

CANADIAN ABORIGINAL AIDS NETWORK

# Summer Training Awards

FINAL REPORT 2003-2004



## Overview of the Canadian Aboriginal AIDS Network

- ✿ Established in 1997
- ✿ National and Not-for-Profit
- ✿ Represents over 150 member organizations and individuals
- ✿ Governed by a National twelve member Board of Directors
- ✿ A four member Executive Board of Directors
- ✿ Provides a National forum for members to express needs and concerns
- ✿ Ensures access to HIV/AIDS-related services through advocacy
- ✿ Provides relevant, accurate and up-to-date HIV/AIDS information

### **Mission Statement**

The mission of the Canadian Aboriginal AIDS Network is to provide leadership, support and advocacy for Aboriginal people living with and affected by HIV/AIDS regardless of where they reside.

### **Acknowledgements**

This publication was made possible with a financial contribution from the Canadian Strategy on HIV/AIDS, Health Canada. The views expressed herein do not necessarily represent the official policies of Health Canada.

March, 2004  
Canadian Aboriginal AIDS Network

Canadian Aboriginal AIDS Network  
602-251 Bank Street  
Ottawa, Ontario K2P 1X3  
Telephone: (613) 567-1817  
Fax: (613) 567-4652  
Email: [info@caan.ca](mailto:info@caan.ca)  
Internet: [www.caan.ca](http://www.caan.ca)

# Table of Contents

<b>Executive Summary</b>	4
<b>1.0 Introduction</b>	6
1.1 Purpose of Report	6
<b>2.0 Summer Training Awards Program: An Overview</b>	6
2.1 Background Information	6
<b>3.0 Summer Training Awards 2003: The Participants</b>	8
3.1 Healing Our Nations	8
3.2 Kettle and Stony Point Health Centre	10
3.3 All Nations Hope AIDS Network	12
3.4 Blood Ties Four Direction Centre	13
3.5 The Red Road HIV/AIDS Network	15
3.6 Native Friendship Centre of Montreal	16
<b>4.0 Evaluation</b>	18
4.1 Methodology	18
4.2 Indicators of Success for 2003	19
4.3 Response Rate	20
4.4 Communication	21
4.5 Interaction Among Participants	25
4.6 Learning about CBR and Aboriginal Research Principles	26
4.7 HIV/AIDS in Aboriginal Communities and Plans to Use Information	29
4.8 Judging Success	30
4.9 Plans to Remain involved or Continue Education	31
4.10 Partnerships	33
4.11 Students: Future Plans	35
<b>5.0 Recommendations</b>	36
<b>6.0 Limitation of the Evaluation</b>	38
<b>Appendix A: Questionnaire</b>	39

## Executive Summary

The Summer Training Awards, now finishing its third year of operation, continues to involve undergraduate Aboriginal students, Aboriginal host organizations and academic advisors in an innovative capacity-building approach to Aboriginal HIV/AIDS Community-Based Research. The Summer Training Award has four key program objectives. To summarize, these objectives which have remained unchanged in 2003 are:

- ✿ To increase the number of Aboriginal people undertaking community-based research by stimulating undergraduate students to continue their formal program of studies.
- ✿ To provide Aboriginal undergraduate students with experience and training in community-based HIV/AIDS research that is methodological sound, culturally appropriate, respectful and relevant to the community.
- ✿ To create successful partnerships between the academic community and the Aboriginal AIDS movement by encouraging academic advisors to participate in the program.
- ✿ Local Aboriginal AIDS organizations will benefit from short-term community-based HIV/AIDS research initiatives.

In late March 2003, academic advisors, Aboriginal students and community-based HIV/AIDS organizations from across Canada were invited to submit a brief proposal that outlined a capacity-building community-based HIV/AIDS research activity. Local projects were reviewed by the Canadian Aboriginal AIDS Network (CAAN) Community-Based Research Committee. A total of six (6) projects in six (6) organizations provided community-based research training to six (6) students. The organizations were based in Nova Scotia, Quebec, Ontario, Saskatchewan, Yukon and British Columbia, thereby ensuring geographical representation. All projects involved one student and one academic advisor who worked together with the host organization.

- ✿ Healing Our Nations hosted a research project titled, “Community Based Research: Moving Forward.”
- ✿ Kettle and Stony Point Health Centre hosted a research project titled, “The Needs of Aboriginal Women At Risk For and Living With HIV/AIDS.”
- ✿ All Nations Hope AIDS Network hosted a research project titled, “Aboriginal People Living With HIV/AIDS: A Preliminary Investigation of the Reason of Mortality.”
- ✿ Blood Ties Four Direction Centre hosted a research project titled, “A Model for Elder Involvement in HIV/AIDS Prevention Education Within the Yukon Territory.”

- ✿ The Red Road HIV/AIDS Network hosted a research project titled, “Building the Road to HIV/AIDS Education in Aboriginal Communities.”
- ✿ The Native Friendship Centre of Montreal hosted a research project titled, “Use of Condoms Among Inuit and First Nations Youth Living in Montreal. Last project ended prior to the end of summer (didn’t complete the program)

As in the past years, an evaluation was conducted. This evaluation was done at the end of the students projects with all the parties concerned. Participation in the interview was voluntary.

Sixteen out of a possible 18 people representing 88.88% of the participants agreed to participate in the evaluation, which was done through a phone interview during the last week of August 2003. A standard questionnaire was constructed for the purpose of the interview. This year also saw a number of STA participants come together to share the results of their research and to build more skills. An evaluation was conducted and will be added to this document at a later date. The following recommendations are important to consider in future years of the program. They are:

1. The overall success of the Summer Training Awards project over the past three years, is partially due to the Canadian Aboriginal AIDS ability to support local Aboriginal host organizations, students and academic advisors in their community-based research training activities. In part, this demonstrates the strength of community-based research training activities that have been designed (yet supported by Health Canada) for and by the Aboriginal community. Based on the success, the Summer Training Awards should be continued under CAAN’s administration.
2. This year as well, participants were offered an opportunity to come together as a large group to receive face-to-face training in community-based HIV/AIDS research methods and to network. A workshop was offered in Alberta in October 2003, at the end of the students research. This was a good venture but the recommendation was for the same format to be used in a bigger forum where community members and other interested parties would be part of the dissemination.
3. An interim progress report should be created that will give us a better understating of the progress the student is making and address any challenges he/she may face at an early stage.
4. Of such importance is this program that it should be done over a one year period. Some participants felt rushed because they did not have enough time to conduct the research. A longer time frame would be more helpful. In other words, student could be actively engaged in the research training project that extends beyond the summer months. This increase in time calls for increase in funding.
5. The research reports should be uploaded unto CAAN’s website and distributed to other people via Listserv as well as the Community-Based Research Web site.([www.caan.ca](http://www.caan.ca) [www.linkup-connexion.ca](http://www.linkup-connexion.ca) and [www.hiv-cbr.net](http://www.hiv-cbr.net)).

## **1.0 Introduction**

The Summer Training Awards, now finishing its third and last year of operation, continues to involve students, host organizations and academic advisors in an innovative capacity-building approach to Aboriginal HIV/AIDS community-based research. The primary goal of this program is to increase the number of Aboriginal people capable of undertaking community-based research in the Aboriginal HIV/AIDS community by stimulating undergraduate students to continue their formal program of studies. Through Aboriginal host organizations, student and academic advisors are provided opportunities to collaborate on HIV/AIDS community-based research activities that are of relevance to the local communities involved.

### **1.1 Purpose of Report**

The purpose of this report is to provide a short description of the Summer Training Awards, provide a written summary and justification for each of the Summer Training Award projects that were selected to participate, and present the findings of an evaluation of Summer Training Awards 2003.

## **2.0 Summer Training Awards Program: An Overview**

### **2.1 Background Information**

In 2000, Health Canada acknowledged that the full participation of the Aboriginal community was essential to ensure an effective response to the HIV/AIDS epidemic. Therefore, in partnership with the Canadian Aboriginal AIDS Network (CAAN), they initiated the development of a program related to community-based HIV/AIDS research (CBR) capacity- building that could respond to this challenge. The primary purpose of the Summer Training Award Program was to establish an intermediary phase of the scholarship component to ensure qualified Aboriginal HIV/AIDS community-based researchers would be available for future Aboriginal community-based research initiatives. This program is one component within the \$300,000, three-year, Aboriginal Capacity-Building Program for Community-Based Research ending March 31st 2004. In its third and last year, the Summer Training Awards program continues to be an innovative approach within the HIV/AIDS landscape in Canada.

