to carry out research on human subjects. Such research was carried out under the aegis of Royal Roads University (Appendix D, Request for Ethical Approval of Research) and adhered to basic tenets and procedures agreed upon in the academic community to guarantee ethical treatment of human subjects. During the conduct of the research project all participants were informed that they were part of a research project and what type of data was being collected. Each participant was told how the data would be used and who would have access to it. Focus group participants were video taped during the session and signed a release form acknowledging that they were willing research participants and that they authorised the researcher to employ the collected data in support of the research project. Evidence of free and informed consent by the participants was obtained in writing. (Appendix E, CALC and Continuing Education Consent Form) Every attempt has been made to protect the confidentiality of all participants in interviews, focus groups, and surveys during the conduct of this research project and in the written report.

Study Conduct

For the purpose of this project I chose to use the following steps based on the Stringer action research model. Although the LOOK-THINK-ACT routine is presented here in a linear format it should be thought of as a continually looping set of activities. As Stringer notes (1996, p.17), “participants in this process will find themselves working backward through the routine, repeating procedures, revising procedures and sometimes making changes in direction. The procedure is not neat and orderly, but has as a primary interest: the establishment and maintenance of positive working relationships.”

<p>Preliminary Work August/99</p>	<ul style="list-style-type: none"> ● Complete Major Project Proposal ● Produce Letter of Agreement with Project Sponsor ● Select Faculty Supervisor
<p>Setting the Stage September/99</p>	<ul style="list-style-type: none"> ● Identify stakeholder groups ● Establish contact with all stakeholder groups ● Identify key people in relevant organisations ● Develop an understanding of the settings social dynamics ● Establish role for researcher ● Provide an agenda with an understanding of researcher role ● Design and send out survey questionnaires
<p>LOOK Build the Picture Oct-Nov/99</p>	<p>Gather Information:</p> <ul style="list-style-type: none"> ● Conduct Situational Analysis ● Review continuing education history in SD79 ● Review other School District models ● Review documents in the research context ● Obtain informed consent ● Interview key stakeholders ● Establish preliminary meetings with focus groups ● Complete community profile ● Focus Group interviews ● Collect survey questionnaires
<p>THINK Interpret/Explain Nov-Dec/99</p>	<ul style="list-style-type: none"> ● Gather and assess relevant School District 79 information ● Assess other School District models ● Analyse data from survey questionnaires ● Analyse data from key stakeholders ● Analyse data from focus group interviews
<p>ACT Resolving Problem Jan-Mar/00</p>	<ul style="list-style-type: none"> ● Meet with stakeholders to obtain consensus on actions to be taken ● Conduct analysis of options ● Develop a model for continuing education development ● Complete and deliver report
<p>April/00</p>	<p>Final report project signed off</p>

CHAPTER FOUR - RESEARCH STUDY RESULTS

Study Findings

Introduction

The objective of this research is to conduct an initial assessment of continuing education needs in the Cowichan Valley and make recommendations to the Board of School Trustees, School District 79 regarding the feasibility of offering a continuing education program under the aegis of the Cowichan Adult Learning Centre. These recommendations are intended to maximise physical facilities and human resources of School District 79 and its community partners that will lead to implementation or enhancement of courses and/or programs that provide top notch opportunities for lifelong learning in the communities of the Region.

Planning (Cervero & Wilson, 1996) is always conducted within a complex set of personal and organisational relationships among people. Ideally, all people who are affected by a program have a right to participate in constructing it, however knowing which people should be involved and how to create conditions for their involvement in this process is an uncertain and ambiguous activity. No theory can determine whether the people selected to participate are the right people. In determining who should participate in the research process, I chose to build upon the work of Cervero and Wilson who believe that "the central responsibility of planning is to work out whose interests will be represented in the planning process". (p.9) The findings of this research focus on institutional leaders within the parent organisation and within the Adult Learning Centre, elected and non-elected leaders from within the community, teachers and learners within the Adult Learning Centres, and the affected public.

The Findings

The following are key findings regarding the offering of a continuing education program.

1. The Parent Organisation

Assessing the needs, wants, and interests in the community and preparing to offer programs that will address these issues is crucial if a continuing education program is to be successful. At the same time fulfilling the mission and goals of the supporting organisation is equally important. Every organisation, whether a family or a corporation, has a vision that incorporates its goals, beliefs, and value system.

Recognising that the supporting organisation is a culture and an entity with values, customs, and rituals, it is crucial to examine the goals, beliefs, and value system of the organisation. Stringer (1996, p. 67) indicates that "researchers can obtain a great deal of significant information by reviewing documents in the research context". It is useful therefore to examine the document containing the mission statement and the belief statements and guiding principles of School District 79. A full transcript of the District Mission Statement and the Belief Statements and Guiding Principles is provided for the reader in Appendix A.

An examination of this document provides documentation of the School District's commitment to providing education in a community context.

- We believe that learning is a lifelong continuous process and that we are a community of learners.
- We believe in everyone taking responsibility for becoming a self directed learner.
- We believe that strength is built through co-operation and collaboration and that the contribution of everyone is valued.

- We believe in the shared use of resources and facilities of the schools and the community.
- We believe in a global world view that recognises individuals are dependent upon each other and on the environment.
- We believe that education is a shared responsibility of the school, home and community.

Exerts from School District 79, Public Document
Manual of Policies and Procedures (1997)

While recognising that the supporting organisation is a culture and an entity with values, customs, and rituals, it is the people within the organisation that plan the educational programs. Cervero & Wilson (1996, p.6) note that "...people plan programs in complex organisations, which have traditions, political relationships, needs and interests that profoundly influence the planning process". Building upon this statement, they say that the "fundamental enduring social relationship that structures the context in which planners routinely work is power: who has it and what they do with it" (p.9)

It is the Board of School Trustees who represent the public interest in education in a School District and it is the duty of the administrative officers of the Board to advise and carry out the wishes of the Board. My initial discussions with members of the Board and senior administrative officers regarding the pursuit of a continuing education program in the District began during my interview for the position of Assistant Director of the Adult Learning Centre. I was given an enthusiastic commitment to proceed with research that would lead to implementation of a continuing education program within the District at the time I was hired. Subsequent discussions with senior administrative personnel have confirmed the commitment given at this time.

2. The Adult Learning Centre

When implementing change it is useful to begin by conducting a preliminary analysis of the current organisational culture. Schein (1992) defines the culture of a group or organisation as shared assumptions and beliefs about the world and their place in it, the nature of time and space, human nature and human relationships. Culture refers to the norms of behaviour and shared values (priorities of what is important) amongst a group of people. In order to facilitate this analysis, a series of interviews were held, as well as formal and informal meetings with key stakeholders within the Cowichan Adult Learning Centre to determine support for and a willingness to contribute to a continuing education program offered under the aegis of the Adult Learning Centre. These sessions were conducted in informal settings in the Directors office, with staff in the staff room or in formal staff meetings, or while chatting amicably during a lull in student activity during a quiet period of the day. This consultation process within the organisation proved to be both fruitful and enlightening. Additional information was provided through direct and indirect observations made during the day to day operation of the learning Centres throughout the conduct of this research project.

As mentioned earlier, "...the context in which planners routinely work is power: who has it and what they do with it" (Cervero and Wilson 1996, p.9). The purpose of this analysis is to examine the power structure within the Adult Learning Centre and provide a better understanding of the environment within the organisation.

The Cowichan Adult Learning Centre consists of four campus sites that serve the needs of adult learners seeking high school graduation in the communities of the Cowichan Valley. Funding is provided for the Adult Learning Centre through the educational grant to the School District for adult learners in the province of British Columbia from the Ministry of Education. The administrative and clerical work is handled from within largest and oldest centre located in Duncan. The centres are organised into teaching teams, comprised of certified teachers from the British Columbia College of Teachers, and unionised support workers. Each centre has at

least one teacher and one support worker, while the Duncan Centre has seven teachers, three support workers, two clerical workers, and two administrative officers.

The director of the Adult Learning Centre is administratively, academically, and financially responsible to the Superintendent of School District 79. The Director is involved in the day to day operations of all four adult learning centre locations for administrative support, program planning, staffing, and maintaining student records and has the power to control and directly influence program planning and implementation. Without the full endorsement from the Director the research and development of a continuing education program offered under the aegis of the Adult Learning Centre will fail.

The interviews and discussions conducted for this research at the Adult Learning Centre were intended to gather information to determine support for a continuing education program. An initial interview was conducted with the Director at the beginning of the summer. A review of the mission and values of the Cowichan Adult Learning Centre (CALC) took place. Further discussion focused on reasons why School District 79 would want to offer continuing education, and where that direction was coming from. The Director indicated that support from the School Board Trustees and senior administration staff was high for continuing education in the District. The Director highlighted the success of continuing education programs that had existed in the area prior to amalgamation with the Lake Cowichan school district two years previous. At this time, the Director also indicated the high level of success the Adult Learning Centre had received over the past five years was due in part to the support received from School District Office. It was evident from the interview that the Director was personally excited about the possibility of offering a continuing education program under the aegis of the Adult Learning Centre and offered his full support for the research and development of such a program.

A second interview was conducted with the Director in early October, shortly after a move into a new building in the city of Duncan. This interview dealt with the clarification of the research question for this project and specific details surrounding the assessment of community wants and needs. Plans were discussed for focus group activities involving a variety of elected and non-elected leaders from within the community as well as a survey questionnaire which would be used for obtaining an initial assessment of continuing education needs from residents living in the Cowichan Valley. The Director expressed some concern about proceeding with the implementation of a continuing education program at this point in time, given the recent move into the new building in the Duncan Centre and the resulting disruptions to the normal activities of the Centre. He was however, enthusiastic about proceeding with research at this time and encouraged me to contact the district communications officer for help in arranging and proceeding with the focus group interviews. It should be noted that during the daily contact that occurs between myself as Assistant Director of the Adult Learning Centre and with the Director issues have surfaced during the conduct of this research project that has not been identified in these two more formal interviews. Throughout the entire conduct of this research project the support of the Director has been ongoing. Without the continuous support and encouragement from the director of the Adult Learning Centre the success of this project and the future implementation of a continuing education program will not be possible.

