THE STATE OF PRACTICE:

Essential Skills Applications with First Nations, Métis and Inuit in Canada

Final Project Report

May 2014

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The State of Practice: Essential Skills Applications with First Nations, Métis and Inuit in Canada

Final Report

BACKGROUND

The Essential Skills (ES) approach has been adopted by Aboriginal groups across the country as a means to increase employment opportunities and to remove barriers to employment for First Nations, Métis and Inuit youth and adults.1 ES development has gained increased acceptance within Aboriginal organizations and training institutions as a means to address high unemployment and underemployment rates. ES training and development projects for First Nations, Inuit and Métis are in operation across the country.2 There are a multitude of delivery models where ES are used as fundamental parts of pre-employability (work readiness) and employment maintenance/growth programs. ES serves as part of the delivery models in a range of First Nation, Intuit and Métis communities. Today, a great deal of experimentation with ES interventions is taking place.

In the domain of ES, excellence in terms of working with First Nations, Inuit and Métis exists, but it tends to remain relatively "hidden". Many working in the field of ES do not have a solid understanding of the current state of practice, what works and why it works. Innovative practices, tools and techniques remain limited in their application, not because they do not have generic use, but rather because they remain unknown beyond their developers and/or the specific program for which they were developed.

For this reason, the Canadian Career Development Foundation (CCDF) proposed to Employment and Skills Development Canada to develop a full inventory of ES practices for Aboriginals across Canada and to identify elements or "markers" which contribute to excellence and impact. CCDF in partnership with the Assembly of First Nations, the Métis National Council and the Inuit Tapiriit Kanatami

[1] Skills and Learning in Canada, 2008. http://www.cga-canada.org/en-ca/MediaCentre/Pages/ca_mdr_2007-05-29_backgrounder.aspx; Canadian Indigenous People: Workplace Literacy and Essential Skills. National Literacy Secretariat, HRSDC. 2005; "Skills and Learning in Canada, A Public Policy Forum, Review of Key Issues that Could Affect Canada's Future Economic Prosperity and Development www.ppforum.ca/common/assets/publications/en/ppf_cga_skills-reporten.pdf, 2008; National Aboriginal Round Table Discussions on Essential Skills, Canadian Trucking Human Resources Council, 2004; Aboriginal Engagement: Who Does What in Aboriginal Skills Development?, The Alliance of Sector Councils, 2008.

[2] An Aboriginal Essential Skills Journey at Douglas College. http://www.douglas.bc.ca/training-community-education/essentialskills.html
Aboriginal Workplace Essential Skills Project at New Brunswick College. http://www.nbawes.ca/main.html
Pre-Employment Essential Skills at Nunavut Arctic College. http://www.arcticcollege.ca/programs/Default_eng.aspx
Essential Skills Programming for Youth at Bladerunners. http://www.bladerunners.info/index.html
Essential Skills for Aboriginal Futures at ACCESS.

researched and developed a comprehensive inventory of Essential Skills (ES) initiatives for First Nations, Inuit and Métis. In addition to the inventory, the project built a Community of Practice (CoP) among ES stakeholders and practitioner groups to ensure that all information about the project was shared.

Throughout the project period, the project was called the First Nations, Inuit and Métis Essential Skills Inventory Project (FIMESIP); thus referred to herein.

PROJECT OBJECTIVES

The aim of FIMESIP was to solidify an understanding of the state of practice with respect to ES applications tailored to Aboriginal youth and adults in diverse communities and to "uncover" factors which contribute to strong employability and employment outcomes. The objectives for the project were to:

1. Increase understanding in the field by developing a comprehensive inventory of current ES practices aimed at increasing employability and employment for Aboriginal youth and adults living in diverse environments (fly-in/remote, rural or band communities/reserve and urban). Through this study, select best practices were to be investigated via case study methodology in order to better understand markers of promising practices and how these might be adapted and/or replicated.

2. Increase capacity in the field by developing an ES community of practice (CoP) engaged in the development and assessment of the inventory, the widespread dissemination of results and the promotion of ongoing innovation through the sharing of best practices in ES application and evaluation.

PROJECT OUTPUTS

The following are the key outputs of the project:

A Community of Practice

A critical component to the success of the project was the development of a Community of Practice. The process to develop the inventory, identify markers of promising practice and select the case studies blended active research methods with the involvement of and input from a Steering Committee, Working Group and/or the Community of Practice at each stage of development.

Steering Committee

As a first step, the project developed a Steering Committee with both expertise in supporting First Nations, Métis and Inuit skill development and extensive national networks to ensure that the project outreached to many stakeholders in building the inventory and Community of Practice.

The Steering Committee members included representatives of the Employment and Social Development's Office of Literacy and Essential Skills and partner organizations; the Assembly of First

Nations, the Métis National Council and Inuit Tapiriit Kanatami. The Committee was responsible for overseeing the project and linking CCDF to key networks in order to build a strong Community of Practice.

The Steering Committee members included:

- David Boisvert, Métis National Council
- Maria Wilson, Inuit Tapiriit Kanatami
- Lu Ann Hill-McDonald, Assembly of First Nations
- Bryan Hendry, Assembly of First Nations
- Shareef Korah, Employment and Social Development Canada

Working Group

CCDF worked with its partners on the Steering Committee to build a Working Group to collaborate with on the project. The Working Group was comprised of representatives of post-secondary institutions and training organizations involved in Essential Skills (ES) training programs for First Nations, Métis and Inuit peoples. The Working Group contributed time and resources to support project research and the identification of practices, networks and resources. Members included:

- Kim Fraser-Saddleback, Saskatchewan Indian Institute of Technologies
- Wayne Zimmer, Seven Generations Education Institute
- Lizzie Aliqatuqtuq, Nunavut Arctic College
- Cindy Cowan, Nunavut Arctic College
- Guido Contreras, Rupertsland Institute
- Sonya Howard, National Association of Friendship Centres

Regular teleconference meetings were held with the Steering Committee and Working Group. Together, both groups attended two face-to-face meetings held in Ottawa at the beginning and end of the project. Their collaboration on the project and on all aspects of the process was vital to its success.

Community of Practice Listserv

The role of the Community of Practice was to provide input on the inventory, disseminate the results of the research and promote ongoing innovation in the field through sharing of promising practices in Essential Skills applications and evaluation. A listserv of individuals and organizations in the Community of Practice was developed with the assistance of the Steering Committee and Working Group. The Community of Practice listserv developed throughout the project includes 417 contacts.

Literature Review

At the same time that the Community of Practice was being developed, the CCDF began researching the state of practice of ES programming and resource development for First Nations, Métis and Inuit peoples in Canada. A Literature Review, "The State of Practice: Essential Skills Applications with First Nations, Inuit and Métis in Canada was written describing the current level of need for ES development among First Nations, Inuit and Métis; exploring the state of practice of ES initiatives with these

populations in Canada; and examining innovative practices in an effort to determine potential "Markers of Promising Practice" in ES programming.

Markers of Promising Practice

Through the Literature Review, the Project identified 12 Markers of Promising Practice. This initial draft of markers was reviewed by the Steering Committee and the Working Group and refined throughout the development of the inventory. The final Markers listed below guided the selection of the Case Studies.

The 12 Markers identified are:

1. **First Nations, Inuit and Métis control and ownership of their own education and training initiatives:**
    - Indigenous control of Indigenous education/training and resource development has proven vital to increasing educational attainment and to the success and effectiveness of employment training initiatives.
    - This is an essential guiding principle of Indigenous education programming and tool development.

2. **Partnerships:**
    - Building strong formal relationships with all stakeholders at all stages of the initiative ensures the best possible program design, planning and delivery.
    - Partnerships provide opportunities for cooperation, exchange of information and sharing of resources among organizations with similar mandates and clients.
    - Strong partnerships between ES initiatives and employers facilitate the integration of ES into the workplace and create ready-made networks and employment opportunities for clients.
    - Partnerships are mutually beneficial and include on-going consultation and collaborative involvement of community/employer partners in the co-development and co-implementation of the initiative.

3. **Working with and in the Community:**
    - First Nations, Inuit and Métis community members need to be involved in all aspects of program/resource development and program delivery.
    - Community involvement ensures that the initiative meets the needs of the community and that development and delivery models reflect the realities of the community environment.
    - Community involvement ensures community buy-in and provides program participants with the support of community members, friends and family needed to maintain commitment.
    - Working with communities includes building capacity and creating a continuum of training by supporting existing community resources.

4. **Learner-centred Approach:**
    - The learners' needs drive program planning, development and delivery.
    - Program structure takes into account and accommodates the learners' lives.
    - Assessment tools are used to assist participants in identifying their strengths and skills and to lay out a clear strategy for successfully meeting learners' needs and goals.
    - Participation is voluntary and learners are aware of all elements of programming.
    - Programs create a safe environment where participants learn at their own pace, are not judged and are respected for who they are.
    - Programs implement cost effective appropriate training and education methods to ensure that programs are sustainable for learners and their communities.

5. **Holistic Approach to ES Program Delivery:**
    - Programming and resources take into account and meet the unique and multiple needs of Indigenous participants including the need for healing, empowerment and personal support.
    - Programming takes into account the whole life of the learner, addressing any issues that may be a barrier to client success and providing students with wrap around supports.
    - Programming addresses all the client's skill needs including ES, life skills, employability skills, career planning, job search, academic upgrading and technical skills.
    - Training is targeted, covering the full range of skills necessary for long-term employment.
    - Training is specific to occupational skills resulting in better participant outcomes.
    - Programs reach out to families and communities to ensure that all aspects of the participant's life are considered, particularly if participation requires the client to be absent from their home community.

6. **Experienced and Knowledgeable Staff:**
    - Staff is aware of and sensitive to the unique needs of First Nations, Inuit and Métis learners.
    - Staff is familiar with and respectful toward Indigenous peoples' culture.
    - Staff is experienced with employment-related training programs, understands issues impacting First Nations, Inuit and Métis trainees and the workplace and is flexible to these concerns.
    - Staff is consistent, has knowledge of and trusting relationships with participants and the community as well as a high levels of content and ES expertise.
    - Instructors need to be organized, knowledgeable, skilled, and able to build rapport, motivate participants and provide learners with successful learning opportunities.

7. **Principles of Adult and Indigenous Learning:**
    - Programming is responsive to different learning styles and uses a wide range of instruction and evaluation strategies.

- Instructional methods focus on experiential approaches: doing, talking then reading rather the reading, talking and then doing.
- Learning is hands-on, interactive and has application to real world or workplace tasks.
- Essential Skills are seamlessly embedded throughout a curriculum that is relevant to participants' interests and goals.
- ES are taught within the context of both workplace and traditional activities.
- Training is linked to traditional values. Elders are invited to participate in the training and participants are encouraged to learn through the traditional methods of observation and imitation.