Members of the Health Canada/Canadian Aboriginal AIDS Network Working Group for the Aboriginal Capacity-Building Program for Community-Based Research assisted in the initial development of various components of this program. According to the vision outlined by this group, the Summer Training Awards is meant to develop and enhance Aboriginal students' research skills and therefore increase the number of Aboriginal researchers capable and skilled to apply a community-based approach to HIV/AIDS research. In addition, Aboriginal host organizations benefit from short-term research activities that assist in program changes or development. Through a local Aboriginal host organization, students are provided with concrete training opportunities under the guidance of an academic advisor, to participate in HIV/AIDS community-based research activities that are methodologically sound, culturally appropriate, respectful and relevant. This program is offered through the Canadian Aboriginal AIDS Network who works in partnership with Health Canada within the framework of the Canadian Strategy on HIV/AIDS.

To summarize, the Summer Training Awards has four key program objectives. These objectives have remained unchanged in 2003, following the implementation of the pilot in 2001. They are:

- ✦ To increase the number of Aboriginal people undertaking community-based research by stimulating undergraduate students to continue their formal program of studies.
- ✦ To provide Aboriginal undergraduate students with experience and training in community-based AIDS research that is methodologically sound, culturally appropriate, respectful and relevant to the community.
- ✦ To create successful partnerships between the academic community and the Aboriginal AIDS movement by encouraging academic advisors to participate in the program.
- ✦ Local Aboriginal AIDS organizations will benefit from short-term community-based HIV/AIDS research initiatives.

## 3.0 Summer Training Awards 2003: The Participants

In late March 2003, academic advisors, Aboriginal students and community-based HIV/AIDS organizations from across Canada were invited to submit a brief proposal that outlined a capacity-building community-based research activity. Local projects were reviewed by the CAAN community-based research committee. Projects that were selected took place between May and September 2003. Each successful applicant received \$6000 for their participation in the Summer Training Awards 2003 and a total of six awards were given. What follows is a brief description of each successful project.

### 3.1 Healing Our Nations

**Project Title:**

***“Community-Based Research: Moving Forward”***

**Project Summary:**

This is a follow-up to the “Community-Based Research: Defining Our Approach” project completed in October 2001 which was also funded by the STA. The primary focus of the follow-up project was to “move forward” after defining their approach by implementing Healing Our Nations’ approach to better serve each Atlantic First Nation Community, taking into consideration the methodologies that are sound and culturally appropriate for the Mi’kmaq and Maliseet Nations as well as being respectful and relevant to their communities.

**Research Questions:**

Three research questions addressed could be summed up as follows:

6. What is the community’s knowledge of Healing Our Nations?
7. Is Healing Our Nations currently meeting the needs of the communities and APHA’s?
8. What services would the community like to see Healing Our Nations provide?

**Student Researcher:**

Richard Simon Taylor



**Academic Advisor and Institution:**

Florestine Bird, Native Counselling Unit at Dalhousie University,  
6086 University Avenue, Halifax, NS B3H 4H9

**Project Goal(s), Objective(s) and Deliverable(s):**

Several goals, objectives or deliverables were identified in the proposal.

9. To determine the needs of the Atlantic First Nations Communities will lead to a report on the needs of the Atlantic First Nations communities.
10. To determine the needs of HONs APHAs will lead to a report on their needs
11. To stimulate discussion about potential challenges to becoming a service organisation by introducing the possibility that HON would become a service organisation will lead to a report on the results of the focus groups discussions carried out vis-à-vis HON becoming a service organisation.

**Summary of Review Committee Comments:**

The CAAN Research Review Committee assessed the original proposal and addressed a couple of points that needed to be changed or clarified. These include:

- ✿ Clear research question(s) should be outlined.
- ✿ The role and experience of the academic advisor should be clearly outlined.
- ✿ The committee expressed ethical concerns that are related to the proposal's intent to gather data from human subjects. How will the project address these ethical considerations in conducting research involving human participants?
- ✿ The committee wondered how feasible it was for the student to conduct the number of focus groups they had proposed.
- ✿ It was suggested that HON could contact Charlotte Loppie, (a PhD candidate) at Dalhousie to assist them addressing some of the concerns addressed by the review committee.

## 3.2 Kettle and Stony Point Health Centre

**Project Title:**

*“The Needs of Aboriginal Women at Risk For Living With HIV/AIDS.”*

**Project Summary:**

This project focused attention on what the specific needs of the Aboriginal women in the Kettle and Stony Point area were. This is going to help in identifying the gaps and services needed to best meet the needs of the target group.

**Research Question:**

Three research questions addressed could be summed up as follows:

12. What strategies have been most effective in preventing HIV/AIDS in Aboriginal women in the community to date?
13. Do these strategies build upon the cultural identities of Aboriginal women? If so, how specifically has culture incorporated into the process and what needs to be done to expand the cultural aspects?
14. How should the success of culturally sensitive prevention treatment strategies be defined? Is the focus physical, emotional or spiritual or is it a balance of all of these elements?

**Student Researcher:**

Julie George

**Academic Advisor and Institution:**

Jerry White, University of Western Ontario

**Project Goal(s), Objective(s), and Deliverables(s):**

Two goals were identified:

15. To determine if there is a need for more culturally sensitive strategies within this particular First Nation community to prevent and treat HIV/AIDS based upon community-based evidence.
16. To share their findings with other First Nations communities throughout Canada who are interested in the development of strategies to better the needs of the female population.

Three deliverables were identified:

17. To have a focus group at the start of the project to assist with the development of community-based research and another focus group at the end of the project to determine the impact of the study.
18. To compile verbal and written evaluation responses from community members to get a sense of the direction research will drive the HIV/AIDS strategies within the community.
19. To complete an evaluation report for the project sponsors, the community and the region.

**Summary of Review Committee Comments:**

The CAAN Research Review Committee assessed the original proposal and addressed a couple of points that needed to be changed or clarified. These include:

- ✱ The role and experience of the academic advisor were not clearly outlined. What is the advisor's experience undertaking community-based research (CBR) What role will he/she play in assisting the student's training in CBR
- ✱ It was not clear from the proposal how the work will be community-directed? There is also no mention of how the findings will be disseminated. What role has the community played in identifying the research focus. There should also be an attempt to disseminate the information in the home community rather than outside the community as mentioned in the proposal.
- ✱ The plan for evaluating the impact of the research through focus groups was not clear. In other words, how would the success or weakness of the research project be determined?
- ✱ The plan for conducting the research was not well defined. How will the goals, objectives and deliverables be accomplished?
- ✱ The rationale for developing the research project has not been well developed. Specifically, why is the issue identified of importance?
- ✱ The student's statement of interest was not well developed. How does she perceive her level of interest and future role in the context of HIV/AIDS and/or community-based research?

### 3.3 All Nations Hope AIDS Network

**Project Title:**

***“Aboriginal People Living with HIV/AIDS: A Preliminary Investigation of the Reasons for Mortality.”***

**Project Summary:**

The focus of the proposal is to gain a better understanding of how and why Aboriginal people living with HIV/AIDS die. It has been suggested that it is not from their illness but from suicide, overdose or other ways. An in-depth investigation will be conducted to find out the actual reasons for mortality

**Research Question:**

The proposal listed four research questions to be addressed by the student.

20. What are the mortality rates of Aboriginal people with HIV/AIDS?
21. What are the actual causes of mortality?
22. Why are Aboriginal people with HIV/AIDS dying sooner than non-Aboriginal people with HIV/AIDS?
23. Do current programs and services address the needs of Aboriginal people living with HIV/AIDS?

**Student Researcher:**

Kim McKay

**Academic Advisor and Institution:**

Dr. Mary Hampton, Associate Professor of Psychology, Luther College, University of Regina, Regina, Saskatchewan, S4S 0A2.

**Project Goal(s), Objective(s), and Deliverables(s):**

The project listed four goals and objectives, including:

24. Conducting a literature review on relevant research.
25. To identify the reasons for mortality of Aboriginal people with HIV/AIDS by contacting physicians as well as family members of the deceased.
26. To identify the actual mortality rates of Aboriginal people in Saskatchewan using statistics from Statistics Canada.
27. To identify potential reasons why the life span of Aboriginal people living with HIV/AIDS appears shorter compared to non-Aboriginal people living with HIV/AIDS.

The deliverables for the project are:

28. An analysis of the relevant literature.
29. Statistics from Saskatchewan on the actual rates of mortality for Aboriginal people with HIV/AIDS.
30. Recommendations for programs geared towards reduction in the rates of mortality for Aboriginal people living with HIV/AIDS.

**Summary of Review Committee Comments:**

Research Review Committee assessed the original proposal and addressed a couple of points that needed to be changed or clarified. These include:

- ✿ The role and information that will be gathered from physicians and family members need to be clarified, especially with regards to any ethical concerns. With the issue of confidentiality between patient and Doctor, the committee questioned how that will be dealt with.
- ✿ The review committee recommended that the plan for evaluation be revisited to address issues like how appropriate it is to ask those who participate whether the findings reflect their experience.

