

Addressing the Literacy Issues of Canada's Aboriginal Population:



A Discussion Paper

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Foreword

This paper offers a cost-effective way to overcome the literacy challenges that Aboriginal people in Canada face.

While some may consider the following pages to be highly critical of past government efforts to address problems in Aboriginal communities, the paper was not written with that intent. Indeed, the author is extremely thankful for the amazing energy and dedication of community groups, Aboriginal organizations and literacy volunteers who commit their lives and skills to help others.

Canada's Literacy Crisis

Many Aboriginal people live in poverty. And the disparities between the standard of living in First Nations, Inuit and Métis communities and that in non-Aboriginal communities continue to grow, in large part because of differences in literacy levels.

Federal, provincial and territorial governments must make it an absolute priority to improve the relatively low quality of life of Canada's Aboriginal peoples. Indeed, the cost to address the low literacy rates in Aboriginal communities is minimal compared to the money Canada will need to spend 20, 10 or even five years from now on social services if the country fails to take nationwide remedial action on Aboriginal literacy issues.

Education is key

Following the Government of Canada's official apology in June 2008 for the injustices committed against the former students of Canada's residential schools, all levels of government must now move agendas forward and provide accessible and relevant education to Aboriginal people across the country. Policies must be remodeled and the inequities that obfuscate Canada's many global accomplishments corrected if real change for the Aboriginal population of Canada is to be achieved.

A unique opportunity

The unprecedented growth rate of Canada's Aboriginal population is five times higher than that of Canada's non-Aboriginal population. As a result, 50 percent of the Aboriginal population is under 25 years of age.

From an economic standpoint, this population growth provides a unique opportunity for young, skilled Aboriginal workers to help replace an aging Canadian workforce that is looking to retire. More than 500,000 Aboriginal young people will be of age to help grow Canada's economy into one of the largest in the world over the next 15 years.

Harnessing this unique potential of young First Nation, Métis and Inuit peoples will take strong leadership and a high-level, focused commitment on the part of government policymakers and community leaders. Adequate resources will need to be made available, and encouraging and inspiring attitudes will need to be engendered. Equally important, achievable goals must be set for community buy-in, for governments cannot succeed alone. The buy-in of grassroots Aboriginal groups is needed to secure meaningful and positive change for the Indigenous people of Canada.

Community challenges

As the Canadian Issues Themes, 2009 report confirmed, Aboriginal communities are typically rural and isolated. In fact, three out of five First Nation communities have a weak or no link to an urban centre, as compared to similarly small non-Aboriginal communities in Canada

Facts for Reflection

45 percent of Aboriginal adults do not have any educational qualifications,
more than double Non-Aboriginal rates

50 percent of Aboriginal people leave secondary school without any qualifications,
2 times higher than Non-Aboriginal people

50 percent of Aboriginal people live on reserves where there are
50 percent more high-school dropouts than off reserve

The average income of people living on-reserve is \$11,299,
as compared to the average \$25,995 income of non-Aboriginal people

which have at least one moderate or strong connection to an urban centre. As many as 140,000 Aboriginal people live in distant rural locations and 100,000 have no link to an urban centre.

The 2001 Census identified 307 First Nations territories with a population of 250 or more in 10 of Canada's provinces and territories. The average population of these communities was 487. The largest had 5,000 residents.

Regardless of size, many Aboriginal communities are impoverished. According to Census 2006, Aboriginal people continue to be three times more likely to be unemployed than non-Aboriginal people.

One in eight Aboriginal houses contains two families, and one in five houses is seriously overcrowded. Indeed, Aboriginal households are four times more likely to be overcrowded than non-Aboriginal homes. To make a bad situation worse, one in three Aboriginal houses needs major repairs.

At the same time, Aboriginal communities suffer from family dysfunction. One in 10 Aboriginal children is taken into care, compared to one in 200 of non-Aboriginal children.¹ And the suicide rate among Aboriginal youth is six times higher than among non-Aboriginal youth.