8. **Culture, Language and Tradition:**
    - The community and Elders are involved in the development and delivery of programming.
    - The program is sensitive to biases that appear in existing texts and uses or develops culturally appropriate materials.
    - Participants are able to use their language and access content and resources in their own language.
    - ES are explored within the context of traditional teaching methods, activities and resources.
    - Cultural relevancy and indigenous topic areas are embedded in and integral to curriculum content.

9. **Employer Involvement and Direct Workplace Experience:**
    - The program has direct links with employers and incorporates various work experience opportunities.
    - The program assist participants to acquire job-related experience, learn about the workplace and develop employability skills.
    - The program develops effective communication between trainees and employers. The program works with employers to coordinate participants' transitions to the workplace, continues to support clients once they are on-the-job and provides diversity awareness training for employers to assist with creating a culturally aware work setting.

10. **On-going Communication:**
    - A communication strategy is in place to ensure clear and on-going communication between all stakeholders.
    - The communication strategy includes the publication of complete and detailed program reports.

11. **Evaluative Criteria and Methods**:
    - Evaluation is systematic, built-in from the inception of programs and continued throughout the initiative.

- Evaluation includes identifying, using quantitative and qualitative methods for collecting and analyzing outcomes data and demonstrating success.
- Evaluation is properly resourced and collects both qualitative and quantitative data (full range of success indicators) and builds an evidence base for the field.

12. **The Business Case**:
    - The initiative is sensitive to the needs and goals of employer partners.
    - The initiative demonstrates to employers how involvement in the program benefits them.
    - Successful participant outcomes are connected to successful business outcomes in order to support employer participation and investment and to increase program sustainability.

CCDF, Steering Committee and Working Group see the list as a living document that the Community of Practice can use and adapt. These markers were used to select the Case Studies from the inventory and initial anecdotal feedback from the Community of Practice suggests that they are highly relevant to the development of promising programs and have the potential to support building evidence-based data in the field.

Inventory

To build the inventory, CCDF, the Steering Committee and Working Group identified seven points of Inclusion Criteria for the programs and resources listed in the inventory. Programs and/or resources in the inventory:

1. Include or target First Nations, Inuit and Métis youth and/or adult participants
2. Have an Aboriginal focus
3. Include the role of language and culture
4. Address at least 3 (any 3) of the 9 Essential Skills (ES) or may focus on 1 ES (if intake procedure permits 2+ ES to be addressed elsewhere)
5. Include any of the following ES interventions: awareness-building, assessment, development of learning plan, tools and/or training/skills development.
6. Include fly-in/remote, urban, prison, reserve/band community based initiatives
7. May include those not yet fully implemented or those no longer funded

Initially CCDF targeted finding at least 80 initiatives to include in the inventory. With input from the Steering Committee, Working Group and Community of Practice, CCDF gathered and reviewed a list of 130 recommended programs/resources for the inventory. All initiatives that met the Inclusion Criteria (n=107) were included in the Inventory.

The initiatives in the inventory fall in to 3 categories:

1. **Programs that Provide Direct Services to Clients**
    - Participants in the initiative are individuals seeking to acquire Essential Skills.

2. **Programs that Provide Indirect Services to Clients**
    - Participants in the initiative are one step removed from the ultimate individuals to benefit from the initiative (E.g., practitioner training programs, T for Ts, community capacity building, the clients are communities)

3. **Resource Developers**
    - Includes developers or publishers of materials on Essential Skills for Aboriginals (e.g., books and training guides, needs assessment instruments, other assessment tools, web sites)

There is at least one initiative from every province and territory in the inventory. British Columbia had the most initiatives in the inventory and seems to be the most active province in terms of using Essential Skills with First Nations, Métis and Inuit groups.

The inventory includes programming from a range of settings -- urban, rural, First Nations, Inuit and Métis communities, those accessible only by air, prison and internet-based programs and resources. It includes initiatives for Inuit, Métis, First Nations youth (15-25) and adults, men and women.

The full inventory is available on the project web site at www.fimesip.ca.

Full Inventory Profiles (i.e. Data Capture Templates)

All initiatives included in the Inventory were sent a Data Capture Template (DCT) to fill-out. The DCT is a comprehensive information gathering tool with 27 items to fill-in. The DCT focussed on gathering information based on the 12 Markers of Promising Practice (see above). CCDF set out to have at least 40 initiatives complete a DCT. Seventy-six initiatives of the 107 submitted DCTs.

Case Studies

The focus of the Case Studies was to demonstrate how each selected initiative reflected the Markers of Promising Practice. The goal of the case study research was to describe the techniques, methodologies and tools that each initiative used to build the Markers into their project.

Selection and Rating Process

In order to select the Case Studies, CCDF developed a Research Key that scored an initiative's integration of the Markers of Promising Practices. The Research Key contains the elements (markers) that contribute to a promising practice with each element scored on a 3-point scale: 0=not really being addressed, 1=sort of being addressed and 2=addressed well. Two Research Keys were developed for this selection/rating process: One for Direct and Indirect Programs and one for Resources. Fifty-two elements for scoring were included in the Direct Service and Indirect Service Initiatives Research Key and 41 elements in the Resource Initiatives Research Key. For both Research Keys, the elements were organized in five main sections: structure of the program/resource, content of the program/resource, delivery of the program/resource, outcomes of the program/resource and the scope of the program/resource. Only those initiatives in the inventory that had DCTs were reviewed (n=76).

A process of inter-rater reliability was used to score the initiatives. This process is used to ensure that the tool being used to select the case studies is reliable and that the "raters" of the case studies have relative agreement in terms of their scoring. For this project, two researchers scored the initiatives in the inventory using one of the two research keys. One researcher reviewed and scored all the initiatives in the inventory and one researcher reviewed a random selection (n=13). Prior to reviewing the initiatives, the researchers discussed decisions points to ensure that they were making similar decisions on ratings. Both were unaware of each other's scores. Once the scoring was complete, the two researchers' scores were compared and the percentage of agreement was calculated. The percentage of inter-rater reliability was 80% which is quite high agreement and means that there was general agreement across initiatives. Because of the high percentages of inter-rate agreement, both the tool and the ratings were determined to be reliable.

The inter-rater reliability process supported the development of a shortlist of 20 initiatives. The Lead Researcher then looked at natural breaks in the scores which occurred between initiatives rated 12 and 13 and 20 and 21. As the targeted number of case studies was 10-12, CCDF then began contacting the initiatives from 1 through 12. In the end, ten Case Studies were developed from initiatives rated from one to 13. Case study development was reliant on the lead organization agreeing to participate, having active programs from which to observe and the availability of stakeholders to interview.

Case Study Development Protocol

The Project Team (CCDF) felt that it was important to visit the communities and organizations that hosted the selected programs/ resources. These visits took CCDF to First Nations, Métis and Inuit communities from coast to coast to coast. All organizations representing the Case Study project met with the field researchers and were fully informed of the Case Study Protocol. CCDF developed field observation tools and interview protocols for staff, participants, employers, educators and community stakeholders (see Appendix A).

CCDF sought their consent to proceed and worked with the lead organization to arrange the field visit and interviews. All interviewees were briefed about the research and agreed to their participation. All participating organizations reviewed and had the opportunity to provide feedback on the final Case Study prior to publication on the FIMESIP web site. Names or photos of interviewees were published with their permission.

All Case Studies were developed from field research with a CCDF researcher visiting the site(s) where a program was being delivered or where a resource was being used extensively. The researcher observed participants in the program or who used the resources on-site and interviewed a number of stakeholders in the project, either during the site visit or in follow-up interviews via telephone. The stakeholders interviewed for each Case Study included, where possible, representatives from the host organization, initiative developers, trainers/practitioners involved in program delivery, participants, community and family members and employers. These interviews were conducted via one-on-one and/or group formats and allowed stakeholders to tell their story about their experience with the project. Five to 10 interviews were conducted per Case Study. In addition to the interviews and field observations, CCDF collected tools, templates, techniques and resources used to deliver and evaluate

the program. These tools, to the extent allowed by the host organization, are shared on the FIMESIP web site so that the Community of Practice can have access and use them in their own initiatives.

CCDF was able to develop 10 case studies. The Case Studies include:

- Mining Essentials: A Work Readiness Training Program for Aboriginal Peoples – Mining Industry Human Resources Council and the Assembly of First Nations
- Northern Adult Basic Project – Yukon College
- Child Care Worker Certification Program – Prince Albert Network, Saskatchewan
- New Brunswick Aboriginal Essential Skills Project – Joint Economic Development Initiative
- Northern ABE Enhancement Initiative – Nunavut Arctic College
- Miqqut Project: Literacy & Essential Skills Development in a Cultural Context, Nunavut Literacy Council
- One Arrow: Essential Skills in the Workplace, One Arrow First Nation and Carlton Trail Regional College
- Stepping Stones Certificate in community Capacity Building for Remote and Rural Aboriginal Communities – Simon Fraser University, British Columbia
- Essential Skills for Aboriginal Futures – Aboriginal Community Career Employment Services Society (ACCESS)
- Essential Skills Investigation DVD Media Tools – Aboriginal Essential Skills Guiding Team

The full Case Studies are available on the web site: http://www.fimesip.ca/case-studies .

Evaluation Toolkit

As part of this project, CCDF developed an Evaluation Toolkit that includes the Markers of Promising Practice, the Research Keys (which organizations can use to evaluate their programs and resources) and evaluation tools and resources collected from the Case Studies. The full toolkit is available on the project web site: http://www.fimesip.ca/evaluation-toolkit.

FIMESIP Web site

The web site was developed with COPIAN from November 2013 to February 2014. The web site hosts all content developed throughout the project including the inventory, case studies and evaluation toolkit. The web site will be maintained by CCDF for the next 24 months and COPIAN has agreed to host the web site for the same period.

The web site has an "add to the inventory" feature which invites host organizations to add their programs and/or resources to the inventory provided it meets the inventory's criteria. The feature will be maintained by CCDF for the same period, but the initiatives in the inventory will not be updated.

Post-pre Data on Impact on Awareness and Understanding of ES Programming based on Content Available on the FIMESIP Web Site

In February 2014, the Community of Practice was invited to participate in an impact survey. The survey was developed to measure the impact of FIMESIP website content, specifically the inventory and Case Studies, on ES practitioners working with Aboriginal clients. CCDF original intent was to also look at

the impact with end-users of these programs, but it was clear after developing the inventory and the Case Studies that this content would be of greatest use to the practitioners and organizations developing ES programming. Thus, the survey focussed on this population alone. The impact of ES programming and resources is tracked by several of the individual initiatives in the inventory and is recorded substantively in many of the Case Studies.

