

SKILLS AND CAPACITY BUILDING

AXIS 1

Regional Strategy on Housing and Infrastructure

APRIL 2019



**Submitted to the Operating
Committee of the Regional
Tripartite Housing
Committee**



**Assembly of First Nations
Quebec-Labrador**

**By the First Nations Adult
Education School Council
supported by the Community of
Practice on Housing**



List of acronyms

ABSCAN	Aboriginal Savings Corporation of Canada
ACS	Attestation of collegial studies
AFNQL	Assembly of First Nations of Quebec and Labrador
CCQ	Commission de la construction du Québec
CDFM	Centre de développement et de la formation et de la main-d'œuvre
CMHC	Canada Mortgage and Housing Corporation
CoPH	Community of Practice on Housing
DVS	Diploma of vocational studies
FCAC	Financial Consumer Agency of Canada
FNAESC	First Nations Adult Education School Council
FNHPA	First Nations Housing Professionals Association
FNHRDCQ	First Nations Human Resources Development Commission of Quebec
FNHIB-ISC	First Nations and Inuit Health Branch – Indigenous Services Canada
FNII	First Nations Infrastructure Institute
FNMHF	First Nations Market Housing Fund
GRTH	Groupe de ressources techniques en habitation
ISC	Indigenous Services Canada
MEES	Ministère de l'Éducation et de l'Enseignement supérieur
MRP	Matrimonial Real Property
NPO	Non-profit organization
OC	RTHC Organizing Committee
PSA	Professional specialized attestation
RAEC	Regional Adult Education Centre
RBQ	Régie du bâtiment du Québec
RTHC	Regional Tripartite Housing Committee
SHQ	Société d'habitation du Québec

Table of contents

List of acronyms	3
Introduction	5
Mandate	5
Methodology	6
Table 1.0: Data collection during in-person meetings	6
Literature Review	7
Summary of Data Collection Results.....	10
Current Training Offer: Managers and Agents	10
Table 2.0: Training for Managers and Agents	10
Implementation of the AEC in Housing Management.....	12
Needs to be addressed: Managers and Agents	13
Table 2.1: Training Requirements for Managers and Agents	14
Current Training Offer: Occupants.....	15
Tableau 3.0: Current Training for Occupants	15
Needs to be Addressed: Occupants.....	15
Table 3.1: Training Needs for Occupants.....	16
Current Training Offer: Elected Representatives and Leadership	17
Table 4.0: Current Training for Elected Representatives	17
Needs to be Addressed: Elected Representatives and Leadership	17
Table 4.1: Training Needs for Elected Representatives	17
Opportunities and Constraints	18
Opportunities	18
Table 5.0: Opportunities: Implementation of a Capacity Building Initiative.....	18
Constraints.....	19
Table 5.1: Possible constraints in the implementation of an initiative.....	19
Off-Community Housing Stock.....	20
Addressing the Needs: Possible Options	22
Figure 2.0: "Contact point" Organization for Training	23
Table 6.0: Feasibility of the Three Options.....	25
Next steps and implementation plan	26
Conclusion.....	28
References	30
Appendix A: Questions: September 18, 2018 meeting	31
Appendix B: Online questionnaire for housing officers and managers.....	32
Appendix C: Questions for Occupants	34
Appendix D: Questions for the CoPH	35
Appendix E: Detailed Budget of Each Option	36
Appendix F: Feasibility Table	37

Introduction

Capacity building for housing managers is a key element for First Nations' initiative to assume responsibility for housing¹. The regional skills and capacity building initiative in terms of housing and infrastructure was identified as a need in the Draft Regional Strategy on Housing and Infrastructure prepared by the Regional Tripartite Housing Committee (RTHC) and endorsed by the Chiefs of the Assembly of First Nations of Quebec and Labrador (AFNQL) in Assembly². This initiative should, in the medium and long term, identify the needs and means deemed necessary to develop the capacities of community managers and elected representatives, housing managers and officers as well as occupants, while taking into account the various needs of the communities.

The mandate to develop this initiative has been entrusted to the First Nations Adult Education School Council (FNAESC) which works closely with the Community of Practice on Housing (CoPH). The FNAESC is committed to providing high quality adult learning environments that focus on culturally relevant and student-centered learning³. The CoPH is primarily a human network whose mission is to enable its members to work together to improve the well-being of their communities through collective capacity building, mutual assistance and the sharing of good practices⁴.

Mandate

The mandate of the FNAESC is to develop a regional capacity and skills building initiative. This mandate is divided into three main parts: a needs assessment, the identification of means of implementation and the feasibility of the proposed options for implementation.

The assessment part includes the analysis of the current training offer, the analysis of training needs as well as the analysis of constraints and opportunities. This analysis will be completed while considering the stakeholders at all levels, including elected representatives and community leaders and organizations, housing and infrastructure officers and managers, and housing occupants.

The second part of the mandate is to identify various options for meeting the needs identified in part one. These options should take into consideration the stakeholders

¹AFNQL (2014) The Housing Needs of First Nations in Quebec and Labrador. <http://apnql.com/en/wp-content/uploads/2019/02/Rapport-besoins-log-2014-ang-franc-pdf-compressed.pdf>

² AFNQL (2018) *Termes de référence pour l'élaboration d'une initiative régionale de développement des compétences et capacités dans le domaine du logement et de l'infrastructure*. Unpublished.

³ <http://www.conseil scolaire schoolcouncil.com/>

⁴ www.coph.ca

identified above. With respect to housing officers and managers, it is necessary to consider options for managing community and off-community housing stock.

The last part of the mandate is to analyze the feasibility of each proposed option.

This report represents the final stage of this mandate.

Methodology

Three data collection approaches were selected: analysis of existing literature, data collection through questionnaires and activities organized by the FNAESC and validation of information collected.

As a first step, all the reports already produced in relation to capacity building in the Quebec housing sector were reviewed and analyzed. The list of reports consulted and the analysis of key elements related to the implementation of training programs are presented in the *Literature review* section.

Secondly, stakeholders were consulted through activities organized at meetings or through online questionnaires. Following the analysis of the reports and the collection of data, the information gathered was presented to the different stakeholders for validation. The summary of this information is presented in the different sections of this report.

Table 1.0 summarizes the data collection process.

Table 1.0: Data collection during in-person meetings

	Date	Event	Stakeholders	Activity
A	September 18, 2018	Stakeholder meeting of the Regional Strategy on Housing and Infrastructure	Tribal Councils, AFNQL Commissions, ISC, CMHC, ABSCAN, FNMHF, educational partners	3 questions in Appendix A (27 people)
B	October 23 to November 21	Online questionnaire: Regional Housing Strategy	Housing officers and managers	Questionnaire in Appendix B (11 people)
C	November 19	Telephone interview: questionnaire	Housing occupants	Questionnaire in Appendix C (4 people) ⁵
D	November 28	Regional meeting on AFNQL housing and mobilization session on housing and infrastructure	Housing officers and managers, elected representatives, Tribal Councils, AFNQL Commissions, ISC,	Validation of the information collected and questionnaire on

⁵ To be repeated on a larger scale to include the entire spectrum of occupants in First Nations housing (see Step 6 in the Next Steps section)

	Date	Event	Stakeholders	Activity
			CMHC, ABSCAN, FNMHF, educational partners	off-community housing stock ⁶ (76 people)
E	December 7	Webinar	Housing officers and managers	Cahier du participant ⁵ (0 people)
F	February 12, 2019	CoPH event: <i>Together we Learn</i>	Housing officers and managers, Tribal Councils, ISC, CMHC	Questionnaire in Appendix D (48 people)
G	November 1, 2018 to February 23, 2019	Review of reports on capacity building produced since 2008		

Literature Review

Recognition of the need for training and capacity building in the housing sector is nothing new. A review of the literature produced since 2008 demonstrates that the needs of housing managers and officers are well documented. This section of the report provides a summary of the relevant documents reviewed. The complete list of documents consulted can be found in the *References* section.

