

**NORTHERN DEVELOPMENT
MINISTERS FORUM**

EDUCATION, TRAINING
AND EMPLOYMENT

Priority Project Report 2006

Cover Photos:

- Young students – Courtesy of Career Trek
- New Graduate – Courtesy of University College of the North

2006 Northern Development Ministers Forum Education, Training and Employment Priority Project Report

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Northern Development Ministers Forum

The Northern Development Ministers Forum was established in 2000 to advance the diverse and common interests of northerners as well as to raise awareness of the accomplishments, contributions and potential of Canada's North.

Goals

- To identify, act and provide leadership on strategic actions to advance the socio-economic development of the North.
- To strengthen the position of the North in provincial, territorial and national priorities.
- To further enhance cooperation between northern provincial jurisdictions, territorial jurisdictions and the Government of Canada.
- To share information.
- To organize an annual conference as a forum for the Northern Development Ministers to set priorities.

Priority Projects

Each year the Northern Development Ministers establish priority projects to address distinct northern development opportunities and challenges.

The opportunities and challenges associated with education, training and employment initiatives in northern regions and jurisdictions was the theme of the 2005 Northern Development Ministers Forum and the subject of a report presented to the Forum in September 2005. The 2006 Education, Training and Employment report follows up on and is based on recommendations contained in the 2005 report.

Member Jurisdictions

| | | |
|-----------------------|--------------|---------------------------|
| Yukon | Alberta | Québec |
| Northwest Territories | Saskatchewan | Newfoundland and Labrador |
| Nunavut | Manitoba | Canada – INAC |
| British Columbia | Ontario | |

Project Overview

At the 2004 Northern Development Ministers Forum held in Chibougamau, Québec the province of Manitoba proposed *Education, Training and Employment* as the theme for the 2005 forum and the subject of the priority project for 2005.

Manitoba proposed this theme in the belief that education and training are critical to the objectives and goals of northern development. Skill shortages are not uncommon in the North and exist concurrently with chronic unemployment and underemployment among northern residents.

Improved social and economic outcomes for northern populations, and their participation in future development of the northern economy will depend on education and training as the bridge to employment and inclusion in the mainstream economy.

2005 Working Group

The project working group chaired by Manitoba included members from Ontario, Quebec, Newfoundland and Labrador and Canada.

Work Plan for 2005

- Develop a template for analysis of initiatives/strategies that lead to improved high school completion rates, improved access to post-secondary education and those that successfully link post-secondary education/training to employment opportunities
- Identify best practices in each province and territory that contribute to improved high school completion, improved access to post-secondary education and education/training that leads to employment
- Identify priorities, trends, gaps and barriers related to the achievement of improved high school completion, access to post-secondary education and education/training initiatives leading to employment
- Prepare and present a report to the Northern Development Ministers Forum in September, 2005
- Propose to the Ministers a work plan for 2005-06

Work Plan Approved for 2006

- Follow-up on selected initiatives (to be identified in consultation with each jurisdiction)
- Identify best practices of northern educational institutions including First Nations education authorities
- Track outcomes of the Lifelong Learning Sector of the Canada–Aboriginal Peoples Roundtable and the Council of Education Ministers – Canada agenda for Aboriginal education
- Focused review of industry partnerships and best practices and the work of relevant Sector Councils

- Prepare and present a report to the Northern Development Ministers Forum in September, 2006

2006 Working Group

The working group for 2006 includes representatives from Ontario, Newfoundland and Labrador, Canada and Manitoba. The priority project is chaired by Manitoba.

Methodology

This report incorporates information provided by member jurisdictions in response to a request for information by the project sub-working group. The best practices reviewed for this report were those selected and submitted by participating jurisdictions. The data on best practices has been organized in the template appended to this report and common themes and practices are presented in the body of the report.

Member jurisdictions of the Northern Development Forum were contacted by letter and asked to provide detailed results of selected initiatives being delivered within their jurisdiction, which are having a measurable impact on high school completion rates, access to post-secondary education and/or linkages to employment in the North. More specifically, we asked that the information provided include:

- A description of the initiative(s) or best practice(s)
- The criteria by which outcomes are being measured
- The successful outcomes reported based on the measurable criteria

The best practices submitted were screened and edited against the criteria of having measurable outcomes and documented success. Those practices meeting these criteria were included in the template in the appendix to this report. The revised template was circulated to contributing jurisdictions for their concurrence with the edits. The best practices are organized by area of impact and not by jurisdiction.

An invitation to share best practices was also sent to a number of other stakeholders including a school division, a First Nation education authority, sector councils and non-governmental organizations. The response was limited, but some notable practices were identified.

On the subject of Aboriginal education, a number of sources representing major stakeholders were reviewed and perspectives on the issues and actions to be taken are presented for consideration.

Policy and practice in the field of education are dynamic and evolving. In addition to the practices documented in the appendix to this report, there are a

number of emerging practices and initiatives which came to light as the report was being prepared. Some of the more significant of these are briefly mentioned.

Summary Findings

An analysis was done on each area identified in the template: high school completion, access to post-secondary education, training initiatives and linkages to education, training and employment. The key findings for each area follow.

High School Completion

The successful best practices reviewed that have been effective in increasing high school completion rates, have had one or a combination of the following key focuses:

Career Education

Career education engages students in hands-on learning activities in career(s) of interest which were typically found to be directed to key areas such as the trades/technology occupations where significant shortages and strong demand exist. Career education expands students' career awareness and choices and as a result, students become more future oriented, retain a positive attitude toward school, are more involved in school activities and more open to doing homework. This ultimately leads to increased school attendance.

Hands-on programming is effective where participants get to experience different careers in different fields. This provides students with role models and incentives to stay in school. Providing incentives to stay in school improves grades and students become more focused. Program graduates are more likely to pursue a post-secondary education directly after high school.

Smooth Transition

When best practices incorporate a smooth transition, students are better able to see a connection between school and either the work environment and/or post-secondary institution environment. The resulting increase in comfort level eases tensions and stresses, addressing any preconceived notions and provides for a seamless learning pathway for students.

Dual-credit System

Implementing a dual-credit system in high school allows students to begin an apprenticeship while still in high school and earn credits at the same time. The

Secondary School Apprenticeship and Scholarship program in BC had 138 participants from the North in 2006.

One program allows students to actually register as an apprentice while in high school to facilitate practical learning. The Registered Apprenticeship program (RAP) in Alberta has seen significant results. Overall, findings suggest that RAP helps students with career planning (80%+ of participants agreed). In addition, a significant number of employers (88%) would be willing to hire another RAP apprentice.

A dual-credit system encourages students to continue to pursue their academic goals and to graduate, provides for a quicker route to certification in a trade and the earning power that goes with it and encourages participation of local stakeholders. Students are able to gain valuable/relevant work experience and obtain skills employers are looking for.

Parental Involvement

Engaging the family members of students has led to these family members changing their own lives through their involvement. The Career Trek program in Manitoba is a good example of an early intervention program focused on career education, where students enter the program at the early grades (7 and 8) and are monitored through to grade 12. For the 2004/05 program year, Career Trek achieved an overall graduation rate of 92% and an attendance rate of 91%. Programs where parental involvement is mandatory have been very effective.

Early Intervention

Early intervention programs impact a student's chances to graduate from high school. This is seen in the Literacy and Numeracy Program in the Chalo School owned and operated by the Fort Nelson First Nation in the Yukon. There have been dramatic improvements of the students Canadian Test of Basic Skills results as tracked over a five year period. Early intervention programs help students understand the value of staying in school and aspiring to post-secondary education.