Teaching staff and support worker perceptions of offering a continuing education program under the aegis of the Adult Learning Centre vary from centre to centre and have changed over the conduct of this research. As noted earlier, there are changes that occurred since the start-up in September, particularly at the Duncan centre. To facilitate an anticipated demand for higher enrolment, a move into a new facility occurred at the end of September, only three weeks into the school year. Although the move was anticipated and planned for in advance, a number of staff at the Centre were "stressed" by the move and subsequent disruptions to the "normal" teaching routine. Although the staff understood why the move was required and for

the most part supported the move, in retrospect it is obvious that some staff members did not have a clear and realistic expectation of what impact the change would have on them and their jobs.

In addition to the move at the end of September, a cost saving measure was implemented by senior district administration staff at the request of the School District Trustees which resulted in a reduction in the working hours of the unionised support staff across the District. Because of the reduction in working hours, one of the long time support workers was displaced by a senior employee who "bumped" from another area of the school district. The impact of this "bumping" resulted in a feeling of uncertainty and insecurity on the part of some support workers and some teaching staff members.

With the opening of the adult learning centres in September 1999, thirty new courses were added for students to choose from over the existing thirty offered in 1998, bringing the total offering to sixty. In response to student needs for basic literacy skills a literacy program began during the daytime at the Duncan centre, and a family literacy program was implemented two evenings a week. A home school/distance education program was offered for students who were unable or unwilling to attend the regular school system. In order to handle the increased enrolment and additional course offerings, four new staff members were hired. As a result of these changes, some of the long-term employees at the Duncan centre were feeling insecure and uncertain as a result of the restructuring and unsure of what would be happening next for themselves and their co-workers.

To deal with this uncertainty and insecurity it was necessary to begin building a sense of community and identity again. Elements of constructivist leadership (Lambert, et. al, 1995) referred to in the literature review were used because at its core is a sense of community building. It lends itself well to this process because it seeks to develop and maintain social and personal interactions that are non-exploitative and enhance the social and skill levels of all those in the organisation

who participate. As of October, a day a month has been set aside for identifying the goals, values and mission of the Adult Learning Centre. The leadership approach that has been taken is to involve others in determining and building a common vision. Staff meet once a month to discuss and determine the shared ideas and values of the group. The result of these ongoing meetings will be the channelling of collective energies in pursuit of a common vision. The vision will be based on the shared ideas and values of the group. Senge (1990, p. 206) describes vision as "a force of impressive power" and goes on to say that shared vision is much more than an idea, it is a "force in peoples hearts. Once it gets going...people begin to see it as if it exists". An examination of current literature on organisational change reveals the importance of creating alignment, fostering commitment, valuing input, and providing support for all members of the organisation, in order to create a "shared vision". A shared vision uplifts people's aspirations. Kouzes & Posner (1997, p. 95) define vision as "an ideal and unique image of the future". The shared vision that emerges will be an expression of optimism and hope: it will be about possibilities of a desired future.

Support for new initiatives "involves the use of various decision procedures that allow other people some influence over the leaders decisions". (Yukl, 1998, p. 122) The more influence people have in making a decision, the greater the commitment. This has exciting possibilities in the continuing education planning process because it integrates aspects of personal empowerment, responsibility, accountability and shared risk taking.

At the Lake Cowichan Centre a new focus on applied technology courses resulted in the displacement of the existing teacher and the hiring of new teacher with the requisite technology skills. In October, the Lake Cowichan Centre moved from the Clode Centre located within the property boundaries of Lake Cowichan Senior Secondary School into the site of the unoccupied old school district office. With these two changes, enrolment and interest in adult education programs increased substantially within the Lake Cowichan community and continues to increase at

the time of the writing of this report. Due to the successes of the new teaching staff and new program offerings, support for new initiatives at the Lake Cowichan Centre is strong.

At both the Mill Bay and Chemanius locations one additional teacher was added bringing the total staffing at each of these Centres to two full time teachers and one full time support worker. Enrolment at the Chemanius campus has remained constant with enrolment figures from last year, however enrolment figures from the Mill Bay campus have declined slightly over last year. Staff at the Mill Bay Centre have expressed concern over the decreased enrolment and indicated enthusiastically a willingness to explore initiatives that would increase enrolment. If new initiatives are to be explored and implemented, they must be rooted in the fundamental values and cultural traditions of the organisation.

Richards & Engle (1986, p.206) declare that "leadership is about articulating visions, embodying values, and creating the environment within which things can be accomplished." In order for things to be accomplished Yukl (1998, p.5) states there must be "a process wherein an individual, or a group of individuals within an organisation influences the interpretations of events, the choice of objectives and strategies, the motivation of people to achieve the objectives.... and the enlistment of support and co-operation from people within the organisation." Since first opening the doors at the Duncan Centre five years ago, things have been accomplished at the Adult Learning Centre. Originally conceived as an organisation that would provide high school graduation programs to adults, the Centre has been able to successfully diversify the educational offerings it provides to the Cowichan Region. Course programs now include the adult basic education (ABE) graduation program, family literacy and academic upgrading, career preparation, distance education and home schooling at four locations in the Cowichan Valley as well as a distance education program for the Ditidaht First Nations people on the shores of Nitinaht Lake. This successful diversification provides evidence of the organisation's ability to move into new programming areas.

During the conduct of this research efforts were made to encourage and facilitate participation of others by involving them in making decisions. This has offered a variety of benefits. In studying leadership in organisations, Yukl (1998) consistently observed that the quality of decision making improves when the people involved have information and knowledge and are willing to co-operate in finding a good solution to a problem. The opportunity to have some influence over a decision usually increases the commitment to it, and the more influence people have over a decision the greater their commitment is likely to be. This participatory approach is especially important to planning continuing educational opportunities because it includes aspects of power sharing, empowerment of individuals within the organisation and specific procedures to consult with people to get their ideas and suggestions. Interviews, informal discussions and formal meetings have provided a venue for staff to express concerns and opinions, and participate in the initial needs assessment process. Having an opportunity to express and discuss concerns has reduced anxieties and encouraged co-operation and participation.

Yukl (1998) uses other terms to refer to aspects of participatory leadership that include consultation, joint decision-making, decentralisation and democratic management. The more influence people have in making a decision (Anthony, 1978) the more likely they will be motivated to implement it successfully. As decisions are being made about continuing education programming, the group has a better understanding of how they will be affected by it. It is clear that the emergence of shared leadership in the pursuit of continuing education is a key factor in moving forward at the Adult Learning Centre.

3. Community Leaders

Community based action research (Stringer, 1996) works on the assumption that all stakeholders should be engaged in the processes of investigation. As I stated at the beginning of this chapter, knowing which people should be involved and how to create conditions for their involvement in this process is an uncertain and

ambiguous activity. Stringer indicates that the first task of an action research process is to locate participants who are "familiar with the complexity that surrounds them....and have a preliminary understanding of the situation" (p.40) In order to do this, it was necessary to identify and communicate with people in positions of influence and authority.

Blumer (1969, p. 41) advocates identifying a small number of informed participants who are acute observers in a social setting of interest and states that "a small number of such individuals brought together as a discussion and resource group is more valuable many times over than any representative sample". Defining the group involved using participative leadership and appropriate decision making techniques. This proved to be extremely important since the consequences and exposure for the organisation and for myself are quite high. Yukl (1998, p. 133) states that "participative decision procedures are appropriate when the leader lacks relevant information possessed by others such as subordinates, peers, or individuals from outside the organisation". Being new to the Cowichan Valley made this situation especially true in my case. The decisions to be made here were complex and not evident from my previous experiences. For complex decisions it is essential to identify people who have relevant knowledge and expertise. In evaluating the likely co-operation by participants I had to consider whether they might have task objectives that could be incompatible with mine.

One of the key features of community based action research is that it takes into account the impact of activities on the lives of the people engaged in or subject to investigation. From a leadership perspective this process required me to become familiar with the complexity of the situation surrounding my research and demanded that I locate individuals who have knowledge and an understanding of the community. I was able to collaborate with the School District's communication officer, formerly a reporter in the Cowichan Valley, and we were able to identify key stakeholder groups and key people from a broad spectrum of interests within the community who have relevant knowledge and expertise in the community.

Interests represented in the focus interview included the business community, the industrial sector, retail community, local politics, forestry and the volunteer sector of the community. Contact was established with these individuals and they agreed to participate in a focus group with the intent of discussing continuing education in the Cowichan Region. The names and political affiliations of these key individuals have not been identified to maintain confidentiality as specified in the ethical considerations in chapter three of this report.

Having established contact with this group of key individuals, my next leadership endeavour was to establish a positive climate of interaction that would engage the energy and enthusiasm of the group. Although I had some very definite ideas regarding program definitions, it was important for me to remember that this type of action based research does not establish the truth or describe what is happening but reveals the different truths and realities held by different individuals and groups. Following Stringer's guide for action research practitioners, I provided a descriptive account of continuing education in the province and then related that to the local situation in the Cowichan Valley. Using a multimedia presentation, I elaborated on why a school district sponsored continuing education program would be beneficial in the community.

The focus group interview that was conducted during the conduct of this research is essentially an extension of the face to face individual interviews. Morgan (1988, p.11) explains that focus groups can be used productively to "develop interview schedules and questionnaires; and get participants' interpretations of results from earlier studies". This focus group generated discussion and provided insightful information for the preparation of a survey questionnaire of community wants and needs. As mentioned earlier, the group consisted of individuals involved in and interested in community issues and areas of importance related to continuing education in the Cowichan Valley.

