

Integrating Essential Skills
Into Apprenticeship Training

GUIDE



oral communication

writing hair stylist

MÉTIS ∞

construction reading iron worker

RED SEAL mechanic truck transport

document use

TRAINING

plumber welder

document use thinking

NUMERACY

computer use

INUIT

computer use

APPRENTICESHIP continuous learning

JOB

FIRST NATIONS

ELDERS

carpenter working with others

cook

document use



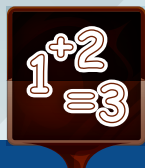
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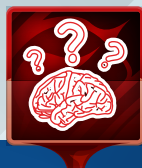
DOCUMENT USE



NUMERACY



COMPUTER USE



THINKING



ORAL COMMUNICATION



WORKING WITH OTHERS



CONTINUOUS LEARNING



Canadian Apprenticeship Forum
Forum canadien sur l'apprentissage



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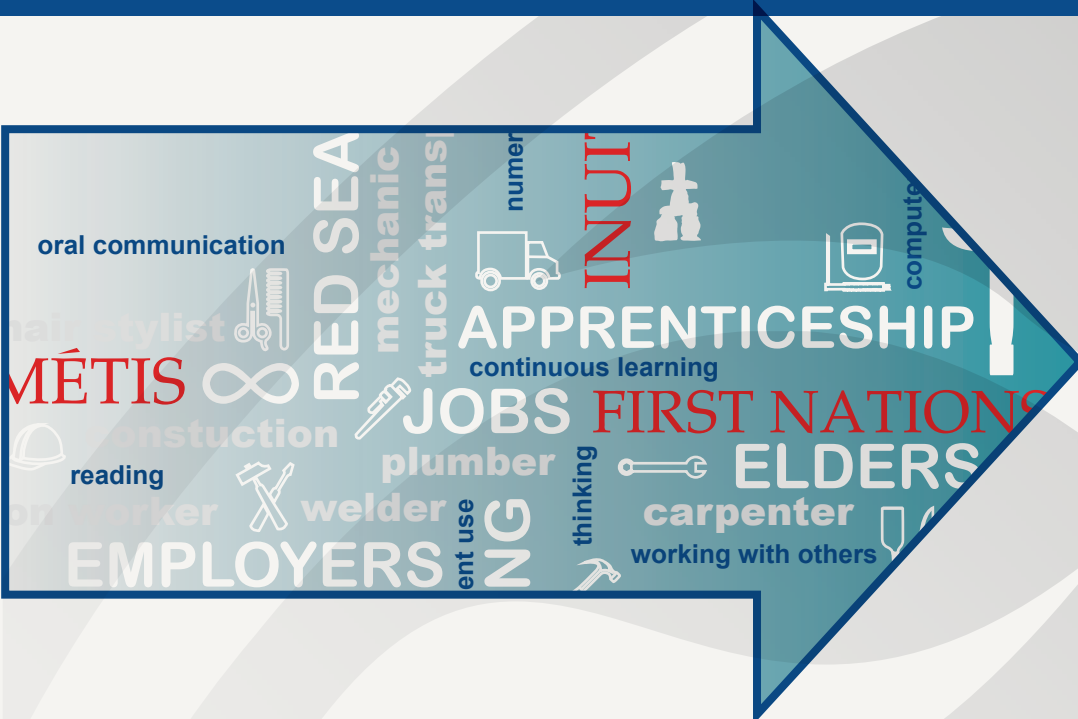
GETTING STARTED

Across Canada, apprenticeship stakeholders are committed to helping Aboriginal learners succeed in their training. Crucial to this success are strong Essential Skills in areas such as reading, communication, and math. This guide provides information on how to support the development of Essential Skills interventions in pre-apprenticeship and apprenticeship programs.

The information in this guide was provided by Aboriginal Skills and Employment Training Agreement (ASETA) holders who are funded by Human Resources and Skills Development Canada. Under this strategy, Aboriginal agreement holders design and deliver employment programs and services best suited to the unique needs of their clients. These agreement holders have learned by doing and continue to integrate Essential Skills into trades training initiatives for the benefit of their clients. The Canadian Apprenticeship Forum-Forum canadien sur l'apprentissage (CAF-FCA) facilitated the exchange of this information across the country based on requests from ASETA holders starting their work in Essential Skills who wanted to learn from others.

It is important to understand that the successful integration of Essential Skills into trades training requires a high degree of support and passion.





What is the link between Essential Skills and successful careers as Apprentices and Tradespersons?

Having strong Essential Skills such as reading manuals, taking measurements and interpreting diagrams can increase the success in apprenticeship training and a career in the skilled trades.

However, the apprenticeship community cannot afford to neglect Essential Skills as part of pre-apprenticeship and apprenticeship programs. Without an Essential Skills approach, learners often give up or fail. When this happens, the initial investment is lost and the learner's self-esteem is lowered. With Essential Skills training, learners and employers enjoy these benefits:

- higher tendency to complete apprenticeship training
- increased employee confidence
- fewer accidents at the workplace
- increased productivity at the workplace
- less frustration experienced by learners

(Source: Canadian Apprenticeship Forum, "The Link Between Essential Skills and Success in Apprenticeship Training," June 2007, p. 47.)

Though Essential Skills programs are costly in terms of needed time, effort and funding, they are well worth the investment. Integrating Essential Skills into pre-apprenticeship and apprenticeship training helps learners build foundation skills to a level that will ensure effective and successful participation in the trades. This in return changes lives.



#1- WHAT DO WE NEED TO KNOW?

Labour Market

Job opportunities vary depending on where you live. Knowledge of your current labour market, and of possible future trends, provides valuable information when determining the types of trades your organization should focus on. Provincial/territorial and national developments should be considered as well, but local market demands are likely what will motivate an organization into action. Next, consider whether there are potential Aboriginal apprenticeship participants to help meet these local demands.

For labour market information that is specific to your area, check out Working in Canada:
www.workingincanada.gc.ca.

Apprenticeship Terms

Apprenticeship – Apprenticeship is a workplace-based program that teaches people the skills they need in the trades to achieve competencies and perform tasks to the industry standard. Typically, an employer sponsors the apprentice. On-the-job, the apprentice works under the direction of a journeyman. The training combines alternating periods of on-the-job (80-85%) and technical training (15-20%). Requirements for each trade vary, but most trades require six to ten weeks of technical training each year. Technical training can occur at a college, a union training centre, a private trainer, or on-line. While at technical training, apprentices may be eligible to receive Employment Insurance benefits. Most apprenticeship programs are four years in length. Once the apprentice has completed the required hours or modules for the trade, the apprentice can challenge the exam for the Certificate of Qualification for the province/territory. There are many benefits to this form of training including earn while you learn, certification, good pay and exciting career opportunities.

Apprentice – An apprentice is hired by an employer, works with a journeyman in order to learn a trade, and is officially registered with their province or territory. Apprentices are responsible for going to their technical training and completing all the required assignments and examinations. Apprentices are paid employees who may also receive Employment Insurance benefits and federal or provincial/territorial grants.