Observations

- Most program goals centered on engaging youth, providing hands-on learning experiences and exposure to the opportunities available for students who stay in school and pursue a post-secondary education.
- Programs that require participants to maintain high but achievable standards while in the program have proven very effective (e.g. setting school attendance levels, performance logs).

- Programs that acknowledge and celebrate effort and success of students are effective. This helps to instill pride in the students and in some cases a cultural connection.
- Programs that expand beyond regular classroom instructions are effective and participants from these programs feel it should be part of the regular school curriculum.
- In remote areas, increased use of information and communications technology has provided a connection for students to the outside world.
- Effective programs help to create a positive and goal-oriented atmosphere.
- Adult Learning Centres have been effective in increasing the number of people obtaining their high school diplomas through course offerings tailored to the individual. Staff trained in the use of Prior Learning Assessment and Recognition (PLAR) assess learners' academic levels and course offerings are customized accordingly. PLAR tools play an important role in these assessments, granting credit where due towards high school completion. Adult Learning Centres target youth or mature students who need to reengage in learning.
- Tutoring plays an effective role in keeping learners in school. With this support these learners develop the confidence and academic performance to pursue their academic goals. The Home Tutor Program in the Yukon has been very successful in increasing the confidence and academic performance of students. Since its inception the program, which started in one rural community, has now expanded to all communities in the Yukon.
- The Senior Secondary Programs implemented in 1993 in NWT has increased the graduation rate from 31% in 1997 to 52% in 2005 and the number of students graduating from small communities has almost doubled between 2001 and 2005. The goal of the program is to ensure students have access to secondary schooling as close to home as possible.
- In Kugluktuk, Nunavut the renowned Grizzlies program uses sport and recreation opportunities as incentives for staying in school and making healthy lifestyle choices. This is a holistic and culturally grounded approach to keeping kids in school. This program has received national recognition and in the 5 years since its inception has seen achievement by students of the target school attendance rate of at least 80% increase from 24 % to 61%. Today, they are the largest employer of youth in their community.

- The partnerships required to implement the best practices were comprised of industry, businesses, schools & school districts, post-secondary institutions, government, industry training authorities, community and development councils. Best practice indicates that partnerships are essential to provide the training needed to fill labour market needs. It is important that strategies employed meet the needs of all the partners' program goals and that a systematic program review process is put in place. It is important that there be a commitment to a long-term vision, strong partnerships and leadership.

Access to Post-Secondary Education

An examination of programs with success in improving access to Post-Secondary Education (PSE) for northern, rural and Aboriginal students reveals three factors which are important to the success of initiatives: providing a range of support, partnerships and northern/Aboriginal content.

Range of support/offerings/sites

A range of support can mean a grouping of initiatives such as:

- tutoring, counseling and cultural components
- access to student-to-student, peer and Elder counseling/mentoring, or
- a geographical range such as a network of community access points linking on-line sites for distance education

Whatever the range of support, it appears the key to success is in not delivering initiatives in isolation but in combination, across a range of services or areas.

Partnerships between PSE institutions and PSE institutions and the community

With many initiatives aimed at removing geographical barriers to post-secondary education, partnerships with communities, secondary and post-secondary institutions and between post-secondary institutions emerge as an effective means of delivering courses, programs and services to students that would otherwise have to move to a different community, or to prepare students for and support them during the post-secondary experience.

A good example of cooperation between school boards is that between the James Bay and Cree school boards to make vocational training more accessible in the James Bay Territory of northern Quebec.

Content is important

A final thought in examining initiatives is that content matters. Academic and administrative structures that support Aboriginal and northern students, curriculum that is relevant, and responses by educational providers that meet identified needs with northern specific programming are all important and will greatly improve the effectiveness of initiatives.

Distance Education

Distance education is an important tool in removing geographical barriers to PSE

- technology is key e.g. high speed broadband network in order to utilize latest e-learning technologies
- partner institutions
- network of community access points
- the more the better – on-line sites, courses

Training Initiatives

In reviewing the submissions from the northern jurisdictions, it is evident that much training is taking place across the North to develop the communities and the people that reside there. This is key to reaping the benefits of employment for those closest to the major developments.

Some of the commonalities that exist are outlined below.

Partnerships

- It is apparent that the majority of training programs are delivered as partnerships with local school districts, employers and post-secondary training institutions. This prepares students early for what demand exists for employment and the programs that are available to help prepare and train them for these opportunities.
- Institutions align their training programs with northern labour market opportunities and this helps to ensure that northerners secure employment in the northern regions. Partnerships help to ensure training meets employers' needs in terms of standards, qualifications and pre-requisites.
- Working with the trainees to fully comprehend the shortages that exist in the labour market and determine the level of interest of the trainee is common throughout.

Community Capacity Building

- The goal of many initiatives is to prepare the students before they enter into specific training programs. By helping them to understand where the programs will take them and the type of employment that they can secure, they are more likely to remain with the program and gain employment in the end.
- A better prepared participant is more likely to access further training. Training and employment should relate to the interests of participants.

Local Participation

- Many jurisdictions have demonstrated that training programs are offered throughout the northern regions. There are numerous examples where training institutions have set up satellite campuses in remote locations to attract those living in the smaller communities. Many students are more successful being able to train closer to home without having to face the unknowns of larger cities. One example of this is the Access Bachelor of Social Work (Access BSW) program that was established in Alberta in 2000. This program is offered by the University of Calgary in select small communities across Alberta and is designed to include rural, northern and Aboriginal information and intended to give residents of smaller communities access to a BSW Degree program that has local and relevant content. Some of its' successes include: approximately 50% of students are Aboriginal; 90% student retention rate in first three years; and graduated 92 students in northern Alberta in the first five years. Another good example is the new Sabtuan Regional Vocational Training Centre in Waswanipi intended mainly for the young people of the nine communities of the Cree nation in northern Québec. The Centre provides training in an Aboriginal setting that is adapted to the needs of the young people of the community.
- Local, rural, remote and Aboriginal focus of programs tends to attract more participants. Local graduates are more likely to work in the smaller regions for much longer periods thus filling the demand and lowering retention issues that many industries experience.

Linkages Between Education, Training and Employment

Upon review of the best practices that have been submitted by the northern jurisdictions, it is evident that most jurisdictions have experienced success with educational/training programs that lead to employment. Education and training are critical to northern development and education and training are the link to

sustainable employment for northern residents and participation in development of the North.

The best practices that were examined shared a number of common themes.

Partnership with Industry

- Training programs that have been established in consultation with industry have shown high percentages in employment of participants following completion of the program. Acceptance of new graduates by the employer partners have led to increased employment due to the quality of the graduates being hired. The Mining Technician Program, offered by the College of the North Atlantic in Newfoundland and Labrador, was developed in response to industry demand and in direct consultation with industry. Over 80% of the graduates of the program have secured employment and the waiting list for entrance continues to grow.
- Employers and trainers that agree to work together to capitalize on recruitment, hiring and training gain substantially from the development of northern people. Capacity building within remote northern regions is key to successful resource development within the regions.
- Coordination of training and employment programs helps to increase participation by the local residents. Education and training that responds to labour requirements and employment needs in the North are a benefit to all stakeholders.