In 2008, the First Nations Human Resources Development Commission of Quebec (FNHRDCQ) produced a report in collaboration with the Groupe Gaston St-Pierre et associés inc (Groupe GSP) in response to a community consultation. The report describes, based on responses received from nine housing managers and nine housing officers, the list of tasks related to day-to-day work as well as the list of training needs⁷.

Analysis of this information reveals that work in the housing sector requires both operational, management and customer service skills. Training needs are as wide-ranging as the tasks. A sharing network during the training would provide the necessary exchange between managers. Respondents believe that any training should be certified by the Ministère de l'Éducation et de l'Enseignement supérieur.

The FNHRDCQ continued to fulfill the training needs of housing managers and officers in 2011 and 2012. Mandated by the RTHC to consolidate the knowledge of employed personnel, to prepare for succession and to ensure the implementation of a permanent

⁶ FNAESC. (2018). *Cahier du participant : validation de l'information recueillies sur le développement des capacités et discussion sur le futur en matière de développement des capacités*
<https://coph.facebook.com/photo.php?fbid=323794921545607&set=gm.2100413140200122&type=3&theater>

⁷ Groupe GSP and FNHRDCQ. (2008). *Consultation sur les besoins en formation des ressources humaines du secteur de l'habitation des Premières Nations du Québec*. Unpublished, December 2008.

certification process⁸, the FNHRDCQ proposed a workshop on the development of a regional strategy and documented the process.

The key element identified in the workshop was that a hybrid training model, both online and in person, should be preferred in order to meet the needs of an adult clientele who is employed and has family-related commitments. Success factors were identified, and the Cégep François-Xavier-Garneau produced an addendum to the report which suggested two training programs to meet technical/operational needs as well as housing management needs.

A few months later, the FNHRDCQ presented the validated information during a workshop in November 2012 on the courses selected for a training program⁹. The courses offered a mix of technical and management courses. In 2014, a request for funding from the postsecondary partnerships program was approved and the FNHRDCQ and the Cégep Garneau developed the Attestation of Collegial Studies (ACS) in First Nations Housing Management Technical Program (*Techniques de gestion de l'habitation des Premières Nations*)¹⁰. This training program, based on the First Nations Housing Manager program developed by the Vancouver Island University, was translated and adapted to reflect the reality of communities in Quebec.

A report produced by the AFNQL in 2014 compiled housing needs in Quebec and Labrador¹¹. The report highlighted the lack of capacity, both in numbers and in terms of training, of the workforce to deal with the new operating regulations of the Canada Mortgage and Housing Corporation (CMHC). In addition, separation of housing administration from politics was mentioned for the first time, with emphasis placed on understanding the roles of administrators and elected representatives.

Housing-based human resources must have a variety of knowledge, including construction, insurance, project management, financial management, administration, and human relations. What's more, they are confronted with political pressure as well as pressure from customers. To develop the various skills required, it was proposed to create two ACSs: a 780-hour program for operations, and a 360-hour management program. A large-scale community-based construction project would allow for the necessary catch-up while ensuring the training of the existing workforce and succession personnel. Housing capacity building could be supported by the CMHC and the First Nations Market Housing Fund (FNMHF).

A detailed housing management proposal was submitted to the Chiefs in 2017 by the FNHRDCQ⁸. Considering the federal context, needs and challenges in terms of

⁸ FNHRDCQ. (2012). *Énoncé du projet de formation régionale*.

⁹ FNHRDCQ. (2012). *Rapport de l'atelier sur la stratégie régionale du 28 novembre 2012*. Unpublished.

¹⁰ FNHRDCQ. (2017). *Proposition to the Chiefs: Management of the Regional Housing File*. Unpublished, January 2017.

¹¹ AFNQL. (2014). *The Housing Needs of First Nations in Quebec and Labrador*. <http://apnql.com/en/wp-content/uploads/2019/02/Rapport-besoins-log-2014-ang-franc-pdf-compressed.pdf>

capacity building in the housing sector, the FNHRDCQ proposed the creation of an Adhoc committee. This committee would provide technical support to the Chiefs on housing to bring regional issues to the national table while supporting local capacity. The Adhoc Committee would include all nations, provide the necessary links with the Housing Community of Practice (CoPH) and propose options for the continuity of the ACS. The committee's mandate would be to promote the regional housing strategy, which would be developed in collaboration with housing sector stakeholders.

The regional housing strategy emanated from the regional meeting on housing that took place in Trois-Rivières in 2017. The data collected by the *Innovation Seven* consultants are summarized in an RTHC document¹². The document proposes a regional strategy under three axes: first the development of the skills and capacities of the elected representatives, managers and officers as well as housing occupants.

The discussions that took place in 2017 revealed certain challenges. Managers already have many tasks that are scattered across several skill areas. Language can also represent a major obstacle. To overcome these barriers, a regional education organization was proposed. This organization would certify capacity development in management and maintenance skills as key aptitudes to be developed.

Certain innovative elements were proposed for the implementation of capacity building, including increasing individual responsibility and integrating young people into the development of new construction projects, as well as in operations and management.

For the implementation of capacity building solutions, the document proposes a needs assessment at all levels with an analysis of the existing training offer, the proposal of an initiative and an implementation strategy. The result of such an initiative is that elected representatives, managers and occupants are trained according to their role and level of responsibility.

The results from the stakeholder consultations are presented below and provide an analysis of existing training and the unmet needs of elected representatives, managers and occupants. This is followed by an analysis of opportunities and constraints as well as avenues for actions to be undertaken for the implementation of a regional skills and capacity building initiative. A short discussion on the management of off-community housing stock will be discussed before the conclusion of this report.

¹² RTHC. (2018). *Draft Regional Strategy in Housing and Infrastructure*. Unpublished.

Summary of Data Collection Results

Current Training Offer: Managers and Agents

The training courses currently offered for capacity building for housing managers and agents were identified by the stakeholders present at the meeting held on September 18, 2018. This information was validated and enriched by CoPH members through an online questionnaire and again at the November 28, 2018 meeting. A summary of available training is presented in Table 2.0. Training courses offered by private companies are excluded from the Table.