Truly there is a problem. This problem stems, in large part, from a lack of role models and poor literacy in too many Aboriginal households. So long as so many Aboriginal households struggle with literacy issues, social change will not be possible.

Aboriginal people are six times more likely to be incarcerated than non-Aboriginal people. Representing only 3.1 percent of Canada's total population, Aboriginal people account for 21 percent of the country's prison population at a cost of \$2.5 billion dollars annually. This negative

¹ Grand Council Chief of the Anishinabek Nation Patrick Madahbee in an interview on APTN (August 5, 2009).

cost could grow to as much as \$4 billion per year by 2019, as Aboriginal incarceration rates are projected to grow to more than 25 percent of Canada's total prison population.

A 50-percent reduction in Aboriginal incarceration rates would achieve a direct annual savings of more than one billion dollars a year. Furthermore, the \$95,000 it costs per year to incarcerate one individual could effectively educate 10 people.

Research reveals that between 65 and 70 percent of prison inmates cannot read or write and, as result, face personal hardships that lead to antisocial behaviour and criminality. Education and the development of literacy skills is therefore a vital crime-prevention measure.

What is more, education and the development of literacy skills is critical to help parents help their children. And as First Nation, Inuit and Métis leaders have clearly articulated time and again, empowering parents is fundamental to breaking the cycle of poor literacy and its impact on community health, housing, wages and criminality.

Public support for an Aboriginal literacy program

The Canadian Charter of Rights and Freedoms and Equality Now!—the 1984 report of the Special Committee on Visible Minorities in Canadian Society—demand that government policies promote the equitable participation of all individuals and communities in the evolution and shaping of Canadian society.

For Canada to realize its full potential, it must address the disparities of its Aboriginal peoples. As prize-winning author Paul Collier was quoted as saying in the *Globe and Mail*, “if we don’t get serious about building the bottom up, we’re building a social nightmare for our children.”

Judith Maxwell, former head of the Economic Council of Canada, agrees. In the same *Globe and Mail* article, she said, “We don’t have the luxury of time on our side. We need real solutions that will address Aboriginal disparities.”

Christie Blatchford went even further and said, “the cycle of despair for many Aboriginal people is a stain both on Canada’s reputation and notion of social justice.” Most Canadians concur.

Facts for Reflection

50 percent of Canada’s Aboriginal population is under 25 years of age

50 percent Aboriginal population growth rate 1996 – 2006
as compared to Non-Aboriginal population at 8.4 percent

50 percent of Aboriginal households have serious literacy problems

Statistics Canada 2006

Canada must invest in the wellbeing of Aboriginal people if it is to assume its place as a world leader.

Canadians want to be respected as a country that recognizes culture, tradition and equality. That is why 39 percent of people who participated in a 2008 poll² had given financial support to address problems in other countries. That is also why 67 percent of people polled believe that the three million Canadians—10 percent of population—who live abroad help spread Canada’s influence in the world and contribute to the good of Canada.

In total, Canadians donate \$7.3 billion dollars to foreign aid, and send an additional \$20 billion to friends and families living abroad each year. This same generosity of spirit will help governments take the steps necessary to fund and improve Aboriginal literacy.

All Canadians will support federal, provincial and territorial governments that address the literacy needs of Canada’s Aboriginal communities equitably and purposefully. Indeed, equitable access to education opportunities is the key to solve the issues Canada’s Aboriginal population faces. The federal government must work together with provincial and territorial governments and Aboriginal leaders to take action for the benefit of all Canadians.

After all, “[Aboriginal] people,” Collier said, “are ready, willing and able to play their part in Canada’s economic future.”

² The 2008 poll was sponsored by the Simmons Foundation, the CBC and the Globe and Mail.

Intervention: The Experience of Maori People in New Zealand

Canada can learn from the successes and experiences of other countries, particularly New Zealand. There, indigenous people launched initiatives that have resulted in significant educational gains for Maori.