Aboriginal/Northern Participation

Programs that have illustrated partnerships with Aboriginal groups have been very successful. These programs are most attractive to the Aboriginal people that want to be trained for new employment opportunities. The programs tend to be more conducive to the learning styles of the Aboriginal groups and better able to prepare them for the jobs that are available.

Northerners that are able to access training in their own region are more comfortable and do better with the program than if they had to travel outside for appropriate training programs. Industry appears to want to train the local people for the jobs and by working with local training institutions industry is getting the workers that they want. A great example of this is in Saskatchewan where Human Resource Development Agreements highlight the agreement of employers to maximize recruitment, hiring, training and advancement of northern people at all skill levels of operation. The number of northern workers in the mineral sector labour force has tripled and northern participation rates have risen from 31% in 1983 to over 50% in 2005.

Observations

There is no clear indication on the sustainability of employment once employment has been secured. There are success rates for northerners and Aboriginals gaining employment, but the best practices do not highlight orientation into employment or the longevity of the employment. If people are not properly prepared for the transition to employment the results will be less than ideal. Working conditions in the North can be much different than in southern regions. There is an adjustment required and job seekers must be aware of what they will face upon employment in remote areas.

Aboriginal Education

There is considerable concern in Canada about the quality and effectiveness of the educational services provided to Aboriginal children and youth. The issues are many and complex, touching history and traditions, economics, funding, rights and jurisdictions, society and culture, philosophy and pedagogy.

- Moving Forward in Aboriginal Education (2005)

The growth and development of the national and regional economies will require the participation of Aboriginal Canadians who are underrepresented in the workforce. A significant proportion of northern residents are of Aboriginal descent and issues of education within the Aboriginal community have a bearing on regional and national economic growth.

All stakeholders want to see improvements in the education system that lead to better outcomes for Aboriginal students and a review of published research and recommendations from the various stakeholders reflects consensus on many of the issues. The issues are complex in that solutions do and will involve many stakeholders working together.

Enhanced relationships are needed between First Nations and provincial/territorial ministries, school boards, and schools to support First Nation participation in governance and to develop culturally appropriate programming, teacher recruitment and retention strategies, and methods of tracking First Nations student progress and rates of success in the provincial/territorial systems.

- AFN First Nations Education Action Plan (2005)

In that context, we reviewed the visions and action plans of a number of key Aboriginal, federal, provincial, territorial and institutional stakeholders including the Assembly of First Nations, Indian and Northern Affairs Canada, the Minister's National Working Group on Education, The Council of Ministers of Education, Canada, the Society for the Advancement of Excellence in Education and the Canadian Council on Learning.

In reviewing the priorities of the above stakeholders, major recurring themes include the need for a new governance model, appropriate funding for Aboriginal education, the need for information to track progress of students and education systems, the importance of language and cultural renewal and the need for more Aboriginal teachers along with appropriate levels of support.

It was evident from the review of these stakeholder forums, policy statements and action plans that a consensus does exist – admittedly from different perspectives and with differences in emphasis – but which nevertheless provides a basis for the necessary cooperative and coordinated action required among all stakeholders to effect positive and lasting change in Aboriginal education.

Society for the Advancement of Excellence in Education (SAEE)

An important contribution to the literature on Aboriginal education is the research report *Sharing Our Success Ten Case Studies in Aboriginal Schooling* published by SAEE in 2004. This represents a major contribution to the study and exploration of best practices in Aboriginal education from across western Canada and the Yukon.

Common best practices emerging from the study include:

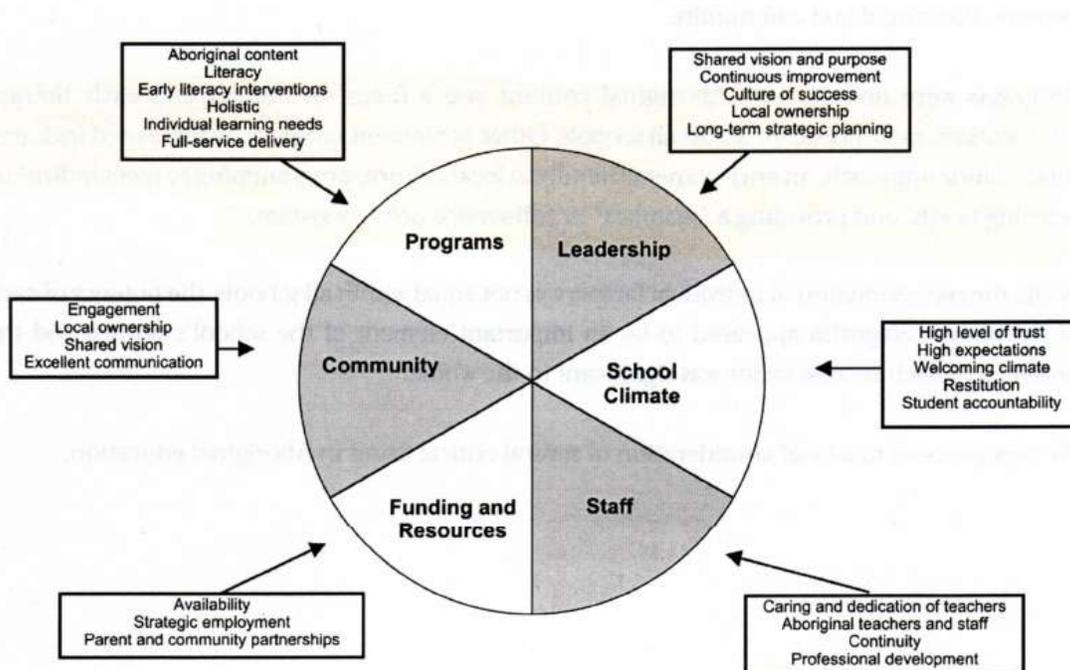
- Strong leadership and governance structures, often with long tenure
- High expectations for students
- Focus on academic achievement and long-term success
- Secure and welcoming climate for children and families
- Respect for Aboriginal culture and traditions to make learning relevant
- Quality staff development
- Provision of a wide range of programs/supports for learning

The study provides insight into the factors that influenced the success of the schools in the study:

- All had highly effective governance structures, stable leadership, long-term planning and strategic alignment of resources with goals
- High levels of trust with parents and community
- Safe and accepting learning environment

- A holistic approach to meeting social, emotional, spiritual and physical needs
- Schools were proactive in addressing issues of attendance, behaviour and well-being
- All challenged students to attempt higher levels of achievement while putting multiple levels of support in place and maintained high expectations of both students and staff
- The schools offered an array of instructional and extra-curricular programs, many of which were culturally linked
- Every school offered instruction to all classes in the Aboriginal language of the community and affirmed the importance of tradition and culture by visible displays, special events, excursions, the use of local resource people and the incorporation of cultural content into the appropriate curriculum area

Key Factors Contributing To School Success



From *Sharing Our Success Ten Case Studies in Aboriginal Education*, with permission from the Society for the Advancement of Excellence in Education

Six large systemic issues viewed as critical to the success of Canada's Aboriginal students emerged from the study:

Governance

The existing system of overlapping jurisdictions and governance models has resulted in large disparities in the quality of schooling experienced by Aboriginal students and precludes the development of a truly effective, equitable and accountable system of education.

Funding

Inadequate funding remains a critical issue for all but the largest band-operated schools.