The focus group responded to a number of probing questions designed to solicit

responses about services that could be offered that would serve the needs of the community. The group participants were able to articulate areas of interest for continuing education. (Appendix B-1 - Purpose of the Focus Group). The top eighteen recurring themes identified during the group discussion are illustrated in Figure 4.1 below.

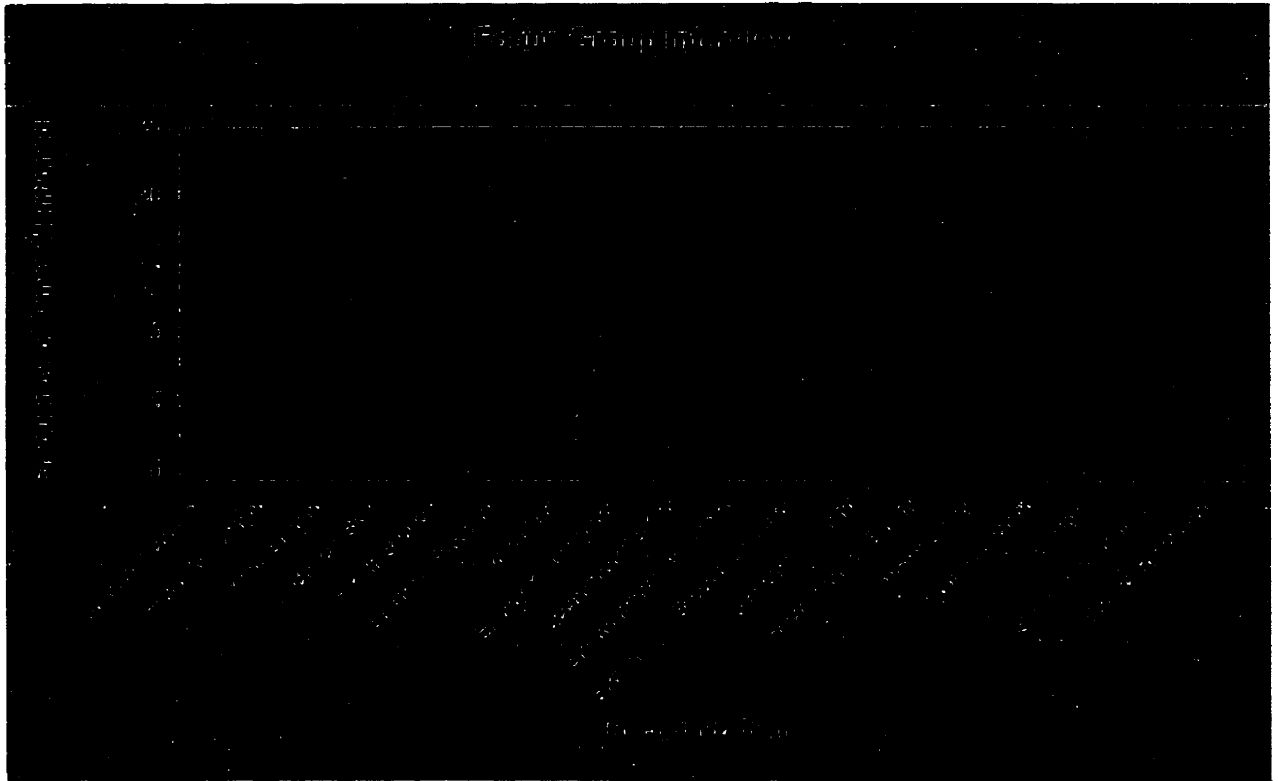


Figure 4.1

My role during this process was to work with the stakeholders to help them analyse the current situation and consider the opportunities as they assessed the needs, wants and interests of the community. It is exciting to look at the recurring themes identified by the group and see how closely they relate to the provincial offerings identified in the 1995/96 Report on Continuing Education in BC Colleges and Universities prepared by the Ministry of Advanced Education, Training and Technology. At this point, it seems to line up with the initial research provided about possible programming directions.

Following the Stringer action research model this focus group activity falls into the LOOK-THINK routine. As Stringer notes (1996, p.17), "participants in this process

will find themselves working backward through the routine, repeating procedures, revising procedures and sometimes making changes in direction). The procedure is not neat and orderly, but has as a primary interest: the establishment and maintenance of positive working relationships. What will be required at this point is to revisit the themes identified by the focus group, as well as additional themes and ideas presented by individuals who were interviewed in the organisation and surveyed in the community. The ACTION component of this community research project will be the leadership that is required to work with the various groups to plan the activities that lead to implementation of a School District 79 sponsored continuing education program the in the Cowichan Valley.

4. The Public

As I mentioned earlier, community based action research works on the assumption that all stakeholders should be engaged in the processes of investigation. Realistically, involving all the residents of the Cowichan Valley communities in the investigation of continuing education in the community is beyond the scope of this research project. However, Palys (1997, p. 123) explains that "when the researchers' objective is to be descriptive - "that is to describe accurately the attributes of a well-defined population (*i.e., residents of the Cowichan Valley, my insertion*) the attribute under consideration (*i.e., course preferences, my insertion*) is heterogeneously distributed (*i.e., different people prefer different courses, my insertion*) the researcher requires a formally representative sample."

There were considerations when determining how to gain a representative sample for obtaining an initial assessment of continuing education needs in the Cowichan Valley. I wanted my sample to represent a large community group. Theoretically, if I wanted to find out which continuing education courses people would be interested in having in their community, I would need to ask each individual living in the community to describe the type of course s/he would be interested in. As the scope of this project was to gain an initial assessment of continuing education needs, I knew I would not have the time or resources to survey the entire population of the

Cowichan Valley. I needed to define a population target group who would be eligible for participation in the research. I chose as my initial survey, a sample group of people living in one of the Cowichan Valley communities.

In defining a target population, I chose to focus on the community of Mill Bay for my survey sample group. My decision to focus on this community group was based on the demographics of the Mill Bay area, the economic profile of the residents and the geographic location of the community. After researching the demographic profile of the Cowichan Valley region in Chapter two, I knew the majority of the Valley's population fell within the 25-44 age group, followed by the 45-64 and 5-17 age groupings respectively. In the Mill Bay area however, the majority of the population falls within the 45-64 age group. After reviewing the research from the Ministry of Advanced Education, Training and Technology (1996) study on continuing education and building on the work of Foot, D. & Stoffman, D. (1996), I was sure that continuing education for career advancement, personal and academic upgrading, pleasure and enlightenment for this age group was growing. As Foot, D. & Stoffman, D. (1996) indicated, people in this age group may not care whether they get a degree, a diploma or a credit, but they do have time and money to pay for courses they want. Geographically, Mill Bay is located approximately thirty-five kilometres north of Victoria and has become a bedroom community of Victoria. Many residents of the Mill Bay commute to Victoria, for employment, recreation, and shopping. Historically, Mill Bay residents have not chosen to pursue any educational opportunities in Duncan because of the half-hour commute north, so hoping for enrolment of Mill Bay residents in continuing education courses in Duncan did not seem likely.

An additional consideration in my decision to focus on the Mill Bay community for a sample survey group was the level of support I received from the teachers and support workers at the Mill Bay adult learning centre. As I indicated earlier in this chapter, enrolment figures from the Mill Bay campus have declined slightly over last year for adults seeking high school graduation. Staff at the Mill Bay Centre

have expressed concern over the decreased enrolment and indicated enthusiastically a willingness to explore initiatives that would increase enrolment. As discussed by Anthony (1978), the more influence people have in making a decision the more likely they will be motivated to implement it successfully. Using ideas formulated during the conduct of my literature review on transformational leadership I believe that working with the staff at Mill Bay helped to build the commitment of the group relative to continuing education programming. Yukl (p.324) speaks of "building commitment ...and empowering followers to accomplish objectives". Burns (1978, p.20 in Yukl) describes transformational leadership as a process in which "leaders and followers raise one another to higher levels of motivation". As the staff at the Mill Bay Centre began to see how a continuing education program was aligned with their vision they have become mobilised and are committing their individual energies to making it a realisation.

Using the recurring themes that emerged from the focus group interview to form the basis for a survey questionnaire, a survey was conducted in the Mill Bay community to provide an initial assessment of continuing education needs. (Appendix C) One hundred and twenty surveys were distributed in the community over a two-week period. Thirty-two were returned for a return rate of twenty seven percent. Thirty surveys were distributed to business owners in the community, fifteen to the community library, twenty to the adult learning Centre, and fifty-five were randomly distributed to individuals in the community. Palys (1997, p. 125) indicates that "random sampling is theoretically the best way to identify a representative sample". The male/female ratio of returned surveys was roughly equal in size.

When asked if they were currently enrolled in any continuing education classes, only seven percent of respondents indicated they were. Of the remaining ninety three percent of respondents, forty percent indicated they were interested in enrolling in a class soon.

When asked how much they would be willing to pay for a continuing education course:

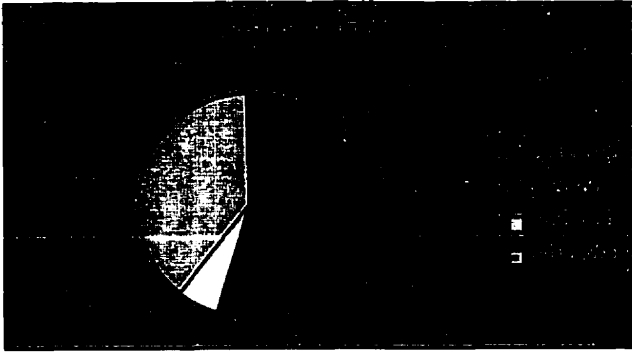


Figure 4.3

- 40 % of respondents indicated an amount of up to twenty-five dollars
- 13 % indicated an amount of between twenty-five and fifty dollars
- 7 % indicated an amount between fifty and one hundred dollars and
- 40% indicated they would be willing to pay between one hundred and two hundred dollars for a course.