Table 2.0: Training for Managers and Agents

Training	Location	Organization	Certification
<u>Land surveying</u>	Province	School boards	DEP
Article 95	In community	CMHC	
Cogiweb	In community	GRTH	
How to say “no”	Online	Mamuitun Tribal Council	
How to optimize your time	In community	Mamuitun Tribal Council	
<u>Roofing</u>	Province	School boards	DEP
<u>Building plans</u>	Province	School boards	DEP
Energy efficiency	In community	GRTH	
<u>General maintenance</u>	Province	School boards	DEP
Leadership training	In community	Mamuitun Tribal Council	
Technical training	In community	CMHC	
Tendering management	In community	CMHC	
<u>Construction company management</u>	Province	School boards	ASP
Financial management	In community	FNMHF	
<u>Property management</u>	Province	Cégep	AEC
<u>Building inspection</u>	Province	Cégep	AEC
<u>Professional ethics</u>	Online	Mamuitun Tribal Council	
Reading plans and specifications	In community	CMHC	
Housing and infrastructure	In community	FNMHF	
Communication techniques	In community	Mamuitun Tribal Council	
Trades (plumbing, electrician, carpenter, cabinetmaking)	Province	School boards	DEP
Implementation and expansion of the home loan program	In community	FNMHF	

Training	Location	Organization	Certification
Mould	In community	FNIHB-ISC	
<u>Plastering</u>	Province	School boards	DEP
Employee and executive assistance Program			
Radon	In community	FNIHB-ISC	
Collection			
Accounting	In community	Mamuitun Tribal Council	
RL-31 slips	In community	Revenu Québec	
Human resources	In community	FNMHF	
<u>Customer service</u> ¹³	Province	School boards	AEP
Inspection follow-up	In community	FNIHB-ISC	
Air-exchange system			
Housing management techniques	Virtual	Garneau, FNAESC, CoPH	AEC
Lands and economic dev.	In community	FNMHF	
Handling clients in distress or with difficult behaviours	In community	FNAESC	
Glazier	In community	GRTH	

The Canada Mortgage and Housing Corporation offers a number of technical training programs, upon request, that are not listed above. School boards and CEGEPs offer several technical courses that lead to a diploma or a certificate. The virtual [Inforoute](#) platform is the resource of choice for finding such training. Finally, the Mamuitun Tribal Council offers online training, which is not listed.

The available training can be grouped into three categories: management, technical work and operations, including customer service. This is a result of the expanded role of the housing manager or agent. The implementation of the First Nations Housing Management Program (*Techniques en gestion de l'habitation des Premières Nations*) has attempted to meet the various needs of managers. In addition, the Community of Practice on Housing (CoPH), created in parallel, intended on providing a platform for networking and sharing best practices for managers and agents.

In fact, there is a new national body that is reflecting on the importance of housing managers' qualification and sharing them through a community of practice. The First Nations Housing Professionals Association (FNHPA), established in 2019, is an organization dedicated "to providing the means whereby FN housing managers and staff can better serve their communities and clients by developing, promoting and

¹³ Hyperlinks direct the reader to the relevant file on inforoutefpt.org for training information.

delivering quality standards, practices, certification, education, and by facilitating networking opportunities within the FN housing sector¹⁴." The FNHPA is currently working on the development of common core competencies for housing management and is seeking a tool to create a community of practice. In addition, the organization is discussing with different regional actors to identify opportunities for collaboration. Eventually, the FNHPA will be able to recognize, for the purpose of certification, the skills of personnel working in the housing sector across Canada.

Implementation of the AEC in Housing Management

The AEC, created in response to an identified community need, is an adaptation of a program offered by Vancouver Island University. A formal evaluation of the program would validate whether this program effectively meets the needs of housing managers in Quebec communities. However, a question related to the benefits of this program was presented to the participants at the November 28, 2018.

In general, individuals having obtained their AEC, as well as their community, report having benefited from the courses. Positive feedback indicates that this is an excellent program that provides adequate documentation. The 570 hours of training allow students to develop both management and construction skills, and to become familiar with the technical terms of the housing sector. In addition, the training allows students to develop a relational approach that helps them understand different types of people, develop their listening skills and how to manage crises. The training provides a better vision of the housing sector, better management of the construction aspects, its standards and the progress of the work as well as better budgetary follow-up of a given project.

AEC students have the opportunity to apply the theory learned by participating in a project during their internship. Each of the three semesters offers three courses. The nine courses include an internship at the end of the third semester. Among other topics, students learn project management, priority management, delegation and recognize that the program is adapted to the reality of First Nations.

However, certain students observe that the training could have been better adapted to the realities of the work that managers actually perform in the communities. Not all teachers know the reality of First Nations. In addition, the training presents several issues in terms of balancing work and home life.

To improve the AEC, certain measures have been put in place and others are suggested. Two in-person meetings were added to overcome the difficulties associated with courses that are exclusively online. Some suggested offering an additional computer course; AEC training in communities should also be promoted.

¹⁴ <https://fnhpa.ca/press-release/>

The CoPH, originally developed to enhance student support by providing an environment where students can interact with other students, is seen as a practical way of sharing information. There are many benefits to having a community of practice because communities can share with one another, help each other, network and share positive experiences. However, comments indicate that it is usually the same people who post comments on the Workplace platform (chosen as a CoPH tool). Stakeholders have repeatedly mentioned that the Workplace platform needs to be further boosted.

Implementation of the AEC and CoPH has effectively met some of the needs of managers and agents in the housing sector. However, certain needs still need to be considered, as identified in the next section.

Needs to be addressed: Managers and Agents

The review of the literature revealed that the needs of managers cannot be fully met by the implementation of the AEC in Housing Management Techniques. Although it meets a number of needs, the AEC was intended to meet the technical and operational needs of housing managers and agents. It is now necessary to review the proposed 780-hour AEC in programs and operations as a possibility to address the needs identified below. Moreover, it would be important to integrate the history of each community¹⁵ and integrate this information into the existing AEC.

During consultations, the need to create a directory of available training and how to access these trainings was clearly identified. Thus, housing managers and agents could already satisfy some of their needs.

There is consensus among stakeholders that the duties of a housing manager or agent are varied and require knowledge in many areas of activity. To address this reality, an inventory of available resources within the Band Council would provide housing sector managers with expert support. For example, a manager who is required to complete a fiscal year may refer to the Band Council finance branch for assistance. This idea would obviously require the Band Council's collaboration (collaboration would be made easier if elected representatives are well informed about housing sector requirements).

Table 2.1 presents the needs that emerged from the initial consultation as well as those added during the validation of the information. The table is followed by training which, according to the greatest number of participants, should be prioritized in the short and medium term.

¹⁵ FNHRDCQ. (2012). Regional training project statement (*Énoncé du projet de formation régionale*)

Table 2.1: Training Requirements for Managers and Agents

TRAINING NEEDS
<ul style="list-style-type: none"> • Identification of resources in place (from the Band Council) that could support housing managers who have overly complicated job descriptions and wear too many hats. • Re-examine the National Association of Housing Managers: What can we learn from this experience so that we do not repeat the same discussions from year to year? • Policy sharing, or management policy template, all existing tools and training, and CoPH best practices. • Promote education for young people in housing, administration and construction trades. Develop a field-training program for the next generation. Train students in financial literacy to prepare them to become landlords or tenants. Family economics course adapted to culture. • Customer approach: interact with customers, conflict management, professionalism vs. close link, crisis intervention, the impacts of non-payment, budgets, inform and educate occupants about rights and responsibilities, tenant visits, eviction. • Administration: financial management, invoicing, results-based management, understanding and completing forms, budgets (forecasting for construction), transfer of files, drafting and preparing reports, job description, software (Excel, Access, etc.), time management. • Community development. • Technical training: RBQ to obtain a contractor number, become an inspector, other technical training for fieldwork, AEC architecture and civil engineering. • Mental health, stress management: informing and raising awareness about the impacts of the <i>Indian Act</i> vs. housing, separating personal/professional. • Air exchanger system • Drinking water management, legislation/civil code, legal liability. • Coaching for managers with an in-the-field approach. • Reading plans and specifications; training on government housing programs. • How to work with political leaders.