The post-pre survey developed for this project measures how the content on the FIMESIP project web site, specifically the inventory and the case studies, increased practitioner knowledge of ES practices; their confidence in their capacity to identify, share, and promote innovation and excellence in ES services for Aboriginal peoples; and their ability to address the specific needs of First Nations, Métis, and Inuit clients through ES applications.

The survey was sent out to the entire Community of Practice in February and it was closed in April 2014. There were 57 completed surveys which is approximately 14% of the total Community of Practice (n=417). About 100 respondents accessed the survey, only 57 completed. The primary reason for the degree on non-completions was the insistence that respondents at least review either the inventory or case study potion of the web site in order to complete the survey. This likely deterred people from completing the survey.

The survey was divided into three parts:

Part A: Impact of Content

Part A established in its first question the degree to which respondents were or were not familiar with the content on the web site. To truly test the impact of the information on the site, CCDF needed to ensure that respondents were at least minimally familiar with the content. This was achieved by blocking respondents who answered that they had not looked through either the inventory or case study sections of the web site. Respondents who answered that they had not looked through either of these sections were invited to review them prior to completing the survey, but were not allowed to continue with the survey. Respondents had to at least indicate that they had "skimmed through" either the inventory or the case study content in order to continue with the survey.

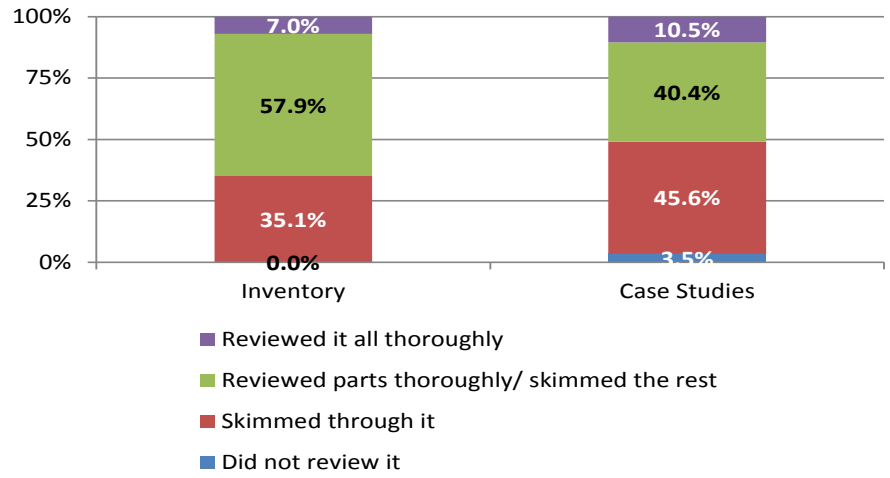
Table 1 and Figure 1 show the number of respondents who accessed the Inventory and/or Case Study sections of the web site.

Table 1: Number of respondents who accessed the 'Inventory' and/or 'Case Studies' sections of the website

	Inventory		Case Studies	
	Number (n)	% (n/57)	n	% (n/57)
Did not review it	0	0.0%	2	3.5%

Skimmed through it	20	35.1%	26	45.6%
Reviewed parts of it thoroughly and skimmed the rest	33	57.9%	23	40.4%
Reviewed it all thoroughly	4	7.0%	6	10.5%
Total	57	100.0%	57	100.0%

Figure 1: Percentage who accessed the 'Inventory' and/or 'Case Studies' sections



(Source: Table 1)

This table and figure reveal that most (57.9%) had thoroughly reviewed parts of the inventory and most had either skimmed through or thoroughly reviewed parts of the case study sections (86%). This indicates that respondents who completed the survey had a fairly good familiarity with the content in these sections of the website.

Some respondent information was also gathered in Part A of the survey. Respondents were asked about their role in the field of ES development (see Table 2)

Table 2: What is their role in the field of ES Development?

Role	n	% (n/57)
Counsellor	6	10.5
Instructor/Trainer/Adult Educator	8	14.0
Manager/Supervisor	9	15.8
Program/Resource Developer	10	17.5
Funder	3	5.3
Post-Secondary Education Administrator	4	7.0
Other	17	29.8
Total	57	100.0

The 17 'others' included:

- Administrative Support
- Advocacy
- ASETS Agreement Holder (x2)
- Civil Engineering Professional in the Mining Industry
- Director of an ES program
- Education Advisor
- Employment Coordinator
- Family literacy worker/family support worker
- Government
- National Aboriginal Organization
- Project manager -arts and culture
- Provincial alliance of literacy and essential skills practitioners
- Referral
- Researcher
- Retired - funder
- We are the trailblazer for First Nations/industry Workplace based essential skills and have been developing and delivering essentials skills programs for the Aboriginal community for the past 7 years.

Their responses indicate a wide range of professional roles involved in ES program delivery and resource development. Most respondents were front-line workers in the field, developers or managers. The data were too few to make cross tabulations on impact of the web site content for specific ES roles.

In addition to their roles, respondents were asked the number of years they had worked in the field (see Table 3):

Table 3: Number of years worked in the ES development field

Years of involvement	n	% (n/57)
0-2 years	12	21.1
3-5 years	18	31.6
6-10 years	9	15.8
11 years or longer	16	28.1
Not answered	2	3.5
Total	57	100.0

And, what best described their organization (see Table 4)

Table 4: Which best describes their organization?

Role	n	% (n/57)
Provincial government	2	3.5
Non-profit	33	57.9
Community-based Organization	6	10.5
For-profit	2	3.5
Post-Secondary Education Institution	5	8.8
Band Office	1	1.8
Other	7	12.3
Not answered	1	1.8
Total	57	100.0

The 7 'others' included:

- ASETS agreement division under the Tribal Council
- First Nations Friendship Centre

- Tribal Council (x2)
- Registered Charity
- Inuit Organization
- We are a non-profit community based organizations endorsed by First Nations and the Urban Aboriginal community to deliver Aboriginal Human Resource development programs

Most respondents were either very early in their careers in the field (3-5 years) (31.6%) or who had worked in the field for over 11 years (28.1%). Most worked in non-profit organizations (57.9%)

Part A also contained questions about the impact of the content on respondent knowledge, confidence and ability to identify promising ES programming for Aboriginals. Using a post-pre approach[3], respondents were asked if their awareness and ability was OK or not OK before and after reviewing the web site.

In determining their response, respondents were guided to:

1. Decide on whether or not your level of awareness or your ability was OK or Not OK.
2. Then assign a number to each part of each item.
    - 0 = The level was really quite poor.
    - 1 = The level was just about OK, but not quite there yet
    - 2 = The level was OK, but just barely OK
    - 4 = The level was excellent
    - 3 = The level was somewhere between barely OK and Excellent. Please note the order of responding, a response of 3 is anywhere between barely OK and excellent, not necessarily half way in between.

[3] "The theory behind this design is that by testing what participants believe about program content after program completion, their standard of assessing the changes in knowledge, skills or attitudes is consistent, and thus, not subject to a response shift bias (Rockwell & Kohn 1989; Davis 2003). Others note that the post then pre design reduces incomplete data sets (Raidl 2004) and is convenient to administer given the time constraints many program providers face, as well as easier for program participants to complete (Lamb 2005)" (http://www.human.cornell.edu/pam/outreach/parenting/research/upload/What-s-20the-20Difference-20Post-20then-20Pre-20and-20Pre-20then-20Post.pdf).

Respondents were asked the following:

Areas, awareness, ability, etc.	Before						After				
	Not OK		OK				Not OK		OK		
	0	1	2	3	4		0	1	2	3	4
1. My awareness of ES programs and resources aimed at increasing employability for Aboriginal youth and adults	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐
2. My understanding of how ES programs and resources may be used in diverse settings, including fly-in/remote, rural or band communities/reserve, and urban	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐
3. My understanding of factors which contribute to positive outcomes for Aboriginal youth and adults in ES programming	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐
4. Confidence in my capacity to identify, share, and promote innovation and excellence in ES services for Aboriginal peoples	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐
5. My awareness of the existing evidence that supports the effectiveness of ES interventions.	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐
6. My ability to identify promising and innovative ES evaluation practices	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐
7. My ability to address the specific needs of First Nations, Métis, and Inuit clients through ES applications	☐	☐	☐	☐	☐		☐	☐	☐	☐	☐

Table 5 reports on the percentage of respondents who rated their awareness of/understanding of/confidence in and ability to as in "Excellent/OK" BEFORE and AFTER reviewing the FIMESIP website and the difference between the two.

Table 5: Effectiveness of the website in raising awareness

	Before viewing	After viewing	Difference
My awareness of Essential Skills programs and resources aimed at increasing employability for Aboriginal youth and adults.	59.6%	96.5%	36.8%
My understanding of how Essential Skills programs and resources may be used in diverse settings, including fly-in/remote, rural or band communities/reserve, and urban.	49.1%	93.0%	43.9%
My understanding of factors which contribute to positive outcomes for Aboriginal youth and adults in Essential Skills programming.	68.4%	93.0%	24.6%
Confidence in my capacity to identify, share and promote innovation and excellence in Essential Skills services for Aboriginal peoples.	63.2%	93.0%	29.8%
My awareness of the existing evidence that supports the effectiveness of Essential Skills interventions.	56.1%	89.5%	33.3%
My ability to identify promising and innovative Essential Skills evaluation practices.	54.4%	80.7%	26.3%
My ability to address the specific needs of First Nations, Métis, and Inuit clients through Essential Skills applications.	57.9%	93.0%	35.1%

The percentage of respondents who rated their awareness of and comfort level with various aspects of the ES programs as 'Excellent' or 'OK" increased after viewing the website. The greatest impact was seen in the percentage of people with a good understanding of how ES programs and resources may be used in diverse settings. The percentage who had an excellent/OK understanding increased by 43.9 percentage points after respondents visiting the website (49.1% before viewing the site vs. 93.0% after viewing).