Journeyman – A certified journeyman is recognized as a qualified and skilled person in a trade and, therefore, is entitled to the wages and benefits associated with that trade. A certified journeyman is allowed to train and act as a mentor to a registered apprentice. Journeymen can sign off on whether apprentices are achieving their key competencies on-the-job and play an important role in developing apprentice skill sets.

Note: All examples are provided for information sharing purposes only.

CAF-FCA, or any of its partners, does not necessarily endorse any of the programs listed.

Jurisdictional Apprenticeship Systems

Each province and territory has its own system for recognizing and accrediting trades training. It is, therefore, important for your organization to meet with local apprenticeship authorities in order to understand the system and its requirements.

It is important that a program have staff that can provide apprenticeship counselling.

Certification

An individual wishing to become a certified journeyman must write a provincial/territorial or inter-provincial examination. If s/he passes, a Certificate of Qualification is earned, which means the person can legally work in the trade as a journeyman. This certification is legally required in provinces/territories where the trade is compulsory. In cases where the trade is voluntary, certification is not required, though it is often viewed as an indication of achievement among employers in the sector.

The Ellis Chart indicates which trades have apprenticeship programs and whether the trades are compulsory or voluntary in each jurisdiction. See www.ellischart.ca.

Red Seal Program

The Red Seal is recognized across the country as industry's standard of excellence and enhances the mobility of journeymen. In Canada, there are 53 Red Seal trades. A Red Seal designation means industry has come together to determine a common set of standards and competencies for a trade and that common definition has been accepted by at least two provinces and/or territories. In most provinces, a 70% pass mark on the Red Seal Inter-provincial examination serves as a final assessment on which a Red Seal endorsement is earned and affixed on the provincial certificate. In Alberta, Québec, and the territories, the individual writes a provincial/territorial exam and then the Red Seal exam. If they pass the additional exam, they receive the Red Seal endorsement on their certificate. The Red Seal is important because it gives workers a competitive edge. Employers often seek this designation when hiring journeymen. Since it is a commonly recognized designation, the Red Seal facilitates being able to find work in other provinces or territories.

To find out more about the program and which trades are designated Red Seal, see www.red-seal.ca.

Funding for Apprentices

If an individual wants to become an apprentice, s/he needs to find an employer sponsor. Apprentices are paid by their employers and, if they fill in the appropriate paperwork, they can also receive Employment Insurance benefits during technical training. In the Red Seal trades, once the first and second year levels are completed, many apprentices are eligible to receive the Apprenticeship Incentive Grant (AIG) from the federal government. If they complete the program and achieve certification, they are also eligible to receive a federal government completion grant. See the Service Canada website for more information: <http://www.servicecanada.gc.ca/eng/goc/apprenticeship/index.shtml>. Apprentices in Red Seal and non-Red Seal trades may also be eligible to receive provincial or territorial grants where they are available.

Employment Counsellors/Job Coaches

Some ASETA holders have employment counsellors/job coaches who help Aboriginal learners throughout the apprenticeship process. These counsellors/job coaches provide administrative and emotional support to apprentices for the full term of their apprenticeship and are often responsible for:

- helping apprentices interact with the appropriate local apprenticeship authorities
- monitoring the progress of the apprentices
- assisting with job leads
- collecting and submitting work-based training hours to the designated authorities
- assisting apprentices with registrations for technical training
- providing apprentices with information about available grants and tax credits for them and their employers
- liaising with employers to match apprentices to jobs
- maintaining relationships with apprentices and employers throughout the on-the-job training

Literacy and Essential Skills

Through extensive research, the Government of Canada and other national and international agencies have identified and validated key literacy and Essential Skills. Some or all of these skills are used in every job and throughout daily life in different ways and at varying levels of complexity. Workers with Essential Skills are better able to meet the demands of their jobs and are, therefore, more valuable employees. It is beneficial to invest in Essential Skills training.

Literacy and Essential Skills:

- are needed for work, learning and life
- are the foundation for learning all other skills
- help people evolve with their jobs and adapt to workplace change

There are nine commonly identified Essential Skills:

- Reading
- Writing
- Document Use
- Numeracy
- Computer Use
- Thinking
- Oral Communication
- Working with Others
- Continuous Learning



Douglas College in British Columbia offers Essential Skills training adapted for an Aboriginal audience called: "An Aboriginal Essential Skills Journey: Planting the Seeds for Growth."

Knowledge of Aboriginal Culture and Values

ASETA holders are best suited for leading the creation and delivery of culturally-aware programming as it relates to trades training. ASETA holders have the ability to create and maintain a healthy and supportive learning environment for their learners.

Elders who understand the importance of Essential Skills say that the Essential Skills (especially Document Use, Numeracy, Oral Communication, Working with Others, Thinking, and Continuous Learning and, to a lesser degree, Reading, Writing and Computer Use) are foundations of Aboriginal values.

You may choose to translate the Essential Skills into your learners' traditional languages. First Nations in British Columbia and Inuit Organizations in Nunavut have translated the nine Essential Skills into their traditional languages.

Many Aboriginal education and employment training centres work closely with Elders, instructors and teachers, journeypersons and other professionals from Aboriginal communities when setting up their interventions.

An Essential Skills approach to training recognizes that learners in a class will be at various levels of competency. For example, some may be very good at solving problems with numbers, but may have weak reading skills. Instructors who identify these variations in levels of competency can work with Essential Skills developers to provide customized support.

An organization needs to know how to properly assess learners in order to understand their individual skill level. It is important to understand how this relates to the complexity levels required for specific trades. This understanding allows organizations to benchmark what the learner needs to know and enables them to progress toward that goal. This evaluation is done through analysis of the skills required both on-the-job and during technical training.

Essential Skills experts can be hired by your organization to provide training workshops to your staff on these aspects of Essential Skills assessments:

- Advice on to complete an intake form.
- How to do the initial interview with the learner.
- How to broach the subject of Essential Skills in a way that is supportive.
- Examples of questions you could ask a learner to fill in to give an indication of their abilities.
- A discussion of how to mark the assessments and to provide feedback. For informal assessments, the focus should be on identifying strengths and weaknesses, rather than "test scores."
- How to set up a portfolio that allows learners to keep track of their work and show improvement over time. This helps give the learner confidence to do more and ensures different counsellors understand each learner's progress.
- The importance of a learning action plan where the learner identifies specific and measurable goals. It is important that the learner is accountable for short-term goals.

Real-life tasks encourage the learning process and student engagement. Through tailored Essential Skills lessons, participants can learn to effectively and efficiently practice and complete trade-related tasks required for any job.

Goal setting is also an important part of the process. If the learner does not have a clear idea of where they are starting from and where they are going, it can be difficult to move forward. Understanding the Essential Skills requirements of the occupation and the learner's current Essential Skills level are crucial to developing realistic goals.

Promising Practices for Evaluating Essential Skills:

- Assessment questions should use culturally relevant examples.
- Consider life experiences that enable Aboriginal learners to develop Essential Skills, not just work experiences.
- Build on existing skill strengths and track work so the learners can see improvements in their skills.
- Guide the learner when using the tools or conducting an intervention. Otherwise, it can be overwhelming and the learner will get discouraged.
- Any action plan should have achievable goals with a specific timeframe.