Prior to 1998, the participation rate of Maori people in post-secondary education was half that of non-Maori. However, within five years, The Early Child Care nests (Kohanga reo) and Wananga Maori (Maori Universities) turned this statistic on its head. During that time, 30,000 Maori across New Zealand enrolled in three indigenous Maori universities with excellent outcomes.

By 2003, the participation rate of Maori people was 50 percent higher than that of non-Maori. At the same time, the unemployment rate of Maori dropped from an all-time high of 27.5 percent in the 1990s to approximately 10 percent—within four percent of the non-Maori unemployment rate of six percent.

Clearly, Maori People in New Zealand wanted to study and improve their literacy levels. They also wanted to feel good about their culture and provide role models' for their children and grandchildren.

The Greenlight Program

Of the 6,000 students who enrolled in New Zealand's Greenlight Program, one third had very high needs, one third had medium to high needs and one third had lower needs. Despite this variation in needs, an assessment of 600 randomly selected students revealed that 96 percent of all students could benefit from all four modules.

Nearly all (90 percent) of the students who enrolled in the program completed it successfully. However, 15 percent of students did not complete all four modules of the program within the timeframe allowed.

Positive reactions to Greenlight

Ninety-six percent of students said the course was extremely valuable and a life-changing experience. In fact, many students enrolled in follow-up courses and several others looked for and gained better employment.

Pacific Islanders were extremely happy with the Greenlight Program. Once finished with the course themselves, many students sent the materials to family members on the Islands of Raratonga and Samoa.

The value of home-based learning

According to interviews with the students of the Greenlight Program, at least one family member followed the program alongside each enrolled student. In some cases, several family members participated in the program, including children who were able to complete the Level One workbook.

As a result, the Greenlight Program's home-based approach to learning improved the skills of two adults for every set of learning materials—a huge economic value.

The ArrowMight Program: A Solution Custom-designed for Canada

Following the presentation of the highly successful Greenlight Literacy Program at the World Indigenous Peoples Conference on Education (WIPCE) in New Zealand in 2005, Seven Generations Education Institute in Ontario requested that a similar initiative be developed for the Aboriginal people of Canada.

In 2006, the Aotearoa Institute Charitable Trust (AI) formally agreed to help create a program for Canada that would be applicable and relevant to not only Aboriginal people, but also all English-speaking Canadians. This new ArrowMight Program, as it would later be called, reaffirmed AI's belief that education should be accessible to all people irrespective of colour, race or creed.

Acting on the advice of Canadian accountants, AI then established ArrowMight Canada, a wholly-owned subsidiary of AI in New Zealand, to fund the project. Through ArrowMight Canada, AI committed to pay the more than NZD\$11million it cost to research, evaluate and develop the ArrowMight Program.

With respect to the program's content, AI obtained vital assistance from Cuban educational experts, as well as Canadian specialists and Aboriginal consultants. Indeed, the ArrowMight Canada Program is the result of extensive collaboration which was coordinated by Project Manager Marcia Krawll.

Better than ever

The ArrowMight Program is a three-module course to help both Aboriginal and non-Aboriginal adults who have poor literacy and numeracy skills quickly learn to read and write with confidence. The program encourages students to set achievable goals and provides high-definition DVD lessons with excellent graphics and visuals to support learning at home. In this way, the program meets the needs of the many students who do not respond well to classroom learning or the traditional one-on-one Western methodology.

Based on AI's experience with the Greenlight Program in New Zealand, the developers of the ArrowMight Program also created several tools to help students further improve their writing skills. Among these tools are a Guide to Cursive Writing and a set of 20-minute daily writing exercises.

The economy of scale

ArrowMight Canada encourages students to share the program resources with family and friends, and even provides an extra workbook and other resources for non-enrolled students on request. Similarly, ArrowMight Canada encourages students' family members to follow along with the computer course.