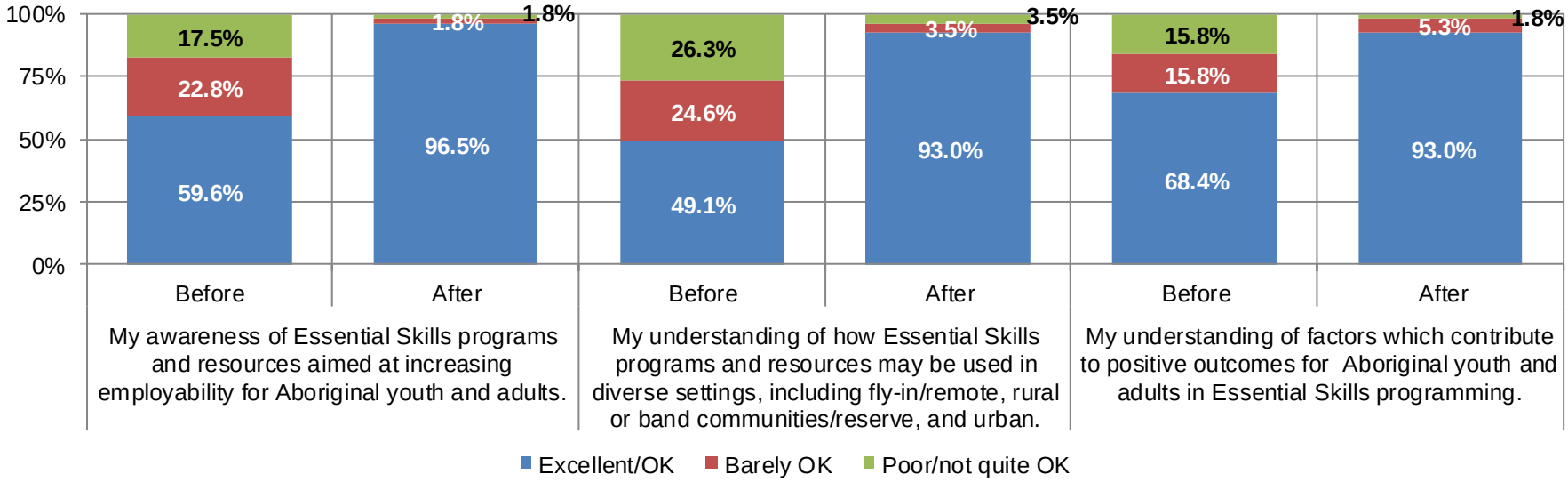
Table 6 reports the change in ratings for each area. While the original question had a 5 point rating scale, it was collapsed to a three point scale for this table. Figure 2 presents the data included in positive impact the website had in the use of, understanding of ES applications with Aboriginal end-users.

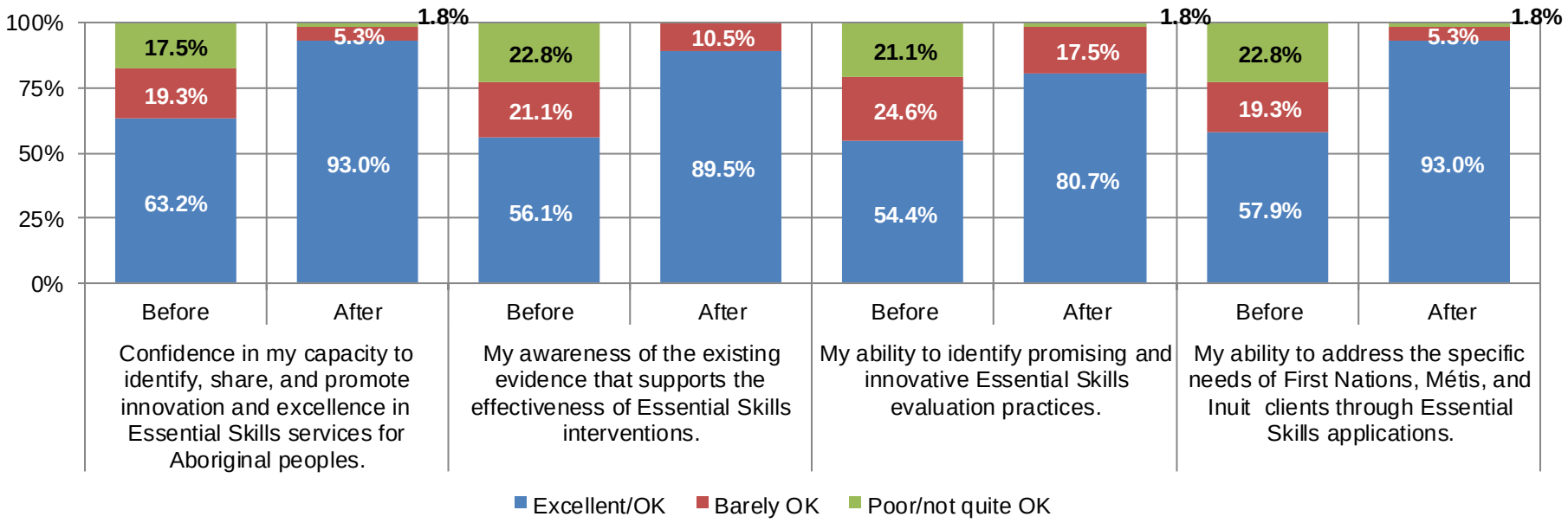
Table 6 as a bar chart clearly shows the positive impact the website had in the use of, understanding of ES applications with Aboriginal end-users.

Table 6: Before and After Rating scales

		Excellent/ OK	Barely OK	Poor/not quite OK
My awareness of Essential Skills programs and resources aimed at increasing employability for Aboriginal youth and adults.	Before	59.6%	22.8%	17.5%
	After	96.5%	1.8%	1.8%
My understanding of how Essential Skills programs and resources may be used in diverse settings, including fly-in/remote, rural or band communities/reserve, and urban.	Before	49.1%	24.6%	26.3%
	After	93.0%	3.5%	3.5%
My understanding of factors which contribute to positive outcomes for Aboriginal youth and adults in Essential Skills programming.	Before	68.4%	15.8%	15.8%
	After	93.0%	5.3%	1.8%
Confidence in my capacity to identify, share and promote innovation and excellence in Essential Skills services for Aboriginal peoples.	Before	63.2%	19.3%	17.5%
	After	93.0%	5.3%	1.8%
My awareness of the existing evidence that supports the effectiveness of Essential Skills interventions.	Before	56.1%	21.1%	22.8%
	After	89.5%	10.5%	0.0%
My ability to identify promising and innovative Essential Skills evaluation practices.	Before	54.4%	24.6%	21.1%
	After	80.7%	17.5%	1.8%
My ability to address the specific needs of First Nations, Métis, and Inuit clients through Essential Skills applications.	Before	57.9%	19.3%	22.8%
	After	93.0%	5.3%	1.8%

Figure 2: Before and after ratings




100%
75%
50%
25%
0%
17.5%
19.3%
63.2%
5.3%
1.8%
93.0%
22.8%
21.1%
56.1%
10.5%
89.5%
21.1%
24.6%
54.4%
17.5%
1.8%
80.7%
22.8%
19.3%
57.9%
5.3%
1.8%
93.0%
Before
After
Before
After
Before
After
Before
After
Confidence in my capacity to identify, share, and promote innovation and excellence in Essential Skills services for Aboriginal peoples.
My awareness of the existing evidence that supports the effectiveness of Essential Skills interventions.
My ability to identify promising and innovative Essential Skills evaluation practices.
My ability to address the specific needs of First Nations, Métis, and Inuit clients through Essential Skills applications.
Excellent/OK
Barely OK
Poor/not quite OK

Part B: Overall Web Site Content

In Part B of the survey, respondents were asked about the usefulness of the content on the web site and what, if anything, was missing in terms of information. As such, there were two opened ended questions that asked:

- What information did you find on the FIMESIP web site that was useful to you? (36 responses)
- What information did you wish you had found on the FIMESIP web site? (22 responses)

Respondents were asked a third question in Part B which was how important was it for them that the FIMESIP web site be kept up-to-date.

In terms of the usefulness of the information, most respondent found the inventory most useful (see Table 7).

Table 7: What information was the most useful?

Category	n	% (n/36)
Inventory	26	72.2%
Case Studies	8	22.2%
Resources (nonspecific)	5	13.9%
Links	2	5.6%
Promising Practices	1	2.8%
Evaluation Tool Box	1	2.8%

Their verbatim responses are reported in table 8. In that table, the following codes are used in the first column.

Category	Code
Inventory	I
Case Studies	C
Resources (nonspecific)	R
Website Links	L
Promising Practices	P
Evaluation	E

Table 8: What information did you find on the FIMESIP site that was useful to you?

Code	Response
C I	Case studies & Inventory section of the website was very informative.
C I	FIMESIP website is a comprehensive research project, nation in scope and inclusive. I like the fact that the literature review is included, that there is an overview summary of ES projects through the inventory and then the specific and more comprehensive case studies that have ground-truthing through community visits and interviews.
CI	Initiatives for the Inuit communities Case studies
C R P	Markers of promising practices, case studies, resources and tools
C R	Case Studies and Resources
C	I was very interested to hear about the Yukon college case study.
C	Enjoyed reading the case studies
C	The case studies were most useful.
I R	The resources and the variety of activities and programs that have been provided all over the country.
L	There is links to information that I can look directly at a program to see if they offer anything I don't but want to. With the information that is included I can contact the agency to talk to them directly about their program.
I	increased my level of understanding of opportunities and programs available
I	Everything is completely relevant and useful to the ASETS Program, I found the Inventory Initiatives to be especially informative where we could develop these programs in our own communities, tailored to their needs.
I	The examples from across the country. This website provides ideas and contacts that all can tap into, well done...
I	Descriptions of a number of ES programming initiatives being offered to Aboriginal populations across Canada.
I	The diversity of ideas and types of programming delivery provided a good basis for expansion of our programs.

Code	Response
I	Projects around the country with contact information.
I	Mining Essentials: A Work Readiness Training Program for Aboriginal People
I	Info about the tutor training and the pre-employment programs
I	Other projects in Canada that I was not aware of and potentially how they could be used for our purposes for the communities I service.
I	The broad range of services nationally
I	http://www.fimesip.ca/markers-promising-practice Principles of Adult and Indigenous Learning: Programming is responsive to different learning styles and uses a wide range of instruction and evaluation strategies. Instructional methods focus on experiential approaches: doing, talking then reading rather the reading, talking and then doing. Learning is hands-on, interactive and has application to real world or workplace tasks ES are embedded in the curriculum and taught within the context of both workplace and traditional activities. Modern training is linked to traditional values. Elders are invited to participate in the training and participants are encouraged to learn through the traditional methods of observation and imitation Child Care Worker Certification Program (Adult Basic Education-Essential Workplace Skills Project)
I	Child worker certificate program-- in my own community where I am heavily involved as a volunteer, we had had similar problems with refugees coming from war torn countries where drugs and other bad habits prevail, and educating young mothers will I am confident bring about changes in a nation.
I	The inventory of various projects that provide essential skills tools and information
I	The list of programs in existence
I	It is fantastic to have an easy to access inventory of ES programs for Aboriginal learners. I think I will use this inventory regularly as opportunities arise to see what programming already exists and where we as an organization may be able to draw new information and ideas from. At this point I have not read the website in its entirety, but I do see this as an important reference and resource for my organization's future work. Well done!