When asked about the needs to be prioritized in the next two years, almost all stakeholders consulted identified the promotion of education to young people in order to train the next generation in both management and construction trades. Secondly, stakeholders suggested prioritizing the customer approach in order to equip managers and officers to interact effectively with clients in a context where professional and personal relationships often intertwine. Finally, administration and the elements identified above should be given priority.

In a possible implementation of a skills building initiative, year one should focus on setting up training to meet the priorities identified by the stakeholders consulted.

Current Training Offer: Occupants

In order to identify the training currently offered to home occupants in First Nations communities in Quebec, stakeholders were consulted on September 18, 2018. Managers and agents completed an online questionnaire along with four telephone interviews with occupants from two communities. This information was validated during consultations on November 28, 2018 and the list of available training is shown in Table 3.0.

Tableau 3.0: Current Training for Occupants

Training	Location	Organization	Certification
Keeper of my home	In school (K-12)	CMHC ¹⁶	
Mould	In community	CMHC and FNIHB-ISC	
Radon	In community	CMHC	
Financial literacy	Virtual	FCAC ¹⁷	
Maintenance et the Guide: tenant responsibilities		CMHC	
Clean ventilation system	Guide		
Glazier	In community	GRTH	
Energy efficiency	In community	GRTH	
Becoming an owner	In community	FNMHF, CMHC, SÉDEAC	
My first apartment	Lac Simon	RAEC ¹⁸ Kitci Amik	1 unit (DES)
Living in residence	Odanak	Kiuna	

Several participants indicated that they were unaware of the current training programs offered. They mentioned that it would be useful to have a list of available trainings and that promotion campaigns be carried out in their community. In fact, the next section lists the training needs of tenants yet to be addressed.

Needs to be Addressed: Occupants

Housing managers and agents increasingly recognize the importance of informing, raising awareness and developing occupants' sense of responsibility. In fact, it is essential to involve the occupants of community housing in the process of identifying their training needs in order to engage them in an approach to inform, raise awareness and develop a sense of accountability.

¹⁶ <https://www.cmhc-schl.gc.ca/fr/developing-and-renovating/developing-for-first-nations/keeper-of-my-home>

¹⁷ <https://www.canada.ca/fr/agence-consommation-matiere-financiere/services/programmes-litteratie-financiere.html>

¹⁸ RAEC: First Nations Regional Adult Education Centre (FNAESC)

The needs identified by stakeholders, including a small number of occupants, are presented in Table 3.1.

Table 3.1: Training Needs for Occupants

TRAINING NEEDS
<ul style="list-style-type: none"> • Finances: who provides funding for housing and how it works, financial literacy (budget, pyramid of family spending priorities), awareness of the importance of paying rent, becoming a homeowner. These training programs should start in high school. • Occupant's guide for all new occupants: priorities to maintain housing in good condition, operate appliances, maintenance (basic, quarterly, exterior and infrastructure), the various systems and monitoring required, how to fix a few things, followed by continuous training and focussed workshops and repeat more than once. • Accountability: rights, claims and responsibilities, rules and policies, elementary and high school classes, link between housing and health (individual and community), open discussions. • Prevention: preventive maintenance, mould, prevention of accidents and fires. • Role of the Band Council: understand the partners; how to deal with authorities and who to contact in different situations. • Reach out to people: innovative sessions in the community, and identify champions in the community; have a DVD for owners and tenants, develop a vision for the future with youth. • Better communicate information to people: centralized communication plan for community deployment, use of community radio stations, websites, social networks, newsletters. • Raise awareness in school: adapt the training and the means of information sharing according to the various needs of different generations.

When implementing a capacity building initiative over the next two years, certain training programs should receive priority. The priorities identified by the people present at the November 28 consultation are finances, at all ages, distribution of the occupant's guide and prevention, as elaborated in Table 3.1.

The ideas that emerged from the consultation process do not differ from the ideas mentioned by the occupants consulted during the telephone surveys. However, to validate this information, it is necessary to reach a larger number of occupants before the implementation of a training plan for occupants. Therefore, prior to the implementation of an initiative, consultations with the occupants of all communities are recommended, using the means suggested in Table 3.1.

Current Training Offer: Elected Representatives and Leadership

A report produced by the AFNQL proposes that the understanding of the role of housing administrators and the role of elected representatives in the same file can be improved¹⁹. Certain training programs exist to meet this need identified in 2014 and are listed in Table 4.0 below.

Table 4.0: Current Training for Elected Representatives

Training	Location	Organization(s)
Governance	In community	FNMHF
Finance	In community	FNMHF
Roles and responsibilities	Check list	Mamuitun Tribal Council, ISC, RTHC

Needs to be Addressed: Elected Representatives and Leadership

There are few training courses for elected representatives and many needs yet to be addressed. It should be noted that the training for elected representatives must be offered regularly, after each election and, in some cases, even before the elections to make the candidates aware of their role and responsibilities. Some suggest condensed information versus training given the challenge of the term of office for an elected representative. Some also suggest that it is the individual responsibility of each elected representative to learn about the laws, land management, litigation, administrative agreements, governance, transparency and political science, among others.

Table 4.1 summarizes the needs identified by stakeholders during the consultations. Several elected representatives participated in the validation of the information presented in the table above as well as the table below.

Table 4.1: Training Needs for Elected Representatives

CAPACITY BUILDING
<ul style="list-style-type: none">• Awareness: information on the role, funding and lobbying necessary vs administration, knowledge of policies and their use, knowledge of what is done elsewhere, impact of decisions (financial and other) in customer files, knowledge of the housing stock, how to support managers and separate politics from administration.• Information portal: to disseminate to the population, tribal council, creation of common strategies (regional, local).• Role of Band Council: understand partners, understand programs (administrative agreements and program funding), challenges and opportunities, existing

¹⁹ AFNQL. (2014). *The Housing Needs of First Nations in Quebec and Labrador*. <http://apnql.com/en/wp-content/uploads/2019/02/Rapport-besoins-log-2014-ang-franc-pdf-compressed.pdf> p. 43.

CAPACITY BUILDING

regulations and eligibility criteria, MRP, governance training, ethics and legal, orientation session for newly elected representatives.

- **Technology awareness:** choice of building materials and methods to make housing more resilient.
- **AEC Housing management techniques:** condensed and adapted for elected representatives and include basic computer training.
- **Other training courses:** emergency measures, prevention of accidents and fires, understanding certain technical aspects (and appropriate vocabulary) and the effects of housing on community and individual health, active listening and communication training, programs with CMHC and ISC.