### **3.4 Blood Ties Four Direction Centre**

**Project Title:**

***“A Model for Elder Involvement in HIV/AIDS Prevention Education within the Yukon Territory.”***

**Project Summary:**

The primary goal of the short-term research project was to gather information from Yukon Elders from Whitehorse, Watson Lake and Old Crow in the context of their possible involvement in HIV/AIDS prevention education in their respective communities.

**Research Question:**

The project identified one research question:

- ✿ How can we meaningfully engage Yukon Aboriginal Elders in HIV/AIDS prevention, education and support work within their communities?

**Student Researcher:**

Jonelle Garriock

**Academic Advisor and Institution:**

Lynn Harrison, Coordinator BSW Program, Yukon College, Whitehorse

**Project Goal(s), Objective(s), and Deliverables(s):**

Several goals, objectives or deliverables were identified in the proposal.

31. To identify elders in Whitehorse, Watson Lake and Old Crow.
32. To identify one Elder in each of the three communities who is interested in engaging in the research.
33. To determine the proper manner in which to engage elders in a consultative process.
34. To gauge the Elders perception of their role in developing a model that integrates HIV/AIDS prevention and Aboriginal Elders involvement.
35. To develop a model for Elder involvement in Whitehorse, Watson Lake and Old Crow.
36. To evaluate the project.

The deliverables for the project were:

37. A list of Elders in Whitehorse, Watson Lake and Old Crow was created.
38. A proper documentation process was put in place to approach Elders of Whitehorse, Watson Lake and Old Crow.
39. A report was created that documents the things that facilitate Elder involvement in HIV/AIDS education as well as a report that outlines possible barriers to the Elder's involvement in HIV/AIDS education.
40. A documented model for Elder involvement in Whitehorse, Watson Lake and Old Crow as well as a report of stories and teaching resources that may be used to facilitate HIV/AIDS education in the three communities.
41. A final report and model for Elder involvement was provided to Elders involved and their Band/Community as directed by the Elder, as well as to CAAN and Blood Ties.

### **Summary of Review Committee Comments:**

The Research Review Committee had a few comments which did not have to do with the research component of the project. The Committee commented on the following:

42. At the time, the student had not yet submitted an academic record.
43. No academic advisor was indicated at the time but that has been taken care of since then.
44. Assessed the original proposal and addressed a couple of points that needed to be changed or clarified.

## **3.5 The Red Road HIV/AIDS Network**

### **Project Title:**

***“Building the Road to HIV/AIDS Education in Aboriginal Communities.”***

### **Project Summary:**

With the numerous AIDS Service Organisations (ASO) and Community-Based Organisations in BC who are offering HIV/AIDS education programs, it is not known how these programs are benefiting/impacting the Aboriginal communities on a provincial level. The project assessed the effectiveness of current education programs and to see how to better coordinate HIV/AIDS education provincially.

### **Research Question:**

The proposal focused on one research question.

- ✦ How can AIDS service organisations and the Red Road HIV/AIDS Network work together effectively to provide HIV/AIDS education programs to Aboriginal communities in British Columbia?

### **Student Researcher:**

Dianna Smith

### **Academic Advisor and Institution:**

Kwok Wah (Steve) Cheung, 620 Dobson Road #321, Duncan, BC V91 4R8

### **Project Goal(s), Objective(s), and Deliverables(s):**

Several goals, objectives and deliverables were identified in the proposal.

45. To identify existing education programs available to Aboriginal communities by conducting community-based research on existing programs.

46. To compile data on who, what, when, where and how education programs are offered by developing a monitoring tool for existing education programs.
47. To develop a coordinated approach to provide improved access to HIV/AIDS education by collaborating with ASOs and CBOs to coordinate a province wide strategy.

The deliverables for the project were:

48. As assessment of research data.
49. Provide recommendations to improve programs.
50. Development of a data collection form and an education monitoring database.

**Summary of Review Committee Comments:**

The research review committee assessed the original proposal and addressed a couple of points that needed to be changed or clarified. These include:

- ✳ A clear role for and experience of the academic advisor was not adequately demonstrated.

### **3.6 Native Friendship Centre of Montreal**

**Project Title:**

***“Use of Condoms Among Inuit and First Nations Youth Living in Montreal.”***

**Project Summary:**

Considering the Canadian HIV/AIDS statistics, the Aboriginal youth vulnerability, the high rates of STI, the lack of knowledge about their sexual behaviour to HIV/AIDS and about their perspective on this issue, and knowing that the use of condoms is the best prevention practice to protect oneself from sexual HIV transmission, it was decided that there is a need to better understand the use of condoms among Inuit and first Nations Youth.

**Research Question:**

The proposal focused on one research questions.

- ✳ How can we better understand the conditions affecting the use of condoms among Inuit and First Nations youth living in Montreal?

**Student Researcher:**

Stéphane Croussette



**Academic Advisor and Institution:**

Patrick Cloos, Université de Montréal

**Project Goal(s), Objective(s), and Deliverables(s):**

Several goals, objectives and deliverables were identified in the proposal.

51. To better understand the use of condom in relation to HIV/AIDS by First Nations and Inuit youth as well as developing research competences among the community.
52. To create new knowledge that will improve education programs, training and prevention messages delivered to people through different strategies, in the aim of reducing HIV transmission amongst First Nations/Inuit youth living in Montreal and other Urban areas.

The deliverables for the project were:

53. Assist in the preparation of an evaluation report on the participatory process-Lessons learned and future recommendations.
54. Assist in the preparation of the final report on the use of condoms among Inuit and First Nations youth living in Montreal.
55. Assist in the elaboration and preparation of recommendations for HIV/AIDS prevention messages.
56. Assist in the dissemination of the final report.
57. Assist in the setting up of half a day presentation in August 2003 to present final report.
58. Assist in setting up of workshops, based on the final report, focusing on Inuit and First Nations youth.

**Summary of Review Committee Comments:**

The research Review Committee assessed the original proposal and addressed a couple of points that needed to be changed or clarified. These include:

- ✱ The proposal did not identify a student to carry out the project.
- ✱ The proposal does not adequately identify an appropriate training activity for the student beyond assisting the academic advisor in his tasks.
- ✱ In keeping with the geographic representation, only one award will be granted to the Native Friendship Centre, rather than the two that were requested.

## 4.0 Evaluation

The following sections in this report outline the findings of the evaluation. In short, the evaluation was based on last year's findings and recommended changes (a copy of which is available from the Canadian Aboriginal AIDS Network) and indicators of the success that were submitted by this year's participants. It was important to focus some attention on last year's recommendation to see whether changes that were implemented had the intended effect. An exit phone interview was scheduled with all the participants of the 2003 STA program during the last week of August. They included the student researchers, academic advisors and host organization representatives.

### 4.1 Methodology

As in the past years, participants received a copy of the questionnaire prior to the telephone interview, providing individuals an opportunity to reflect on their experiences. All participants were either contacted by telephone or email to schedule an appointment to respond to the questionnaire. Again, the objective here was to achieve a response rate of at least 60% to adequately identify trends and patterns.

The questionnaire was constructed based on the findings of this year's indicators of success and previous recommendations. The questionnaire schedule generally focuses on learning. That is, it highlights attitudes, perceptions, and gained knowledge surrounding participation in the Summer Training Awards. The questionnaire method was chosen because it is generally a quick and easy way to obtain a wide variety of information, is relatively inexpensive to administer, and facilitates comparisons of responses. Choosing to couple the telephone method with the questionnaire allowed probes to be asked and to learn more about answers to specific questionnaire items, particularly the open-ended items. It also has the added advantage of increasing response rates. A copy of the questionnaire is included in Appendix A.

When analysing the data, it was important to be mindful of the goals of the evaluation. The goal of this evaluation is to identify trends and patterns that point to the impact of the Summer Training Awards program has had for the student, the Aboriginal organization, and the academic advisor. The first task in analysing the results was tabulating all responses to the quantitative data. It would be important to also consider the range of responses to each question. All responses were tabulated and frequencies calculated using the computer program, Excel and SPSS. Once all data has been tabulated and organized, it is important to lend some perspective, particularly given that this is the third year of the program and to also consider responses to this year's indicators of success. Finally, as noted below, information will be presented in recommendation format to assist program

staff to make additional improvements, draw conclusions about the program's operation or in meeting goals and objectives. Overall, interpretation of data will justify the evaluation's conclusions and recommendations.

## **4.2 Indicators of Success for 2003**

Similar to the methodology adopted in the pilot of the Summer Training Awards (2001), early in the summer months, following the selection of applicants, key stakeholders were invited to participate in the development of key indicators of success concerning the Summer Training Awards. Below is a summary of key indicators submitted by respondents and has been used to ground and guide the implementation of the evaluation.