Code	Response
I	Examples of projects being offered throughout Canada
I	I enjoyed reading through the inventory to see what all exists for aboriginal youth
I	Got to have a look at other programs in different areas.
I	List of programs available in the country
I	The inventory was particularly useful.
I	The diversity of approaches and programs that have been implemented.
I	The different sets of curriculum that was used throughout the programs. The basic understanding that the same skills that are delivered can be delivered many different ways.
R	Resources
R	The additional resource material other agencies are using. A concerted effort will be made to supplement my own practice.
L	Links to assessments online
E	The Evaluation Tool Kit.

In terms of the information that respondents wished that they had found on the web site, respondent verbatim answers are described in Table 9:

Table 9: What information did you wish you had found on the FIMESIP web site?

Response
A good database with contact numbers
A larger variety of toolkits to use
Clearer lists of learning opportunities available by region
Could be a work readiness page on employment in trades, including opportunity for training towards obtaining the safety tickets
Funding for projects. It is nice knowing what is out there, best practices and such. The next steps are always incorporating this new knowledge into practice locally with our communities in rural BC. Funding of course is always an issue. I keep abreast of what is out there but do not know all. So any

Response
leads are always a great thing.
I am always looking for more and more resources that are ready for use in client centered programs.
I will be looking for ongoing results and best practices as this information is compiled
I would of like to see student driven programs delivered by former students that has culture incorporated into it. To have 50/50 academic and field trips to rebuilding self-confidence, life skills pertaining to the aboriginal person. Have elders and circles on site. Much, much more...
Individual success stories. Role models that came from the program. What High school courses or college courses people can take to promote education to young and old who are interested in careers in mining.
Information on access to OLES resources. In the past 7 years that we have been developing and delivering Essential Skills, despite repeated proposals for assistance, never once has OLES assisted us in any way!
Larger inventory of initiatives
More details. In the inventory section it would be useful to define what "direct" and "indirect" means.
More information about Essential Skills and projects within the ABE and post-secondary school system or alternative school system
More information about who was involved in making the projects a reality rather - the grass roots level people
More information on programs for Youth and Older workers. More resources to assist in upgrading essential skills. Towes and Structure of the Intellect etc. cost too much for a non-profit budget.
More on programs such as decent housing and education for children in the very isolated areas where the First Nation, Inuvit etc. reside.
More specific initiatives for the Inuit communities
Perhaps a breakdown of every single Aboriginal ASETS holder and what sort of ES programs they utilize.
Perhaps some very recent data to support the need for essential skills training. Perhaps some labour market data showing the needs for a skilled population in given areas.

Response
Samples of curriculum developed or at least lists of curriculum available.
Schooling and other employability
The site seems very comprehensive. This is just a small suggestion, but it might be nice if the inventory search buttons had the letters of the alphabet on them instead of 1, 2, 3…9. Also, maybe of our program tools area available on this site. These tools are often improving and our program continues to be enhanced. Keeping this information up to date or simply stating that people should contact us for updated content would be helpful.

These responses indicate a need for:

- An expanded inventory: more information on programs and more variety of programming, e.g. student-led programs, youth-based programs, programs for specific communities and wrap-around support initiatives;
- Operations-based information: how front-line workers and management work to implement programs, information on funders, etc.
- Resources: curriculum examples, up-dates to available resources, evaluation tools, data on the connection between ES development and labour market integration.

In terms of the importance of keeping the FIMESIP web site up-to-date, twenty-two (of the 57 respondents) answered the question with 77.2% of them indicating that it was very important (See Table 10).

Table 10: How important is it to keep the website up to date?

	n	% (n/57)
Important/very important	44	77.2
Somewhat Important	4	7.0
Not at all Important	1	1.8
Neutral/not answered	8	14.0
Total	57	100.0

Part C: Community of Practice

The final section of the survey focussed on the importance of and respondent access to and use of Communities of Practice.

Respondents were asked about the level of importance for them to have access to a Community of Practice (Table 11) and if they regularly accessed one.

Table 11: How important is it for you to have access to a Community of Practice?

	n	% (n/57)
Important/very important	45	78.9
Somewhat important	1	1.8
Neutral/not answered	11	19.3
Total	57	100.0

Interesting, while 78.9% (or 45) thought it was important to have access to a Community of Practice, 63.2% (or 36) stated they regularly accessed an established 'Community of Practice' or network to exchange information or take part in professional development.

There were 31 (of these 36) people who identified the Community of Practice they accessed. Their responses are provided in Table 12.

When asked about other networks and sources of information sharing about ES program and resource development, 24 respondents listed another network. Their responses are in Table 13.

Table 12: Which Community of Practice do you access?

Response
Work in partnership with local public institutions, industry, regional organizations, and the provincial governing body for non-public institution training
WEM practitioners Facebook page, Copian editor (used to be called NALD), Literacy Partners, etc.
We have our Certified Career Practitioners of British Columbia status and belong to the board of which almost all of the organizations that have obtained this certification belong to so we have constant opportunities for workshops and webinars and conference calls and conferences etc.
Various Industry associations through engineering
Through its volunteer Board of Directors, its Provincial and Territorial Advisory Committee and its broad national network, CHRC works for and with all the cultural industries and arts disciplines in

Response
the cultural sector including the Live Performing Arts; Writing and Publishing; Visuals Arts and Crafts; Film, Television and Broadcasting; Digital Media; Music and Sound Recording; and Heritage. CHRC also works on cross-sector issues such as Cultural Management, Career Management and Export Marketing.
The Essential Skills Guiding team readily shares information that they have, both in person and on their website. I am a member of that team.
Society for Industrial & Organizational Psychology, CDAA
Service Canada
Saskatchewan Literacy Network, the Office of Essential Skills and Adult Literacy
Provincial and Territorial Literacy and Essentials Skills Alliance Quebec Essential Learning Alliance The Provincial Organization of Continuing Education Directors, English (PROCEDE) Quebec Literacy Working Group - a committee of PROCEDE Quebec Advisory Council for Vocational Education {QACVE}
organizations that are servicing the Aboriginal clientele thru my networking and being a member of CDAA
Okanagan college
NALD
Many LinkedIn groups focusing on education, Aboriginal issues and human resources.
I sit on the Aboriginal Essential Skills Guiding Team in BC and use these amazing people as a wonderful resource for the latest and greatest in our back yard.
I am a member of the Aboriginal Essential Skills Guiding Team based in Vancouver and we meet periodically for exchange of ideas as well as communicate electronically with regularity.
I access any resources related to training development - i.e. tutela.ca, international qualifications network, etc. It is good to have Aboriginal specific content for a community of practice, such as this website.
HRSDC Canada and Emploi Quebec
FNMI advisory committee through Edmonton Public Schools
FN ASETS holders.
family literacy for adults
ESAF ACCESS

Response
Colleagues in the field of education, training, culture practices, health and wellness, adult education, community capacity-building, Adult and Higher Learning Association of B.C., and more specific to Essential Skills.... the Aboriginal ES Guiding Team B.C./Yukon (team member for several years now)
Coalition l'alphabétisation Plusieurs tables de concertation locale Ã Quebec, Sherbrooke et Montreal
CDAA, CERIC
Career Development Practitioners Life Skills Coaches Counselors and therapists Literacy and essential skills
BCCDA, CDC
BCCDA AND PROVINCIAL education ministry (and many web pages)
BCCDA
Aboriginal Essential Skills Guiding Team,
Literacy Network Northeast, Essential Skills website, Community Literacy Ontario

Table 13: What other networks do you access for knowledge sharing regarding ES program and resource development?

Response
AESGT
BCCDA
career practioneers, counsellors, attending various conferences, continuous training in skills investment programs/
Community and Economic Development and Employability Corporation (CEDEC) l'Institut de cooperation pour l'Education des adultes (ICEA) Employment Services Roundtable (QC) Le Réseau pour le développement de l'alphabétisme et des compétences (RESDAC)
Dacoda, Douglas Collge, The Training Group

Response
Decoda; NALD; regular debrief with staff of Prince George Nechako Aboriginal Employment and Training Association; Aboriginal Essential Skills Guiding team
Edmonton Literacy Coalition & Literacy Works Edmonton
Essential Skills Guiding Team in BC
FN ASETS holders and counterparts at ESDC.
government programs, local programs at our reserves
I am a board member for our local literacy group to keep hands on with needs of our community in this regard. But love to be a part of a larger national group.
I have been an Adult Education Instructor for many years, so I share information with people that I have worked with in education.
Linkedin groups, personal networking, colleges, libraries, etc.
LinkedIn
National sector councils, regional working group
Okanagan Training and Development Council (OTDC) has many fellow employment counselors that are receiving training from Douglas College in Essential skills.
OLES, WEM
Other ASETS organizations, one-to-ones with AESGT members, sharing ideas and formulating curriculum with Elders and family members, Facebook ES site, open to research when times permits and my cohort from Adult Learning and Global Change Master's
Parenting programs anything to adult learning in furthering their knowledge in anything to be helpful to the person needing the tools to learn.
Various Aboriginal networks through LinkedIn
Volunteer Alberta, Linkedin
We also are updated regularly with Bow Valley College regarding the current TOWES information.
We belong to a social services planning committee that meets every three months.
We have a regional college wide system of access programming ideas through a coordinators meeting

Approximately 16% of respondents believe that it is important to access a Community of Practice, but do not actively access one. The survey did not ask what was preventing those who saw the importance but were not accessing a community so there is no data on the barriers to access. But, from the follow-up question with those respondents who were accessing a Community of Practice it seems that there are a number of Communities of Practice from which practitioners in the field can draw. Knowledge of these communities may be a barrier to access and it could be something to add to the FIMESIP web site in the future.

Conclusion

Overall, the content on the FIMESIP seems to have had significant impact on the awareness, confidence and ability to assess promising practice in ES initiatives for First Nations, Métis and Inuit. There is a need to keep the inventory up-to-date and to add and update information that supports ES programming in this area. There is also a need to support those working in the field to connect with a Community of Practice. One way to do this may be to provide a list of Communities of Practice.