Language and literacy

Learning problems appear to emerge when Aboriginal children enter school fluent in neither their own language nor English. Children need models of fluent language use to lay a foundation for the acquisition of literacy skills. There is a need for teacher training in language and literacy and appropriate curriculum material.

Teacher supply

There is a serious shortage of certified Aboriginal teachers, especially in areas of early childhood development, special education, reading or science and mathematics specialties at the high school level.

Transitions

Transitions between elementary, junior and senior high school are the points when students frequently drop out. Feeder and receiving schools need to develop strategies to reduce the negative effects of major transitions on student achievement.

Performance Measurement

There is no effective national process in place to evaluate the education that Aboriginal students are receiving or to evaluate its quality (Minister' Working Group Final Report, 2002). Schools serving Aboriginal students could best do so by incorporating both the standard tools of assessment that are associated with improved educational performance and a guarantee of quality in provincial education systems while working to further develop and improve the more holistic strategies for assessment.¹

¹ N. Matthew & B Kavanagh, Meeting our expectations: Considering a framework for the assessment of First Nations schools. FNEESC Discussion paper, June 1999.

Moving Forward in Aboriginal Education

Following publication of *Sharing our Success* a national policy roundtable was held by the SAEF in February of 2005. The proceedings of that roundtable entitled *Moving Forward in Aboriginal Education* examine questions of critical support needed for successful learning, ensuring the supply, training and retention of quality teachers and creating a culture of learning.

A number of recommendations for action emerged from this policy roundtable to guide education stakeholders as they advance the agenda of Aboriginal education. The recommendations are:

- Improve support for Aboriginal education at all levels
- Obtain better data on Aboriginal education and make better use of these data
- Promote a culture of learning based on Aboriginal content and approaches
- Improve the recruitment, preparation and support for teachers of Aboriginal students
- Establish regional centers of excellence to provide research and development support for Aboriginal education
- Take short-term initiatives to improve communication, coordination and the sharing of information about best practices

Participants in the roundtable included representatives from 13 regional and national Aboriginal groups and organizations, 6 universities, 10 provincial and territorial departments of education, 2 school boards, 3 federal departments or agencies and 8 other organizations. A list of participants and a more detailed treatment of the issues and recommendations can be found in the *Moving Forward in Aboriginal Education Proceedings of A National Policy Roundtable on the SAEF web site at <http://www.saeef.ca/movingforward/index.html>* .

Emerging Practices and Initiatives

In the process of researching and compiling successful best practices for this report, some notable new initiatives and new developments within existing initiatives have come to light and bear mentioning.

Council of Ministers of Education, Canada (CMEC)

In September, 2004 Canada's ministers of education declared Aboriginal Education to be a priority issue and the Aboriginal education component of the CMEC's priority action plan has three objectives:

1. Identify and share provincial/territorial/federal “best practices” in the elementary-secondary and post-secondary education systems.
2. Strengthen the capacity for evidenced-based decision making through actions that include (a) establishing an approach to encourage Aboriginal students to self-identify (b) coordinating common data and indicator definitions and (c) initiating parallel data collection procedures
3. Develop a pan-Canadian framework for action related to teacher training...to (a) strengthen and share measures initiated to ensure that training to help new teachers understand the needs and challenges faced by Aboriginal students is undertaken, (b) establish mechanisms to recruit and train more Aboriginal teachers and (c) provide on-going in-service training opportunities to teachers to provide current information and enable them to upgrade their skills

Work continues on the above objectives and is being led by education specialists in Nunavut, Manitoba and Saskatchewan. Nunavut is currently compiling best practices and contacted the NDMF education project team to exchange information and explore possible synergies. Manitoba, undertook a survey of all provinces and territories regarding current data collection practices. The future plan for objective 2 is to work through the Canadian Educational Statistics Council (a CMEC and Statistics Canada partnership) to develop data collection processes and eventually, reporting indicators. A work plan for objective 3 has been approved and is being staged by Saskatchewan. A literature review followed by consultations with Aboriginal stakeholders is planned.

Council of the Federation

The Council of the Federation held what has been described as a historic post-secondary education and skills development summit. Entitled *Competing for Tomorrow*, the summit took place in February, 2006. At a meeting last March, the Council of Ministers of Education issued a strong message of support and a commitment to assist with the work of the Council of the Federation.

The Canadian Council on Learning (CCL)

The Canadian Council on Learning (CCL) is an independent, not-for-profit corporation that is funded through an agreement with Canada. On April 5, 2006, the CLL announced establishment of the Aboriginal Learning Knowledge Centre. Based in a region comprised of the Prairie provinces, Northwest Territories and Nunavut, the Aboriginal Learning Knowledge Centre will be co-led by the First Nations Adult and Higher Education Consortium and the Aboriginal Education Research Centre at the University of Saskatchewan. The Knowledge Centre will help set priorities for research, propose ways to measure progress and create

new networks to share practices that can strengthen learning outcomes among Aboriginal Peoples of Canada.

The Aboriginal Learning Knowledge Centre is one of five knowledge centres created by the CCL. The other centres are Adult Learning (Atlantic Canada), Early Childhood Development Learning (Québec), Health and Learning (British Columbia and Yukon) and Work and Learning (Ontario).

First Nations Education Framework Agreement

Two precedent setting agreements were signed this past summer, 2006 in British Columbia. On July 5th, a framework agreement was signed by British Columbia, the First Nation Education Steering Committee (FNESC) and Canada. A British Columbia-First Nation Education Agreement was also signed.

The framework agreement creates a process for the recognition of First Nations jurisdiction over First Nations education, while the British Columbia agreement acknowledges the importance of students being able to transfer between First Nations schools and public schools and of eligibility for admission to post-secondary institutions.

Legislative changes will be necessary to allow Canada and First Nations to enter into Canada-First Nations education jurisdiction agreements but the framework agreements represent significant progress toward some of the priorities identified by stakeholders.

New Initiatives

The focus of the project this year was on established initiatives representing best practices with measurable and documented results as reflected in the material presented in the Appendix. Education is a very dynamic sector and in the course of our research new and emerging programs did come to light.

For example, the Province of Alberta is working on a cross-ministry priority initiative – *Building and Educating Tomorrow's Workforce* which is being led by Advanced Education and Human Resources and Employment (HRE).

Alberta Aboriginal Affairs and Northern Development is working with HRE to bring an Aboriginal focus and content to the initiative to advocate and influence the inclusion of Aboriginal participation in the overall government approach to meeting the provinces labour force development needs. This Aboriginal component will inform the development of labour market information that targets Aboriginal people. This approach will also address strategic factors that need long term investment to maximize skills and education levels in a context that recognizes cultural diversity, socio-economic factors and geographic location.

This program is expected to increase retention through culturally relevant and supportive workplaces and communities.

Ontario is planning a multi-billion dollar increase in funding for education that includes a number of new initiatives that are targeting increased graduation rates, new programs and outreach for under-represented groups including Aboriginal communities, new funding for rural and northern colleges to improve local access and the introduction of a new community-based nursing program in northern Ontario.

These emerging initiatives, along with others represent a body of promising practices which the NDMF may wish to revisit and monitor in subsequent years.