### **4.2-1 To increase the number of Aboriginal people undertaking community-based research by stimulating undergraduate students to continue their formal program of studies.**

- \* A number of students successfully apply for and receive a Summer Training Award.
- \* Students return to school in the fall.

### **4.2-2 To provide Aboriginal undergraduate students with experience and training in community-based HIV/AIDS research that is methodologically sound, culturally appropriate, respectful and relevant to the community.**

- \* Students gain experience and training in community-based research. Students develop relationships with researchers.
- \* To involve students in research activities where training is received. Research activities must be culturally appropriate.
- \* Students are able to manage the work load involved in meeting the demands of the program, particularly were they haven't been involved in proposal development.

### **4.2-3 To create successful partnerships between the academic community and the Aboriginal AIDS movement by encouraging academic advisors to participate in the program.**

- \* Academics/researchers are involved in the program. Students and researchers develop working relationships.

- ✦ Having ties with the academic community, particularly Aboriginal researchers, is an important component of this project.

#### 4.2-4 Local Aboriginal AIDS organizations will benefit from short-term community-based HIV/AIDS research initiatives.

- ✦ Research projects are completed with final reports submitted to Aboriginal AIDS service organization. Aboriginal AIDS service organizations are involved in the project.
- ✦ The research/research training activities will be of value to the Aboriginal community.

### 4.3 Response Rate

The questionnaire was e-mailed and/or faxed to 17 participants of the 2003 Summer Training Awards program. Of this, a total of 16 individuals responded and agreed to participate in a phone interview. In short, the overall response rate was 94.1%. Table 1 provides a breakdown of individuals responding by group.

**Table 1:**  
***Response Rate by Summer Training Award Group***

	<b>Total Possible Participants</b>	<b>Total Response Number</b>	<b>Total (%)</b>
Student	6	6	100.0
Academic Advisor	5	4	80.0
Aboriginal Organization	6	6	100.0
Total	17	16	94.1

Response rates for all groups were very high and ranged from an 80% (academic advisors) to a very high of 100% (host aboriginal organization representative and students). The rate of response of the 2003 evaluation was higher than the last two years of the project. In 2001 the total response rate was 60% while 2002 saw a response rate of 73.3% (Canadian Aboriginal AIDS Network, 2001/2002). This is encouraging, particularly given the tight time lines for summer training activities, from proposal submission to local project completion. A higher participation rate this year may be related to more direct contact on behalf of the staff of the Canadian Aboriginal AIDS Aboriginal who used past recommendations to work. This year also, the Summer Training Award program offered participants training in community-based research. A three-day CBR training workshop was offered in Ottawa where

Summer Training Awards participants were able to engage around CBR issues and to interact and develop closer working relationships with one another and the staff of the Canadian Aboriginal AIDS Network.

Recommendation: The Canadian Aboriginal AIDS Network, in collaboration with Health Canada, should explore opportunities to offer future Summer Training Award participants with similar opportunities for training and interaction through a face-to-face workshop in CBR HIV/AIDS methods.

#### 4.4 Communication

Students, host organizations and academic advisors were asked to provide information about how they learned about the Summer Training Award Program. Table 2 summarizes the information they provided.

**Table 2:**  
***How Participants Learned About the Summer Training Award Program***

	Frequency	Total (%)
Received information from a Student	2	12.5
Approached by an Academic Advisor	1	6.25
Approached by an Aboriginal Organization	4	25.0
Received Information from Health Canada	0	0.0
Received Information from CAAN*	6	37.5
Other	3	18.75
Total	16	100

(\*) Canadian Aboriginal AIDS Network.

The most common avenue by which participants learned about the Summer Training Award program was through the Canadian Aboriginal AIDS Network (37.5%) and an Aboriginal organisation (25%). It is worth noting that information received from CAAN showed an increase this year compared to last year. Information received from an Aboriginal organizations also demonstrated high levels of responses which could demonstrate the strength of disseminating information to the Aboriginal population through their community organizations. Another common way individuals learned about the program was through other students (12.5%). This could have been due to the participation of other students in previous STA projects. The other (18.75%) also provided some interesting responses. When asked to specify, individuals noted they received information either through a friend, CAAN board member or Union of Ontario Indians. In short, this is a promising development over last year. It represents dissemination of program materials beyond the Aboriginal HIV/AIDS community into areas not explored in the past year.

**Recommendation:** As in the past two years, the announcement was made in December thereby giving several months before applications were due at CAAN office. CAAN, in partnership with Health Canada, should continue to announce STA early to provide adequate time for local participants to connect with the appropriate individuals at the local level (e.g., for local organizations to recruit students and academic advisors) and develop proposals.

**Recommendation:** Based on the success of this year’s dissemination plan, CAAN should continue to expand on the methods used to disseminate information about the Summer Training Awards. CAAN should continue to explore new ways to disseminate information to university and/or potential academic advisors and students. This may prove valuable towards increasing the number of applicants that are reviewed by the Summer Training Award Review Committee (select recipients of the awards).

CAAN should continue using the guides that went with the application form. However there seemed to have been some issues around the role of the academic advisors. Some Academic advisors were not certain of their continuing role and some students were also not very clear about how much the academic advisor had to be involved in the project. CAAN should ensure that this is made much clearer right from the onset.

The Canadian Aboriginal AIDS Network and Health Canada should endeavour to use the experience of the previous scholarship recipients to spread the word around. They should also try to have some direct links with universities so as to promote the program.

**Table 3:**  
**Usefulness of Application Form**

	Not at All		A Little		A Lot		Quite a Lot		Other*		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Students	0	0.0	2	33.3	3	50	1	16.7	0	0.0	6	100
Host Organization	0	0.0	0	0.0	2	33.3	4	66.7	0	0.0	6	100
Academic Advisor	0	0.0	0	0.0	4	100	0	0.0	0	0.0	4	100
Total	0	0.0	2	12.5	9	56.25	5	31.25	0	0.0	16	100

\* The other category indicates individuals did not provide an answer to this question.

Of those that provided an answer to this question, 56.25% (n=9) indicated that the application form was very useful. 31.25% (n=5) found it quite useful and only 12.5% (n=2) found it a little useful. The reason behind this increase in the number of respondents could be due to a number of changes that were made as a result of the recommendations from last year.

Table 4 addresses the usefulness of the guide used to complete the application form. The guide was sent along the application form to various stakeholders or posted on the CAAN’s web site.

**Table 4:**  
***Usefulness of Guide to Application Form***

	Not at All		A Little		A Lot		Quite a Lot		Other*		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Students	1	16.7	2	33.3	2	33.3	1	16.7	0	0.0	6	100
Host Organization	0	0.0	0	0.0	2	33.3	4	66.7	0	0.0	6	100
Academic Advisor	0	0.0	0	0.0	4	100	0	0.0	0	0.0	4	100
Total	1	6.25	2	12.5	8	50.0	5	31.25	0	0.0	16	100

\* The other category indicates individuals did not provide an answer to this question.

Of students who provided an answer, 33.3% felt the guide to completing the application was useful, “a lot.” Of host organization who provided an answer, 66.7% felt the guide to completing the application was useful, “quite a lot.” Academic advisors (50%) noted it was useful “a lot” in assisting to complete the guide.

**Recommendation:** Based on participants’ feedback, CAAN should continue using both the guide and the guide to completing the application in future calls.

Last year’s evaluation used a communication tool that clearly outlined the role of student, host organization and academic advisors. One notable thing was that despite the availability of the roles of all concerned, there were one or two academic advisors as well as a student recipient of the grant who asked about the role of the academic advisers. It was recommended that all parties should meet to discuss the progress of the research. It did not seem to be very clear what the academic advisers role were. In 2002, project staff developed and circulated terms of reference for participants and they were asked that during the 2002 evaluation.

Table 4 highlights how useful these terms of reference were for participants.

**Table 4:**  
***Usefulness of Terms of Reference***

	Not at All		A Little		A Lot		Quite a Lot		Other*		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Students	0	0.0	2	33.3	3	50.0	1	16.7	0	0.0	6	100
Host Organization	0	0.0	0	0.0	4	66.7	2	33.3	0	0.0	6	100
Academic Advisor	0	0.0	0	0.0	4	100	0	0.0	0	0.0	4	100
Total	0	0.0	2	12.5	11	68.8	3	18.8	0	0.0	16	100

\* The other category indicates individuals did not provide an answer to this question.

A majority of participants rated the usefulness of the terms of reference as “a lot” (68.8%) or “quite a lot” (18.8%).

***Recommendation:*** Terms of reference should continue to be used in for future calls of the Summer Training Awards. However, several changes could be made to improve the terms of reference as noted below. Here, respondents were asked about ways to improve the communication tools.