The hardcover dictionary and encyclopedia, and the leather protective cases for the DVD lessons ensure that the materials are durable enough to withstand many uses.

The computer literacy component

Computer competency is necessary in today's workplaces and post-secondary institutes. The ArrowMight Program helps students gain the familiarity with computer technology they need to pursue their education or enter or advance in the workforce.

The ArrowMight Program intends to present a leased laptop to all participants that pass the course. In New Zealand, 85 percent of students completed the home-based computing course successfully. The computers these students received are a lifeline to extended learning, particularly for people in remote communities.

ArrowMight's learning-management system

ArrowMight Canada's learning-management system (LMS) documents the progress of every student. The LMS is monitored by ArrowMight staff in a central location in Ottawa, Ontario.

The role of the ArrowMight Facilitator

It is the responsibility of Facilitators to ensure that the progress of each student and the retention and pass rates for every module are recorded accurately in ArrowMight's learning-management system (LMS).

It is also the Facilitators who deliver module packs to students who have successfully completed the preceding module.

Student assessments

An accurate pre-assessment of each student's literacy levels is required before commencement of the program. Those deemed to be high-need students receive close monitoring and regular face-to-face contact. Medium-need students meet with their Facilitators as required to monitor progress, and low-need students are phoned regularly to track results, which are then entered into the LMS.

All students must complete mid-module and final assessment exercises for their Facilitators to review.

The ArrowMight Action Plan

Over the course of a two-year national campaign, ArrowMight Canada will teach the members of Aboriginal communities literacy and other essential skills, and foster the self-confidence these adults need to find and seize opportunities to improve their lives, income and family options.

2010: year one

- Phase I: locate and identify higher need literacy households in every province and territory across Canada.
- Phase II: engage 40,000 higher need households on reserves and in other urban and rural Aboriginal communities in the ArrowMight Program.

2011: year two

- Phase III: engage an additional 40,000 higher need households on reserves and in other urban and rural Aboriginal communities in the ArrowMight Program.

The campaign could be extended for another year provided that the participation rates are sufficiently high.

Why 80,000 Households?

According to the 2006 Census, Canada's Aboriginal population comprises more than one million people. Of this total, 600,000 people are either under the age of 15 or over the age of 55, and an additional 100,000 speak French. The ArrowMight Program is targeted toward the remaining 500,000 Aboriginal people, of whom an estimated 250,000 have poor literacy skills.

ArrowMight Canada's goal is to provide literacy education to at least 75 percent (190,000) of the 250,000 English-speaking Aboriginal adults who have poor literacy skills. These people hail from between 80,000 and 100,000 households, each with an average of four people.

It is conceivable that all of the members of these 80,000 households would wish to participate in the program. Thus, ArrowMight Canada would be able to reach more than 320,000 people for the cost of engaging only 80,000 households.

The participation of 320,000 people in the ArrowMight Program would raise Canada's literacy levels by nearly one percent and contribute approximately \$18 billion annually to Canada's GDP, according to the CD Howe Institute. Even more optimistic, the TD Bank estimates that a one percent increase in literacy levels could boost Canada's GDP by as much as \$32 billion annually.

High-need Aboriginal Households

High-need households are defined as households in which at least one adult has either only an elementary level of education or no educational qualifications, and has no experience using computers.

The adults in these households realize they need to improve their English reading, comprehension, writing and numeracy skills, and are eager to participate in the ArrowMight Program to help themselves and their children.