Questions to Consider When Determining Knowledge Needed:

- What sources will we use for our labour market research?
- How does the apprenticeship system work in our province/territory?
- How will we ensure that we integrate Essential Skills training into our programs?
- How will we ensure that our programming addresses Aboriginal culture and values?
- How will we ensure that our program addresses individual needs and levels of understanding?



2

Learning - Reading - Writing - Document Use - Numeracy - Computer Use - Thinking - Oral Communication - Working with Others - Continuous Learning

#2 WHO DO WE NEED TO KNOW?

Experience has shown that, to be successful, key stakeholders/partners need to be involved from the beginning.

Apprenticeship Authorities

Apprenticeship authorities in every province and territory manage, administer, and regulate apprenticeship training. Forming partnerships with apprenticeship authorities helps you provide informed and reliable services to your Aboriginal apprentices. These authorities can often be involved as partners to ensure that any curriculum or training meets the trade-specific requirements and industry standards. If your local apprenticeship authority has an Aboriginal Advisory Committee, ask to join this committee. Provincial/territorial apprenticeship authorities may also be interested in co-sponsoring Aboriginal apprenticeship activities. Sometimes, funding from such authorities is made available through federal/provincial/territorial Labour Market Agreements. Increasing the number of Aboriginal trainees successfully completing trades programs and entering into apprenticeship may be an area of focus in some of these agreements. You should also investigate whether or not your province or territory has a designated *Aboriginal People in Trades* partnership program.

Trade Unions

Trades unions may also be a useful resource. In some jurisdictions, they have the ability to deliver trades training.

Employers

Employers provide on-the-job training, which is the core of apprenticeship training. Employers, therefore, are a critical partner because they can provide apprenticeship opportunities and sustainable employment. A good way to connect with employers is through their industry organizations which also act as a source of labour market information. In some jurisdictions, Aboriginal communities may themselves act as the employer for the purpose of registering and training apprentices.

First Nations/Inuit/Métis Organizations

First Nations/Inuit/Métis organizations are central to your goals, as they act as referrals and also as potential funding sources, helping to support their citizens through the apprenticeship process.

Tribal councils are often able to support employment and training initiatives. Determine if councils can help move your initiatives forward.

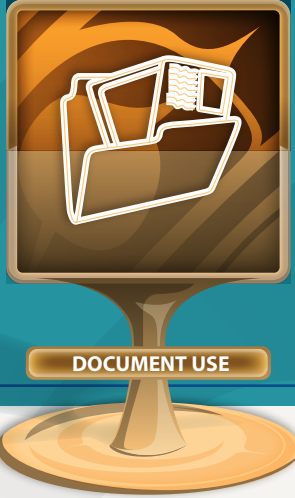
There are Aboriginal-serving organizations like Friendship Centres, that are likely partners for serving an urban Aboriginal population.



Educational Institutions

Many mainstream training institutions such as colleges are very interested in working with ASETA holders. If there is no existing program in your community, you have a great opportunity to help develop this key component. With support from those who have created programs in other districts, you can work to ensure that Aboriginal people can participate equally while incorporating cultural values, geographic realities, and varied learning styles into your programming.





Questions to Consider When Building Partnerships:

- Who are the ASETA holders in the area?
- Which government departments do we need to approach?
- What is the apprenticeship governing body in our province/territory?
- Is there a related Aboriginal advisory committee and, if so, how do we become members?
- Does our provincial/territorial government have special initiatives to encourage Aboriginal participation in trades?
- Which trade unions are likely stakeholders?
- Which employers are hiring?
- Which other Aboriginal-serving organizations are in our area?
- Which qualified training institutions deliver trades training in our area?
- Which qualified training institutions have been successful in recruiting and providing a positive learning environment for Aboriginal participation? What is their model?
- What experience do our potential partners have working with Aboriginal people?



#3 WHAT RESOURCES ARE NEEDED?

There are a variety of elements to think about when devising a budget for a program.

Financial Resources-Budget

Program costs will vary considerably, depending on the extent of the program and how the program is organized. A detailed operational budget, including the estimated cost per training session, will help you to assess costs. Key cost factors to consider include:

Program Consultation: This area can include costs for determining the focus of the program, professional development for staff, Essential Skills training and other professional fees. The average cost for hourly consultation can be \$50 to \$60 per hour.

Curriculum design and development: If there are no other programs on which you can build, you will need to consider the cost of the curriculum design and development for the pre-apprenticeship/apprenticeship and Essential Skills training. Identifying the Essential Skills requirements for the trades you want to focus on will help you come up with relevant learning activities. If Essential Skills upgrading is provided before the pre-apprenticeship/apprenticeship training, allow time to gather trades training materials to use in the Essential Skills upgrading so that it relates directly to the trades.

Instructors: Teaching hours usually make up 50 - 75% of the instructor's duties. Non-instructional hours are required for individual needs assessments and evaluation, curriculum development, project team meetings, orientation and the organization of celebrations to acknowledge student achievement. Keep these tasks in mind when determining the number of instructor hours required per program session.

Apprentice/Employment Counselling: Counselling is critical to achieving successful outcomes. Calculate the number of hours required per session per participant and the number of hours required for follow-up support. It is important to consider project team meetings and the time required to build and maintain employer and support service networks when determining the required hours for the counsellors/job coaches.

Overhead: Program administration and basic office expenses must be considered.

Program and Classroom Space: Determine the cost for space, tools and equipment if they are not currently available to you.

Learners' expenses: Learners have concerns and needs (e.g. allowances, travel costs, childcare expenses) that, if not considered and addressed, may limit participation. Build these costs into your project costs.



Partnerships: Managing program costs is dependent on partnering with groups such as other ASETA holders, government, industry, and literacy/Essential Skills providers. These partnerships will help to leverage resources more creatively and effectively. Building relationships can:

- help organize and position the program
- access funding for training, learners' expenses and resources such as program equipment, office and classroom space
- provide professional expertise in Essential Skills curriculum design and development
- prepare or recommend courses
- provide instructors
- manage the student/learning interface
- provide progress evaluations

Importance of Staff: Finally, talented and committed people are needed. It starts with a vision and continues based on dedication toward fulfilling program targets. Hiring staff with a variety of skills to support initiatives is important. Writing proper grant proposals, for example, will help gain access to resources, so a qualified proposal writer is an asset. A knowledge of finances and budgeting is needed, so accounting experience is a good idea. If these skills are not part of the skill sets of current staff members, consider contracting individuals that can perform the work, or access the services in another way.

Employment Assistance Programs

ASETA holders across the country offer employment assistance programs (EAPs) and can help by offering services and support that you might need. EAPs often include fully-equipped resource areas with computers, telephones, photocopying and faxing services, as well as one-on-one employment counselling, facilitated group workshops, funding for learners' training purchases, targeted wage subsidy programs, and even an ability to provide work gear. Directors of such employment services are able to coordinate:

- assessment, recruitment and referral services
- responses to media requests to launch trades initiatives
- identification of successful practices that have led to employment outcomes
- engagement meetings with various stakeholders to discuss specialized services for Aboriginal people
- recruitment and retention strategies for employers
- national engagement meetings for interested parties

For the most part, Aboriginal learners are unable to take advantage of trades training opportunities without financial help. ASETA holders may provide assistance in terms of tuition, living expenses, travel, daycare and other necessary supports.