#### **Recommendations to Improve Communication Tools**

- ✿ Examples of how relationships might work need to be developed for the terms of reference.
- ✿ Often, the staff within a local organization are extremely busy, making it difficult to schedule meetings with other participants. Another participant had a similar comment. “It was difficult to arrange meetings between partners, to decide on objectives and the work plan.”
- ✿ “You may wish to clarify who is eligible to be an academic advisor and their role before and during the research project.”
- ✿ As it happened in one case, the academic advisor had to leave the country and apparently the student was stranded because there was no backup plan. In the future, the project needs to include a portion about what happens in such a case. Should it be the student’s responsibility to find a replacement academic advisor, or the host organisation or CAAN.
- ✿ It could be made clear from the beginning, and with the understanding of all parties, that a number of meetings will be scheduled with all parties concerned about twice during the course of the project. One student mentioned the fact that they never met their academic advisors.



Clearly, from the comments above, if recommendations concerning announcing the awards, application, the guide to completing the application and terms of reference are implemented, this may have a potential beneficial effect.

## 4.5 Interaction Among Participants

Clearly, interaction among participants in communicating information about the program, providing CBR training and supporting daily activities are key components of success in the Summer Training Awards. Interaction among participants is related to a key program objective that seeks to foster successful partnerships between the academic community and the Aboriginal AIDS movement. Participants were asked whether they had opportunities to meet with other local participants on their projects and whether they felt supported in their work. Table 5 highlights the level of interaction between participants at the local level.

**Table 5:**  
***Provided or Received Direction***

	Not at All		A Little		A Lot		Quite a Lot		Other*		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Students	0	0.0	3	50.0	1	16.7	2	33.3	0	0.0	6	100
Host Organization	0	0.0	3	50.0	1	16.7	2	33.3	0	0.0	6	100
Academic Advisor	0	0.0	3	75	0	0.0	1	25	0	0.0	4	100
Total	0	0.0	9	56.25	2	12.5	5	31.25	0	0.0	16	100

\* The other category indicates individuals did not provide an answer to this question.

There appeared to have been little interaction between participants at the local level as represented across the board. 50% of students and Host Organisation felt there was little interaction while 75% of Academic Advisors felt there was only a little interaction. The explanation here was that some students had very little interaction between themselves and their academic advisors either because they were not available due to the timing of the project (summer months when the academic advisors take their vacations) or the academic advisors did not know their exact role despite the fact that terms of reference were available right from the beginning. Again as previous years, participants recommended academic advisors needed to be more involved and that terms of reference need to be referred to more often. If a regular number of times all three partners were supposed to meet was established, direction would be a lot easier. Clearly, the terms of reference need to continue with some changes that will make meeting partners a higher priority.

Table 6 addresses the role of the Canadian Aboriginal AIDS Network in managing the Summer Training Awards program. Specifically, it addresses whether respondents felt supported in their local work.

**Table 6:**  
***Support from the Canadian Aboriginal AIDS Network:***

	Not at All		A Little		A Lot		Quite a Lot		Other*		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Students	0	0.0	1	16.6	2	33.3	3	50	0	0.0	6	100
Host Organization	0	0.0	0	0.0	5	83.3	1	16.6	0	0.0	6	100
Academic Advisor	1	25	1	25	0	0.00	1	25	1	25	4	100
Total	1	6.3	2	12.5	7	43.6	5	31.3	1	6.3	16	100

\* The other category indicates individuals did not provide an answer to this question.

As Table 6 demonstrates, students rated support received from the Canadian Aboriginal AIDS Network as either “a lot” (33.3%) or “quite a lot” (50.0%). Similarly, local host organizations stated the support they received was either “a lot” (83.3%) or “quite a lot” (16.7%). For academic advisors, the support they felt they got from the Canadian Aboriginal AIDS Network was 43.6% for “a lot” and 31.1% for “quite a lot.”

**Recommendation:** The Canadian Aboriginal AIDS Network has successfully demonstrated its ability to support local Aboriginal organizations, students and academic advisor in their CBR training activities. As in the past years, the Canadian Aboriginal AIDS Network should continue to administer the Summer Training Awards Program. Even though the figures this year, compared to last year, show that the support from the Canadian Aboriginal AIDS Network was less, they have seen an overall increase in the three years of the project indicating that something positive has been done but there is still room for improvements.

## 4.6 Learning about CBR and Aboriginal Research Principles

A key project objective is providing training about community-based HIV/AIDS research that is methodologically sound, culturally appropriate, respectful and relevant to the communities involved. In this vein, Table 7 asks respondents about the level of understanding that was gained with respect to the principles of Ownership, Control, Access and Possession.

**Table 7:**  
**Level of Understanding for the Principles of Ownership, Control, Access and Possession that was Gained**

	Not at All		A Little		A Lot		Quite a Lot		Other*		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Students	0	0.0	2	33.3	1	16.7	3	50	0	0.0	6	100
Host Organization	1	16.7	0	0.0	2	33.3	3	50	0	0.0	6	100
Academic Advisor	1	25	1	25	1	25	1	25	0	0.0	4	100
Total	2	12.5	3	18.8	4	25	7	43.8	0	0.0	16	100

\* The other category indicates individuals did not provide an answer to this question.

Again, as in the past two years, the value of participating in the Summer Training Awards Program is evident. Participants in this year's program gained a valuable understanding of the principles of ownership, control, access and possession in the context of community-based HIV/AIDS research. 50% of students and host organisations stated that their levels of understanding the principles of Ownership, Control, Access and Possession increased "Quite a lot". It should be noted that the range of academic advisor level of understanding the OCAP principles ranged from "Not at all" to "Quite a lot" The reason behind this is due to the fact that some of them already had a very good grasps of the OCAP principles while others were being introduced to it for the first time.

**Recommendation:** As in the past year, the Summer Training Award was an important vehicle for transmitting the philosophy of Aboriginal community-based research to students, Aboriginal organizations and academic advisors. In short, as this finding has occurred over three years, the Canadian Aboriginal AIDS Network, in partnership with Health Canada, should begin discussions in the near future that look to extending the program beyond the planned 2003 summer.

Similarly, Table 8 provides respondents feedback about learning experience related to community-based research.

**Table 8:**  
***Understanding of Community-Based Research from an Aboriginal Perspective***

	Not at All		A Little		A Lot		Quite a Lot		Other*		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Students	0	0.0	2	13.3	1	16.7	3	50.0	0	0.0	6	100
Host Organization	1	16.6	1	16.7	3	50	1	16.7	0	0.0	6	100
Academic Advisor	1	25	2	50	0	0.0	1	25	0	0.0	4	100
Total	2	12.5	5	31.25	4	25	5	31.25	0	0.0	16	100

\* The other category indicates individuals did not provide an answer to this question.

Participants indicated they had increased their understanding of community-based research either “a lot” (25%) or “quite a lot” (31.25%). It is interesting to note that 12.5% of participants had no increase in their understanding of Community-Based Research because as some put it, they were already knowledgeable.

Similarly, Table 9 asks participants about level of understanding gained concerning methodological sound research practice.

**Table 9:**  
***Understanding of Methodologically Sound Research in the Context of HIV/AIDS in Aboriginal Communities***

	Not at All		A Little		A Lot		Quite a Lot		Other*		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Students	1	16.7	1	16.7	2	33.3	2	33.3	0	0.00	6	100
Host Organization	1	16.7	1	16.7	3	50	1	16.6	0	0.00	6	100
Academic Advisor	1	25	1	25	1	25	1	25	0	0.00	4	100
Total	3	18.75	3	18.75	6	37.5	4	25	0	0.00	16	100

\* The other category indicates individuals did not provide an answer to this question.

Participants indicated they had increased their understanding of methodologically sound research in the context of HIV/AIDS in Aboriginal communities either “a lot” (37.5%) or “quite a lot” (25%).

Table 10 asked students if they were able to use what they learnt in school working on their research topic.

**Table 10:**  
***Students' Academic Training and Use in Project***

	Not at All		A Little		A Lot		Quite a Lot		Other		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Students	0	0.00	1	16.7	2	33.3	3	50	0	0.0	6	100
Total	0	0.00	1	16.7	2	33.3	3	50	0	0.0	6	100

Students indicated that they were able to use what they had learnt in school either 33.3% “A lot” or 50% “Quite a lot”.

#### **4.7 HIV/AIDS in Aboriginal Communities and Plans to Use Information**

Similarly, students, local Aboriginal host organization and academic advisors learned about HIV/AIDS in Aboriginal communities at the local level. Table 11 asks respondents about learning experience related to HIV/AIDS in Aboriginal communities. This was also a key component of the program, that the training activities that were undertaken by students and academic would benefit the local Aboriginal host organization.