When asked what factors might restrict a decision to take a continuing education course:

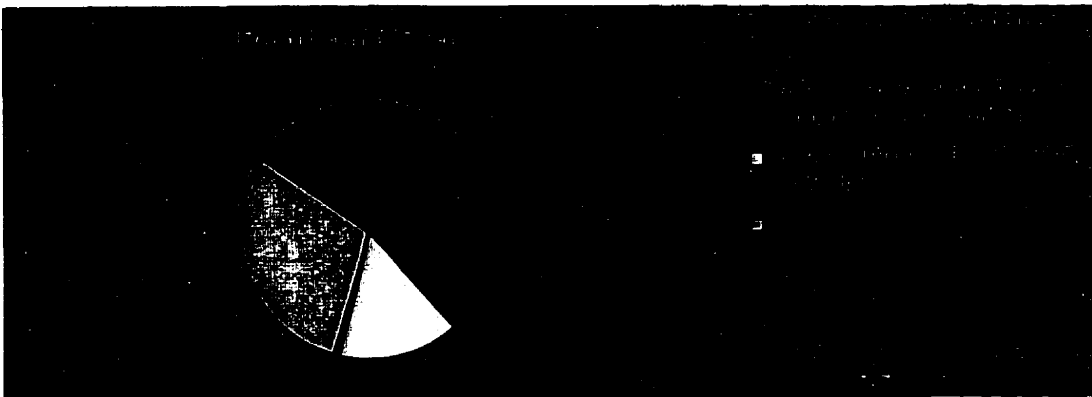


Figure 4.4

- 33% cited a lack of personal funding
- 33 % cited a lack of time

- 16 % cited a lack of information on what is available
- 11 % indicated they were unclear about where to start a program
- 5 % cited a lack of sponsor funding from either employers or government
- 2 % indicated they were unclear whom they should contact.

The survey group responded to a number of questions designed to solicit responses about services that could be offered that would serve the needs of the Mill Bay community. The participants responded to sixteen broad interest area categories as indicated in Figure 4.5 below.

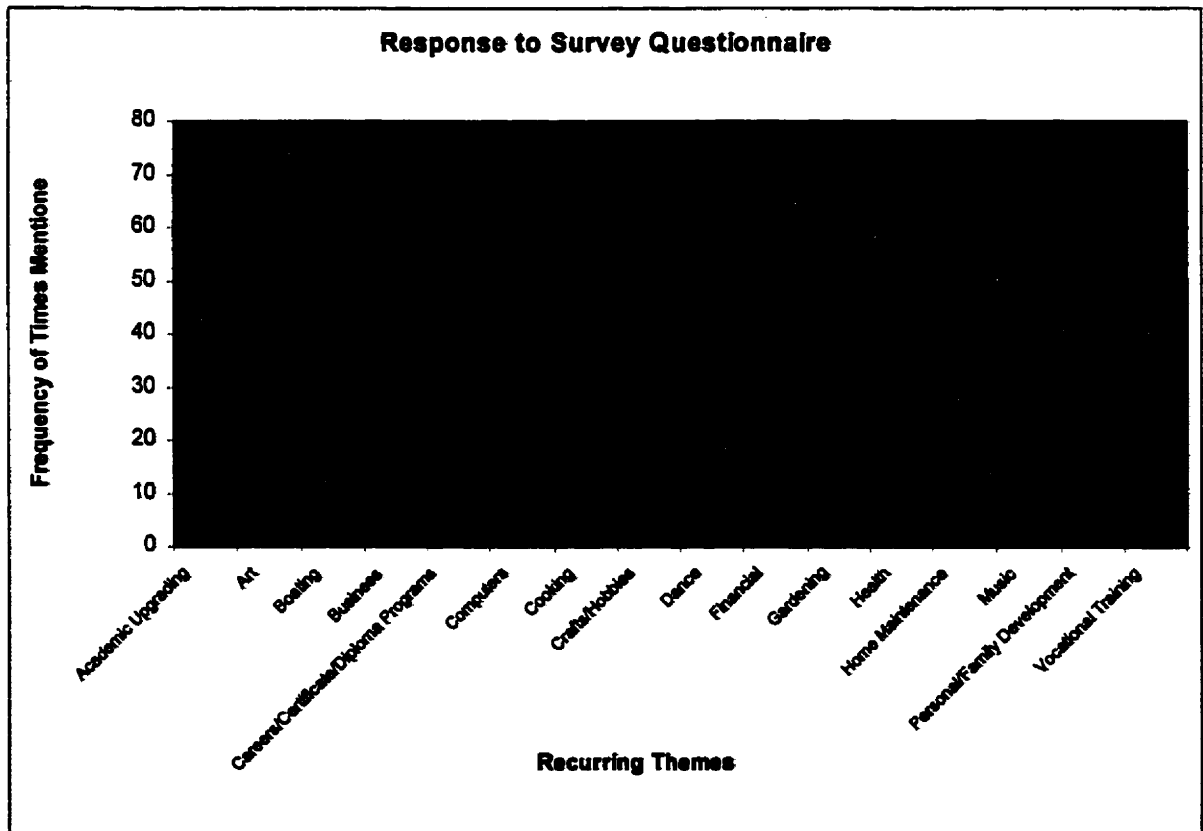


Figure 4.5

Study Conclusions

Data collected during the conduct of this research study has yielded a number of significant conclusions.

1. The Parent Organisation

An examination of organisational documents and a review of verbal commitments conducted during the conduct of this research provides evidence of the Board of School Trustees and senior administrative staff commitment to the development of a continuing education program in the communities of the Cowichan Valley.

2. The Adult Learning Centre

The Adult Learning Centre has undergone a series of major changes since its inception five years ago. Originally conceived as an organisation that would provide adult graduation programs, the Centre now provides the adult graduation program, family literacy and academic upgrading, career preparation, distance education and home schooling at four locations in the Cowichan Valley. The current director has been the driving force behind the diversification of the Adult Learning Centre. As Kouzes & Pozner (1995, p.xxv) indicate "the domain of leaders is the future. The most significant contribution leaders make are not to today's bottom line: they are to the long-term development of people and institutions that adapt, prosper and grow". If the Adult Learning Centre is to continue to survive in the communities of the Cowichan Valley, it must adapt, prosper and grow.

Because the Director has the power to control and directly influence program planning and implementation his support for development of a continuing education program is essential. From a series of interviews with the Director it is evident that he enthusiastically endorses and supports the process of building commitment through the development of a continuing education program offered under the aegis of the Adult Learning Centre. From a leadership perspective, the Director is a change agent who is able to articulate a core set of values guiding his behaviours. He is a risk taker but has the cognitive skills and disciplined thinking to successfully analyse situations as evidenced by the successful diversification of the Centre during his tenure as leader. With a commitment to people and sensitivity to others needs he is able raise both himself and his followers to higher levels of

motivation. It is this commitment which initially inspired me to pursue this research project.

As indicated earlier, support for new initiatives from staff at the Adult Learning Centre vary from one Centre to another. Because of recent changes mentioned earlier in this chapter, support for any new initiatives at the Duncan is tied in with the pursuit of a common vision based on the shared ideas and values of the group. Although successful diversification provides evidence of the Duncan Centres ability to move into new programming areas, staff just recently adjusted to the changes related to the move and the new programming. The old adage, ‘timing is everything’ may be appropriate here, and this may not be the right time to proceed with implementation of continuing education programs at this Centre at this point in time. Though support for new initiatives is high at the Lake Cowichan Centre because of recent successes with new program planning and a recent move into a new facility, the teacher and support worker there are stretched in developing and providing the current program. It may be too soon to implement additional changes at this Centre. After examining the research results from the Mill Bay community, considering the high level of motivation of staff to proceed with initiatives, and taking into account the demographic and economic profile of the Mill Bay community it seems the most likely area for piloting some initial continuing education offerings.

3. Community Leaders

A focus group of community leaders identified business, health, recreation and lifestyle courses as the most important areas of interest to people in the community. Vocational training and the acquisition of technical and computer skills were also identified as important areas of interest for continuing education. The data collected from the focus group is reflective of the study of provincial offerings of continuing education by the Ministry of Advanced Education, Training and Technology in the province as illustrated in Table 2.4, Overview by Program

Category. The four major areas: Health, Computer Science/Data Processing, Business Administration, and Education account for approximately 50% of the total reported continuing education activity in the province.

It will be necessary to revisit the themes identified by the focus group, as well as additional themes and ideas presented by individuals who were interviewed in the organisation and surveyed in the community. A process has begun which takes into account the impact of activities on the lives of the people engaged in or subject to investigation and seeks to develop and maintain social and personal interactions that are non-exploitative and enhance the social and emotional lives of all people in the community who participate.

4. The Public

Using the focus group interview as a basis for developing general themes for a survey questionnaire to community residents, survey respondents identified computer training, career development, financial, health and business related programs as courses that would be of most interest to them in a continuing education program. These themes are closely related to the themes identified in the focus group interview with various community leaders. It is interesting to note how the focus group and survey responses compare to the Ministry of Advanced Education, Training and Technology study on continuing education completed in 1995/96. Of the total of 340 responses to program offerings by survey respondents, 232 choices were made from the categories of business, financial, career development, or health. This represents a total of 68%, somewhat higher than the provincial average indicated in the provincial study. Perhaps this is not surprising, given that the study indicates that the Vancouver Island region seems to follow a general pattern of increasing enrolment in Career/ Technical/Vocational programs throughout the Province. Evidence of this information is provided in Figure 2.7 in this report.