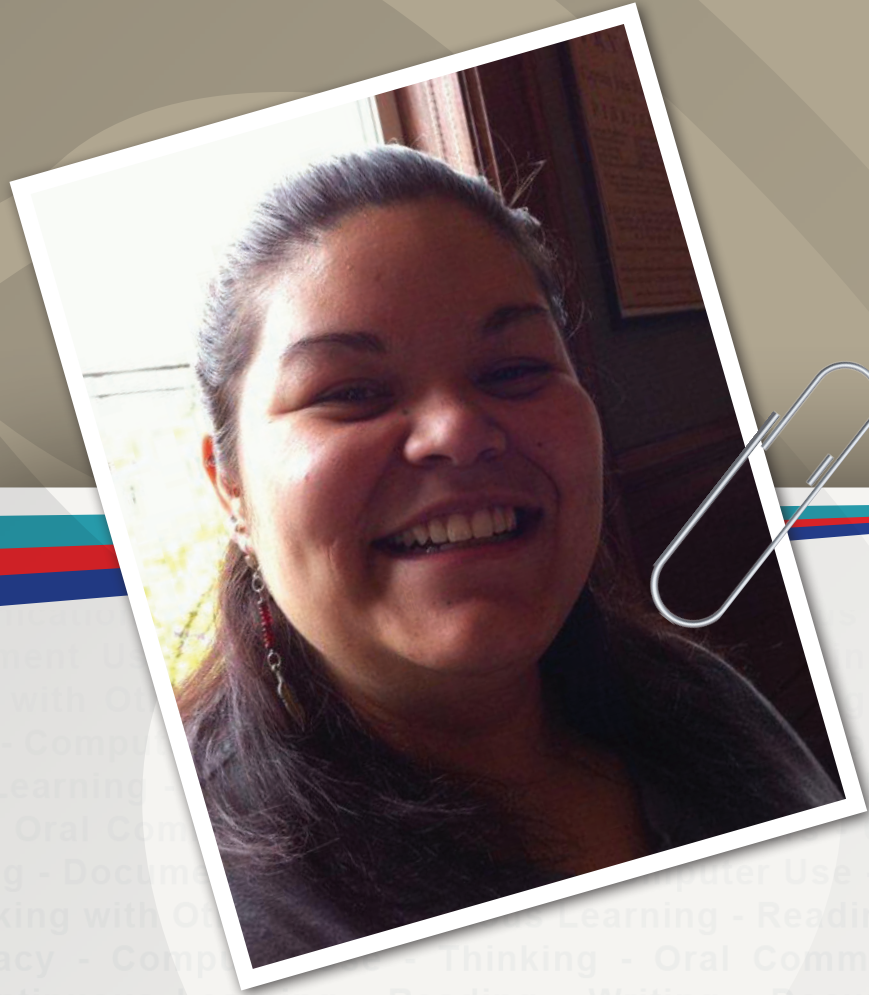
Progress Tracking Tools

All stakeholders expect progress reports to ensure that investments are encouraging positive results. Database and manual tracking systems will be required, and will allow you to create the necessary individual and group reports. Progress tracking tools also provide information that can lead to program improvements.



Questions to Consider When Determining Needed Resources:

- What resources do we currently have?
- Which employment services are currently in place to help Aboriginal people move into apprenticeship?
- Who is our contact with each service?
- How much additional funding is required? Where and how might it be accessed?
- Which resources can we leverage more?
- Who are our potential funders and what are their funding requirements?
- Who can assist with identifying sources of funding?
- What is our capacity to write proposals?
- How will we track learner progress?



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#4 WHAT COMPONENTS ARE NECESSARY TO CREATE THE PROGRAM?

It is important not to make your program so complex that it is difficult to manage and adapt. Do not create a system that has too much hierarchy and not enough workers - aim for a team approach. Consider what you want to achieve and work backwards from there, determining all that you need to make your learners successful.

Your Location

Determine if the program will be provided from a permanent location and/or if you are providing remote services in some way. Consider that learners might be in small northern communities without Internet connections. How will you reach out and help them?

Your Team

Identification of those people who possess the passion and commitment to create training programs and who will follow through with program delivery is critical. This includes not only program instructors, but also designated staff for employment counselling. These counsellors/job coaches provide the administrative and emotional support to participants throughout their training and job placements. They also network with employers, business groups, and community organizations. The right people will make everyone's job easier and the program much more successful.

In addition to those dedicated to working on the program, past experience shows that Essential Skills and trades experts are necessary. There are many Aboriginal service organizations that have worked to integrate Essential Skills into employment and training programs. These organizations are available to you for assistance as you develop your own programming and will enable you to learn from the experiences of others.

Addressing Essential Skills weaknesses with learners is a sensitive issue. Learners need to feel supported and be confident that you have the capacity to help them improve. Much tact and care is necessary, and so it is best if the core delivery team is of Aboriginal ancestry and that they fully understand the need for and the uses of Essential Skills.

Volunteers

Volunteers are also a part of your team. Recruit role models such as Elders, previous participants and successful Aboriginal tradespeople to inspire learners. Encourage the inclusion of these role models as a part of your program.

Accounting

Be sure that you have resources dedicated to managing the financial aspects of the program. Ensure that proper funding is in place before welcoming learners into your program.



Essential Skills Tools

There are many Essential Skills tools available and most are free or available at cost. The Office of Literacy and Essential Skills (OLES) leads the way as a provider of quality Essential Skills tools, ranging from awareness and assessment to practical application. OLES provides funding for the creation of Essential Skills tools. For example, two ASETA holders on Vancouver Island have collaborated on the creation of a culturally-appropriate assessment tool targeted at First Nations communities in their area. The Saskatchewan Aboriginal Literacy Network has developed an Aboriginal Adult Literacy Assessment tool.

Tools can often be adapted to your situation. It is understood that Aboriginal culture varies widely and it is expected that tools will need to be customized to suit your environment. Appropriate images, symbols and examples can be incorporated into Essential Skills materials to respectfully relate to community traditions.

Curriculum Development

Curriculum development is likely the most creative and unique aspect of your programming. Your team must possess the necessary training and talent for creating Essential Skills curriculum that blends and supports the core trades training. Curriculum developers must also create individual skills enhancement plans for learners. Until your team can do these tasks adequately, external Essential Skills curriculum developers can be used as coaches.

Much collaboration is required in order to integrate the Essential Skills component into the core curriculum. It is crucial that trades instructors are well-versed in Essential Skills concepts and are prepared to work with the curriculum developers to identify areas where students might struggle if their foundation skills are weak.

The use of generic Essential Skills building tools (i.e. PLATO software, SkillPlan activity sets), as well as custom-made curricula, is an ideal approach.

Adapting authentic workplace materials and training manuals into Essential Skills activities takes time, so allowing for this development is important prior to accepting learners into a program. Support for creating these materials can be accessed through ASETA holders, OLES and other relevant organizations.

SkillPlan is a council in British Columbia with a mission to improve Essential Skills for workers in the construction industry. It has created trade-based Essential Skills activity sets which are available at no cost from their website. It also provides a wide variety of curricula development tools that link Essential Skills to trades training.