**Table 11:**  
***Understanding of HIV/AIDS in Aboriginal Communities***

	Not at All		A Little		A Lot		Quite a Lot		Other*		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Students	0	0.0	0	0.0	1	16.7	5	83.3	0	0.0	6	100
Host Organization	1	16.7	2	33.3	2	33.3	1	16.7	0	0.0	6	100
Academic Advisor	1	25	1	25	1	25	1	25	0	0.0	4	100
Total	2	12.5	3	18.75	4	25	7	43.75	0	0.0	16	100

\* The other category indicates individuals did not provide an answer to this question.

Overall, respondents indicated the level of understanding they received about HIV/AIDS in Aboriginal communities was either “a lot” (25%) or “quite a lot” (43.75%). In a similar vein, Table 12 asks students and local Aboriginal host organizations whether they plan to use or share the findings of their project with others.

**Table 12:**  
***Students/Host Organizations Plans to Share/Use Findings with Others***

	Not Likely		A Little Likely		Likely		Very Likely		Other*		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Students	1	16.7	0	0.0	1	16.6	4	66.7	0	0.0	6	100
Host Organization	0	0.0	0	0.0	0	0.0	6	100.0	0	0.0	6	100

\* The other category indicates individuals did not provide an answer to this question.

Both students (66.7%) and host organizations (100%) stated sharing this information was “very likely.” Similarly, academic advisors (Table 13) were asked whether they planned to develop curriculum that focuses on HIV/AIDS in Aboriginal communities.

**Table 13:**  
***Academic Advisors: Plans to Develop Curriculum that Focuses on HIV/AIDS in Aboriginal Communities***

	Not Likely		A Little Likely		Likely		Very Likely		Other		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Academic Advisors	3	75	0	0.0	1	25	0	0.0	0	0.0	3	100
Total	3	75	0	0.0	1	25	0	0.0	0	0.0	3	100

Of those responding, 75% indicated they were “Not likely” and 25% indicated that they were “Very likely” to develop a curriculum. The reasons stated was that they either did not have the time to add to their already busy schedule or that they simply had not gathered enough information to venture into the field of HIV/AIDS.

## 4.8 Judging Success

Linking students and local Aboriginal host organizations to academic advisors is particularly important to the success of the program. It was therefore important to obtain relevant information about past academic advisors’ experiences participating in Summer Training Awards. Whether academic advisors promote the program to their colleagues is an important indicator about levels of satisfaction or whether they felt their investment of time, energy and skills were appropriate. Academic advisors (Table 14) were asked whether they plan to share their experience participating in the Summer Training Awards program with their colleagues.

**Table 14:**  
**Academic Advisors Plans to Share Experience with Colleagues**

	Not Likely		A Little Likely		Likely		Very Likely		Other		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Academic Advisors	0	0.0	0	0.0	2	50.0	2	50.0	0	0.0	4	100
Total	0	0.0	0	0.0	2	50.0	2	50.0	0	0.0	4	100

Half of the Academic Advisors (50%) said they were “likely” and “very likely” to share their experiences and promote the Summer Training Award to their colleagues. Similarly, we asked whether they would consider participation in future calls (see Table 15).

**Table 15:**  
**Academic Advisors: Participation in Future Call of the Summer Training Awards**

	Not Likely		A Little Likely		Likely		Very Likely		Other		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Academic Advisors	0	0.0	0	0.0	2	50.0	2	50.0	0	0.0	4	100
Total	0	0.0	0	0.0	2	50.0	2	50.0	0	0.0	4	100

Not surprisingly, based on their willingness to share and promote the Summer Training Awards to their colleagues, academic advisors indicated they would consider participation in future calls “Likely” 50% and “very likely” (50%), if approached by a student or Aboriginal host organization.

**4.9 Plans to Remain involved or Continue Education**

Another approach that could be used to judge success is whether participants plan to either remain involved or continue their education, particularly as it relates to HIV/AIDS in Aboriginal communities. As such, we asked (Table 16) whether academic advisors would remain involved in HIV/AIDS as it affects Aboriginal communities.

**Table 16:**  
**Academic Advisors: Plans to Remain Involved in HIV/AIDS and the Aboriginal Community**

	Not Likely		A Little Likely		Likely		Very Likely		Other		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Academic Advisors	2	50.0	0	0.0	0	0.0	2	50.0	0	0.0	4	100
Total	2	50.0	0	0.0	0	0.0	2	50.0	0	0.0	4	100

As depicted in previous tables, the difference in levels of interest amongst the Academic Advisors was clear with the results in table 16. Of those who responded, academic advisors rated continued involved as either “Very Likely” (50.0%) or “Not Likely” (50.0%). Similarly, students (Table 17) were also asked whether they plan to continue working in the Aboriginal HIV/AIDS movement.

**Table 17:**  
**Students: Plans to Remain involved in HIV/AIDS in Aboriginal Communities Through Work or Volunteer Opportunities**

	Not Likely		A Little Likely		Likely		Very Likely		Other		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Students	1	16.7	1	16.7	2	33.33	2	33.33	0	0.0	6	100
Total	1	16.7	1	16.7	2	33.33	2	33.33	0	0.0	6	100

Of those responding, students rated continued involvement as either “Not Likely” and “A Little Likely” (16.7%) or “Likely” and “Very Likely” (33.3%).

Table 18 asks participants whether they plan to encourage others to participate in future calls of the Summer Training Awards, whether as students, host organizations or as academic advisors.



**Tables 18:**  
***Plans to Encourage Others to Participate in the Summer Training Awards***

	Not Likely		A Little Likely		Likely		Very Likely		Other*		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Students	0	0.0	1	16.7	0	0.0	5	83.3	0	0.0	6	100
Host Organization	0	0.0	0	0.0	1	16.7	5	83.3	0	0.0	6	100
Academic Advisor	0	0.0	0	0.0	1	25.0	3	75.0	0	0.0	4	100
Total	0	0.0	1	6.25	2	12.5	13	81.25	0	0.0	16	100

\* The other category indicates individuals did not provide an answer to this question.

Overwhelmingly, participants indicated it was “very likely” (81.25%) they would encourage others to participate.

#### **4.10 Partnerships**

As in the past years, partnership building is an important aspect of the Summer Training Awards. Tables 19 to 21 demonstrate the quality of partnerships that were established among participants.

**Table 19:**  
***Partnerships With or Among Students***

	Poor		Fair		Good		Very Good		Other*		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Students	4	66.6	0	0.0	1	16.7	0	0.0	1	16.7	6	100
Host Organization	1	16.7	1	16.7	1	16.6	3	50.0	0	0.0	6	100
Academic Advisor	0	0.0	0	0.0	2	50.0	2	50.0	0	0.0	4	100
Total	5	31.25	1	6.25	4	25.0	5	31.25	1	6.25	16	100

\* The other category indicates individuals did not provide an answer to this question.

The results of the table indicate that the quality of partnership established among students themselves were “poor” (66.6%) while that between students and Host Organisations/Academic Advisors was “Very Good” (50%) As mentioned by students in the evaluation, they would have wished for a system that will bring students together either via on-line discussion or setting up a way that students could interest with one another throughout the project.

**Table 20:**  
***Partnerships With or Among Host Organizations***

	Poor		Fair		Good		Very Good		Other*		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Students	0	0.0	1	16.7	2	33.3	3	50.0	0	0.0	6	100
Host Organization	3	50.0	2	33.3	1	16.7	0	0.0	0	0.0	6	100
Academic Advisor	2	50.0	1	25.0	0	0.0	1	25.0	0	0.0	4	100
Total	5	31.25	4	25.0	3	18.75	4	25.0	0	0.0	16	100

\* The other category indicates individuals did not provide an answer to this question.

The partnership between or among host organisations ranged from “Poor” (31.25%) to “Very Good” (25%). Students enjoyed the best partnership with Host Organisations with 50% stating that it was “Very Good” while that between Host Organisations and Academic Advisor were generally “Poor” (50%).

**Table 21:**  
***Partnerships With or Among Academic Advisors***

	Poor		Fair		Good		Very Good		Other*		Total	
	n	%	n	%	n	%	n	%	n	%	n	%
Students	0	0.0	2	33.3	1	16.7	3	50.0	0	0.0	6	100
Host Organization	3	50.0	1	16.6	1	16.7	1	16.7	0	0.0	6	100
Academic Advisor	2	50.0	2	50.0	0	0.0	0	0.0	0	0.0	4	100
Total	5	31.25	5	31.25	2	12.5	4	25.0	0	0.0	16	100

\* The other category indicates individuals did not provide an answer to this question.

The partnership between or among academic advisors ranged from “Poor” to “Fair” (31.25%) to “Very Good” (25%). Here again students enjoyed the best partnership with Academic Advisors with 50% stating the partnership was “Very Good”.