DISSEMINATION AND COMMUNICATION

From the start of the project, CCDF worked with the project partners to ensure that awareness of the project was promoted and the project's outcomes were widely known. CCDF strategically reached out to its own and its partners' networks to ensure that all stakeholders, through the Community of Practice, were invited to participate and contribute to the project and share the results of the research with LES practitioners across Canada. Below is an overview of the project's Communication and Dissemination Plan with resulting outcomes. The outcomes listed are those that CCDF is aware of, but given the depth and breadth of the communication and dissemination plan it can be surmised that there are additional outcomes for which CCDF is unaware.

Communication/Dissemination Plan			
Target Audience	***Information to be communicated/ disseminated***	***Tools used***	***Outcome(s)***
Members, affiliates and stakeholders of project partner organizations - Assembly of First Nations, ITK, Métis National Council, Aboriginal Human Resource Council, Provincial Government WES Representatives, Select Post-Secondary Institutions, Select Secondary School	Announce project and purpose to generate interest and participation	Phone, websites, email listservs, key conferences/ meetings	Development of the Steering Committee, Working Group and Community of Practice Listserv

Communication/Dissemination Plan			
Target Audience	***Information to be communicated/ disseminated***	***Tools used***	***Outcome(s)***
Representatives			
Members, affiliates and stakeholders of project partner organizations - Assembly of First Nations, Métis National Council, ITK, Aboriginal Human Resource Council, Provincial Government WES Representatives, Select Post-Secondary Institutions, Select Secondary School Representatives	Project progress and outputs profiled via partner networks, websites and/or conferences/ meetings	Quarterly progress updates, postings, sample PPT presentations and/or communiqués	Steering Committee, Working Group and Community of Practice Listserv well informed of project's progress. Their participation results in an inventory that includes initiatives 34% over target and almost 50% more inventory profiles (DCTs) than targeted.
Canadian Career Development Foundation affiliates and partners National academics and policy makers, sector council representatives, government policy-makers, career practitioners in public and private settings, Secondary and PSE counsellors, cooperative education teachers	All project content including Literature Review, Inventory, Project Results, Case Studies and Evaluation Tool Kit, freely accessible online via project and partner websites Distribution of project results and materials from exhibitor booth	Listservs, websites, e-mails, twitter account, conferences, meetings FIMESIP website	Web site referenced on all partner web sites and twitter feeds, The Canadian Council of Career Development Associations, the International Centre for Career Development and Public Policy, the BC Career Development Association, CERIC sent the web site launch announcement to their full listserv and/or featured it on their twitter feeds
Aboriginal Organizations, Associations, Literacy and Essential Skills Networks (e.g. The Assembly of First			All announced the launch of the web site on their organization's web site and/or twitter feed.

Communication/Dissemination Plan			
Target Audience	***Information to be communicated/ disseminated***	***Tools used***	***Outcome(s)***
Nations, Métis National Council, Inuit Tapirit Kanatami, Cree Nation Authority, Prince Albert Literacy Network, the Ontario Native Literacy Coalition, Saskatchewan Aboriginal Literacy Network, the Sioux Literacy Council, the NWT Literacy Council)			All supported the distribution of the post-pre survey.
National/Provincial/Territorial Literacy and WES Networks (e.g. provincial/territorial LES coalitions, the Canadian Learning and Literacy Network (CLLN), COPIAN)			COPIAN made regular mention of the web site and project on their web site. They supported the distribution of the post-pre survey through their web site and twitter feed CLLN has promoted the project on their web site and supported the distribution of the post-pre survey to their network
AHRDA/ASET Groups			ASET groups participated in developing the inventory, supporting the case study process and were respondents to the post-pre survey
First Nation, Métis and Inuit Post-Secondary Institutions and Training Organizations, Other Post-Secondary Institutions with Literacy or			All announced the project on their web sites. The Minister Responsible for Nunavut Arctic

Communication/Dissemination Plan			
Target Audience	***Information to be communicated/ disseminated***	***Tools used***	***Outcome(s)***
Essential Skills Upgrading Programs (e.g. Seven Generations Education Institute, Yukon College, Rupertsland Institute, Saskatchewan Indian Institute of Technology, Douglas College, Bow Valley College, Nunavut Arctic College, Frontier College, Prince George Neckako Aboriginal Employment and Training Association)			College announced the project in the Government of Nunavut Legislature The Assistant Deputy Minister of Aboriginal Affairs in the Government of Ontario reviewed and had staff review the web site thoroughly and plans use the information to inform their approach to literacy programming. The Manager of Workforce Development/Labour Market Services, Ministry of the Economy has reviewed the web site and is working with Frist Nations groups to use the information to inform literacy and Essential Skills programming in the province.
Career and employment professionals, career educators, trainers, facilitators, guidance counsellors, job developers, career practitioner students			CCDF presented the project at CANNEXUS – a national career conference. The presentation was overcapacity in attendance.
The Association of Sector Councils, co-ordinating body			All Sector Councils have been informed of the

Communication/Dissemination Plan			
Target Audience	***Information to be communicated/ disseminated***	***Tools used***	***Outcome(s)***
of 29 sector councils Business, labour, education, professional groups			project. The Mining HR Council has announced the project on their web site. The Aboriginal Human Resource Council has sent the announcement of the web site to their full listserv and had CCDF presented the project at their Inclusion Works conference in Vancouver, 2014.

PROJECT OUTCOMES AND CONCLUSION

The two main outcomes targeted by the project were to:

- Increase knowledge and understanding in the field of current ES practices through a comprehensive national inventory of ES programs with markers of success, aimed at increasing employability and employment for Aboriginal adults living in diverse environments;
- Increase capacity in the field through the development of an ES "Community of Practice" engaged in the development and assessment of the inventory, the widespread dissemination of results and a case study analysis of best practices in ES programming for Aboriginal populations across Canada.
- The post-pre data collected indicate that this project successfully increased the knowledge and understanding of ES practices targeted to First Nations, Métis and Inuit youth and adults among those on the Community of Practice listserv. The Community of Practice widely participated in the development of the inventory and supported the dissemination of project results throughout their networks.

APPENDIX A: CASE STUDY PROTOCOL, FIELD OBSERVATION TOOLS AND QUESTIONS FOR SEMI-STRUCTURE INTERVIEWS WITH STAFF, PARTICIPANTS, EMPLOYERS, EDUCATORS AND COMMUNITY STAKEHOLDERS

Case Study Research Protocol

Process

The process is described in the Researcher's Statement below and the Case Study Report template. Case Studies will be developed through interviews with the initiative/resource developers and site visits (research observations) where the initiative has been delivered and/or resource used.

Markers of promising practice are the essence of the case study. Under CCDF's contract, we need to describe the techniques, methodology and tools used to build the markers of promising practice. The Research Key describes all markers of promising practice and this and the initiative's Data Capture Template (DCT) should guide the development of each case study report. We are looking to describe what makes this initiative unique, innovative and impactful.

In the process of developing the case studies, we need to collect any tools, templates, techniques and resources used to deliver and evaluate the program that build promising practice. The intent behind collecting these tools is to share them with the Community of Practice. We hope to add links to these resources on the NALD web site. We need the initiative and, perhaps, the developers permission (in cases where the initiative did not develop the resource themselves) to attach the resources with the Case Study. If the resource is not freely available on the internet; we can provide a link for users to find out more information about the resource.

The researcher must supply an explanation to inform the organization and participants of the purpose of the study, who is carrying out the study, and who will eventually have access to the results. In particular, issues of anonymity and avenues of dissemination and publications of the findings should be brought to the organizations' and participant's (staff, program participant, elders, employers, community member) attention.

Case Study Participation Request

See Researcher's Statement below for guidelines. Contact each organization via phone and in writing (email) to request their participation in the case study.

Researcher's Statement

Research Purpose

The Canadian Career Development Foundation (CCDF) is building an inventory of Essential Skill practices for First Nations, Métis and Inuit peoples. An inventory has been developed as well as a list of promising practice markers. Your organization developed a DCT in order to be part of this inventory.

The initiative that you developed (participated in) has been identified as having a number of these markers and we are conducting case studies on 10-12 of these initiatives to better describe how you integrated these practices in your initiative. CCDF hopes that these case studies will support others in enhancing Essential Skill initiatives for First Nations, Métis and Inuit peoples.

Organizations who participate in the case studies have already consented to having the information that they provided on their DCT posted on the National Adult Literacy Database (NALD). By participating in this case study research, your organization is consenting to have the case study report posted on NALD as well. All participating organizations and individuals in the case study will have the opportunity to review and provide feedback on the final case study report prior to their publication on the NALD web site. No individuals will have their name published in the report if they so wish.

We will also request that any tools and resources used to implement the initiative be made available on NALD either through PDF file or URL link to the web site where their case study is profiled.

Case Study Participants

- Staff at organizations that developed/implemented the program/tool
- Individuals that participated in the initiatives
- Community and/or family members of the participants in the program or who used an Essential Skill building resource
- Employers who hired/trained the participants

Research Methods

A variety of research methods will be used; interviews (in-person and via telephone), site visits and tours and participant observation (through site visits). All participants will receive an Informed Consent form which they must sign and return to the researcher conducting the interview. Interview will be recorded with a digital voice recorder. The recordings will be deleted once the case study report has been published. Photos and/or videos may be taken and published with the case study report.

Location of Research

It is hoped that the researchers will have the opportunity to visit one program/resource delivery site of the initiative.

Timeline

The data collection will happen from September – October 2013.

Time Commitment

Staff at Organizations

- An initial meeting or telephone call of approximately half an hour to discuss the research process in detail and to allow the organization to decide if they would like to participate in the research
- An interview with the lead contact in the organization (Approximately 1 hour)
- Interviews with organization trainers/facilitators/relevant staff (Approximately 1 hour)

- Allow researcher to conduct one day-long field visit to where the program is delivered/resource is offered
- Any other meetings deemed necessary for the research upon negotiation with the organization
- A follow up meeting with the lead organization to debrief the site visit and ask any questions that emerged from the visit (20 minutes)
- Review of the case study draft (30-45 minutes)

Participants (includes program participants, their family members, community members, employers)

- An interview with participants participating in the program (1-3) for approximately 30-45 minutes to be arranged by between the delivery organization and the researcher
- An interview with other stakeholders (1-3) for approximately 30 to 45 minutes to be arranged between the delivery organization and the researcher

Anonymity/Confidentiality

Names of program participants will not appear in the case study report. Other stakeholders will only be named with permission. Organizations involved in the initiative will be clearly identified. A contact for the initiative and their contact information will appear in the published report. All case study reports will be posted on NALD, CCDF and partner web sites. Information given in confidence will remain so and the lead organization will have the opportunity to vet the case study before it is finalized for publication.