Embedding Essential Skills into Programs

ASETA holders are often well-positioned to embed Essential Skills into their trades training initiatives.

Begin by reviewing the Essential Skills training plan with the core curriculum training plan to see where and when Essential Skills activities are feasible. Consider options such as:

- Essential Skills components are taught before trades training
- Essential Skills components are taught during trades training, with sections added to the training when appropriate
- Essential Skills components are taught within trades training, having been seamlessly integrated into the training during the development stage

All three options are good, however, one or two may be more realistic due to time restrictions and the amount of material to be covered in the core training. A well-thought out plan should be established so staff can do the necessary training in advance.

ACCESS and Métis Nation BC Essential Skills for Aboriginal Futures (ESAF)

ESAF began its work in 2007 and is located in the heart of New Westminster, British Columbia. ESAF helps Aboriginal People gain valuable Essential Skills, which are the foundation for learning all other skills needed for work, learning and life. They provide people with skills to evolve with their jobs and adapt to workplace change.

The ESAF partnered with the Aboriginal Community Career Employment Services Society (ACCESS) to deliver a six-week Essential Skills course to 17 Aboriginal students prior to their seven-month technical training in the BCIT Welding program. ESAF developed and delivered the curriculum in accordance with the standards set out for the welding trade, focusing largely on establishing a foundational understanding of the numeracy and physics required for technical training. Curricula was designed based on both the welder Essential Skills profile and the actual workbooks the students would be using during their BCIT training. Upon completion of the ESAF program, trainees moved directly into the level C welding program. Of the 17 students, 17 completed the course and went on to BCIT.

Learners should be provided with tools that encourage self-study during their off-hours. Past experience shows that motivated learners want such tools and learning aids, and that they demonstrate a willingness to do the extra work. Many students provide the information to their families and friends in the spirit of sharing. This sharing is a benefit to the whole community.

Keep in mind your program may just be a starting point for the learner. Learners need to know that they may have to undertake additional training and courses once they officially register as apprentices with their province or territory.



Trades Culture Awareness

Every trade has its own norms and behavioural expectations. Learners are often unaware of these workplace realities so having experienced tradespersons who can discuss these expectations during the program prepares apprentices for the worksite. Having this knowledge increases the chances of success as learners arrive better prepared.

Cultural Awareness

Coping strategies should be included in the program and supports identified in case learners face discrimination. Learners should also be informed of their rights, which are protected under human rights legislation.

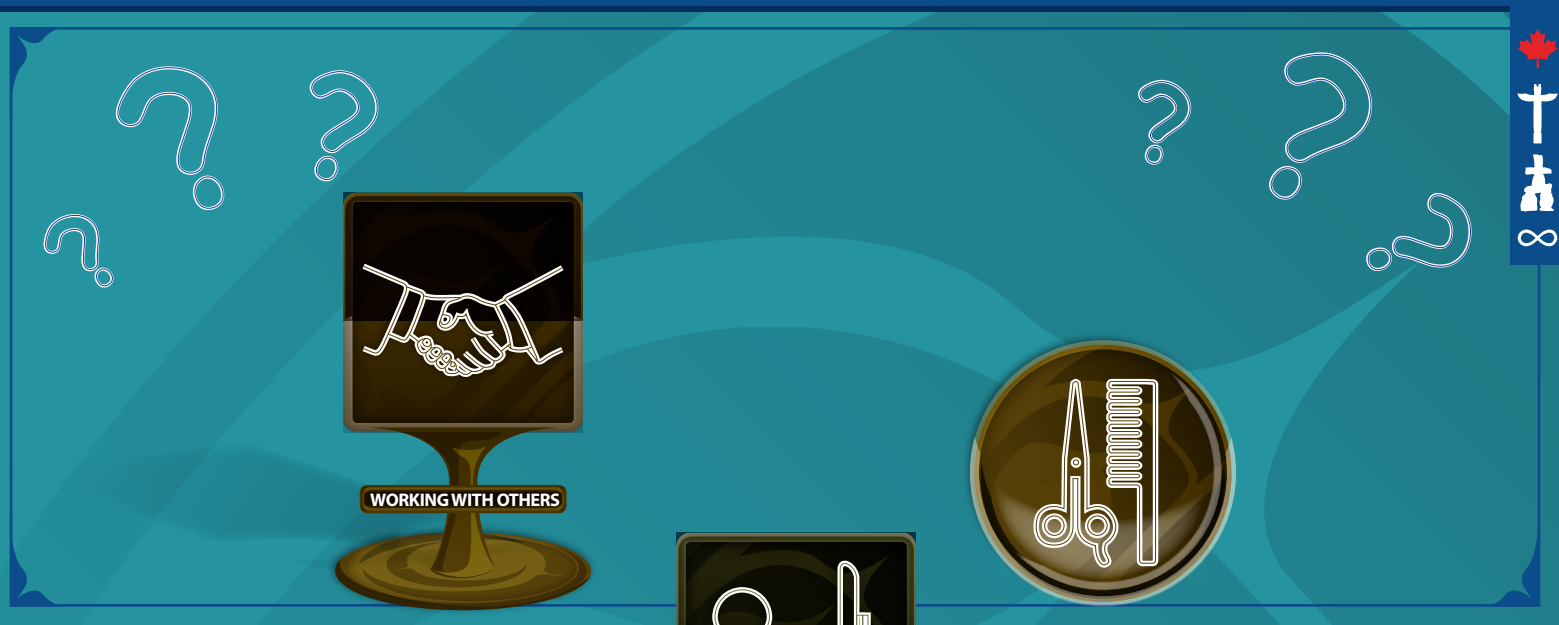
Identification of Potential Road Blocks

It is not always possible to anticipate challenges that some learners will encounter in your program. For example, a drug/alcohol issue or a learning disability may surface once a learner is in training. Programs often rely on external support to mitigate such challenges. Knowing where to go for professional and culturally-sensitive help is crucial to providing holistic services. Be prepared to use your networks to come up with innovative solutions intended to support learners, address their personal challenges and help them to achieve success in the program.

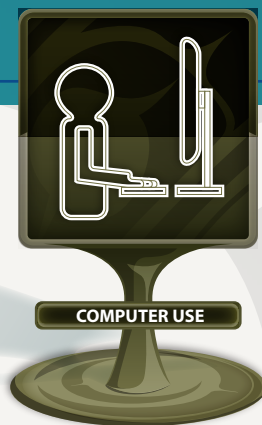
Ongoing Support

Many learners require ongoing, after hours and on-the-job follow-up support. Many successful programs hire job coaches, who make themselves available to apprentices, trainers and employers. Job coaches assist learners through the entire process of apprenticeship training.

Access to Essential Skills upgrading should be available to all apprentices during their technical training. This will encourage them to improve their skill sets continuously.