The elected representatives can benefit from information sharing during meetings at the Tribal Council table. Certain training sessions can take place at these tables. Stakeholders prioritize awareness of elected representatives on their role and the role of the Band Council in partnerships, agreements and housing programs. In addition, additional training would be a priority, especially with respect to emergency measures. In implementing a regional capacity building initiative, it is expected that training for elected representatives will be provided on a regular basis. The role of the Tribal Councils is important in the communication of available training to the newly elected representatives.

Opportunities and Constraints

Opportunities

It is important to take advantage of the opportunities that currently exist. In particular, the political environment will allow the development of innovative means to meet housing sector needs, whether in terms of construction or capacity building.

Opportunities identified by stakeholders are listed in the following table:

Table 5.0: Opportunities: Implementation of a Capacity Building Initiative

OPPORTUNITIES

- Current situation: political and financial;
- CoPH provides managers with the opportunity to share, exchange and help each other in a virtual setting or at annual meetings;
- Postsecondary institutions with Indigenous specificity, e.g.: Kiuna, which can offer training tailored to the needs of managers, elected representatives and occupants;
- Regional tables and the possibility of structuring them to offer a ½ day or a full day of training;
- Everyone is committed to improving their community;
- The feeling of making a difference;

OPPORTUNITIES

- Success stories: trainings that have yielded the expected result;
- Partner support: outside the box;
- Knowledge of our communities, experts; governments seem more open to First Nations;
- Available tools: AEC housing, development of expertise, Cogiweb;
- Teamwork: team building in some communities (link/departments: land-housing-health-finance-employment); Sense or worth and belonging;
- Opportunity to ensure that all actors have the same understanding of the challenges and desired outcomes;
- Opportunity for long-term community planning;
- Sound management of housing sectors;
- The young demographic: future occupants, young managers and elected officials and the possibilities of offering adapted training within schools;
- AFNQL regional strategy.

There is recognition of proper historic timing to talk about skills building in the housing sector at all levels. There is a willingness on the part of managers, officers, elected representatives and occupants to increase their understanding. The time has come to transfer governance and management of federal housing to communities, and stakeholders recognize the importance of capacity building to support this process. However, this process does not exclude certain constraints. These have been discussed and are presented in the next section.

Constraints

Stakeholders recognize that a uniform capacity building strategy will not meet the diverse needs of different communities at different stages of capacity. In addition, it is recognized that the various federal initiatives and their criteria do not necessarily align with community priorities. These elements can become binding elements in the establishment of a regional skills and capacity building initiative at all levels. The other constraints discussed are presented in Table 5.1.

Table 5.1: Possible constraints in the implementation of an initiative

CONSTRAINTS

- Communities are not all at the same stage of development;
- Training the next generation (housing managers) requires conciliation of work/family/studies;
- Funding and commitment to long-term training (financial year constraint vs. a training program that lasts several months, or even years);

CONSTRAINTS

- Staff turnover;
- Same discourse, year after year, without results;
- How to involve the various actors in training? How to make the desired changes? How to give the necessary importance to the housing file?
- Variable connectivity from one community to another (for online courses and information);
- Implementation of different training courses for different groups;
- Availability;
- Distance and necessary differences in training according to the geographical situation of a community;
- Interest in the housing file (often ignored);
- Perseverance (for longer duration courses);
- Government knowledge of indigenous realities is limited;
- Evaluation: Does the training develop the right skills and are these skills useful in communities and does this bring us to the desired goal?
- *Indian Act*;
- Social issues;
- Difficulties for managers to act as workers;
- Political interference creates uncertainty and can make people who wish to pursue training hesitate.

Any initiative aimed at developing the skills and capacities of managers, officers, elected representatives and occupants should ensure that strategies are put in place to address the constraints identified by stakeholders in the implementation plan of such an initiative.

Off-Community Housing Stock

The development of an off-community housing stock is a concept not widely used in communities. This requires the sharing of expertise from provincial and federal partners who possess this knowledge.

In order to fully understand the management of off-community housing stock, training on the laws, by-laws, and the ways of operating a municipality would be necessary. This training would help managers understand how housing management, home access, private subsidized properties for low-income tenants, and other aspects. A partner of choice in the development of this training could be the Société d'habitation du Québec (SHQ).

However, this partner would not be able to train on the particularities of First Nations and the impact that off-community housing stock could have on the rights of

Indigenous peoples. Thus, a regional program with local spin-offs should be developed to enable economic development to give priority to Indigenous entrepreneurs wishing to embark on this adventure. Simultaneously, it is necessary to negotiate with the various authorities so as not to develop housing stock at the expense of First Nations' rights, but which could generate additional revenues for the communities. Training on the financial aspect as well as economic development related to densification to maximize community lands would be beneficial.

In addition, there is a need to provide financial support to First Nations people wanting to have a home near the community by combining this program with the Additions to Reserves Policy. This is to be developed and disseminated to communities, as this information will allow communities to turn to off-reserve lands and increase available housing for community members.

In fact, means to get along with surrounding communities must be identified to reduce or eliminate municipal taxes or find “win-win” solutions. Ideas such as sharing services and sharing power with these communities have been proposed.

These discussions also led to questions about some of the constraints that could be placed on off-community housing management. Among other things, there is the question of lost rights and how to encourage people to live outside the community in such a situation. There is also the question of the services offered to members and the impact of having off-reserve members. In addition, if there are non-community housing stocks, would these be reserved for First Nations or open to non-Indigenous people in order to increase income? Moreover, the collection of rent in communities is already an issue, how to manage the collection of off-reserve rent?

Obviously, the issue of off-community housing stock is complex, but it is also clear that people are willing to discuss the matter and consider different options. They also proposed some options related to park management by Indigenous Friendship Centres, or investing in hotels with reserved rooms. In addition, people have come up with ideas, similar to the province, of forming housing co-ops and non-profit organizations with a part-time manager who would be responsible for managing the off-community parks. These possibilities could be considered with a partnership with the SHQ.

The conclusion of this discussion is that there is a need for intense training to fully understand the different facets of such a project and that provincial experts in the field can contribute to this understanding. In addition, the specificities of First Nations must be integrated into such training in order to meet the needs of the communities. This could be integrated into a capacity and skills building initiative knowing that discussions should not end with the training of managers. This training should include the elected representatives who would also have to consider the expansion of reserves by the addition of land and the impact that this could have on services, rights and revenues.