Research Dissemination

The case studies will be published in a variety of forms and for a variety of audiences related to the broad nature of the research detailed above (i.e. conference, web sites, articles, project reports, etc.).

Photo Release Forms

Verbal consent will be asked for prior to any photos taken and release forms signed by anyone photographed.

Queries

Please direct any queries regarding this research to _____(researcher name), _____(phone) or _____(email).

Case Study Report Template

The Report should be no longer than 6 pages. The language should be engaging, creative and easy to read and digest. Writing should be narrative in approach with the inclusion of quotes from those interviewed. In your write-up, suggest 1 to 2 pull-quotes. The case study should be written at a grade 8 to 10 reading level (ES Level 3). Bullet points should be used to summarize the main points.

Examples of case study reporting that are good examples of what the end product should look like are:

- http://www.nada.ca/wp-content/uploads/1034.pdf
- http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/Syncrude-CS.sflb
- http://www.tda.edu.au/resources/OccQ12009.pdf

With consent, please take pictures during your field visits for inclusion in the report and record full names of those in the photo.

Below is a guideline which outlines the information that should be included in the report:

1. *Overview*

   Provide a brief description of the initiative. Describe the context -- both describing delivery site and the rationale for developing the initiative in the first place. Report the status of the initiative: completed, not operational, just beginning, etc. Also, report on the initiative's scope (national, provincial, local, special interest group). Did it change and if so how and why? What actions are being/were taken to build the sustainability of the initiative?

2. *Essential Skill Focus*

   List the Essential Skills developed through the program or by the resource. And, describe, how they do this. Why they focussed on a specific set or all of the Essential Skills? Did that change over time? Why?

3. *Objectives*

   Describe the main objectives of the initiative. Try to report on the thinking behind the goals and objectives. Go beyond a cut and paste from the DCT. Have the goals/objectives changed over time? Are they process or outcome based goals and objectives? If outcomes based, how did they set out to meet these outcomes? What did they want the outcomes to be?

4. *Promising Practice (Keys to Success)*

   Markers of promising practice are the essence of the case study. Under CCDF's contract, we need to describe the techniques, methodology and tools used to build this promising practice. We are looking to describe what makes this initiative unique, innovative and impactful. The Research Key describes all elements of promising practice and should be the guide for building this section of the case study report.

   ### *4.1* Methodology/Approach

   What is their method? How did they build the program? What is their approach to ES training/development? Probe for anything that you found ambiguous on the DCT.

4.2 Promising Practice (Tools and Techniques)

4.2.1 Structure of the Program/Resource

Program (Direct/Indirect): Describe the structure of the program and report if the program is a First Nations, Métis and/or Inuit led initiative, describe the partnerships that were built, and how the initiative worked with and in the community. How did they market the program/resources (how did people know about it)? Did they have a marketing/awareness building plan? What were the results of their marketing/dissemination/communication plan? How did they build for sustainability of the project? Did this work, why or why not?

Resources: Describe the applicability of the resource, the marketing strategies to reach community members and how the resources build community capacity. How did they build for sustainability of the resource? Did this work, why or why not?

Collect copies of marketing tools and evaluation of user use (web site tracking tools).

4.2.2 Content of the Program

Program (Direct/Indirect): Describe the general philosophy of the program (e.g. provides support for person issues, addresses a range of skills for long-term employment, includes mental, physical, emotional and spiritual of the individual, addresses unique and multiple needs of Aboriginal people). Also, describe the application of indigenous and adult learning principles in the initiative. Finally, describe the design of the program. Ask: why they chose to design the initiative in this manner?

Resource: same as above.

4.2.4 Delivery of the Program/Resource

Program: Does the program have a learner-centred approach? If so, how does it do this? Are there aspects of experiential learning? What are they and how do they build it into the initiative? What is the staff training or certification to teach or to facilitate this initiative? How is staff selected? What are the expectations of staff?

Resource: Same as above, but in terms of staff focus on who is developing the resources. Are they familiar with/respectful to First Nations, Métis and Inuit culture? Do they motivate users and provide users with successful learning opportunities?

4.2.5 Outcomes of the Program/Resource

Program: Is there a detailed evaluation plan? If so, what is it? Is the evaluation plan integrated into the delivery of the program (i.e. have they established what they anticipate the outcomes being and how have they structured the program to bring these outcomes about). What client outcomes are being assessed? How do they track learner change? What tools do they use and can they provide samples? If they don't track learner change, what is getting in their way of doing so? What has been the impact on participants, families, communities? How do they evaluate it and how do they reveal the impact to others? What procedures, surveys, tools, screening tools do they use to track learner change and the impact of the program? To what degree have the Essential Skills been developed? Has the program met its objectives? What follow-up to they do with the participants, families and communities once the program has been implemented?

Resources: Similar to above. In addition, ask: how the resource is being used? How do they track use and impact of the resource?

4.2.6 Transferability

Program (Direct/Indirect)/Resources: What is the scope of the program? Is it transferable to other jurisdictions/communities/sectors?

5. *Lessons Learned/Challenges*

Have developers speak to the challenges and the lessons learned from trying to resolve these challenges. Ask if they can walk you through all the steps in resolving these challenges/barriers. Ask: if you could develop from scratch what would they do differently.

6. *Benefits*

Provide the benefits of the initiative for each of the following stakeholder groups (if applicable) (use subheads for each stakeholder group):

- Participants
- Community/Families
- Employers
- Other

Ask: How did you identify the stakeholders? How did you engage them? Do you have any hard copies of engagement strategies tools that you would like to share?

7. *Contact*

Provide full information for the contact person for the initiative.

8. *Case Study Toolkit*

List all the resources used by the initiative in the implementation of their project. This includes special emphasis on any evaluation tools used. Provide full bibliographic reference and information on how to access the tools, wherever possible.

Participant Letters

August 26, 2013

Dear Case Study Participant Organization:

As you know from filling out a Data Capture Template for the First Nations, Inuit and Métis ES Inventory Project (FIMESIP), over the past year the Canadian Career Development Foundation (CCDF) in partnership with Employment and Social Development Canada, the Assembly of First Nations, the Métis National Council and the Inuit Tapiriit Kanatami has been building a comprehensive inventory of Essential Skills initiatives focussed on First Nations, Inuit and Métis peoples. The goal of this project is to better understand the state of practice with respect to Essential Skills initiatives tailored to First Nations, Inuit and Métis youth and adults living in diverse communities throughout Canada and to share these insights and lessons learned with a larger Community of Practice. At present, the inventory includes over 75 initiatives and will be housed, at launch in January 2014, in the National Adult Literacy Database (NALD) and will be freely accessible to all.

This project is funded by the Government of Canada's Office of Literacy and Essential Skills

Part of the process in building the inventory was to conduct research and identify common markers of promising practice, then to review the inventory and select as case studies 10-12 initiatives that have integrated these practices substantively into their Essential Skill practice.

Through our research, CCDF identified numerous markers of promising practice (e.g. partnership, working with the community, learner-centred approach, experiential learning, etc.). We hope, through the case study research, to provide to other practitioners with tips, tools, techniques, resources and lessons learned for integrating these practices into their work.

Your ES initiative (name here) has been identified as having a number of these markers of promising practice. CCDF is contacting you on behalf of the project to ask your consent to profile your initiative as a case study in the FIMESIP inventory that will be available at NALD.

To develop the case studies, we ask that you will allow a CCDF researcher to visit the site where your program is being delivered or your resource is being used. We hope during the visit or via phone to interview stakeholders including representatives from your organization, initiative developers, trainers/practitioners involved in program delivery, participants, community and family members and employers. Interviews will take between 30 minutes to 1 hour – longer interviews will be for those who have been responsible for the development and/or delivery of the program. The purpose of the interview is to have the stakeholders tell their story about their experience with

your initiative. These can take place via phone or in-person during the site visit. Our researcher, (name here), will contact you and explain the case study process in detail.

Inclusion of your practice as a case study in the inventory will greatly enhance Essential Skill practice and will support First Nations, Métis and Inuit employment in their communities and throughout Canada. Benefits to having your practice profiled in this way are numerous and include:

being able to demonstrate to partners, funders, communities and participants the breadth and depth of your programming -- how it speaks to promising practices in the field;

helping Essential Skills practitioners, like yourself, learn practices and access tools for the future development, and

gaining awareness of your initiative nationally.

All case studies will be vetted and approved by you or your organization's authority to be included as a case study in the inventory.

We thank you for helping us build this inventory.

Sincerely,

Project Team
Donnalee Bell, CCDF, Research Manager
Sareena Hopkins, CCDF, Co-Research Manager
Dr. Bryan Hiebert, Per Man Consultants Ltd., Lead Researcher
Suzanne Klinga, CCDF, Researcher
Trina Bučko, T. Bučko Consulting and Training, Researcher

Steering Committee
David Boisvert, Métis National Council
Maria Wilson, Inuit Tapiriit Kanatami
Lu Ann Hill-McDonald, Assembly of First Nations
Bryan Hendry, Assembly of First Nations

Working Group
Kim Fraser-Saddleback, Saskatchewan Institute of Technologies
Wayne Zimmer, Seven Generations Education Institute
Lizzie Aliqatuqtuq, Nunavut Arctic College
Cindy Cowan, Nunavut Arctic College
Guido Contreras, Rupertsland Institute
Sonya Howard, National Association of Friendship Centres

August 26, 2013

Dear Participant:

The Canadian Career Development Foundation (CCDF) in partnership with Employment and Social Development Canada, the Assembly of First Nations, the Métis National Council and the Inuit Tapiriit Kanatami has been building a comprehensive inventory of Essential Skills initiatives focussed on First Nations, Inuit and Métis peoples. Essential Skill are skills are used every day and every job at different levels. The skills include: reading, writing, document use, numeracy, computer use, thinking, oral communication, working with others, and continuous learning.

The goal of this project is build an inventory of Essential Skills projects and resources for First Nations, Inuit and Métis youth and adults to share insights and lessons learned with everyone involved in delivering and participating in these programs.

At present, the inventory includes over 75 initiatives and will be housed, at launch in January 2014, in the National Adult Literacy Database (NALD) and will be freely accessible to all.

Part of the process in building the inventory was to select about 12 promising practices to develop case studies. The program that you participated in was selected and we hope to talk about what you experience was like. The interview will take between 30 minutes to 1 hour. The purpose of the interview is to let you tell your story about your experience.

Inclusion of this case study in the inventory will greatly enhance Essential Skill practice and will support First Nations, Métis and Inuit employment in their communities and throughout Canada. We thank you for helping us build this inventory.