Questions to Consider Regarding Program Components:



- Who are the team members?
- Who are our trade experts?
- Who are our Essential Skills experts?
- Where will the program be delivered and to whom?
- Who might be potential mentors?
- What Essential Skills tools are needed? Where are they available?
- What is our timeline for start-up and development?
- Who can help us understand the behavioural expectations of specific trades?
- Who can we access to provide Aboriginal culture awareness workshops or Essential Skills workshops for our staff?
- What will be the content of the curriculum?
- What will the training plan look like and what is the timeline?
- What kind of learner supports will be made available?
- What kinds of challenges do we anticipate that our learners will encounter?
- How will learners be referred to our program?
- How will learners be supported during their work placements or during the on-the-job portion of their apprenticeship training?



#5 HOW DO WE LAUNCH AND MARKET OUR PROGRAM?

Referral and Recruitment Process

Encourage your team to meet with representatives from successful programs, as this will help you to gather examples of successful referral and recruitment systems. A comprehensive referral/recruitment plan is important to success.

Proper advertising requires a keen understanding of where potential apprentices are. All ASETA holders have physical locations at which support is available for learners.

Marketing tools and a carefully thought out communication plan will help to ensure that you are reaching your intended audience. Brochures, posters, websites and presentations will enable you to describe your initiative and engage the needed parties.

Materials from CAF-FCA will help you promote apprenticeship training to participants. For information on the benefits of apprenticeship and the advantages of a career in the skilled trades, see www.careersintrades.ca. You can also order additional materials such as posters, booklets, and brochures by emailing CAF-FCA at info@caf-fca.org.

Work Experience

Many Aboriginal trades training programs assist their learners in the process of finding work placements. Securing employers who are ready and able to host a learner can be challenging when you are delivering a program, but attempting to do so adds value to your program from the learner perspective. It also increases awareness of your program among employers and can lead to greater employer participation in the program.

Outreach to employers is important to securing work placements. CAF-FCA has resources that will help you convince employers that hiring and training an apprentice is a worthwhile investment for their business on its employer webpage: www.apprenticeshippays.com.

Success Stories

Use the success of your students to promote your program. These stories will be inspiring and motivating for other potential learners, for employers, and for communities in general. Consider these success stories as a part of your marketing plan.

Certificate Training:

Building other appropriate training such as First Aid, Workplace Hazardous Materials Information System (WHMIS), personal protective equipment and food safety into your program adds value for learners. These certificates add transferable skills to learner portfolios and increase their self-confidence.

Ongoing Promotion

Recognize the importance of having a presence in the community. Sponsor worksite tours, give presentations and offer human resource workshops. Promote your program in all that you do. Involve local unions and be sure they are aware of your mission and activities.

Encourage learners to support each other, whether during technical training or on-the-job site, for the benefit of the entire group.

Have successful students support the program by speaking to classes or by publishing their stories on your website or in your newsletter.

Benefits of a Well-Planned Implementation Plan

A good implementation plan saves time and money. It also reduces problems. Among other benefits, a plan helps to coordinate efforts, reduce budget and schedule overruns, and help to ensure appropriate resources are available. Good project management, including consultation, good governance, application of appropriate policies and procedures and adequate training for staff allows for smoother implementation.

Consequences of Poor Planning

Poor implementation planning and management could result in:

- no perceived need for change among senior leaders or groups with power
- resistance to change across the organization
- no clear identification and involvement of stakeholders
- no employer participation in the program
- lack of program awareness
- lost momentum with changing priorities
- inadequate functioning due to lack of training for management and employees
- no infrastructure
- no funding



Questions to Consider Regarding Program Implementation:

- What kind of marketing tools need to be adapted or developed?
- What are our options for placements?
- What is the process to qualify as an apprentice in our area?
- How will we ensure that employers are aware of our program?
- What will we do to continually promote our program?

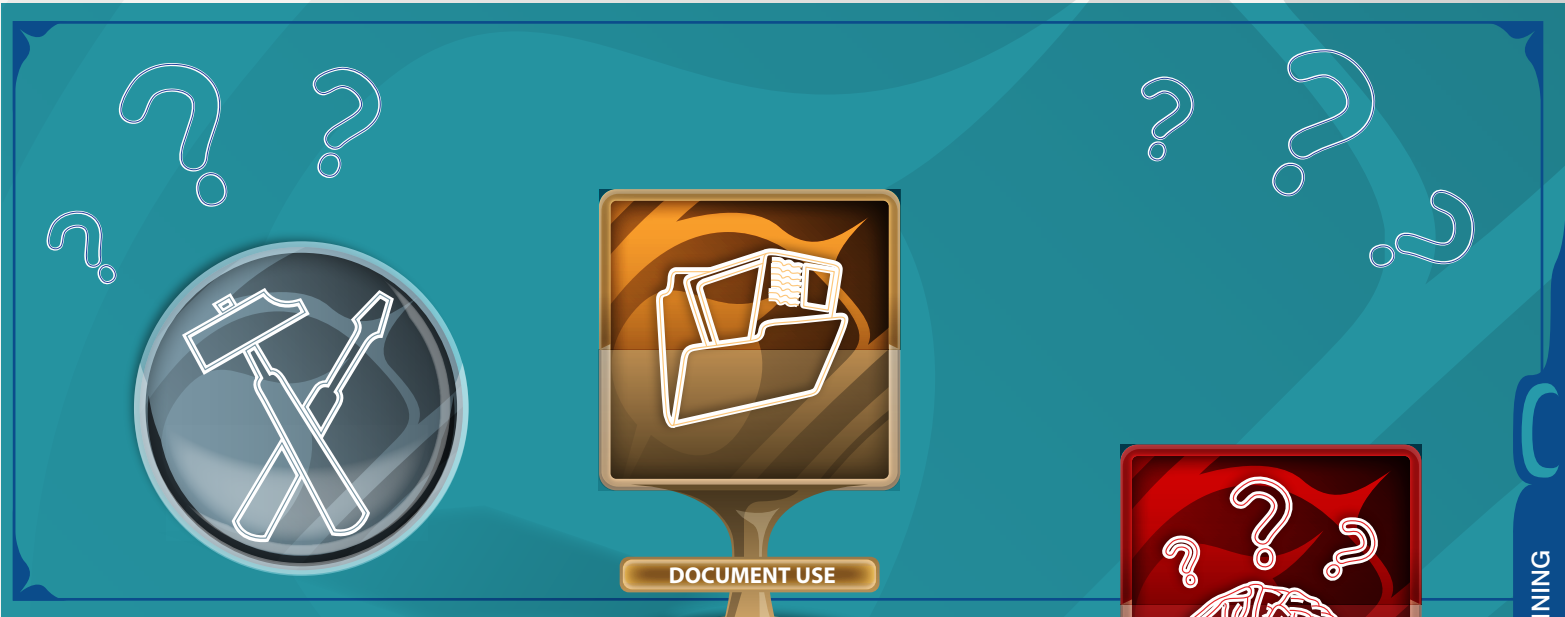


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#6 HOW DO WE KNOW OUR PROGRAM IS EFFECTIVE?

It is critical that you document the lessons you learn from integrating Essential Skills into training. Not only will this help you to see patterns and avoid recurring errors, but it may help others who wish to begin similar programs in other jurisdictions.

Remember to set criteria for measuring success using the data you collect. What will illustrate that your program is making a difference? For example, compare pre- and post-training results using such factors as number of successful candidates, number of on-the-job hours, and examination scores. Determine the value of your program and make recommendations for improvement in future initiatives.