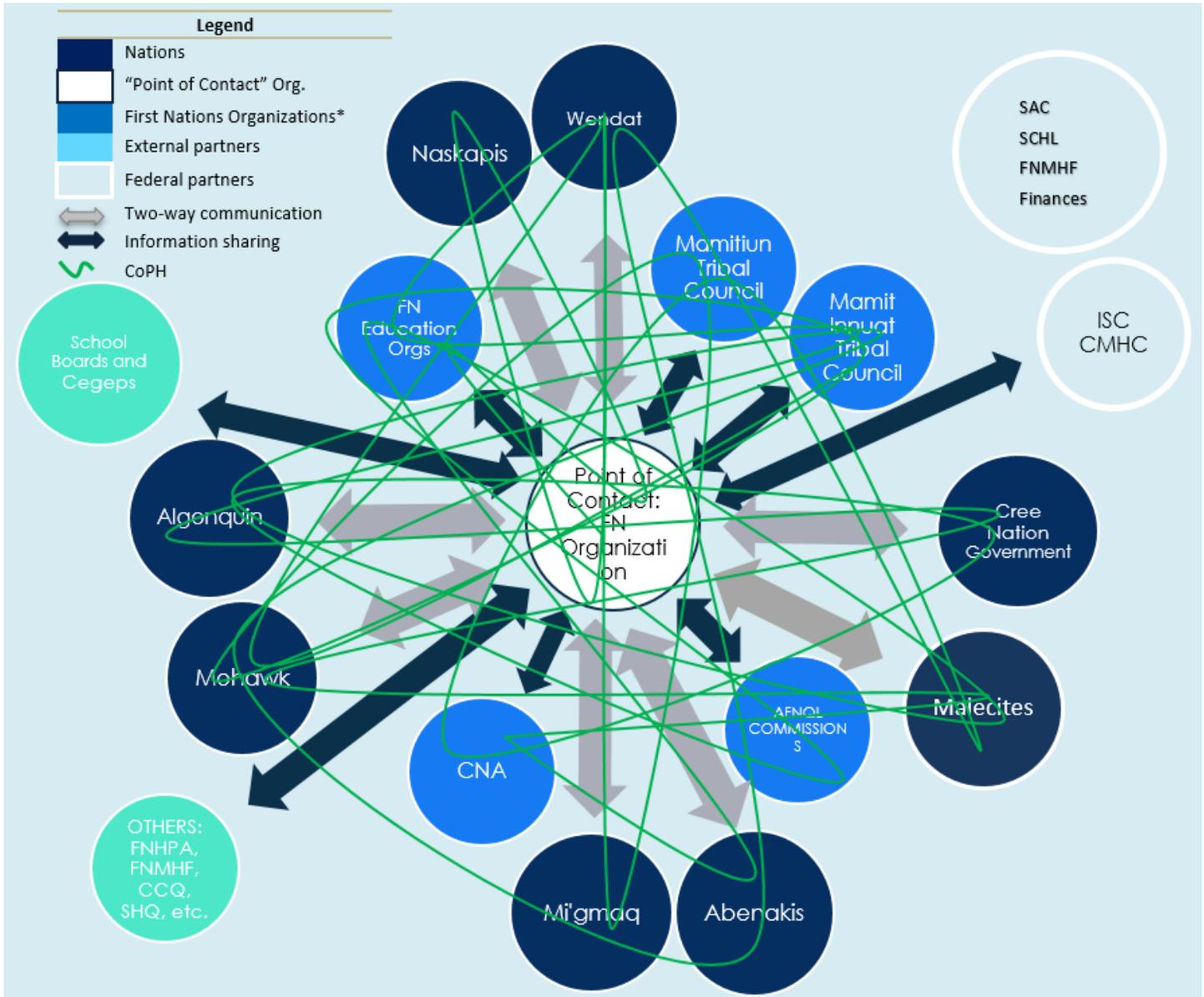
Addressing the Needs: Possible Options

The stakeholders consulted throughout the creation of the skills and capacity building initiative were all in agreement: a regional “contact point” organization is needed to share information about available training and to implement the necessary training to address the needs. This contact point should not be a commission, but rather a “grassroots” organization that listens to communities and provides opportunities for networking and sharing, regardless of whether it is supported by a commission. In addition, this organization should be able to certify or at least ensure partnerships with educational institutions that are authorized to provide certification. In addition, existing First Nations organizations should be sought.

Given the varying needs of the communities and the different levels of knowledge of the targeted clientele, the central organization will need to adjust to fully meet all the needs identified in the sections below. In addition, the central organization must be able to list all existing training to refer communities to the resources that will meet their training needs. The organization effectively becomes an information resource, in two directions, between communities, to refer to existing training in addition to developing certified training, to recognize experience in a certification process and to create partnerships when certification is unavailable (e.g. in the case of DEP and AEC). Finally, the central organization must offer community-based training, online, in English and French, for a young clientele (even at school) or through employment, who rent or buy a house, for politicians and for those wishing to become a politician.

Figure 2.0, inspired by a proposal from a group consulted on November 28, 2018, proposes a possible way of meeting identified needs. The image represents a central organization that receives training requests from all nations, and, in some cases, nations through their Tribal Council. The organization would refer to existing trainings in other communities or organizations. Otherwise, the organization would develop training to meet the needs. In order to provide training, the organization could bring together several communities that have the same need and are located in the same region.

Figure 2.0: "Contact point" Organization for Training



*This includes Tribal Councils who are active in training as well as First Nations education institutions

In terms of the structure of such an organization, it must ensure sustainability and that training is culturally appropriate. Stakeholders also indicated that this organization should be able to address certification issues (such as obtaining CCQ cards, among others) and would be responsible for doing so.

Several people mentioned that there is no need to create a new organization because the CoPH already exists. The CoPH includes all nations and communities, operates in both languages and offers networking and the opportunity to share what participants

need. It is already supported by a First Nations education organization that is able to respond to identified needs. There have also been discussions regarding the development of a governance structure for the CoPH, but nothing definitive or urgent, as FNAESC support is perceived as adequate for the moment.

One proposal that was not retained during the consultations is to create a new commission. It was mentioned that the creation of a new commission would be useful only if it linked several sectors (education, health, public security, housing, public services, social services, infrastructure, economic development and income security). All the training components in these sectors would go through this new commission which would receive the funds from the various government branches to offer training in the communities, at no cost to the communities.

The funding discussion concluded with the understanding that in an eventual creation of a governance structure, all funds currently allocated to the departments of Indigenous Services Canada and the CMHC in relation to First Nations housing would be transferred directly to the communities. Communities would have the choice to contribute to such an organization and could either buy the training services according to their needs or invest in the organization for the development of training. The organization could bring together several communities to provide training when needs and means to meet them are similar.

The most important role of such an organization is communication. Communication between a community that wants to offer training and the organization that offers it. Communication about the different training courses available. Communication with community members to continue to target the training that best meets their needs. Communication with partners (both First Nation commissions and organizations and provincial or national educational institutions) for the development and implementation of training.

For the purposes of discussion, the feasibility of three options is proposed in Table 6.0, i.e. the Adhoc Committee proposed by the FNHRDCQ in 2017²⁰, the CoPH with a new governance structure or the CoPH supported by the FNAESC. The participation in the CoPH for the networking aspect is inevitable in the three options proposed. A five-point rating²¹ scale is used to rate governance, management, networking, objectives and communication, according to the importance given by the stakeholders. The importance is interpreted based on discussions about the structure that could meet the needs identified during the consultations.

Created by housing managers and agents, the CoPH is a place, both virtual and physical, for exchange and sharing among members of all communities. Two of the

²⁰ FNHRDCQ. (2017). *Proposition to the Chiefs: Management of the Regional Housing File*. Unpublished, January 2017.

²¹ A 5-point rating indicates that the option closely matches the ideas that emerged during stakeholder consultations.

three options proposed include the current version of the CoPH; the third proposes a new vocation for the CoPH.