Sincerely,

Donnalee Bell

Project Team
Donnalee Bell, CCDF, Research Manager
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Sonya Howard, National Association of Friendship Centres

This project is funded by the Government of Canada's Office of Literacy and Essential Skills

Interview Questions for Organization Leads

1. Please tell me about your program.
   (Probe: Describe the context -- both describing delivery site and the rationale for developing the initiative in the first place. Report the status of the initiative: completed, not operational, just beginning, etc. Also, report on the initiative's scope (national, provincial, local, special interest group). Did it change and if so how and why? What actions are being/were taken to build the sustainability of the initiative?)

2. What are the key objectives/goals of the program?
   (Probe: Try to report on the thinking behind the goals and objectives. Go beyond a cut and paste from the DCT. Have the goals/objectives changed over time? Are they process or outcome based goals and objectives? If outcomes based, how did they set out to meet these outcomes? What did they want the outcomes to be?)

3. How would you describe the methodology that you took to develop and deliver/disseminate this program/resource?
   (Probe: What is their method? How did they build the program? What is their approach to ES training/development? Probe for anything that you found ambiguous on the DCT?)

4. Who are the key stakeholders in this project? How do/have you worked with them?
   (Probe: How did you identify them? How did you engage them? How do you manage the participants? What do you provide to the participants to make this program/resource a successful experience/tool in their Essential Skills learning? How is/are the community/employers involved in the initiative?)

5. What did you hope to achieve through this program/resource? Has this changed over time? If so, how and why?

6. What makes your program/resource successful, unique, innovative and impactful?
   (Probe: What have you done to ensure that you achieve the outcomes you set out to achieve? Who is responsible for the success of the program? How do they contribute to its success? How do you know that you have been successful? How do you know that this initiative works?)

7. What are the key outcomes for the project?
   (Probe: What did you expect to see? What did you see but didn't expect to see? What did you expect to see but didn't?)

8. How do you track that these outcomes have been met? What tools do you use for doing so? Can I see samples of these tools?
   (Probe: Is there a detailed evaluation plan? If so, what is it? Is the evaluation plan integrated into the delivery of the program (i.e. have they established what they anticipate the outcomes being and how have they structured the program to bring these outcomes about). What client outcomes are being assessed? How do they track learner change? What tools do they use and can they provide samples? If they don't track learner change, what is getting in their way of

doing so? What has been the impact on participants, families, communities? How do they evaluate it and how do they reveal the impact to others? What procedures, surveys, tools, screening tools do they use to track learner change and the impact of the program? To what degree have the Essential Skills been developed? Has the program met its objectives? What follow-up to they do with the participants, families and communities once the program has been implemented?
Resources: Similar to above. In addition, ask: how the resource is being used? How do they track use and impact of the resource?)

9. How do people know about your project?
   (Probe: How did you market or outreach to the community? What techniques did you use? Can you provide me with examples?)

10. Is this program/resource transferrable to other environments and contexts?
    (Probe: Could you see this project working elsewhere or is it uniquely built for this community? Are there parts of the program that would work elsewhere?)

11. What were the main stumbling blocks in your initiative? How did you resolve them?

12. What are the lessons learned from your initiative?
    (Probe: What are the lessons that they learned from other programming that they built into their initiative?)

13. If time and resources are short, what are the most important aspects of your initiative to keep?

Interview Questions for Participants

1. Please tell me about your experience in the program or with the resource.

2. How did you find out about the project?
   (Probe: Word-of-mouth, radio/TV ad, etc.)

3. What did you hope to get out of participating in the program or by using the resource? Did the program/resource meet your expectations?
   (Probe: What did you learn? Where you surprised by your experience? What made it a good/bad experience?)

4. What elements of the program/resources did you enjoy?
   (Probe: e.g. Involvement of family and community, respect for Aboriginal culture, personal growth and development, took care of personal/spiritual/physical needs, control of my learning, the instructors attitude toward my learning (non-judgemental, encouraging, empathetic))

5. What made this program/resource successful for you? What is/has been the key outcomes from your participation in the program or use of the resource?
   (Probe: certification, confidence in learning, self-empowerment, supports with daycare/eldercare, experiential learning)

6. What stands out for you about this program/resource? Did it make a difference in your life? If yes, explain.

7. Did you experience any challenges while attending this program? How did you overcome them? How did the program or instructors/organization help you?

8. What piece of advice would you give to someone else who was thinking of taking the program/using this resource?

9. What do you plan to do or think that you might like to do now that you have completed the program?

10. Is there anything else you would like to share about your experience with this program/resource?

Interview Questions for Employers

1. Please tell me about the experience that you have had with the program/resource.

2. Why did you want your organization to participate/use this program/resource?

   (Probe: e.g. improve the essential skills of workers, raise the Essential Skills of community members of recruitment and retention, and contribute to the community at large)

3. What, in your opinion, were the best aspects of the program/resource for your organization?

   (Probe: e.g. Involvement of family and community, respect for Aboriginal culture, growth and development of staff/individuals, took care of personal/spiritual/physical needs, the instructors attitude toward my learning (non-judgemental, encouraging, empathetic), development of Essential Skills, increase in employability of staff/individuals)

4. What made this program/resource successful for your business? What is/has been the key outcomes for business program?

   (Probe: certification, confidence in staff learning, self-empowerment, understanding of how Essential Skills are used on the job, increased employability of community members)

5. Were there any challenges your business face during this initiative, if so what were they and how did you address them?

   (Probe: staff understanding about the program, staff training or orientation needed prior or during the project, follow-up or employment expectations post project)

6. What would be some lessons learned or a piece of advice you could share about your experience with other employers that may want to get engaged with this type of initiative?

Interview Questions for Community Members

1. Please tell me about your experience with the program/resource.

2. Why did you feel that you wanted your community members to have access to this program/resource?

3. How was the community involved in the development/delivery/dissemination of this program/resource?

4. What did you hope your community would get out of participating in the program or by having access to the resource? Did the program/resource meet your expectations? Why or why not?

5. What, in your opinion, were the best aspects of the program/resource?
   (Probe: e.g. Involvement of family and community, respect for Aboriginal culture, personal growth and development, took care of personal/spiritual/physical needs, the instructors attitude toward my learning (non-judgemental, encouraging, empathetic))

6. What made this program/resource successful for your community? What is/has been the key outcomes from your community's participation in the program?
   (Probe: certification, confidence in learning, self-empowerment, supports with daycare/eldercare, experiential learning, employability of community members)

7. What made this program/resource successful for your community? What is/has been the key outcomes from your community's participation in the program?
   (probe: certification, confidence in learning, self-empowerment, supports with daycare/eldercare, experiential learning, employability of community members)

8. Were there any challenges your community faced during this project/program? If so, what were they and how did you overcome them?

9. What would be a piece of advice you would like to share with other communities that may try an Essential Skill project in the future?

10. Is there anything you would change/add/remove from the program or how it was done if you were to do this again? Why?

Interview Questions for Family Members

1. Please tell me about the experience your family member has had with the program/resource.

2. What, in your opinion, were the best aspects of the program/resource for your family member?

   (Probe: e.g. Involvement of family and community, respect for Aboriginal culture, personal growth and development, took care of personal/spiritual/physical needs, the instructors attitude toward my learning (non-judgemental, encouraging, empathetic))

3. What made this program/resource successful for your family? What is/has been the changes you see since your family member's participation in the program?

   (Probe: certification, confidence in learning, self-empowerment, supports with daycare/eldercare, experiential learning, employability of community members)

4. What, if anything, did you get out of her/his participation in the program/use of the resource?

5. What did you learn about Essential Skills or the ideas that your family member was learning about as part of this program? Was there anything that peaked your interest in learning more about what they were learning?

Interview Questions for Resource Users

1. Please tell me about your experience with the resource.
2. Why did you feel that you wanted your organization/program/participants to have access to this program/resource?
3. How was your organization/program involved in the development/delivery/dissemination of this resource?
4. How did you find out about the resource?
   (Probe: Word-of-mouth, radio/TV ad, etc.)
5. What did you hope to get out of using the resource? Did the resource meet your expectations?
   (Probe: What did you learn? Were you surprised by your experience? What made it a good/bad experience?)
6. What, in your opinion, were the best aspects of the resource?
   (Probe: e.g. Involvement of community in development of resource; input from employers, accessibility, content, support material for using resource, cost, medium, respect for culture, approach.)
7. What made this resource successful for you? What is/has been the key outcomes from your use of the resource?
   (Probe: certification, builds confidence in learning, self-empowerment, supports for use of resourcce, experiential learning)
8. What stands out for you about this resource? Did it make a difference? If yes, explain.
9. Did you experience any challenges while using this resource? How did you overcome them?
10. What piece of advice would you give to someone else who was thinking of using this resource?
11. Is there anything you would change/add/remove from the resource or how it was used if you were to use the resource again? Why?
12. Is there anything else you would like to share about your experience with this resource?

Case Study Observation Checklist

- [ ] Organization has agreed to participate in the case study.
- [ ] Site visit and participant interview have been arranged
- [ ] Interviewed organization lead (person responsible for the initiative)
- [ ] Interviewed initiative participants
- [ ] Interviewed key stakeholders
- [ ] Collected all relevant resources, tools, techniques and resources associated with the initiatives development of promising practice
- [ ] Took photos and/videos at site visit to demonstrate elements of the practice.
- [ ] All participants in photos taken during site visit have signed a release form.

Photo Release Form

Case Study # and Title (Use DCT #):

Participant Name:

Release

I consent to the use of any photo of me taken during the case study research conduct by the Canadian Career Development Foundation (CCDF). I understand that the materials I have consented to may be used in the case study report produced by CCDF. These materials will be primarily used by CCDF but may be made available to partner organisations.

I understand that the materials I have consented to may be used in a variety of formats and platforms including but not exclusive to; publications (both printed and online), leaflets, posters, presentations, advertising and web sites (including external social media websites). Distribution of these materials may be geographically diverse and I understand that the general public worldwide may see the materials.

Images may be edited to enable use in a variety of formats but this will not change the sentiment of the views expressed therein.

I am aware that materials will be held indefinitely and I can ask for them to be removed at any time by contacting the Donnalee Bell at d.bell@ccdf.ca. I understand that appropriate steps will be taken to remove materials on request, but it may not be possible to stop their use completely.

I hereby give my informed consent for my participation and for the photos to be used as set out above. I know I will not be paid for allowing the materials to be used and I am giving this consent freely. Refusal to consent will in no way affect my participation in current or future training programs.

Name of Participant (please print both first and last name)

Signature of Participant	Date	Signature of Researcher	Date