Questions to Consider When Evaluating Efforts:

- How will we identify and communicate lessons learned?
- How will we measure our success?
- How will we show that our program produced successful outcomes?

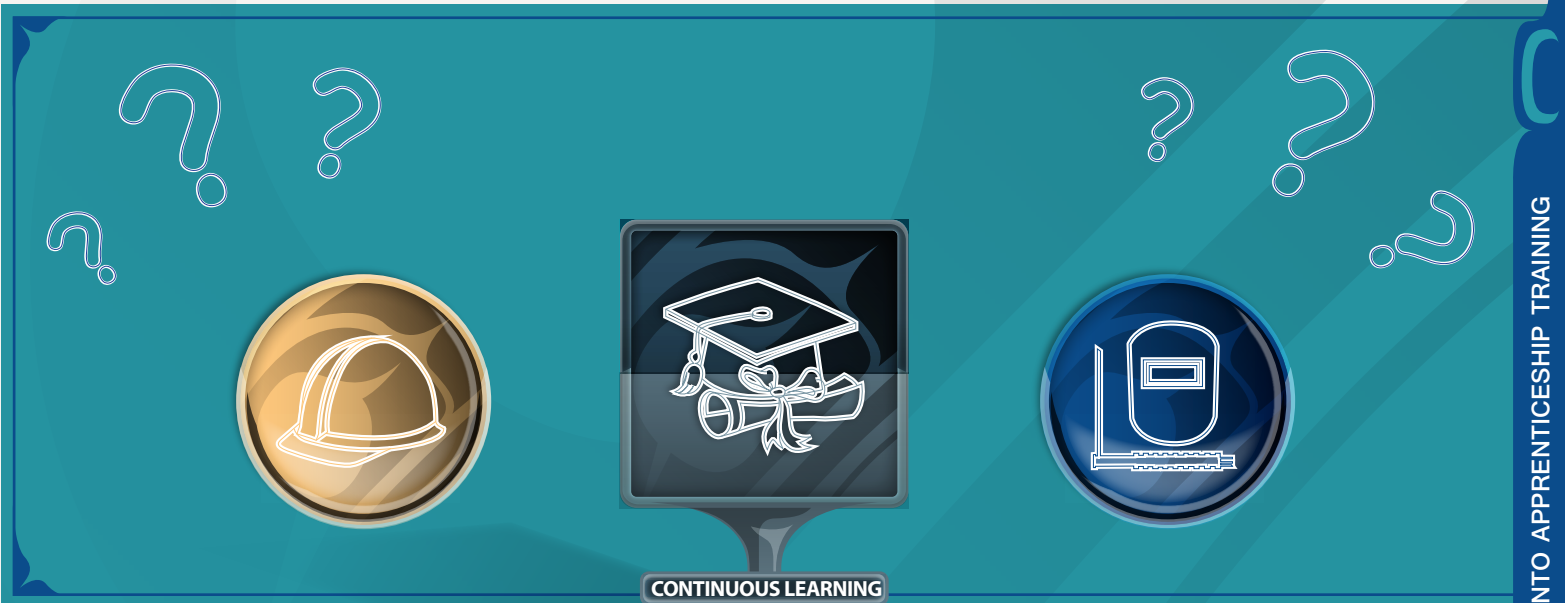


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#7 AIMS AND OUTCOMES

The benefits of creating a successful integration plan with a well-thought out training program are many. It is well worth the effort to construct a program that will attract participants to you. Your program and support will change lives.

- Graduation rates will increase with programs hosted by a recognized ASETA holder and delivered by qualified Aboriginal staff.
- An increase in the number of Aboriginal participants in trades will occur when programs are created for jobs that are in demand.
- An increase in the number of officially registered Aboriginal apprentices will occur when apprenticeship authorities support your initiatives.
- Employer awareness about the number of interested and prepared candidates will increase as you promote your programs.
- Employers will address skills shortages by hiring more and better-trained Aboriginal candidates.
- Cultural sensitivity workshops will help prepare workplaces for the successful inclusion of Aboriginal workers.
- A co-ordinated approach to developing Essential Skills-based trades programs will allow more individuals to build their foundation skills, enter into apprenticeship training and increase the likelihood of success.



Questions to Consider Regarding Program Success:

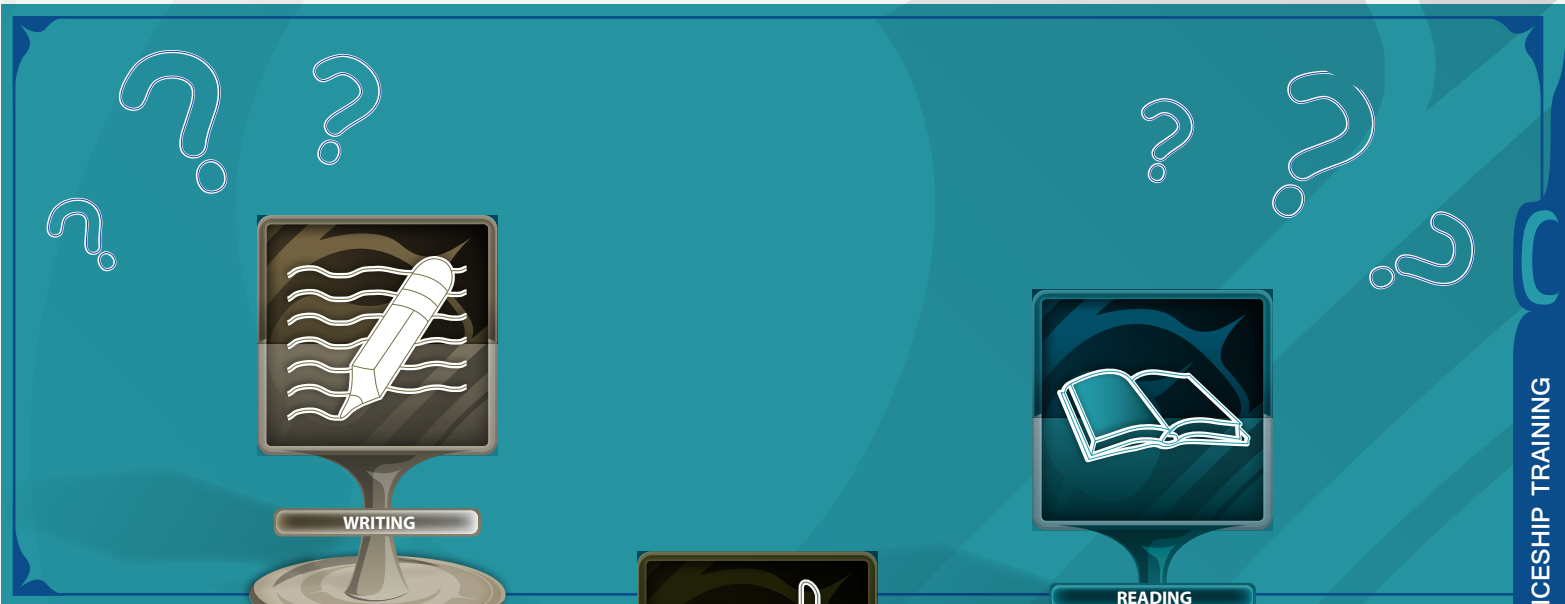
- What are we aiming to do?
- What are the best possible outcomes?
- How do we ensure that our goals are realistic?