Province/Territory	Aboriginal population	Percentage of total population	Percentage of unemployment	Number of high-need households
Alberta	188,000	6.4	11.2	19,000
British Columbia	196,000	5.0	19.7	21,000
Manitoba	175,000	17.0	18.2	17,000
Ontario	242,000	2.0	13.0	26,000
Saskatchewan	142,000	15.0	18.2	15,000
Quebec	108,000*	1.5	15.6	—
New Brunswick	18,000	2.6	20.8	2,000
Northwest Territories	26,633	50	20.1	3,000
Nova Scotia	24,000	2.75	15.8	2,500
Nunavut	25,000**	80	23.7	1,000
Newfoundland and Labrador	23,430	5	30	2,300
Yukon	7,590	25	21.9	1,500
Prince Edward Island	1,730	1.0	17.5	200
Total:	1.2 million	—	—	110,000
Less 25 percent assumed non-participation:				- 27,500
Expected number of participating households:				82,500

Source: 2006 Census

*Of the 108,000 Aboriginal people in Quebec, 104,000 are Francophone and 4,000 are Anglophone. A Francophone version of the ArrowMight Program can be developed upon request.

**In Nunavut, 90 percent of people speak native languages and 10 percent speak English.

Non-Aboriginal households

The Government of Canada must also address the needs of the more than 2.5 million non-Aboriginal people between 16 and 55 years of age who have been identified by Statistics Canada, the TD Bank and other authorities as having less than a level 3 on the International Adult Literacy and Life Skills Survey (IALLS) scale.

Nearly two million Canadians could benefit from the ArrowMight Program, based on a 75-percent participation rate. To reach these individuals, the ArrowMight Program can be delivered through post-secondary and community providers across Canada.

New immigrants, Aboriginal people and non-Aboriginal people are all represented in the pilot of the ArrowMight Program that is underway in British Columbia, Manitoba and Ontario. The progress of all these students suggests that the ArrowMight Program can meet Canada's literacy needs on a major scale.

The Cost of the ArrowMight Program

The ArrowMight Program's home-based methodology is extremely cost-effective. As detailed below, one student (or household) can complete the three-module literacy program and the two-level computing course for a total of \$5,000.

The cost per person or household

ArrowMight Program Modules 1, 2 and 3	\$3500.00
Module 1	10 weeks
Module 2	11 weeks
<i>Completion achieved in six months or less.</i>	
Module 3, including Introduction to computers	12 weeks
Computing Levels 1 and 2	\$1500.00
Level One and Level Two Computing	10 weeks
<i>Completion of total program achieved in one year or less.</i>	

The cost of a national rollout

Based on a per person (or household) cost of \$5,000, as many as 80,000 households could complete the program for \$400 million.

Year 2010 $40,000 \times \$5,000 = \200 M

Year 2011 $40,000 \times \$5,000 = \200 M

Total cost over two years: **\$400 M**

Federal, provincial and territorial governments and Aboriginal communities could share this funding commitment.

Cost examples by province and territory

Year One of Two

Province or territory	Number of participating households	Total cost (at \$5,000 per household)
Alberta	7,125	\$36.5 M
British Columbia	8,750	\$43.7 M
Manitoba	6,375	\$31.8 M
Ontario	9,750	\$48.7 M
Saskatchewan	5,625	\$28.1 M

The ArrowMight Pilot

The ArrowMight Program is now being piloted in three provinces to ensure that the curriculum, student resources and delivery process meet the needs of students across the country.

ArrowMight Canada is taking this opportunity to review Facilitators' reports, the evaluations of the monitoring team and student feedback, and make adjustments to the program as required.

Each of the three pilot sites represents a partnership with either a post-secondary institution or a community organization. In Vancouver, for example, the Vancouver Aboriginal Friendship Centre is currently piloting 55 students. Meanwhile, Red River College has 74 students located in Winnipeg and on two nearby reserves. In Smith Falls, 27 students are being piloted through the Upper Canada School District Board.

Some 60 percent of the pilot students have completed Module One and are now in Module Two. Importantly, the rate of student retention after 10 weeks is well above 90 percent, consistent with the retention rates of the Greenlight Program in New Zealand and Yo si Puedo in some 30 other countries around the world.