Study Recommendations

The objective of this study was to conduct an initial assessment of continuing education needs in the Cowichan Valley and make recommendations to the Board of School Trustees regarding the feasibility of offering a continuing education program under the aegis of the Cowichan Adult Learning Centre.

The study findings and recommendations are based on the results and reviews of community demographics and economic profiles, organisational documents, ideas and comments expressed during personal and focus group interviews, and the opinions expressed in survey questionnaires.

1. Finding:

The Adult Learning Centre has the capacity to adapt and maintain itself in the face of internal and external changes. The organisation has been able to successfully diversify the educational offerings it provides to the Cowichan Region. It now provides the adult graduation program, family literacy and academic upgrading, career preparation, distance education and home schooling at four locations in the Cowichan Valley.

Recommendation:

The Adult Learning Centre should continue to offer its current educational programs and should expand its educational offerings to include continuing education courses in the areas of greatest demand as indicated in the study findings of this report.

2. Finding:

More than 60% of study group participants indicated an interest in taking a course in business, financial, career development, or health related areas. This follows a

general pattern of increasing enrolment in Career/ Technical/Vocational programs throughout the Province.

Recommendation:

Opportunities will continue to develop in the areas of emerging health and technological professions, business management, and trades training. Three major areas: Health, Computer Science/Data Processing, and Business/Financial Administration should be considered for initial program development. Such courses would have a good chance of attracting a sufficient number of students and could be financially successful.

3. Finding:

Currently the majority of the Cowichan Valley population falls within the 25-44-age grouping followed by the 45-64 and 5-17 age groupings respectively. This population profile is projected to shift as the majority group ages and is further impacted by migrating baby boomers and retirees. These two factors are expected to establish by the year 2006, a majority population with the Cowichan communities between the ages of 45-64. At the present time, 16% of the Regions population is aged 65 or older.

Recommendation:

Health care is an area of large economic activity in the Cowichan Valley. Additional areas of consideration for program development should be courses for the ageing population group and for those providing services for this group with a focus on specialised medical training, long term care, and preventative health services such as chiropractic, naturopath, acupuncturist and message therapy.

4. Finding:

Focus group respondents identified recreation as a priority for consideration when developing continuing education programs. Given the natural resources and the proximity of the Cowichan Valley to Victoria, Vancouver, and the North Island, the Region is a natural home for recreational related services.

Recommendation:

The potential exists to create a wealth of opportunities for residents and visitors interested in casual or active recreational activities in the Cowichan Valley. Continuing education program planning should be pursued in this area but requires regional planning, marketing and financing to attract a sufficient number of students to be financially successful.

5. Finding:

Focus group interviews indicated that many people are not aware of the courses available currently in the community or whom to contact for information regarding courses.

Recommendation:

Future course offerings must be well advertised. School District 79, and the Cowichan Adult Learning Centre must advertise the availability of all courses offered. Promotional materials and brochures must be provided and displayed throughout the community.

6. Finding:

Many residents desire educational programs, but feel they are unable to afford them. Over one third (33%) of survey respondents felt they were unable to afford

educational programs and indicated they were will to pay only twenty five dollars for a course. Another one third indicated a lack of time as a barrier to taking a course. Smith (1982) indicates that during economically challenging times the activity of education and training increases and that these periods of transition often trigger the need for learning. Individuals attempting to improve their employability potential require not only learning services but also day care, income subsidies, transportation, counselling and more.

Recommendation:

Meeting the needs of these individuals is a challenge for any institution offering educational programs. While it may be unrealistic to expect continuing education courses to be offered for free a means of removing obstacles to participation must be adopted. The Adult Learning Centre needs to pursue collaborative partnerships between industry, public, private, non-profit and government agencies that would allow for quality child care facilities, increased support services and financial aid that would allow access to educational programs for those individuals with limited financial resources. For those lacking the financial means or the time to take a course, alternate delivery of programs and services must be expanded using new technologies. Leadership and facilitation skills within the Adult Learning Centre are required to investigate opportunities for increasing collaborative partnerships in a number of educational and community settings.

CHAPTER FIVE - RESEARCH IMPLICATIONS

Organisational Implementation

Researchers always affect other people's lives in some way when they modify their work practices or initiate new activities. (Stringer, 1996)

The objective of this research project was to conduct an initial assessment of continuing educational needs in the Cowichan Valley. The deliverable is the report submitted to the Board of School District 79 Trustees. This project marks the beginning of a School District 79 continuing education program with its community and educational partners and the adult learners of the Cowichan Valley communities. The implementation process and its implications for the organisation are significant. This project will expand to encompass an increasingly large number of groups of people. It is likely to disrupt practices and may have an impact on people's egos, dignity, power, status, and career opportunities. Some people will resist the change, unless the processes are carefully defined and their interests are taken into account. It is important to organise the activities so the momentum of the project continues to build and enthusiasm and participation do not fade.

Faced with implementing the recommendations of this report I ask myself, what is the process for the successful implementation of these ideas in this organisation?

An examination of current literature on organisational change reveals the importance of creating alignment, fostering commitment, valuing input, and providing support for all members of the organisation, in order to create a shared vision. Peter Senge (1990) in the Fifth Discipline writes, "Few, if any, forces in human affairs are as powerful as a shared vision." He goes on to describe vision as "coming from within, focusing on intrinsic desires, not on secondary goals." An examination of the Adult Learning Centre reveals a shared vision among staff to focus on genuinely serving the educational interests of adult learners in the

Cowichan Valley. However, new ideas have been successfully implemented as evidenced by implementation of course programs in family literacy and academic upgrading, career preparation, distance education and home schooling as well as adult basic education. What precipitated these successful initiatives and what could lead to support for a continuing education initiative?

A recent article in the Harvard Business Review may shed some light on why some initiatives are successfully implemented in organisations when other ideas fail. Paccalle, et.al, (1997) contend that “employees must be fully incorporated into the process of meeting challenges to the organisation”. David E. Berlew, President of Rath & Strong says, “leaders must communicate the vision in a way that attracts and excites members of the organisation”. Clearly the members of my organisation were excited and attracted about the possibility of the new initiatives mentioned above at the Adult Learning Centre. Kouzes and Posner (1997), define vision as an ideal and unique image of the future, and go on to say that visions are about possibilities, about desired futures...they’re about expressions of optimism and hope. As these new initiatives unfolded, staff saw a way for themselves to contribute to the organisations expressions of optimism and hope, and responded to the challenges presented. As the individual members began to understand, accept, and commit to the vision, the organisation began to approach its potential to successfully implement the desired change. A shared sense of destiny began to develop. Kouzes and Posner (1997) describe this as enrolling others so they can see how their own interests and aspirations are aligned with the vision and can thereby become mobilised to commit their individual energies to its realisation. Pascal, et al. (1997) speak of instilling mental disciplines when creating a climate of organisational change. Senge (1990) defines this as a deeply held internal image of how the world works. He declares our mental models determine not only how we make sense of the world, but how we take action; they shape how we act.

In the Empowered Manager, Block (1990) describes two types of organisations: the bureaucratic and the entrepreneurial. According to Block’s definition,

entrepreneurial organisations are characterised by people who act out of an enlightened self-interest. Enlightened self-interest focuses on activities that have meaning, depth, and substance; that genuinely serve the interests of clients or users; that have integrity; and that has positive impacts on people's lives.

Entrepreneurial organisations are based on trust and belief in the responsibility of people. The business of such organisations is managed directly and authentically so that people know where they stand, share information, share control, and are willing to take reasonable risks. Supervision in these circumstances becomes orientated toward support and consultation rather than control, and success is defined in terms of contribution and service to users, clients, and customers.

Bureaucratic organisations, on the other hand, are characterised by patriarchal systems that emphasise a top-down, high-control orientation to organisational activity. These types of organisations breed power-orientated people who use manipulative tactics to further their self interests, which focus on advancement, approval by superiors, money, safety, and increased control, rather than on service. Block suggests that one outcome of this style of operation is the creation of cautious, dependent people who work in ways that maintain what they have.

It is clear to me that the Adult Learning Centre is an entrepreneurial organisation. The very nature of the self-paced programming with continuous intake of students, which lies at the core of the Adult Learning Centre beliefs, emphasises the service-orientated definition described by Block. This organisation genuinely believes that serving the educational interests of clients will have a positive impact on their lives.

The advent of a continuing education program offered under the aegis of the Adult Learning Centre is a complex undertaking and will require some formal organisational arrangements, particularly as it begins to connect with public institutions, business corporations and community organisations. Because of the large-scale preparation and complex setting in which this project takes place, the project needs to become affiliated with the parent organisation. It is important to

identify what decisions need to be made, for instance, what people are to be hired for what tasks. A complex project such as this will require program-planning services. Significant levels of funding will be required and budgeting expertise will be necessary. Future course offerings must be well advertised. Promotional materials and brochures must be provided and displayed throughout the community to advertise the availability of all courses offered.

As a project increases in extent and complexity, Stringer (p.119) indicates "the tools and resources of management become increasingly relevant". Organisational and management skills are required to manage the wide range of activities, constraints, forces and pressures that impinge upon the implementation of a continuing education program. It is important to be aware of the model of management being implemented and not be drawn into procedures based on traditional, hierarchical models of authority and control that may damage the entrepreneurial organisation that made this research possible in the first place.

The original philosophy of the Adult Learning Centre was based on genuinely serving the educational interests of adult learners in the Cowichan Valley. With this in mind, the first steps toward implementation of a continuing education program under the aegis of the Adult Learning Centre must be to revisit the original philosophy. This implementation process will succeed or fail to the extent that the people affected by it are able to become champions, supporters, advocates, and developers of the change.