Recommendations

- Accept the report as presented
- Circulate the report to education sector stakeholders including the Council of Ministers of Education, Canada, the Canadian Council on Learning and the Society for the Advancement of Excellence in Education (Chair)
- Circulate the report to provincial and territorial ministries of education (Jurisdictions)
- Conclude the Education, Training and Employment Priority Project

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Appendix

Tools for Success: A Template of Best Practices

High School Completion

| Description of Best Practice/Initiative: | Criteria to measure outcomes: | Success rates/outcomes: | Contact: |
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| <p>Secondary School Apprenticeship and Scholarships (SSA) SSA is a career program that provides students, aged 15 and over, with the opportunity to begin an apprenticeship while still in high school and to earn high school credits for doing so. The program helps to encourage students to continue to pursue academic goals and to graduate. At the same time, it provides a smoother transition from school to work, and a quicker route to certification in a trade and to the earning power that goes with it. Students can get academic credit for their work towards high school graduation and work experience credit towards completion of their apprenticeship.</p> <p>The program began in 1993 and is a joint initiative of the Ministry of Education and the Industry Training Authority (ITA).</p> | <p>SSA participants receive graduation credits towards the completion of high school; receive credit towards completion of apprenticeship for work based training. Students also qualify for a \$1,000 scholarship if they complete 480 hours of paid work experience when in grade 11 and 12, maintain a C+ average in grade 12 and complete six months of apprenticeship training following graduation. Scholarships are funded by the Ministry of Education.</p> | <p>As of May 2006, there were 141 SSA participants; of the 141 participants 138 students are from the North. In 2005/06, 375 students received scholarships.</p> | <p>BC Jessi Zielke Industry Training Authority Ph: (604)603-6993</p> <p>Rodger Hargreaves Ministry of Education Ph: (250)387-6430</p> |
| <p>Northern Opportunities (NO) NO is an innovative northeastern BC partnership of the Fort Nelson, Peace River North and Peace River South school districts, Northern Lights College, First Nations, industry and community with a common goal: to provide young people with a seamless learning pathway from secondary school to post-secondary trades/technology training and careers. Students earn their high school diploma while receiving post-secondary training and credits.</p> | <p>To increase successful high school completion and transition to post-secondary education and employment by northern students.</p> <p>To support a community driven program which builds the capacity of learners to benefit from opportunities in local industries, with a focus on trades and technology.</p> <p>To provide a continuum of information, supports and resources to enhance student achievement.</p> | <p>While there is no central database for the NO group, each partnering school district maintains their own statistics, ie. School District #59 (Peace River South), maintains annually 10% (approximately 90 students) of its senior secondary student population participate in the dual credit program.</p> <p>The dual credit program allows students to graduate from high school and earn certification that accelerates their career. Students graduate with two certificates: a regular BC Dogwood Diploma and a transcript</p> | <p>BC Rob Dennis School District #59 (Peace River South) Ph: (250)782-8571</p> |

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| <p>Students in this program attend one to two semesters at Northern Lights College or BC Institute of Technology (BCIT); get hands on learning and real world experience in an adult-oriented environment; benefit from direct, relevant work experience; obtain skills employers are looking for and ensure they are job ready; and ladder directly into further post-secondary programs.</p> <p>Northeast BC is committed to establishing relationships with various groups that impact and/or are interested in NO. Some of these include the Ministry of Education, Ministry of Advanced Education and the Industry Training Authority.</p> <p>The initiative was established about three years ago. Its mission is to strengthen individuals and communities in northeastern BC by enhancing opportunities for students to succeed in high school, pursue post-secondary education and build rewarding careers in the trades/technology workforce.</p> | | <p>from Northern Lights College or BCIT.</p> | |
| <p><u>Career Trek Inc. Core Program</u> The following is a description of the Career Trek program that runs in Winnipeg, MB. This model is currently in the process of being applied to the University College of the North. Career Trek Inc. is a not-for-profit organization (1996) dedicated to combating poverty through educational attainment. Career Trek is an early intervention program that is designed to help young people (and their families) understand the value of staying in</p> | <ul style="list-style-type: none"> • Life Skill Development: Problem solving, critical thinking, teamwork, interpersonal communication, responsibility, common courtesy, hard work, commitment. • Program Attendance • Program graduation rates • Post-Secondary enrolment rates | <ul style="list-style-type: none"> • Teachers and families of participants observe the following short term impact: more future orientated, more involved in school activities, more open to doing homework, more positive attitude towards school. Family members of participants have also gone back to school or made a career change as a result of experiencing Career Trek with the youth participants. | <p>MB Room 129 University of Manitoba Winnipeg, MB Ph : (204)474-6653 Fax: (204)261-0021 Email: darrell_cole@umamitoba.ca</p> |

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| <p>school and aspiring to a post-secondary education. Career education is the primary vehicle for demonstrating the importance of gaining a formal education in one's life.</p> <p>Partnerships: 58 schools, 5 school divisions, 3 post-secondary institutions, 17 post-secondary departments/faculties, 240 participants (aged 10 -11) and their families.</p> <p>Program Structure: Participants are nominated by participating schools using Career Trek criteria. Nominees and their families must attend a mandatory program orientation session in order to be accepted. There are 20 Saturdays from October to April and four concurrent terms each consisting of a 5-week block (2 terms at the University of Manitoba, 1 term at the University of Winnipeg, and 1 term at Red River College). At the end of each term, there is a "Family Day," where participants invite their family to participate in the program. Career Trek provides free bus transportation and an "Information Day" where families receive information on how to start saving for their child's education as well as information from each post-secondary institution.</p> <p>Career Trek is a performance-based program. Expectations are on the same level of performance from children and professionals alike.</p> <p>Reality-based programming: Career Trek provides hands-on programming where</p> | | <ul style="list-style-type: none"> • An overall program attendance and graduation rate of over 85%. • For the 2004-2005 program year, Career Trek achieved an overall graduation rate of 92% and an attendance rate of 91%. These are the highest ratings ever for a single, program year. • From 2003-2005, 40% of the program participants were of Aboriginal descent. Aboriginal participants had a graduation rate of 85%. • 49% of program graduates have gone on to post-secondary studies directly after high school. • 48% of staff in the 2005-2006 program year are graduates of the program. | |

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| <p>participants get to experience 80 different careers in 17 different fields.</p> <p>Staff: There is approximately 60 part-time staff. All part-time staff is post-secondary students. Participants relate well to younger role models. Staff gain invaluable experience working with groups traditionally marginalized at a post-secondary level.</p> | | | |
| <p><u>Apinochek Pasaquok (Children Rising) Career Trek in Skownan First Nation</u> Eight-year intervention starting in Grades 5 and 6. Involves participants, family, the school and the community. The project occurs in Winnipeg and in the community. This project is being jointly developed by the community and Career Trek on a year-to-year basis.</p> <p>A modification of the core program, the project is designed to allow community participants the opportunity to <i>experience</i> why gaining a formal education is important to their lives; to discover their skills, gifts, talents and likes (and dislikes); and finally, to develop the life skills and attitudes necessary to be positive and productive members of society.</p> <p>Each year, participants travel to Winnipeg six times, where they start to adjust to life in Winnipeg and on its campuses. Each trip allows the participants to experience four different careers, with strong connections made to current school subjects, future life opportunities and how those careers might improve life in their community. As well there</p> | <ul style="list-style-type: none"> • School attendance • Homework club attendance • Attitude towards school • Parental involvement • Establishment and realization of aspirations and future dreams | <ul style="list-style-type: none"> • Improved school attendance • Positive changes in behaviour • Increased family participation rates • More homework is being done • Changed attitudes (anecdotal) | <p>MB Room 129 University of Manitoba Winnipeg, MB Ph : (204)474-6653 Fax: (204)261-0021 Email: darrell_cole@umamitoba.ca</p> |

