

Project Details

Location

British Columbia

website

<https://www.douglascollege.ca/programs-courses/training-group/essential-skills/practitioner-training-certificate>

Contact

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Community

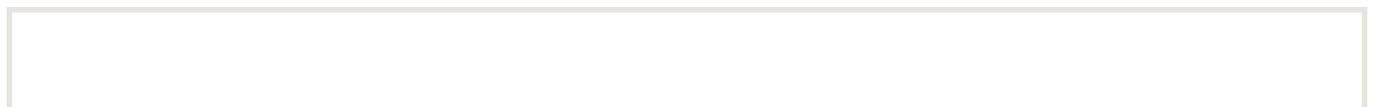
Urban, Rural, Remote, Band office, Reserve community, Other

Scope of Project

National, Provincial / Territorial, Regional, Local

Target Audience

First Nations, Inuit, Métis, Youth (15-30 yrs), Adults (31-49 yrs), Older workers (50+ yrs), Persons with disabilities, Other



Initiative Impact

What is the overall impact of the initiative and how is this measured?

Project Goal: To provide Essential Skills information and knowledge that can be integrated into the work of educators, trainers, counsellors, career practitioners, policy makers and those persons in a position to influence and enhance the skills of persons in their communities.

Specific Workshop outcomes:

- Increased awareness and knowledge of Essential Skills.
- Increased awareness of Essential Skills Complexity Levels.
- Increased ability to use the common language of Essential Skills.
- Familiarity with a range of Essential Skills tools and resources and knowledge of where to find more.
- Awareness of Essential Skills assessment tools and approaches.
- Awareness of current Essential Skills programs and best practices.
- Specific ideas for next steps applications.

Over 90 educators, trainers, facilitators and counsellors have participated in these workshops. Delivered in Coquitlam, New Westminister, Chilliwack, Prince George, Kamloops, Port Alberni, Lach Klan, Quebec and Yukon.

What challenges have you faced and how were these overcome?

The materials were developed to provide credit in our Essential Skills Practitioner Training Certificate Program delivered by qualified instructors.

Many instructors however did not wish to use the materials for this end purpose.

What are 3 key lessons you learned from developing or delivering your initiative? What advice from those lessons would you share with others?

We encourage users to adapt materials for their audience and to use what components that address their needs.

The materials are highly adaptable for all audiences including newcomers to Canada, mainstream clients, persons with disabilities and others.

What have participants, stakeholders and partners thought, felt and/or said about your initiative?

“The workshop was interactive, enjoyed the knowledge gathering and networking.” “Activities were fun and engaging.” “Facilitator’s manual was user friendly.” “Appreciated the clarification of Essential Skills and how ES supports all levels of the working/employed/employable.”

“The actual hands on exercises really helped me to understand ES and to look at how ES can be implemented into programs and services.” “Computer exercise provided me with additional resources to share with others.”

Incorporation of Essential Skills

Which Essential Skills are covered by the initiative?

Reading Text

Document Use

Numeracy

Writing

Oral Communications

Working with Others

Thinking Skills

Computer Use

Continuous Learning

How are the Essential Skills integrated into your initiative?

Workshop materials build participant awareness of all 9 essential skills and provide participants with opportunities to develop ES skills through skills practice.

How do you assess participant Essential Skills?

Work shop materials cover the following re: ES assessment:

- Informs participants what ES assessment tools exist.
- provides direction re: where ES assessment tools can be sourced.
- assists with the selection of appropriate ES assessment tools. assessing participant ES

During the workshop students are introduced to informal Essential Skills assessments. (Examples are from Measure Up - measureup.towes.com.)

Project Components

What are the components of the initiative?

Other

How do you support participant success in the program?

Other

How was Indigenous culture integrated into the program content or delivery?

Workshop methods, content and materials incorporate an Aboriginal world

view (Aboriginal themes, learning styles, contexts and experiences) as developed by a working committee of Aboriginal Organizations from across BC.

What do you think are the most important competencies and attributes for staff involved in this initiative to have?

Those who are using the workshop material need to have a solid knowledge of Essential Skills

Facilitators of the workshop must be pre-approved by Douglas College to deliver this workshop if the students wish to ladder into further Essential Skills training with Douglas College. Douglas College maintains and publishes a list of qualified facilitators who can deliver the workshop to ladder into the Essential Skills Practitioner Training (ESPT) Program. Facilitators must meet the following criteria:

- Successful Completion of the ESPT Certificate Program (note, completion of “An Aboriginal Essential Skills Journey, Planting the Seeds for Growth” is preferred and may take place of the Intro to Essential Skills course)
- Minimum one year facilitation experience
- Letter of recommendation from an employer validating facilitation skills

Who are your partners, and what is their involvement in the initiative?

- Service Canada: BC/Yukon Aboriginal Programs Unit- Advisory Team - Provided consultation and feedback to ensure product developed reflected an

‘Aboriginal View’

- Aboriginal Essential Skills Guiding Team – Advisory Team Provided consultation and feedback to ensure product developed reflected an

‘Aboriginal View’

- Office of Literacy and Essential Skills – Government of Canada – Funders