Breakdown by age of students enrolled in the pilot

16 – 25 years	29
26 – 35 years	35
36 – 45 years	41
46 – 55 years	28
Over 55 years	10
Total:	143

Breakdown by ethnic or racial identification

Aboriginal people	71
Immigrants	47
Non-Aboriginal people born in Canada	25
Total:	143

As the figures above indicate, the ArrowMight Program is applicable to people of a wide range of ages and ethnic and racial backgrounds who speak English.

To date, student feedback has been very positive, with some students saying they feel very privileged to participate in the program. Other students say they love the way the program has been put together and presented.

As a result of students discussing their experiences and the merits of the ArrowMight Program with friends and family members, Facilitators from all three pilot sites have received numerous requests from people who wish to enroll in the program. Waiting lists have already been put into action. In fact, applicants on the waiting lists now outnumber those officially enrolled in the course.

This interest in the program suggests that a 75 percent participation rate in a national rollout of the program would be achievable without an expensive advertising campaign. A comprehensive report on the pilot will be completed in November once all students have completed all three of the program's modules.

Key Literacy Research Findings

According to the International Adult Literacy and Life Skills Survey (IALLS) conducted by the OECD countries, a high proportion of adults between the ages of 16 and 65 years who have serious literacy needs.

Country	Percentage of total population with a level one literacy competency
USA	23.7 percent (32 million people)
UK	23 percent (7 million people)
Canada	22 percent (3.3 million people)

The figures presented in the table above more than double when people who do not have a level three literacy competency are included. While alarming, these statistics are not unexpected.

Only a small percentage of adults in need of literacy instruction ever enroll in courses. In fact, the IALS revealed that fewer than 10 percent of adults in need of literacy instruction have enrolled in a literacy program.

This low enrollment is often coupled with high dropout rates. In the United States, close to 50 percent of students drop out of literacy programs. Similar dropout rates are observed in Canada and the UK, though dropout rates dropped for courses which lasted no longer than 12 weeks and required a commitment of only an average of eight hours per week.

Barriers to participation in adult literacy programs are similar in all three countries and include:

- situational barriers such as clashing work schedules, transportation problems and babysitting difficulties; and
- institutional barriers such as embarrassment, the belief that it is too late to learn, socio-economic factors and bad experiences in earlier schooling days.

British and American research suggests that embarking on a better life, enjoying better employment options, and wanting to help young children learn are the three main motivators for adults to improve their literacy skills. Interest in computer technology was another important factor motivating adults to improve their skills base. But for these adults, getting education qualifications and attending a college or university course near their homes was an achievable dream, but not a reality.

Approximately 33 percent of interviewees felt that their basic skills needed improvement, while 29 percent said they would definitely take up a course if it were available and 42 percent said they would probably enroll.

A major finding in Thomas G. Sticht's 2001 report was that most adults prefer to learn in their own home. It is only by making every effort to accommodate peoples' desire for home-based learning that Canada can really improve its adult literacy rates.

A new approach to learning

ArrowMight Canada has prepared a comprehensive, easy-to-follow home-based literacy and computer course to ensure that students achieve at least the level three competency needed to function in a modern economy.

These home-based courses allow the whole family to participate in lessons and learning. With a well-prepared curriculum and high-definition DVD lessons, a consistently high standard of teaching is provided throughout each of the three modules. Excellent graphics and workbooks make ArrowMight a course that can and will make a difference for all Canadian participants.

By following the course instructions in the Facilitators' Manual and the learning-management system (LMS), Facilitators are able to track the progress of each student through the three program modules. ArrowMight Canada's goal is to retain 90 percent of students, and have at least 85 percent of students pass each of the three modules.

Student evaluations and feedback will reflect accurate retention and completion rates of all course participants, providing accountability to provincial/territorial funders, post-secondary institutions and community organizations across Canada.

Frequently Asked Questions about ArrowMight

Q What is the ArrowMight Program?