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| <p>is summer programming that occurs in the community. There are also a multitude of individually-based micro-projects that exist within the project.</p> <p>The project also stresses the importance of being culturally grounded through its programming, but allowing participants to understand the tangible benefits to their lives if they are culturally aware.</p> | | | |
| <p><u>Improve access to Adult Learning Centres (ALCs) in Northern Manitoba</u></p> <p>Challenges</p> <ul style="list-style-type: none"> ▪ Addressing the broad range of learners' educational needs and goals in the short time available to most learners for upgrading. ▪ Adapting models of ALC program delivery to the northern learning and teaching environment. ▪ Acquisition of trained academic assessment personnel and resources to advise students and programs of educational needs. <p>Lessons Learned/Recommendations</p> <ul style="list-style-type: none"> ▪ Northern Manitobans have diverse academic backgrounds and educational goals. Ongoing support for flexibility in program model delivery is key to enabling continued success rates in northern ALCs. • Accurate academic assessment of learners is critical to ensure program planning and student success rates are maximized. | <ul style="list-style-type: none"> ▪ Number of learners attending ALCs in northern MB ▪ Number of course credits attained in ALCs ▪ Number of mature High School Diplomas granted | <ul style="list-style-type: none"> • Fewer learners completed more courses at ALCs in northern MB in 2004/05. • 942 learners attended ALCs in northern MB in 2004/05 a decrease from 1096 in 2003/04. • Northern adults achieved 1458 course credits in ALC in 2004/05 an increase (+16%) from 1252 in 2003/04. • Number of high school completions in 2004/05 increased (+13%) from 102 in 2003/04 to 115 in 2004/05. | <p>MB Elaine Philips Ph: (204)945-8504</p> |
| <p><u>Increase access to Prior Learning Assessment and Recognition (PLAR)</u></p> | <ul style="list-style-type: none"> ▪ Number of PLAR credits granted to Aboriginal people | <ul style="list-style-type: none"> ▪ On average 89.6% of the student population at northern ALCs is aboriginal | <p>MB Elaine Philips</p> |

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| <p>services throughout the North Challenges Coordination and communication between PLAR applicants, assessors and advisors to ensure that the process is facilitated effectively.</p> <p>Lessons Learned/Recommendations Support to PLAR by administration is crucial to its successful implementation</p> | <ul style="list-style-type: none"> ▪ Number of individuals receiving PLAR services ▪ Number of trained advisors and assessors | <ul style="list-style-type: none"> ▪ Number of learners at ALCs who received PLAR Advisory Services increased from 20 in 2003/04 to 40 in 2004/05 ▪ Number of High School credits granted increased from 21 in 2003/04 to 63 in 2004/05 ▪ Instructional staff at all northern ALCs have received training in PLAR | Ph: (204)945-8504 |
| <p>Youth Apprenticeship Project (YAP) YAP is a pilot project to encourage students to stay in school and earn school credentials by enabling YAP students to explore career options and gain valuable work experience in the trades, agriculture, forestry and other occupations in demand, while following the regular academic curriculum. This is done through:</p> <ul style="list-style-type: none"> • Integrated Learning Units (ILUs) developed to guide teachers to combine core course academic content with applied learning opportunities to make student learning more meaningful and relevant. • Access to work experience placements, apprenticeship positions, safety and career-related credentials and mentorship or job-shadowing opportunities offered by local businesses, as well as business tours and demonstrations by certified tradespeople. <p>YAP began in 2004 with Grade 7 students in five schools in the northern Alberta communities of High Prairie, Lac La Biche and Wabasca-Desmarais. Students are monitored for their achievements and career decisions as they progress through junior high school</p> | <p>First year pilot evaluation completed – Mar. 31/06</p> <p>First classes of Grade 8 YAP students to be implemented - Sept. 1/05.</p> <p>40 students to compete in Skills Canada Alberta Provincial Competition for Work Site Safety.</p> <p>Develop Grade 8 ILUs to guide teachers in delivering instruction.</p> <p>External evaluation of the project to be completed by August 30/07:</p> <p># of students/classes participating in YAP.</p> <p># of students competing in Skills Canada Alberta Provincial Competition for Work Site Safety.</p> <p># of Integrated Learning Units developed for Grades 7, 8 and 9.</p> <p># students earning certificates and credentials.</p> | <p>2004-2006:</p> <ul style="list-style-type: none"> • More than 240 students enrolled in YAP • High Prairie: 110 (all Grade 7 students) • Lac La Biche: 30 (select Grade 7 students) • Wabasca: 110 (all Grade 7 students) • 52 ILUs available, each based on a related Career and Technology Studies (CTS) course. • Selected students participating in a provincial Lego robotics competition. • Students undertook the following learning activities fabricating wood, plastic and metal electrical objects; preparing food; and welding basic principals and safe practices. • Many students earned the Job Safety Skills Society Certificate of Safety competency. • Completed Emergency and Standard First Aid courses earning credentials from either St. John Ambulance or Canadian Red Cross. • 40 YAP students participated in 2005 Skills Canada Provincial Work Site Safety Competition. | AB Olie Schell, Apprenticeship Initiatives, Advanced Education Ph: (780)427-5770 |

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| <p>through to high school graduation.</p> <p>Each community has an advisory committee bringing local stakeholders together to support the pilot project, as well as to facilitate its implementation in conjunction with the Northern Alberta Development Council (NADC) with Apprenticeship and Industry Training.</p> | | <ul style="list-style-type: none"> • 48 YAP students participated in 2006 Skills Canada Provincial Work Site Safety Competition. • September 2005, a new cohort of grade 7 students entered the project. • First Grade 8 classes of students progressing from the previous year's grade 7 YAP classes were implemented in September 2005. | |
| <p><u>The Registered Apprenticeship Program (RAP)</u> RAP facilitates practical learning for Alberta youth by allowing them to register as apprentices while in high school. RAP is administered by Apprenticeship and Industry Training (AIT) of Alberta Advanced Education.</p> <p>Goals</p> <ol style="list-style-type: none"> 1. Promote apprenticeship with students, schools, homes and communities. 2. Provide alternative learning pathways that complement and enhance typical work experience, Green Certificate and Career and Technology programs. 3. Assist the transition between school and work. 4. Establish partnerships in education and training between local employers and schools. <p>Lessons Learned</p> <p>Partnerships between post secondary institutions, communities, businesses, industry and government are helping to provide the training needed to fill labour market needs of the vast region and best employ the region's</p> | <p>Evaluation Process</p> <p>Effectiveness of RAP is determined through a comprehensive research study conducted every five years. Results from the 2005-06 evaluations are not yet available.</p> <p>Methodology:</p> <ul style="list-style-type: none"> ▪ Survey of current RAP apprentices, RAP apprentices who left the program, RAP apprentices who became regular apprentices/journeymen, parents of current RAP apprentices, employers and high school representatives. ▪ Interviews conducted with Alberta Advanced Education staff and CAREERS: The Next Generation (CNG) representatives. ▪ Analysis of Alberta Advanced Education data. <p>Criteria:</p> <p>Participation: # of high school students, employers and schools participating in RAP Satisfaction: Level of satisfaction with RAP Awareness: Level of awareness of trades and</p> | <p>RAP Participation</p> <ul style="list-style-type: none"> ▪ High school student participation in RAP grew from 5 students in 1991-92 to 746 students in 1999-2000 ▪ Employer participation increased from 5 in 1991-92 to 527 in 1999-2000 ▪ Rap was established in 6 high schools in 1991-92. This increased to 209 high schools offering RAP course in 1999-2000 <p>Satisfaction with RAP</p> <p>Those that participated in the survey indicated satisfaction with RAP:</p> <ul style="list-style-type: none"> ▪ At least 88% of the respondents indicated that they were satisfied or very satisfied with RAP ▪ At least 88% were satisfied or very satisfied with the education students receive while participating in RAP ▪ At least 93% of the respondents were satisfied or very satisfied with their decision to participate in RAP <p>Goal 1:</p> <ul style="list-style-type: none"> ▪ 66% of the respondents became more aware of the trades and 70% of the diverse | <p>AB Anthony Lovell, Apprenticeship and Industry Training Ph: (780)427-5755</p> |