Recommendation: As stated earlier, in future calls of the Summer Training Awards, a focus should be placed on partnership amongst all participants during the entire length of the project and not just at the beginning as had been the tradition. The year, an end of project workshop was held which enhanced partnership. However, the exit evaluation had already been conducted so the results do not reflect this workshop. Amongst the recommendations made at the workshop was that another workshop could have been held maybe half way through the project to bring participants together and discuss the progress of their projects and any issues that may have arisen. If a workshop could not be organised, a teleconference will be an alternative.

## 4.11 Students: Future Plans

Another critical component of the Summer Training Awards was whether the program could stimulate students to complete their academic training, focus on HIV in Aboriginal communities, or encourage them to reapply as an award participant. Tables 24 to 26 offers a glimpse into this aspect of the students' experiences in the program and its influence on future plans.

**Table 22:**  
***Students: Plan to Complete Academic Training***

	Frequency	Total (%)
Yes	5	83.3
No	1	16.7
Total	6	100.0

Table 22 presents responses of students when asked, "As a result of your participation in the Summer Training Awards Program, do you plan to complete and finish your academic training?" Of the six students that responded, five (83.3%) indicated that they would return to, complete and finish their academic training.

**Table 23:**  
***Students: Plans to focus on Aboriginal Community-Based HIV/AIDS Research***

	Frequency	Total (%)
Yes	4	66.7
No	2	33.3
No Response	0	00.0
Total	6	100.0

When students were asked about an academic focus on Aboriginal community-based HIV/AIDS research, of the six students that responded, 66.7% indicated that this was an interest.

**Table 24:**  
***Students: Plans to Participate in Future Calls of the Summer Training, MA or PhD Awards***

	Frequency	Total (%)
Yes	2	33.3
No	3	50.0
Not sure	1	16.7
Total	6	100.0

When students were asked, “For future calls, do you plan to apply to the Summer Training Awards Program, the MA or PhD component of the Aboriginal Capacity-Building Program on Community-based Research,” of the 6 that responded, 50.0% indicated no citing the fact it was not their academic focus.

## 5.0 Recommendations

(Resulting from phone interviews with Academic Advisors, Student Researcher and Host Organizations)

59. As in the past year the timing for announcing, the development of local research training activities and connecting with potential participants was such that a tremendous amount of work and effort occurred over a relatively short period of time. The Canadian Aboriginal AIDS Network, in partnership with Health Canada, should explore ways to lengthen the call for participants and to provide more time for local participants to connect with the appropriate individuals at the local levels (e.g., for local host organizations to recruit students and academic advisors).
60. The Canadian Aboriginal AIDS Network should continue to expand on the methods used to disseminate information about the Summer Training Awards. In other words, they should explore new ways to disseminate information to universities and/or potential academic advisors and students. This may prove valuable towards increasing the number of applicants that are reviewed by the Summer Training Award Review Committee (the group that selects recipients of awards). Previous participants could play a vital role in disseminating this information.
61. In 2003, the Canadian Aboriginal developed both an application and guide to completing the application that were used by students, host organizations and academic advisors. Based on participants’ feedback, CAAN should consider using both these tools in future calls of the Summer Training Awards. More interaction between the participants is necessary so that they can share ideas/problems. A teleconference call between all the students can be very helpful or an on-line forum where they can share ideas/solutions/ask questions etc. A biography of all recipients (past and present) as well as their research topics should be generated and distributed as part of the information package distributed to academic advisors, host organisations and students researchers.
62. In 2003, the Canadian Aboriginal AIDS Network developed terms of reference for all participants. Again, based on participant feedback, the terms of reference should continue to be used as tool to assist individual in understanding

their roles within the program. However, several changes could be made to improve the terms of reference. The terms of reference could also include examples of how relationship might work and it should address, as it does for students and Aboriginal host organizations, who are eligible to be an academic advisor.

63. In an effort to promote ongoing direction and where a student's training activities fall within the jurisdiction of an existing research project, every effort must be made to ensure availability and access to the academic advisor.
64. The role of the academic advisor should be made clear and the expectations of each party clearly articulated from the outset. The fact that the research is conducted during the summer months can pose a challenge to meet with academic advisors who are often on vacation during that period.
65. One student put it this way; "Hope it [STA] continues to bring students interested in this field of work as more work needs to be done with Aboriginal groups." There is strong evidence that shows that the STA program is very useful for all the participants and should be continued.
66. Of such importance is this program viewed that it should be done over a one year period. Some participants felt rushed because they did not have enough time to conduct the research. A longer time frame would be more helpful. In other words, student could be actively engaged in the research training project that extends beyond the summer months. This increase in time calls for increase in funding.
67. Involve previous participants to share their experiences.
68. Since students come from different backgrounds, a reporting format should be created that addresses the different areas of specialisation or concentration.

## 6.0 Limitation of the Evaluation

All evaluations involve limitations. This evaluation is no different. As such, in applying or interpreting results, several variables are important to consider. First, interviews and questionnaires were completed for a relatively small number of key stakeholders (students, Aboriginal host organizations and academic advisors, n=16). As such, this evaluation lacks the power necessary to make a generalization that would apply the findings to all potential students, Aboriginal host organizations or academic advisors.

As in previous years, this was not the intent when an evaluation of the Summer Training Awards for 2003 was conducted. Our hope was simply to determine whether key stakeholders were satisfied with their participation and the administration of the program and what, if any, changes could be made to improve on future calls so that all parties benefit the most from their participation.

## Appendix A:

### Questionnaire

#### Summer Training Awards 2003 Evaluation

This survey is intended to provide the Canadian Aboriginal AIDS Network (CAAN) with information about the successes and challenges of the Summer Training Awards program. This questionnaire has been developed to help you reflect on your experiences as a participant in the Summer Training Awards Program, prior to a telephone interview. You do not have to answer any question that you may feel uncomfortable with, nor do you need to put your name on this form.

The survey is divided into five sections. Two of them may be answered by all respondents (ie Section one (Communication) and Section Five (Concluding Comments) Sections 2,3 and 4 are for either the student, the academic advisor or the host organisation.

All information you provide will be kept confidential. By agreeing to be a respondent in an interview, you are acknowledging that you have understood these statements and have provided your consent to participate. All responses to this questionnaire will be destroyed after a final report has been prepared. Separate interviews are being or have been scheduled with each student, host organization and academic advisor during the last week of August.

***Please contact Dina Epale at the CAAN office, if you have any question(s) prior to your scheduled interview.***

#### Section One: Communication

***(Note: This section may be completed by all participants)***

*Check all that apply*

##### Q1

**How did you learn about the Summer Training Awards Program?**

- Received information from a student.
- Approached by an academic advisor.
- Approached by an Aboriginal organization.
- Received an announcement from Health Canada.
- Received communication from the Canadian Aboriginal AIDS Network.
- Other

(specify) \_\_\_\_\_

**Q2**

**On a scale of 1 to 4, where 1 is “not at all” 4 is “quite a lot,” how would you rate the communication tools used in the Summer Training Awards Program?**

	<b>Not at All</b>	<b>A Little</b>	<b>A Lot</b>	<b>Quite a Lot</b>
Was the application form helpful?	1	2	3	4
Was the guide used to complete the application helpful?	1	2	3	4
Were the terms of reference for academic advisors, students and host organizations helpful?	1	2	3	4

**Q3**

**How could any of these communication tools be improved? What new tools would you suggest or recommend be developed?**

---

---

---

---

---

---

**Q4**

**What was your role in the Summer Training Awards?**

- Student (please complete sections one, two and five only)
- Academic Advisor (please complete sections one, three and five only)
- Host organizational representation (please complete sections one, four and five only)

**Section Two: Students**

***(Note to students: please complete sections 1, 2 and 5 only)***

**Q5**

**As a result of your participation in the Summer Training Awards Program, do you plan to complete and finish your academic training.**

- Yes
- If no, why not? \_\_\_\_\_  
(skip to question 8)



**Q6**

**As a result of your participation in the Summer Training Awards Program, do you plan to focus on Aboriginal community-based HIV/AIDS research as a part of your academic training?**

- Yes
- If no, why not? \_\_\_\_\_  
(skip to question 8)

**Q7**

**For future calls, do you intend to apply to the Summer Training Awards Program, the MA or PhD component of the Aboriginal Capacity-Building Program on Community-Based Research?**

- Yes
- If no, why not? \_\_\_\_\_

**Q8**

**On a scale of 1 to 4, where 1 is “not at all” and 4 is “quite a lot,” how would you rate your experience participating in the Summer Training Awards Program.**

I was able to meet, discuss and receive direction about my research project with my academic advisor.