Table 6.0: Feasibility of the Three Options

	Adhoc Committee	CoPH	CoPH and FNAESC
Current governance situation	Non-existent	Development committee	Collaboration between organizations
Future governance	Committee made up of Chief responsible for the housing file, housing managers members of the CoPH and the AFNQL resource person	Consultation on the form of governance, but participation by all nations is compulsory	No proposed changes
Rating	2	3	4
Current mission	Non-existent	Networking	Networking and education
Future mission	To be defined	Networking and education	No proposed changes
Management	One or two resource persons to support the committee along with the support from the AFNQL resource person in terms of housing	Coordinator hired by the FNAESC	Collaboration between the FNAESC teams and the CoPH coordinator
Rating	1	3	4
Current funding	Non-existent	Supported by the FNAESC	ISC, CMHC and MEES
Future funding	Funding by ISC and the CMHC to communities investing in the organization to meet their needs		
Networking opportunities	Participation in CoPH events	On Workplace and annual event	In collaboration
Rating	4	5	4
Short term objectives	<ul style="list-style-type: none"> • Obtain commitment from communities • Create the committee • Find funding • Hire human resources to support the committee • Implementation of the proposed plan 	<ul style="list-style-type: none"> • Consult the development committee on future governance • Consult communities • Creation of a governance structure which includes all nations • Implementation of the proposed plan 	<ul style="list-style-type: none"> • Implementation of the proposed plan
Rating	1	2	5
Communications	Communication with the communities through the AFNQL and Nation representatives. Communication with external partners to be defined	Communication between communities through Workplace and the annual CoPH event. Communication with external partners to be defined	Between communities on Workplace and strengthen communication with external partners, but relationships currently exist.
Rating	3	3	4

	Adhoc Committee	CoPH	CoPH and FNAESC
Complexity of implementation	Quite complex, because it is not an option proposed during consultations and requires that we create something new	Somewhat complex because it is necessary to consult the communities on the proposed governance structure	Not complex, because the structure already exists and meets some needs
Time required to begin offering training	6 to 12 months	6 months	Some training already in place and others are to be developed over the next 6 months
Estimated annual cost of the structure (excluding training costs)²²	First year: \$ 140,000 Subsequent years: \$ 400,000	First year: \$ 115,000 Subsequent years: \$ 160,000 (current cost of operation of the regional CoPH and Workplace)	First year: \$ 40,000 Subsequent years: \$ 100,000 (for a resource dedicated to housing training)
Risk(s)	<ul style="list-style-type: none"> • That communities consider this committee as a new structure; • That this structure is perceived as a commission; • That the implementation committee takes too much time, and in the meantime, needs are not met. 	<ul style="list-style-type: none"> • That the development of this more specific and marked structure be perceived as no longer bottom-up management; • That the efforts required to become an organization with an educational mission be too demanding and repetitive given the existence of educational organizations. 	<ul style="list-style-type: none"> • That project funding is not sustainable; • That training remains at a secondary level (DEPs), because the organization is recognized only at the secondary level.
Feasibility²³	225	335	415

Next steps and implementation plan

Validation of the information gathered in this report must be conducted with the stakeholders. Stakeholders recognize the feasibility of a “contact point” training in the housing sector and recognize that the CoPH and FNAESC are the partners of choice for being the “contact point” organization identified in Figure 2.0.

Following this validation, the report should be presented for approval by the Chiefs’ table and a resolution to allow for the implementation process that is proposed in the following plan:

Step 1: Commitment by financial partners

Several partners have been identified for their ability to financially contribute to the development of a skills and capacity building initiative. These partners include the ISC, the CMHC and the FNMHF. A meeting with the partners to conclude a funding

²² See Appendix E for a detailed budget

²³ According to the feasibility table proposed in Appendix F

agreement with a contribution from each party would allow for the implementation of the skills and capacity building regional initiative, according to the indications established by the stakeholders in the previous sections.

In addition, reaching out to the new national FNHPA should be anticipated in this first step in order to explore possible links. These links may be financial or associative, depending on this national organization's capacity.

Step 2: Collaboration with educational partners for the training index

A working meeting with First Nations education partners, Tribal Councils, including circuit riders, and other partners who offer training to create an index of all available housing training for managers, as well as for the elected representatives and occupants. The index will be disseminated in all organizations and communities.

Step 3: Hiring a resource for future steps

There is currently no dedicated full-time resource for training in the housing sector. The hiring of such a resource will allow for the implementation of the proposed initiative.

Step 4: Creation of a communication plan

Several training courses to meet the identified needs already exist, however, they are little or unknown to communities that could benefit from them. These training courses must be promoted and the "contact point" for all housing training courses must be known to enable communities to apply for training. In addition, it is important to inform communities (both managers, elected representatives and occupants) of the organizations that offer the training, such as the First Nations organizations: the RAEC, the CDFM, Kiuna, the Tribal Councils, the First Nations Market Housing Fund, ABSCAN. Indeed, the training index could be distributed and accessible online to meet all training needs, in case people do not want to go through the "contact point". The communication plan could also include the creation of a name that would encourage people to call the "contact point".

Step 5: Creation of a two-year work plan

Any good initiative requires an action plan, with SMART objectives, for the implementation of the initiative. This plan must necessarily integrate the ideas presented by the stakeholders to offer training that meets the needs identified.

Integration of the innovative aspects of a capacity building regional initiative must be highlighted. Moreover, consultation with the occupants to mobilize them is an innovative aspect. Aspects related to increasing individual responsibility and integrating youth into the development of new construction projects, operations and management should also be included in the annual work plan. Finally, a reflection on a bilingual mobile training course that could be offered in the communities as well as the

integration of new technologies by offering training modules that could become blocks in building degrees could be integrated into the last phase of the work plan.

Step 6: Direct consultation with occupants

The first part of this stage of the plan should be a consultation with the occupants in at least one community per Nation to validate the information obtained during consultations with stakeholders. This consultation will enable the “contact point” organization to properly target the occupants' needs and create the appropriate training to meet these needs. In addition, this consultation would allow the occupants' commitment to a possible implementation of training; an innovative approach to mobilize occupants.

Step 7: Provide training courses

The ultimate goal of the implementation of this initiative is the training of managers, elected representatives and occupants. Requests received by the “contact point” will be noted and training will be deployed to fill the need. After each training course, an evaluation form should be completed by each participant in preparation for the evaluation of the initiative.

Step 8: Evaluation of the skills and capacity building initiative

After two years of implementation and training in the communities for managers, elected representatives and occupants, it is important to evaluate the initiative to determine whether it has responded adequately to the needs identified in this report. Moreover, the evaluation should demonstrate whether the expected results have been achieved; i.e. that elected representatives, managers and occupants have received training based on their role and level of responsibility.

Conclusion

Discussions related to the training needs for housing managers have been taking place for several years. More recently, discussions related to the needs of elected representatives and occupants have also been on the table. The AFNQL's regional strategy on housing and infrastructure recognizes that “increasing skills and capacities is a pre-requisite for achieving better results in the area of housing and infrastructure.”²⁴

Stakeholder consultations were thus organized to develop a capacity building initiative. Many training courses exist, but are little known to people who would benefit. The

²⁴ AFNQL (2018) *Termes de référence pour l'élaboration d'une initiative régionale de développement des compétences et capacités dans le domaine du logement et de l'infrastructure*. Unpublished.

consultations have shown that it would be important to have a regional “contact point” organization for training in terms of housing.