- A The ArrowMight Program is a revolutionary new way to deliver adult literacy, numeracy and post-literacy education in Canada. The literacy course and optional computer course are both home-based programs that encourage self-directed learning and family learning. Students are provided with DVD and multi-media lessons and attractive user-friendly student resources. As well, each of the program's Community Facilitators helps up to 50 students complete the three modules successfully. (Note that each Community Facilitator can help as many as 80 students, depending on the students' needs and geographic location.) To provide for greater participation the ArrowMight Program is delivered FREE to students!

Q Where does the ArrowMight Program originate?

- A The ArrowMight Program is based on the extensive experience of 35 countries that use the Cuban pedagogy found in the Yo si Puedo program in Latin America, Africa and New Zealand. Since 2002, Cuba has taught some five million people how to read and write and has won numerous UNESCO recognition and awards.

Q How can an imported program work in Canada?

- A Only the proven methodology is imported. The programs themselves are designed and developed specifically for Native and Non-Native English speaking Canadians. This program can be developed for the Francophone communities if requested and subject to funding guarantees.

Q Who designed the ArrowMight Programs and over what period of time?

- A Dr. Rongo Wetere brought together an international team of experienced adult education specialists comprising of:
- 3 New Zealanders,
 - 14 Cubans, and
 - 12 Canadians, including 4 First Nations Consultants

This team was supported by a host of Canadian consultants, including:

- Scriptwriters – Stiff Sentences (Ottawa)
- Film Crew adn Film Editors – Allan Joyner Productions (Ottawa)
- Film Editors – Super Suite Video Post & Transfer, (Vancouver)
- Graphic Artists – Friction Design Group (Ottawa)
- TeleTeachers (Toronto and Ottawa)
- Narrators (Winnipeg and Ottawa)

- Nathalie Khoriaty, composer and singer (Ottawa), *and*
- Inuit and Métis specialists.

In addition, we have worked with several leading North American companies, including:

- Dollco Printing, Ottawa
- Brymark LTD Promotional, Ottawa
- Nelson Education, Collins-Gage Dictionary, Toronto
- Paragon Publishing, Encyclopedia, New York
- Super Suite Video Post & Transfer, DVD duplication, Vancouver
- IBM, preferred computer supplier, Toronto

Q Who funded the programs and at what cost?

- A Aotearoa Institute (AI), a New Zealand Charitable Trust, was set up in 1986 by Dr. Wetere and a team of educators to help people who were underserved by New Zealand's education system. AI covered the costs to develop the ArrowMight Program, including:
- \$ 9 million to research and produce the program, and
 - \$ 2 million to pay 14 Cuban experts in adult education and information technology over a period of three years.

Q What costs have been met by Canada?

- A To date, no requests have been to Canadian interests to help cover development costs.

Q Why was this investment made by AI?

- A AI received a passionate request by representatives of First Nation communities in northern Ontario in 2006 to help develop a similar program to the Greenlight Program which was developed in New Zealand between 2003 and 2005.

Q How is this New Zealand investment to be recovered by AI and Cuba?

- A As a charitable trust, AI is committed to educate both Aboriginal and non-Aboriginal people. Both AI and Cuba fully support the United Nations' calls for the eradication of illiteracy and low levels of literacy.

ArrowMight Canada will charge a license and resource fee for each student (or household) enrolled in the program, as well as fee for the learning-management system, and Facilitator training and supervision. Half of the license fees are paid directly to IPLAC in Cuba as an acknowledgement of their intellectual property rights and expertise.

Aotearoa Institute (AI) intends that any funds generated from the delivery of the program will be used to help develop programs for other countries.

The ArrowMight Program in Brief

ArrowMight is a registered trademark, branded in Canada.

The program focuses on the needs of both Aboriginal and non-Aboriginal people, and emphasizes the foundation and essential skills for the modern Canadian economy, including critical thinking, computing skills, English grammar, reading, document use, learning to learn and continuous learning.

Importantly, graduates of the program meet the entrance requirements of many post-secondary education institutions.

A full explanation of ArrowMight, the program and the current pilot project is available for post-secondary providers, colleges and community groups upon request.

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