<b>Not at All</b>	<b>A Little</b>	<b>A Lot</b>	<b>Quite a Lot</b>
-------------------	-----------------	--------------	--------------------

1	2	3	4
---	---	---	---

I felt supported and encouraged by the Canadian Aboriginal AIDS Network as a participant in the Summer Training Awards Program.

1	3	3	4
---	---	---	---

I felt supported and encouraged by my academic advisor throughout the Summer Training Awards Program.

1	2	3	4
---	---	---	---

I felt supported and encouraged by my host organization throughout the Summer Training Awards Program.

1	2	3	4
---	---	---	---

I have gained an understanding of the philosophy of Aboriginal research, particularly the principles of ownership, control, access and possession (OCAP).

1	2	3	4
---	---	---	---

I have a better understanding of HIV/AIDS in the Aboriginal community.

1	2	3	4
---	---	---	---

I have a better understanding of what is meant by community-based research from an Aboriginal perspective.	1	2	3	4
--	---	---	---	---

I have a better understanding of what is meant by methodologically sound research in the context of HIV/AIDS in Aboriginal communities.	1	2	3	4
---	---	---	---	---

I was able to use what I learned in school working on my Summer Training Awards research project.	1	2	3	4
---	---	---	---	---

**Q9**

**On a scale of 1 to 4, where 1 is “not likely” and 4 is “very likely,” how likely are the following statements, based on your experience participating in the Summer Training Awards Program?**

<b>Not Likely</b>	<b>A Little Likely</b>	<b>Likely</b>	<b>Very Likely</b>
-------------------	------------------------	---------------	--------------------

I will share the findings of my research project.	1	2	3	4
---	---	---	---	---

I plan to continue working or volunteering in an Aboriginal HIV/AIDS community-based organization.	1	2	3	4
--	---	---	---	---

I will encourage other students to participate in future calls of the Summer Training Awards.	1	2	3	4
---	---	---	---	---

I will do a follow-up research project on my topic or embark on another research project still around CBR.	1	2	3	4
--	---	---	---	---

**Q10**

**On a scale of 1 to 4, where 1 is “poor” and 4 is “very good,” how successful do you feel the partnerships you were able to establish are?**

<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Very Good</b>
-------------	-------------	-------------	------------------

The partnership I established with the host organization was...	1	2	3	4
---	---	---	---	---

The partnership I established with my academic advisor was...	1	2	3	4
---	---	---	---	---

The partnership I established with other Summer Training Award students...	1	2	3	4
--	---	---	---	---

**Q11**

**In your opinion, what are some of the changes the Summer Training Awards program should consider in order to facilitate more successful partnerships?**

---

---

---

---

---

---

**Section Three: Academic Advisors**

***(Note to Academic Advisors: please complete sections 1, 3 and 5 only)***

**Q12**

**As a result of your participation in the Summer Training Awards Program, would you consider participation in future calls?**

- Yes
- If no, why not?

---

**Q13**

**As a result of your participation in the Summer Training Awards Program, do you plan to focus on Aboriginal community-based HIV/AIDS research in the academic work you are involved in?**

- Yes
- If no, why not?

---

**Q14**

**On a scale of 1 to 4, where 1 is “not at all” and 4 is “quite a lot,” how would you rate your experience participating in the Summer Training Awards Program?**

I was able to meet and discuss the research project with the student.

<b>Not at All</b>	<b>A Little</b>	<b>A Lot</b>	<b>Quite a Lot</b>
1	2	3	4

I felt supported and encouraged by the Canadian Aboriginal AIDS Network as a participant in the Summer Training Awards Program.

1	3	3	4
---	---	---	---

I was able to meet and discuss the research project with the host organization.

1	2	3	4
---	---	---	---

I have gained an understanding of the philosophy of Aboriginal research, particularly the principles of ownership, control, access and possession (OCAP).	1	2	3	4
---	---	---	---	---

I have a better understanding of HIV/AIDS in the Aboriginal community.	1	2	3	4
--	---	---	---	---

I have a better understanding of what is meant by community-based research from an Aboriginal perspective.	1	2	3	4
--	---	---	---	---

I have a better understanding of what is meant by methodologically sound research in the context of HIV/AIDS in Aboriginal communities.	1	2	3	4
---	---	---	---	---

**Q15**

**On a scale of 1 to 4, where 1 is “not likely” and 4 is “very likely,” how likely are the following statements, based on your experience participating in the Summer Training Awards Program?**

	<b>Not Likely</b>	<b>A Little Likely</b>	<b>Likely</b>	<b>Very Likely</b>
--	-------------------	------------------------	---------------	--------------------

I will gladly agree to participate in future calls of the Summer Training Awards Program.	1	2	3	4
---	---	---	---	---

I will continue to be involved in the area of HIV/AIDS in the Aboriginal community.	1	2	3	4
---	---	---	---	---

I will encourage other students to participate in future calls of the Summer Training Awards.	1	2	3	4
---	---	---	---	---

I will share my experience with my colleagues and encourage them to participate in future call of the Summer Training Awards Program.	1	2	3	4
---	---	---	---	---

I will develop a curriculum that focuses on HIV/AIDS in the Aboriginal community.	1	2	3	4
---	---	---	---	---

**Q16**

**On a scale of 1 to 4, where 1 is “poor” and 4 is “very good,” how successful do you feel the partnerships you were able to establish were?**

	Poor	Fair	Good	Very Good
The partnership I established with the host organization was...	1	2	3	4
The partnership I established with the student was...	1	2	3	4
The partnership I established with other Summer Training Awards academic advisors was...	1	2	3	4

**Q17**

**In your opinion, what are some of the changes the Summer Training Awards program should consider in order to facilitate more successful partnerships?**

---

---

---

---

---

---

**Section Four: Host Organization**

*(Note to host organization: please complete sections 1, 4 and 5 only)*

**Q18**

**As a result of your participation in the Summer Training Awards Program, would you consider participation in future calls?**

- Yes
- If no, why not?

---

### Q19

**On a scale of 1 to 4, where 1 is “not at all” and 4 is “quite a lot,” how would you rate your experience participating in the Summer Training Awards Program?**

	<b>Not at All</b>	<b>A Little</b>	<b>A Lot</b>	<b>Quite a Lot</b>
I was able to meet and discuss the research project with the student.	1	2	3	4
I felt supported and encouraged by the Canadian Aboriginal AIDS Network as a participant in the Summer Training Awards Program.	1	3	3	4
I was able to meet and discuss the research project with the academic advisor.	1	2	3	4
I have gained an understanding of the philosophy of Aboriginal research, particularly the principles of ownership, control, access and possession (OCAP).	1	2	3	4
I have a better understanding of HIV/AIDS in the Aboriginal community.	1	2	3	4
I have a better understanding of what is meant by community-based research from an Aboriginal perspective.	1	2	3	4
I have a better understanding of what is meant by methodologically sound research in the context of HIV/AIDS in Aboriginal communities.	1	2	3	4

### Q20

**On a scale of 1 to 4, where 1 is “not likely” and 4 is “very likely,” how likely are the statements, based on your experience participating in the Summer Training Awards Program?**

	<b>Not Likely</b>	<b>A Little Likely</b>	<b>Likely</b>	<b>Very Likely</b>
I will gladly agree to participate in future calls of the Summer Training Awards Program.	1	2	3	4
I will encourage other host organizations to participate in future calls of the Summer Training Awards.	1	2	3	4

I will use the research findings that the student(s) produced to develop programs/ services or in funding proposals submissions.      1      2      3      4

**Q21**

**On a scale of 1 to 4, how successful do you feel are the partnerships you were able to establish?**      **Poor      Fair      Good      Very Good**

The partnership I established with the student was...      1      2      3      4

The partnership I established with the academic advisor was...      1      2      3      4

The partnership I established with other host organizations was...      1      2      3      4

**Q22**

**In your opinion, what are some of the changes the Summer Training Awards program should consider in order to facilitate more successful partnership?**

---



---



---



---



---



---

**Section Five: Concluding Comments**  
*(Note: This section may be completed by all participants)*

**Q23**

**What was the greatest strength of the Summer Training Awards Program?**

---



---



---



---



---

**Q24**

**What was the greatest weakness of the Summer Training Awards Program?**

---

---

---

---

---

---

**Q25**

**Thinking about your experience, what would you say was the greatest challenge that you encountered as a participant in the Summer Training Awards Program?**

---

---

---

---

---

---

**Q26**

**What top recommendation would you provide to improve the Summer Training Awards Program?**

---

---

---

---

---

---

**Q27**

**Do you have any last comments or observations about the Summer Training Awards Program that you can share with us?**

---

---

---

---

---

---

***Thank you for agreeing to participate in this evaluation  
of the 2003 Summer Training Awards Program!***