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| <p>residents.</p> <p>To enhance the program, recommendations include:</p> <ul style="list-style-type: none"> • customizing and enhancing the promotion of the program • improving communication between high schools and Alberta Industry and Training, • developing strategies to attract employers to the program and • performing a systematic review process for the program. | <p>related career opportunities.</p> <p>Survey measures the perception of RAP:</p> <ul style="list-style-type: none"> • as an incentive to do well in school. • impact on improving students' grades. • as an incentive to stay in school. • as a career planning tool. <p>Employer retention in RAP program</p> | <p>career opportunities available to people in trades.</p> <ul style="list-style-type: none"> ▪ At least 75% of respondents perceive that information received from schools, AIT and CNG enabled them to make informed decisions about participating in RAP. <p>Goal 2:</p> <ul style="list-style-type: none"> ▪ At least 65% of respondents perceive that RAP provides an incentive for students to do well in school. ▪ 25%-39% of respondents believe that RAP helps students improve their grades, particularly in Math, English, Social Studies and Sciences. Respondents indicated that RAP helps students become more focused, inspired a work ethic and contributed to skills development. ▪ At least 97% would recommend RAP to potential participants. <p>Goal 3:</p> <ul style="list-style-type: none"> ▪ At least 94.4% of respondents believe that RAP should be part of the high school curriculum. ▪ At least 62% agreed that RAP provides an incentive for students to stay in school. ▪ In most cases, RAP apprentices who leave the program do so because they lose interest in the trade. Through RAP, they learned that the trade did not meet their expectations and, as such, they should pursue other career opportunities. ▪ At least 80% of respondents agreed that RAP helps students with career planning. | |

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| | | Goal 4: <ul style="list-style-type: none"> ▪ Employers and high school representatives are satisfied with the partnerships established in RAP. RAP helps schools become more involved in the community and the business sector. ▪ A significant majority of employers (88%) would be willing to hire another RAP apprentice. ▪ Employers usually hire RAP apprentices because it is a convenient and an economical way to hire staff and students are eager and interested. It should be noted that some employers (22%) regard RAP apprentices as potential long-term employees. | |
| <p><u>Sunchild E-Learning Program</u> Created by the Sunchild First Nation in 1999, the Sunchild E-Learning Project offers on-line courses to 13 First Nations communities to increase the numbers of high school graduates in these communities.</p> <p>The program objectives include:</p> <ul style="list-style-type: none"> • providing access to high school, post-secondary and industry training courses; • creating partnerships between community, government and corporations to support service and delivery of the e-learning model; • improving retention rates and learner achievement for Aboriginal students. | # of learners enrolled in Grades 9-12 | In 2003-04, approximately 150 learners in 13 First Nations communities were enrolled in grades 9-12. | AB Mr. Martin Sacher Program Administrator sacher@sccyber.net http://www.sccyber.net/Ph: (403)872-0587 Fax: (403)989-3614 |
| <p><u>Kugluktuk High School Athletics Association (KHSAA)</u> The KHSAA, created in 2001, is a not for profit, stay in school organization that uses</p> | <p>What Is Our Mission?</p> <ul style="list-style-type: none"> • To promote sport • To enhance opportunities and lifestyle • To promote team building | The program has been hugely successful through: <ul style="list-style-type: none"> • Giving and recognizing opportunities for success | NU Russ Sheppard Ph: (780)221-8387 Email: |

| Description of Best Practice/Initiative: | Criteria to measure outcomes: | Success rates/outcomes: | Contact: |
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| <p>sport and recreation opportunities as an incentives for staying in school and making healthy lifestyle choices. Currently our membership is over 100 students. Through our vast variety of fundraisers, we can provide the youth in Kugluktuk with major sources of opportunity, such as sport and employment. Today, we are the largest youth employer in Kugluktuk.</p> <p>Why? To deal with:</p> <ul style="list-style-type: none"> • Drop out rate • Substance abuse • Low parental support • Low physical and mental fitness <p>To a large degree, the formal education system in Nunavut does not have the capacity or organizational structure in place to effectively deal with a number of interrelated factors affecting high school student life. The KHSAA is in place to bridge this gap and actually affect the underlying issues causing fundamental educational dysfunction.</p> <p>Kugluktuk is a community of 1300 people. Half of the community is under the age of 20. We have many talented athletes who for various reasons were dropping out of school, turning to drugs and alcohol and making other unhealthy lifestyle choices. It was decided that as community members, as teachers and as coaches, we had an obligation to work towards providing students with as many opportunities as possible towards their future.</p> | <ul style="list-style-type: none"> • To enrich academics through extra-curricular activities • To provide continuity and stability • To promote and create healthy lifestyle choices • To provide youth employment and job training opportunities <p>How Do We Achieve Our Directive Our association allows students to reach heights in and out of school. Our expectations are high but achievable. This creates a positive, goal oriented atmosphere. The students have pride in being a member of Team Grizzly.</p> <p>How Do Students Earn These Opportunities? A student must maintain a minimum school attendance of 80% or more every two weeks. They also must score 4 out of 5 on a performance log which rates their effort and behaviour in school rather than their academic ability. Must maintain a healthy and respectful community life and being a positive member in the community.</p> <p>Where We Are Headed Our plans:</p> <ul style="list-style-type: none"> • Build a new youth facility • The youth facility would employ more youth and house a take-out food service • Train more youth in management positions • Continue our momentum • Ensure that youth continue to have opportunities for success | <ul style="list-style-type: none"> • Creating a model for excellence with high but achievable standards • Providing incentives for making positive choices • Acknowledging and celebrating effort and success <p>What Kind Of Opportunities? The opportunities are diverse. We have sent students on exchange trips, sponsored functions such as graduations, funded many sports activities, held special functions for our members, paid for training clinics and coaching and refereeing certifications, sent members to tournaments and sent athletes to play for Junior teams in southern Canada.</p> <p>School Based Sport Trips With the growing demand of students who want to be a part of Team Grizzly, we expanded our sports teams to include elementary school students.</p> <p>Highlights Of The Past Year 2002</p> <ul style="list-style-type: none"> • Arctic Winter Games Greenland U20 Girls Volleyball • Grizzly Den Arcade opened • Featured on CBC “The National” • Grizzly Girls Volleyball “Spike It” Championship <p>2003</p> <ul style="list-style-type: none"> • Lacrosse U16 Nationals • 5 athletes sent to Baltimore for U19 World Cup • Grad trip to Mexico | <p>rsheppard@kugluktukgrizzlies.com</p> |