An analysis of the feasibility of different options related to the choice or development of a “contact point” organization demonstrates that existing collaboration between the Community of Practice on Housing and the First Nations Adult Education School Council can fully meet the needs identified.

Initiative: capacity and skills building can be implemented following the validation of this report by the stakeholders and approval from the Chiefs' table.

References

- AFNQL. (2014). *The Housing Needs of First Nations in Quebec and Labrador*. [Online] <http://apnql.com/en/wp-content/uploads/2019/02/Rapport-besoins-log-2014-ang-franc-pdf-compressed.pdf>
- AFNQL (2018) *Termes de référence pour l'élaboration d'une initiative régionale de développement des compétences et capacités dans le domaine du logement et de l'infrastructure*. Unpublished.
- FNHRDCQ. (2012). *Énoncé du projet de formation régionale*. Unpublished.
- FNHRDCQ. (2012). *Rapport de l'atelier sur la stratégie régionale du 28 novembre 2012*. Unpublished.
- FNAESC. (2018). *Cahier du participant : validation de l'information recueillie sur le développement des capacités et discussion sur le futur en matière de développement des capacités*. [Online] <https://coph.facebook.com/photo.php?fbid=323794921545607&set=gm.2100413140200122&type=3&theater>
- FNHRDCQ. (2017). *Proposition to the Chiefs: Management of the Regional Housing File*. Unpublished, January 2017.
- Gouvernement du Canada (2010). *Guide de rédaction d'un rapport de faisabilité. Travaux publics et Services gouvernementaux Canada*. [Online] <https://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/faisa-feasi/guide-fra.html>
- Groupe GSP and FNHRDCQ. (2008). *Consultation sur les besoins en formation des ressources humaines du secteur de l'habitation des Premières Nations du Québec*. Unpublished, December 2008.
- RTHC. (2018). *Draft Regional Strategy in Housing and Infrastructure*. Unpublished.

Appendix A: Questions: September 18, 2018 meeting

- 1 - What training courses are currently offered in Quebec, elsewhere or online, for housing managers or officers, for elected representatives or occupants?
- 2 – What are the training needs for managers, elected representatives and occupants?
- 3 - What are the constraints and opportunities related to skills building?

Appendix B: Online questionnaire for housing officers and managers

Questions on training courses available in the housing sector.

(If you prefer viewing the [video](#), click [here](#)).

Thank you for taking 15 minutes out of your busy day to fill out this questionnaire.

The reason we are seeking your help today is, as you may already know, the AFNQL has adopted a regional strategy on housing that contains three axes. The first axis is called "Skills and Capacity Building".

The First Nations Adult Education School Council has been mandated by the AFNQL to draft a report that aims at better understanding your training needs as well as those of the elected representatives and tenants or owners. Thus, we are hereby consulting the experts: YOU. Once we have understood the needs, the opportunities related to the implementation of these training courses as well as the possible obstacles, we will present a report to the AFNQL with implementation prospects.

When responding, please consider what is currently available in terms of training for you, as a housing manager or officer, as well as what is available for elected representatives responsible for the housing file and for the tenants or owners in your housing stock. Then take a few minutes to answer the questions on the next page.

Because we value you so much, we will be offering a prepaid card from Tim Horton's to everyone who completes the questionnaire. Just leave us your details at the end of the questionnaire and we will send you a card before the holidays. Questions? Send a message to: info@conseilscolaire-schoolcouncil.org

Thank you in advance for sharing your expertise and your time!

The First Nations Adult Education School Council team.

- 1- What training courses are currently available to you as a housing officer or manager?
- 2- What type of training course would you like for housing officers or managers?
- 3- Do you know whether there are any training courses for elected representatives or housing occupants? If so, what are these courses?
- 4- What training courses could be useful for elected representatives responsible for the housing file?
- 5- What type of training course should be offered to housing occupants?
- 6- Do you believe there could be any challenges in implementing these courses for you, for elected representatives and for occupants? If so, which ones?

-
- 7- What opportunities could arise (positive contexts) from implementing such training courses for each group (you, elected representatives and occupants)?
 - 8- Do you believe an organization exists that could handle training in the housing sector? If so, which one? If not, what kind of organization could ensure that training is provided in the housing sector?
 - 9- Do you have any other comments or ideas on skills and capacity building in the housing sector?
 - 10- Do you know any occupants who would like to participate in a telephone survey? If so, could you send us their contact details (with their permission, of course) to info@conseilscolaire-schoolcouncil.org?

Appendix C: Questions for Occupants

- 1- Are you a tenant or homeowner in your community?
- 2- How many people reside in your house?
- 3- Have you ever received training on how to maintain your home?
- 4- If so, what kind of training did you receive?
- 5- Is there any training course or information that would have been useful before becoming owner or tenant?
- 6- If these training courses were offered in your community, would you participate?
- 7- If these courses were offered online, would you participate?
- 8- Do you have any other comments regarding the training of tenants or owners?

Appendix D: Questions for the CoPH

- 1- Do you agree that it is important to have an organization that would be the contact point for all training?
- 2- Do you agree that it is important that this organization can certify the people who complete the training?
- 3- Does the organization already exist, such as the CoPH?
- 4- Should we create a new organization, such as a commission which would be part of the AFNQL?
- 5- Should we create a brand new non-profit organization, such as the First Nations Housing Corporation?
- 6- Do you agree that it is important for the organization to be able to offer training in the community?
- 7- How is the organization funded?
- 8- Are there other options for this central "contact point"?
- 9- Do you agree that it is important to opt for First Nations organizations to meet training or certification needs?
- 10- How does the organization ensure that all information is communicated to the community?

Appendix E: Detailed Budget of Each Option

	YEAR	Adhoc Committee	Modified CoPH	CoPH and FNAESC
Existing budgets	2019	\$0	\$160,000	\$0
Action plan	2019	\$40,000	\$40,000	\$40,000
Structures/support	2019	\$25,000	\$0	\$0
Salaries	2019	\$75,000	\$75,000	\$0
Salaries	2020	\$160,000	\$80,000	\$100,000
Structures/support	2020	\$240,000	\$80,000	\$0
Total	19-20	\$540,000	\$515,000	\$140,000

Appendix F: Feasibility Table²⁵

	Weighting	Adhoc committee		Modified CoPH		CoPH and FNAESC	
		Rating	Score	Rating	Score	Rating	Score
Governance	20	2	40	3	60	4	80
Management	10	1	10	3	30	4	40
Networking	25	4	100	5	125	4	100
Objectives	15	1	15	2	30	5	75
Communication	30	3	90	3	90	4	120
Total	100		225		335		415

²⁵ Government of Canada (2010). *Guide de rédaction d'un rapport de faisabilité*. Travaux publics et Services gouvernementaux Canada. [Online] <https://www.tpsgc-pwgsc.gc.ca/biens-property/sngp-npms/bi-rp/livra-deliv/faisa-feasi/guide-fra.html>