#8 SPIRIT OF SHARING

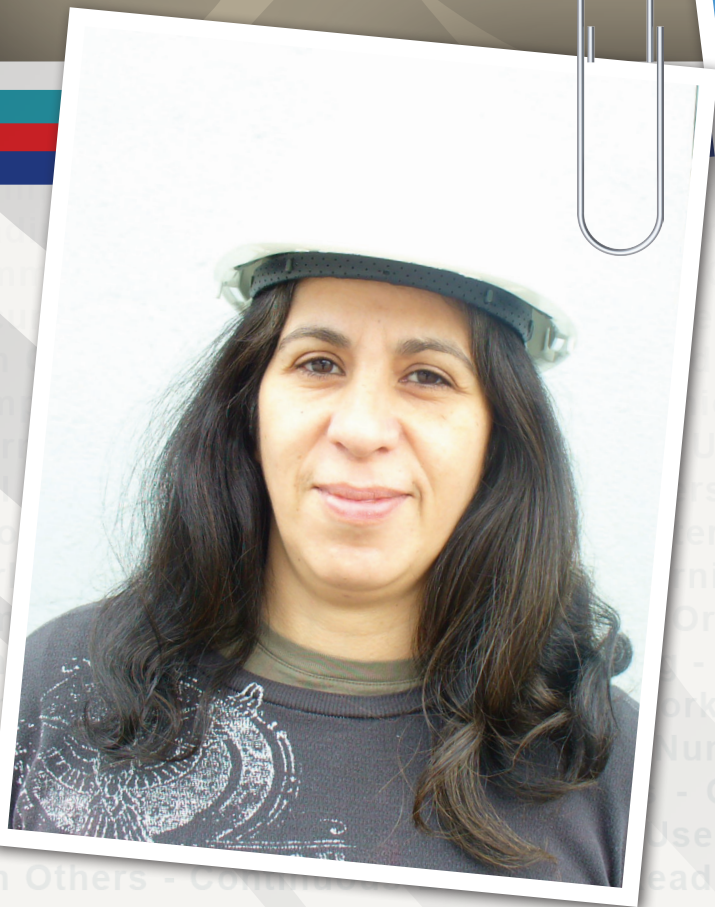
Aboriginal people are, by nature, experts in passing on knowledge and sharing successes for the benefit of others.

Determine who you need to share your information with and who can share information with you. Create partnerships and support networks that will be integral to the overall learning experience.



Questions to Consider Regarding Sharing:

- What do we intend to share?
- Who do we intend to share it with?
- When are we going to share it?
- How are we going to share?



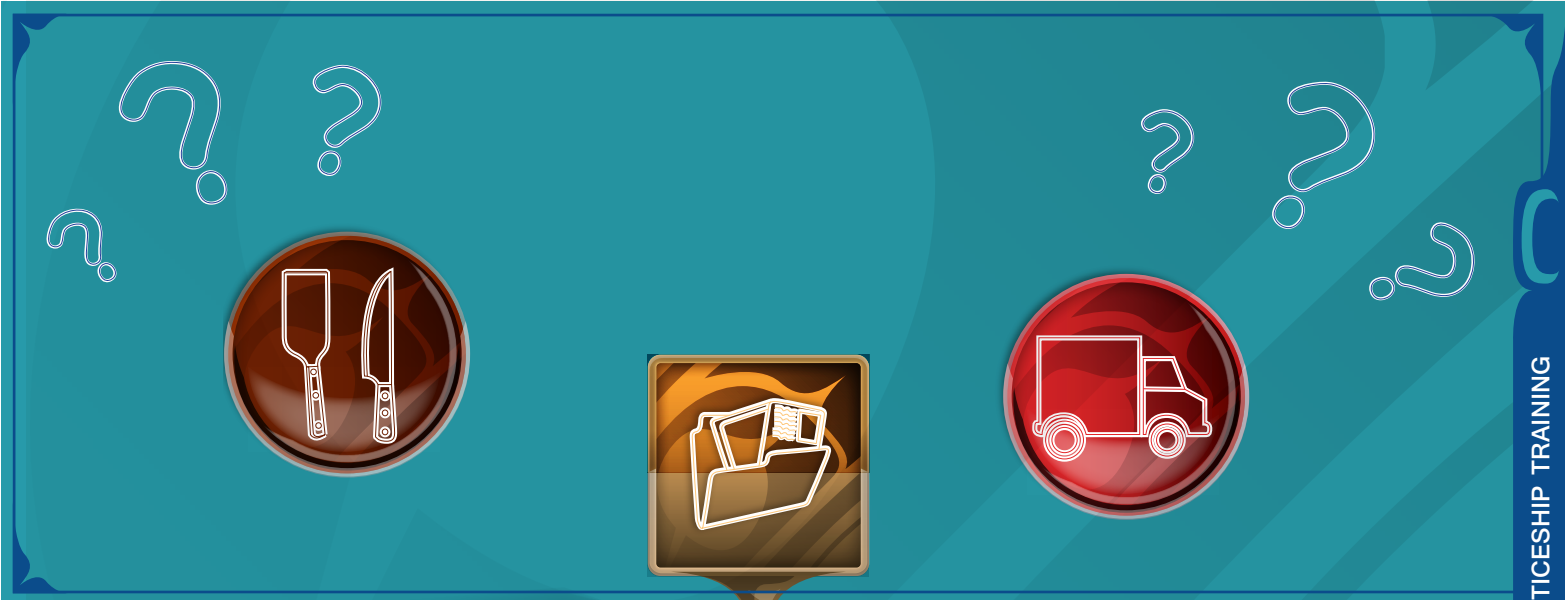
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#9 IS OUR PROGRAM SUSTAINABLE?

It is also necessary to think about a plan for your program's long-term health. You may wish to search for and apply for more grants. Be creative as you seek ongoing funding to continue with program delivery.

Follow up with each learner to gather information about your program. Determine the success achieved by your learners, and ask them for feedback regarding improvements, challenges and other thoughts. Be open to their comments and document what you learn from them. Is there more you can still do to help them improve their outcomes?

ASETA holders who run successful training programs have done their Essential Skills work by re-profiling existing training budgets and accessing funds from other sources.



Questions to Consider Regarding Sustainability:

- What opportunities are there for continued support from our partners?
- Are there others that we need to approach?
- How will we approach new stakeholders?
- How will we maintain contact with our learners throughout their apprenticeship journey?
- Can we engage our successful candidates for the benefit of those that follow?

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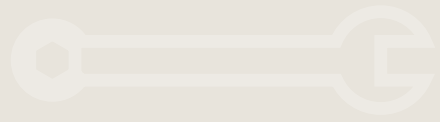
APPRENT

continuous learning

JOBS

FIRS

plumber



use

thinking

car

computer use

For more information on apprenticeship, Essential Skills, and provincial/territorial contacts across the country, please contact:

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