***"Culture is complex, powerful, deep,
and stable. It can be evolved – if you
think clearly about it and understand its dynamics."***

Edgar Schein (1999)

Future Research

At the heart of community based action research is a search for common unity. The primary interest of this type of research is the establishment and maintenance of positive working relationships in the community. It is not just a tool for solving problems; it is a valuable resource for building a sense of community.

As a starting point in looking at a School District sponsored continuing education project, this research project has achieved its objective. A needs assessment has been conducted, areas of interest have been identified, potential customer/clients have been identified, and a supporting organisation with the resources and facilities in place to implement a continuing education program has been identified. As a tool for building a sense of community in the Cowichan Valley, this research project has the potential to formulate links with and among parties who might be seen to be in conflict or competition with the Adult Learning Centre and with School District 79. As mentioned earlier, there are a number of individuals, groups of individuals, and a community college offering continuing/community education in the Cowichan Valley now. Rather than dividing the educational providers into camps of friends and enemies, future research is needed that looks into building links and formulating complementary coalitions for increased collaboration among providers. All individuals and groups should be included in this process, including those who are likely to resist because they feel these activities are against their best interests. Having an opportunity to express and discuss concerns may reduce anxieties and encourage co-operation and participation. It is clear that the emergence of shared leadership at the local and regional level in the pursuit of continuing education will be a key factor in moving forward with co-operative ventures that increase the Regions skill base and employment opportunities. Opportunities for increasing continuing educational partnerships in a number of settings needs to be explored and further developed to maximise resources, facilities, capital expenditures and learning opportunities for all residents of the communities of the Cowichan Valley Region.

Future research is needed in removing obstacles to participation in educational opportunities for low-income families. Lack of funding, and lack of time, were cited as the two most frequent barriers to participation in courses by survey respondents. Adequate child-care facilities, increased support services, and financial aid for learners are necessary if people, especially from low-income families are to engage in continuing education. More research is required to determine the exact reasons why people are unable to participate. It is possible that the use of new technologies may provide an opportunity for increased participation, but this needs further investigation.

CHAPTER SIX - LESSONS LEARNED

Conducting research within an organisation is a journey of leadership. It is a journey of discovery, of change and of action. Kouzes and Posner (1997) identify the future as the domain of leaders and declare that "the quest for leadership is first an inner quest to discover who you are." Joe Jaworski, former Royal Dutch Shell executive expresses it this way in an interview with *Fast Company* interviewer Allen Webber, "Before you lead others, before you can help others, you have to discover yourself," (as quoted in Reinhold, B. 1999)

I offer the following section as a description of my journey of discovery, my learning experiences, and some of the lessons I learned through the conduct of this research project that may be useful to other researchers.

Research Project Lessons Learned

Leadership involves being able to analyse organisations. The culture of an organisation has a powerful impact on its effectiveness especially in times of rapid change. Schein (1992) defines the culture of a group or organisation as shared assumptions and beliefs about the world and their place in it, the nature of time and space, human nature and human relationships. My place in this project began by conducting a preliminary analysis of the Cowichan Valley community. This was extremely useful since this community based action research project was conducted in a community that was new to me. This project began immediately after I obtained employment as Assistant Director of the Adult Learning Centre with School District 79. My understanding of the organisation, the people, and the organisational culture were limited, to say the least. I thought the conduct of this research project would provide me a unique opportunity to become familiar with the organisation and the community in which it is located, but I was unprepared for the amount of organisational learning that would take place.

At first I considered my unfamiliarity with the organisation and the community to be a disadvantage in the conduct of this project. As I near the end of the project, I now believe that being in a marginal position in the organisation allowed me to a sufficient degree to recognise its cultural assumptions and to learn some new ways of thinking about the organisation that would not have been possible otherwise. Schein indicates that cultures are deep seated, pervasive and complex and it can be extremely difficult to bring these cultural assumptions to the surface. He adds, the bottom line for leaders is that if they do not become conscious of the cultures in which they are embedded, those cultures will manage them. Cultural understanding is desirable for all of us, but it is essential to leaders if they are to lead.

I originally assumed that support for a continuing education program offered under the aegis of the Adult Learning Centre would be in everyone's best interest and that support for such a program would be high. In retrospect, it was naïve to believe that people who have not asked for change would speedily adopt this idea especially when it was coming from someone new to the organisation. Resistance to change is normal and I have learned, cannot be understood without first considering the culture. Change is often preceded by a period of anxiety, and that anxiety may produce denial and various other kinds of defensive resistance to change. Such was the case with the move into a new facility in Duncan, and is today as we discuss the implementation of new ways of doing things including implementing a continuing education program. This resistance is normal and must be dealt with if the organisation is to survive and grow. What has developed as a result of this realisation is a process for developing a sense of identity, purpose, and mission that will allow the organisation to adapt and maintain itself in the face of internal and external changes. We have set aside time each month for developing a mental model of who we are, describing our purpose in relation to each other and the community, and for creating a shared vision that will demonstrate our mission in the community.

I originally assumed my leadership role in this project would be task oriented. Once I had completed the interview and survey questionnaires, I thought I would be spending my time implementing program planning, doing budgeting, and looking at staffing for the program. Instead, what I have found is that the project is all about people. Echoing the sentiments of Roger Enrico, vice chairman of PepsiCo, who says, "human interactions are a lot tougher to manage than numbers" I have found it is the people that are so important. Looking at this part of the project as it is drawing to a close, I realise my perceptions on what I thought I would be doing are not surprising, considering my Myers-Briggs© profile as an ISTP problem solver who excels at analysing life and in organising facts using logical principles. It is not my intent at this point to discuss the validity or reliability of the Myers-Briggs Type Indicator© as a way of understanding psychological types. I suggest it simply to other researchers as a way of better understanding their own motivations and as a tool in identifying strengths and unique gifts they or others possess.

I offer these suggestions to future researchers as they consider the impact and the importance of the literature review as it relates to the conduct of their research project. During the second residency at Royal Roads numerous suggestions were offered by a variety of individuals vis-à-vis the timing of the completion of the literature review. I found it extremely useful to have completed my literature review prior to beginning the study conduct of this project. Coming from the pedagogical background of the K-12 system, and being new to adult education, the study of andragogy set the stage not only for my project, but gave me an insight into adult learning patterns that has proved invaluable in working with adult learners in my organisation. Research into program planning and a study of continuing education programs offered throughout the province set the background for my focus group and questionnaire surveys, and will be beneficial as we move into the next stage of implementation of continuing education in this school district. Finally, and perhaps most importantly, was the review of leadership. I have come to fully understand that leadership is "about articulating visions, embodying values,

and creating the environment within which things can be accomplished." (Richards & Engle, 1986, p. 206)

This project represents a beginning and an ending for me. It is with a certain degree of sadness that I acknowledge this project marks the end of my Royal Roads experience. With this ending comes the knowledge that everything I have learned during a two-year leadership voyage will be the foundation for the rest of my leadership journey.

"Leaders work on ideas that fuel growth in the future not today."

Roger Enrico, vice chairman of PepsiCo

<http://content.monster.ca/career/leaders/>

Program Lessons Learned

MALT Competencies

Major Project Core Competencies

1.c. Provide Leadership

- Demonstrated leadership qualities and behaviours consistently during the preparation and conduct of the Major Project.
- Adjusted my leadership style to suit changing conditions and unexpected conditions.
- Demonstrated abilities to successfully complete and implement project proposal recommendations during the conduct of this research project.
- Provided supportive and constructive feedback to others in determining strengths and needs during the face to face interviews, focus group discussions, and follow up engagements.

- Resolved conflicts that emerged in problem solving, planning and decision making activities.
- Negotiated agreements and solutions in team situations involving adult learners, staff, and community members.
- Demonstrated teamwork skills in challenging and demanding circumstances.

2.b. Apply systems thinking to solution of leadership and learning problems

- Provided a demonstration of systems thinking and application of systems theories as evidenced in the literature review on program planning and in the application of systems thinking to analyse the organisational culture at the Adult Learning Centre.
- Used systems language and concepts to clarify the nature of the opportunity/problem and make recommendations for desired outcomes.
- Applied knowledge of system theories as they relate to people and organisational structures during the analysis of the organisation.
- Applied effective problem solving techniques to identify the opportunity/problem in the Major Project,
- Demonstrated evidence of ability to apply systems thinking to engage participants in appropriate actions during the conduct of the focus group interviews and the survey questionnaires.
- Utilised systems theories and strategies in the support of community based action research.

5.a. Identify, locate, and evaluate research findings

- Evidence of research skills pertinent to the Major Project are accurately identified and planned.
- Planned research design and methodology as it relates to the Major Project.
- Analysed research studies to determine ethical integrity.

5.b. Use research methods to solve problems

- Identified and employed appropriate research designs and methodology during the conduct of the Major Project.
- Displayed insight into action research processes as identified in the literature and methodology research.
- Demonstrated an ability to utilise a variety of relevant resource sources to identify and scope out the opportunity/problem and make recommendations based on literature reviewed as well as study conduct information.
- Presented clearly and logically information from the information and literature reviews
- Acknowledged and observed ethical considerations in the conduct of the Major Project research
- Applied appropriate research skills in the completion of the Major Project

7.b. Communicate with others through writing

- Demonstrated written communication skills as evidenced in the completion of the Major Project.
- Employed a written communication style that is suitable to the design and publication of a research project.
- Demonstrated a capacity to record information clearly, accurately and coherently.
- Used appropriate language and terms to support arguments.
- Used appropriate references to the literature to support statements and arguments.
- Used personal insights and experiences to enrich the writing and creation of arguments
- Demonstrated the ability to create a publishable document

Additional MA LT Competencies

1.e. Recognise ethical considerations and values and take them into account when making decisions.

- Carried out research on human subjects under the aegis of Royal Roads University Adhere to basic tenets and procedures agreed upon in the academic community to guarantee ethical treatment of human subjects.
- Conducted research in the Major Project when prospective subjects, or authorised third parties, had been given the opportunity to give free and informed consent about participation.
- Maintained free and informed consent throughout the participation in the research and conduct of the study.
- Obtained evidence of free and informed consent by the subject or authorised third party in writing

3.a. Manage people within organisations

- Facilitated a collaborative approach to inquiry or investigation that provided people with the means to take systematic action to resolve specific opportunity/problem as it relates to the Major Project.
- Participated and contributed to the success of team/community activities as evidenced during the collaborative approaches used during focus group interview and conduct of the survey questionnaires.
- Chose acceptable roles and responsibilities.
- Moderated discussion in diverse and challenging settings as evidenced during the focus group discussions and in staff consultations.
- Interpreted group dynamics during the study of organisational culture and subsequent vision/mission setting for the organisation.
- Resolved personal conflicts so conflicts do not impede the success of the team process.
- Was able to build on peer group strengths.

- Resolved conflicts that emerged in team problem solving, planning and decision making activities.
- Summarised and paraphrased key items and issues.
- Encouraged and supported people with the organisation, team, or community.
- Established a positive climate of interaction to engage the energy and enthusiasm of the group.

3.c. Create and lead project teams

- Employed effective team building skills during the conduct of the Major Project research and study conduct.
- Acted as a catalyst or facilitator to assist key stakeholders in defining the problem/opportunities in continuing education in the Cowichan Valley.
- Supported key stakeholders as they worked toward effective solutions.
- Identified and evaluated personal and key stakeholders roles in the context of the future developments as they related to the Major Project research and design and enhancement of continuing education opportunities.
- Identified alternative courses of action as they related to future roles of individuals, and key stakeholder groups in the organisation and the community.

4.c. Create learning opportunities for others

- Demonstrated and explained problem-solving techniques as they related to the design and construction of Major Project.
- Applied and explained systems thinking as it related to study conduct of the Major Project.
- Utilised and explained systems thinking in resolution of personal challenges.
- Shared learning experiences with colleagues.
- Used adversity to create opportunities.

4.f. Manage own learning to achieve maximum added value

- Demonstrated personal learning and development during the design, implementation, study conduct and recommendations of the Major Project.
- Took responsibility for ensuring tasks were completed on time.
- Demonstrated an ability to distinguish between facts and inferences.
- Resolved personal conflicts so they didn't impede the success of the required objectives.
- Identified personal learning needs and took responsibility for fulfilling them.

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COWICHAN VALLEY SCHOOL DISTRICT

SCHOOL DISTRICT NO. 79 (COWICHAN VALLEY)

DISTRICT MISSION STATEMENT

The mission of the Cowichan Valley School District, in partnership with its community, is to provide personally relevant and challenging educational opportunities to all learners within a safe, caring and supportive environment.

BELIEF STATEMENTS AND GUIDING PRINCIPLES

- We believe that the focus must be on the needs of the students.
- We believe that every individual needs a sense of self-worth.
- We believe that learning is a lifelong continuous process and that we are a community of learners.
- We believe that individuals must develop the knowledge, skills and attitudes to make wise choices about themselves and their environment.
- We believe in the importance of effective communication between the school, home and community.
- We believe that all students want to learn and that opportunities must be provided for them to attain and experience personal success.
- We believe that effective learning takes place in an atmosphere of personal relevance and enthusiasm.
- We believe in everyone taking responsibility for becoming a self-directed learner.
- We believe that individuals must develop skills and attitudes to successfully manage change.
- We believe that strength is built through cooperation and collaboration and that the contribution of everyone is valued.
- We believe in the shared use of resources and facilities of the schools and the community.
- We believe in a global world view that recognizes individuals are dependent upon each other and on the environment.
- We believe that a supportive home environment enhances the capacity to learn.
- We believe that education is a shared responsibility of the school, home and community.

December 15, 1999

**COWICHAN VALLEY
SCHOOL DISTRICT**

Purpose of the Focus Group

To identify the type of continuing education courses that School District 79 can offer that will best serve the needs of the Cowichan Valley communities.

Time Line

Focus group will be held with 8 - 10 "key communicators" from the Cowichan Valley communities on Wednesday, December 15, 1999.

Facilitators for the Focus Groups

Communications Officer, School District 79
Assistant Director of Cowichan Adult Learning Centre

Participants in Focus Group

Names have been removed to ensure confidentiality

Focus Group Questions

Base Question:

- 1. What does continuing education mean to you?**

Probing Questions:

- a) If you have five free hours a week to learn something new, what would you choose to learn?**
- b) What type of education services do you go out of town to access?**
- c) Do you use the Internet to access any education services?**
- d) What education services could School District 79 offer that would best serve your needs?**

Base Question:

- 1. What type of educational services are there in the community that help your clientele/contacts?**

Probing Questions:

- a) If money was no object and you could hire someone to do some training at the organisations, you have contact with, what type of training would you ask for?**
- b) What type of training services would be most beneficial to the people you work with?**
- c) What works well in your organisation?**
- d) What needs improvement in your organisation?**

Base Question:

- 2. How can we, at School District 79, make what exists better?**

Probing Questions:

- a) How can we work together as a community to provide the education that people need?
- b) Are current educational services adequate?

Base Question:

- 3. What do you foresee as your clients'/this community's needs in 2 yrs? 5yrs?

Probing Questions:

- a) What do you think is preventing your clients from getting where they need/want to be today? In the future?
- b) Where do you foresee your organisation doing differently in two yrs? 5yrs?

Base Question:

- 4. *How can we foster participation and cooperation between us?*

Probing Questions:

- a) How can we put our ideas into action?
- b) What do we need to do as a community to make our ideas happen?
- c) How can we remain open to change?

Focus Group Interview Results

Base Question:

1. What does continuing education mean to you?

Probing Questions:

e) If you have five free hours a week to learn something new, what would you choose to learn?

- Genealogy on the Internet
- Folk History
- Economics
- History
- Academic Upgrading
- Projects relating to pulp mills/sawmills
- General Interest affairs
- Natural health
- Using the Internet
- Reading Music
- Woodworking Skills
- Web Development
- Study Skills

f) What type of education services do you go out of town to access?

- Respondents indicated little if any services were accessed from out of town

g) Do you use the Internet to access any education services?

- Stock Market
- Business Education
- Mechanical Repairs

h) What education services could School District 79 offer that would best serve your needs?

- Understanding the resources available in the community (i.e. health care, social services, gov't agencies) Where to go for what??
- Interpersonal skills development
- Vocational skills

- Thinking about family
- Drafting
- Photography
- "Having the courses close to home"

Base Question:

- 2. What type of educational services is there in the community that help your clientele/contacts?**

Answers:

- Computer Courses
 - Company Funded
 - Trainers brought in
 - Funding for courses outside the work environment
- Flexibility Training
- Working in Teams
- Technical Skills
 - Electrical
 - Plumbing
 - Maintenance Teams
- Training in Alternative Health Services
 - For Drs, Nurses, Laypeople
 - Clinical Herbology
 - Kinesiology
 - Massage
 - Healing Touch
 - Aroma Therapy
 - Reflexology
- Business Programs
 - Many with HRDC
 - Not many courses for people already in business
 - Internet
 - Marketing
 - Management
 - Stock Market/Investing

Some courses done sporadically at the Business Development Bank

- **Agriculture**
 - Farm Marketing**
 - Book Keeping**

- **One Day Workshops**
 - Teambuilding**
 - Communications**
 - How to run a meeting**
 - Handling Stress - Stress Management**
 - Conflict Management and Resolution**

- **Employee Assistance Programs**

- **WHIMS**
 - Computer based**

- **Environmental Safety Awareness**

- **English as a Second Language (ESL)**

- **Vocational Skills**
 - Limited choices at this time**
 - Air Conditioning**
 - Woodworking**
 - Small Engine Repair**
 - Air Brakes - various levels**
 - Driving**

- **Elderly Population**
 - History**
 - United Nations Club**
 - Painting**
 - One time evening lectures**
 - Sign Language**
 - Bird Watching**
 - Pet Health**
 - Home Décor**
 - Exercise Clinics**
 - Nutrition - Health**
 - Local flora and fauna**

- Water Safety Courses
Power Squadron
- National Coaching Education Programs
- Parenting
- Lifestyle Courses
 - Eating
 - Exercise
 - Time Management
 - Bridge
 - Chess
 - Mountain Climbing
 - Outdoor Recreation

Base Question:

**3. What do you foresee as your clients'/this community's needs in 2 yrs?
5yrs?**

Answers:

Local Government 101
Technology
Industrial Mechanisation
How to talk to WCB
Small Business Regulation
Entrepreneurship
Home based businesses
Understanding taxes
Book keeping
Accounting
Consulting
Marketing

Base Question:

4. What is preventing the people your represent from being successful?

Answers:

Lack of capital

Duplication of Services

Networking - how to find people to build your business with

Development of skills for the business/industry you are in

Marketing to retailers - (ie: hobby farming)

Understanding business

Other

Things to do:

Look for private/public partnerships

Create a resource directory of services available in the community

Things not to do:

Compete with local businesses

Cowichan Adult Learning Centre Interest Survey



The Cowichan Adult Learning Centre is planning on implementing a continuing education program. By sharing your interests with us, we will be able to plan a program that will better meet the needs of our community. All information will be held in confidence.

The following survey will take a few minutes to complete. There is space at the end to record your comments, suggestions or questions. We would like to gauge your general interest in continuing education courses.

1. Do you currently participate in continuing education courses?

No In Duncan South Cowichan North Cowichan Lake Cowichan
 In Nanaimo In Victoria Other

2. If you answered no to the above question, how soon would you be interested participating in a continuing education course?

immediately soon not sure never

3. Which of the following amounts would you be willing to pay for continuing education courses? Select the highest amount of money you would be able/willing to pay for a single continuing education course.

	Up to \$25
	\$25 - \$50
	\$50 - \$100
	\$100 - \$200
	More than \$200

4. Please select a maximum of three factors that might restrict a decision to take a continuing education program?

- ___ Lack of personal funding
- ___ Lack of sponsor funding (ie: employer/government)
- ___ Lack of information on what is available

- ___ Lack of time
- ___ Unclear where to start
- ___ Unclear who to contact

Indicate your interest in the following programs by selecting either **YES** or **NO**. You may select as many as you like. **YES** indicates you may be interested in participating in a course in this area at some point in time, and **NO** indicates you have no interest in taking a course in this area.

Services and Programs

YES NO

Academic

Secondary School Completion		
Adult Basic Education		
Academic Upgrading		

Art

Acrylic/Watercolor Painting		
Art Appreciation		
Calligraphy		
Cartooning/Drawing		
Fabric Art		
Graphic Design/Illustrating		
Pottery/Sculpture		

Boating

Basic Sailing		
Canadian Coast Guard Operations		
Chart Reading		
Coastal Navigator Certificate		
GPS: Global Positioning System		
Marine Radio Operator		
Sailing		

Business

Accounting		
Introduction to Bookkeeping		
Bookkeeping for Small Business		
Basic Tax Planning for Small Business		
Building your own Business		
Earn Money with your Home Computer		
How to Start a Small Business		
Buying Real Estate		
Putting your Business on the Internet		
Marketing		

Careers/Certificate/Diploma Courses

Accounting Certificate		
Air Brakes Certification		
Bank Teller		
Bed and Breakfast		
Career Transitions		
Cashier Training		
Child Daycare		
Clerical Certificate		
Early Childhood Care and Education		
Electricity and Electronics		
Electrical Code		
Family Child Care Certificate		
Foodsafe		
Floral Diploma		
Hairdressing		
Horticultural		
Interior Decorating		
Job Search Strategies		
Leadership and Supervisory Skills		
Medical Office Assistant		
Nursing		
Office Skills Certificate		
Security Guard		
Serving it Right		
Superhost		
Teaching English Abroad		

Computers

Using AutoCAD (computer aided drafting)		
Computer Graphics		
Computer Repair Technician		
Computer Animation		
Introduction to Computers and Windows 98		
Introduction to the Internet and Email		
Using Linux		
Introduction to Microsoft Office		
MS Access		
Using Excel Spreadsheets		
MS Windows 98		
Word Processing using MS Word		
Microsoft Office Certification		
Simply Accounting For Windows		
CorelDraw		
PhotoShop		
Web Page Design		

Cooking

Chinese		
Cooking with Herbs		
French Cuisine		
Greek Favorites		

Home Baking		
Indian Cooking		
Italian Cuisine		
Japanese Delights		
Korean Cuisine		
Thai Treasures		
Vegetarian		

Crafts/Hobbies

Acting		
Bird Houses		
Bridge		
Candle Making		
Crafts for Kids		
Gift Baskets		
Golf Lessons		
Jewelry Making		
Papermaking		
Photography		
Picture Framing		
Sewing		
Silk screening		
Woodcarving		

Dance

Ballroom Dancing		
Jazz Dance		
Swing Dance		

Financial

How to become Debt Free		
Estate and Probate Planning		
Successful Money Strategies		
Financial Strategies for Retirement		
First Time Home Buyers		
Mutual Funds		
Fraud Prevention		
Transition to Retirement		
How to Start a Home Based Business		

Gardening

Basic Landscape Design		
Flowers		
Gardening Basics		
Lawns		
Potted Plants and Window Boxes		
Trees and Shrubs		
Pruning		

Health

Aroma Therapy		
Healing Touch		

Herbal Tea Therapy		
Hypertension		
Managing Pain		
Massage Therapy		
Meditation		
Occupation Health and Safety		
Repetitive Strain Injury		
Reflexology		
Stop Smoking		
Stress Management		
Tai Chi		
Weight Training		
Workout Techniques		
Yoga		

Home Maintenance

Building your own Home		
Furniture refinishing		
Home Decorating		
Kitchen and Bathroom Renovations		
Pool and Hot Tub Maintenance		
Re-Upholstery		

Music

Guitar		
Keyboard Lessons		
Singing		
Songwriting		

Personal and Family Development

Anger Management		
Communication		
Guidance and Discipline		
Blended Families		
Conflict Resolution		
Depression		
Life Changes		
Nursing at Home		
Transitions		

Vocational

Welding		
WHIMS		
Woodworking		
Marine Mechanics		
Auto Mechanics		

5. Do you have any suggestions for development of additional courses or services?

Thank-you for your participation!

ROYAL ROADS UNIVERSITY
REQUEST FOR ETHICAL APPROVAL OF RESEARCH

This form will be completed and submitted by the graduate student involved in proposing to carry out a project involving human subjects whether or not financial support for the proposed research is being sought.

NOTE: Responsibility for determining the ethical acceptability of the design and conduct of other student research which is carried out in fulfillment of course requirements and which involves human subjects rests with the department or Faculty in which the graduate student is enrolled.

PRINCIPAL INVESTIGATOR'S NAME : David Betts

Position: ___ Undergraduate x Graduate Student _____ Other (specify)

Dept./School/Faculty: MA Leadership and Training, Royal Roads University

Phone: 250.537.9944 (w) 250.537.1149 (h)

Fax: 250.537.9512 **Email address:** dbetts@saltspring.com

FACULTY SUPERVISOR'S NAME (if applicable): Dr. Tammy Dewar

email address: tddewar@telusplanet.net

TITLE OF PROPOSED RESEARCH:

Continuing Education in the Cowichan Valley

Proposed starting and expected end date of the research project:

Start date: September 1, 1999

Expected end date: April 30, 2000

REQUEST FOR ETHICAL APPROVAL OF RESEARCH

PLEASE CHECK THE APPROPRIATE ANSWER:

YES NO

1. **Will children be involved as subjects in your research?**

NO

2. **Will any part of the research project be undertaken by students?**

YES

3. **Explain who your subjects or participants are and how you locate them.**

Selected administrative officers from School District 79

Random sampling of selected staff at the Cowichan Adult Learning Centre

Random sampling of Cowichan Valley community members

Focus group of employers from Resource, Service, and Social Service sectors

4. **Will your subjects be chosen from a captive population (i.e. school children or prisoners)?** NO
5. **Will you be asking your subjects to participate in a project involving completion of an interview, questionnaire, survey, or similar instrument?** YES
6. **Will you be asking your subjects to participate in a project other than one involving completion of an interview, questionnaire, survey, or similar instrument?** NO
7. **Explain briefly the nature of subject participation.**
NOTE: Appending a lengthy thesis proposal or other document does not substitute for completion of this section.

Administrative officers of School District 79, including the Director of the Cowichan Adult Learning Centre will be interviewed for the purpose of determining support for a continuing education program offered under the aegis of the Adult Learning Centre.

Selected staff members employed at the Adult Learning Centre will be interviewed for the purpose of determining support for offering a continuing education program offered under the aegis of the Adult Learning Centre.

A focus group of individuals chosen from the Cowichan Valley communities will be interviewed and video taped in a group setting. The intent of the focus group will be to determine community perceptions, identify wants and needs and explore the methods of educational delivery of a continuing education program offered in the Cowichan Valley community under the auspices of School District 79.

A random sampling of individuals living in the Cowichan Valley communities will be given a survey questionnaire. The purpose of the survey questionnaire will be to determine continuing educational wants and needs with the intent of offering programs that have the potential to be financially successful.

8. **Does the project as described above expose subjects to any risk of:**
- | | |
|---|-----------|
| (i) Physical stress | <u>NO</u> |
| (ii) Psychological stress | <u>NO</u> |
| (iii) Harm from electrical or mechanical devices | <u>NO</u> |
9. **Does information to be obtained from subjects include information on activities that are or may be in violation of criminal or civil law?** NO

I AGREE

- (i) to secure the informed consent of my subjects in their participation of my project;
- (ii) to allow subjects to withdraw participation, in part or in full, at any time;
- (iii) to maintain in strict confidence the responses of individual subjects;
- (iv) to carry out the research strictly in accordance with the proposal and the documents that accompany it, as well as any conditions imposed by the Ethics Review Committee.
- (v) to permit my Chair, Director or Dean to observe the conduct of the research and to verify that procedures are followed.

(Signature of Principal Investigator)

(Date)

(Signature of Faculty Supervisor)*

(Date)

CALC and Continuing Education Consent Form

Overview

The Cowichan Adult Learning Centre (CALC) is conducting a research study to identify the type of continuing education courses that School District 79 can offer that will serve the needs of the Cowichan Valley communities.

Purpose

David Betts, Assistant Director of the Cowichan Adult Learning Centre is researching and compiling data to assist in developing program offerings and educational opportunities for adults living in the Cowichan Valley communities.

This research study has important implications for the development of learning opportunities for adults living in this area. Your participation in the research is voluntary and you are free to withdraw at any time.

Consent

I _____ agree to participate and share my views on continuing educational opportunities with other community participants on December 15, 1999. I understand the session will be video taped for obtaining research data, and I further understand the videotape will be destroyed upon completion of the research study. I understand all of the information I give will be held in the strictest confidence. My name will **NOT** be used when summarizing the data, nor will any image or conversation be made public which would identify me as participating in this research study. By signing this consent form, I agree to have the results of this research made public and/or published.

Signature