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| <p>The mission of the KHSAA was developed in light of this.</p> <p>Implementation In order to have students attend school, they need to feel ownership in it. Our coaches realized from their sports experiences, that identity creates pride. Our teachers realized from their classes, that success leads to further success. We created a model in which success was supported by the identity.</p> <p>Our Logo An identity was created and adopted by the students. It was our Grizzlies name and logo. The logo was the beginning of the entire program.</p> <p>Pep Rallies We fundraised enough money to buy our teams jerseys. We had special school assemblies and pep rallies to develop pride, not only in our athletes, but in the general student body as well. Every time we send a team out on sports trips, we hold Pep Rallies for them in our school. The whole school gets together in the gym and cheer on whomever is leaving to play for Team Grizzly. We use our Pep Rallies as a way to develop pride in our athletes, and in our general student body.</p> <p>Clothing We developed a new line of clothing with everything from caps to hoodies to t-shirts.</p> | <p>If we can continue the momentum that we are currently in, the youth in Kugluktuk, can certainly look forward to their future opportunities for success.</p> | <p>2004</p> <ul style="list-style-type: none"> • Basketball Territorial Participants • Five Grizzly Graduates travel to Winnipeg • Soccer U14 Boys regional Champions • Soccer U16 Girls and U16 Girls Regional Champions • Two athletes sent to Philadelphia for Elite Lacrosse • U19 Lacrosse Nationals participant • Badminton Territorials participant • U20 Gils Volleyball and individual athletes to Arctic Winter Games • U14 and U20 Girls “Spike It” participants • U20 Girls Volleyball Territorial Champions • Hired three full-time employees • Opened Pizza Den <p>2005</p> <ul style="list-style-type: none"> • U13 Boys Soccer Gold at Territorials • U15 Soccer Boys and Girls Silver at Regionals • Girls Basketball Silver medal and Most Sportsmanlike Team award at “Cager” <p>This year at the annual awards banquet, the grizzlies handed out 42 awards and over 100 certificates; we also had much more community members join us for the banquet, which showed our community support. We had a few visitors from out of town that joined us to attend the Grizzly Awards Banquet and also to present the first Scholarships to recent grads or students graduating this year. Two students received a \$5000 scholarship to help them financially while they attend school down south.</p> | |

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| <p>Opportunities The KHSAA creates incentives for youth to lead productive and healthy lifestyles in their community. Any Kugluktuk high school student is allowed to become a member of the KHSAA and participate in supported activities. These activities are popular and sought after. It was decided that we would set high but achievable standards for all our KHSAA members. By providing these opportunities it would mean that there is a bigger responsibility for all our KHSAA members. Our members must meet the basic requirements in order to maintain membership status.</p> <p>Promotion Promotion of the Grizzlies name and logo was crucial to developing excitement in the school. We painted the logo in various spots throughout the school and community</p> <p>Member Privileges Being a member of the KHSAA allows for a 5% discount on all Grizzly wear, you get lots of free stuff, such as jackets, lanyards, clip books, etc. and opportunities to win major big prizes. For three years we have held an annual contest during the last month of school before summer break. We call it The Drive for the Big Five. The contest is used to keep students in school during the spring term. Spring is the time when we lose most of our students, so we gave them this big opportunity to win some big prizes. This year the prizes for the drive for the big five are a</p> | | <p>The U13 boy's soccer team, in their first year playing together, brought home the 1st place banner from the Nunavut Soccer Territorials in Rankin Inlet.</p> <p>National Exposure For Our Community, School And Athletes</p> <ul style="list-style-type: none"> • Invitation to speak at the Canadian Centre For Ethics in Sports 2003 Symposium on The Sport We Want. • Sponsored trip to the World Lacrosse Cup in Baltimore by the American Indian legal Association. • Carlton University newspaper report on lacrosse in Nunavut. • The National report on the impact of the KHSAA. • Individual talents recognized by national level coaches. • Recipient of the Nunavut Trade Show 2003 Youth Business Award. • Recipient of the Business Development Bank of Canada's Youth Entrepreneur Award. • ESPN Story on the grizzlies and life in the North for students and athletes. <p>Student Exchange Trips Every year since the inception of the KHSAA, we have organized successful Student Exchange Trips. These trips give our members a chance to view and understand the different types of cultures and ways of life, other than their own. So far we have had 4 different exchange trips, each being very successful: One to Saskatoon, One to</p> | |

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| <p>Laptop, a PSP, a portable DVD Player, i-Pod shuffle and a Nike Sports Package.</p> <p>We Hold An Annual Awards Banquet We give out many awards including:</p> <ul style="list-style-type: none"> • Healthy Lifestyle • Athlete of the Year • Highest Attendance • Most Improved Person <p>We have continued our development of excellent sports programs by committing funds to athlete development as well as educating coaches We have held a few coaching clinics for a variety of sports, volleyball, soccer, lacrosse, etc. Everyone from teachers, community members to athletes have attended these clinics in hope to coach or learn to better play the sports. We now have young guys who coach. We also had ref clinics. Two of our coaches traveled to referee at the Super Soccer Tournament in Yellowknife.</p> | | <p>Calgary, One to Mexico and One to Kerrobert.</p> <p>How Successful Has It Been?</p> <ul style="list-style-type: none"> • 2000-2001 24% of our students had 80% overall attendance. • 2001-2002 46% of our students had 80% overall attendance. • 2002-2003 57% of our students attended school 80% of the time or more. • 2003-2004 61% of our students attended school 80% of the time or more. <p>Thanks To Our Sponsors Sandy Buchan; Robert Schmidt; NTI; Sport Nunavut; Department Of Culture, Language, Elders And Youth; Department Of Economic Development And Transportation; Petersen And Auger; MEE Sports; Kugluktuk Recreation Committee; Ron Tologanak; Hamlet Of Kugluktuk; Kikiak Contracting; First Air; Canadian Centre For Ethics In Sports; Matilda Panioyak; Rosemary Meyok; Baba Pedersen; Millie Himiak; All Our Parent Volunteers.</p> | |
| <p>Northern Students Retention Program The Northern Student Retention Program consists of targeted funding for northern school divisions and enhanced funding used to address unique needs of northern students. The program has been in place since the early 1990s.</p> <p>Programs include: Northern Saskatchewan Student Awards: a) Northern Saskatchewan Achievement Awards;</p> | <p>Information is collected in the following areas: 1. <i>Number of students who receive awards; repeat recipients (output measures).</i></p> <p>As well, a 10 Year Review - qualitative evaluation was conducted in September of 2000.</p> | <ul style="list-style-type: none"> - In September 2005, 80 students received Northern Saskatchewan student awards and Lieutenant Governor's Award of Excellence for their achievements during 2004-05. The awards totaled \$22,000. - During 2005-06, the Learning Opportunities program will provide \$100,000 for 18 school projects which will enable students to participate in science fairs, campus tours, reading, music and art projects. - Since the Lieutenant Governor's Awards of Excellence and the Northern Saskatchewan | <p>SK Toby Greschner Saskatchewan Learning Ph: (306)425-4380</p> |

| Description of Best Practice/Initiative: | Criteria to measure outcomes: | Success rates/outcomes: | Contact: |
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| <p>b) Lieutenant Governor's Award of Excellence;</p> <p>Learning Opportunities Program to increase learning successes of young northerners through innovative teaching and learning methods beyond regular classroom instruction.</p> | | <p>Student Achievement Awards were implemented in 1989/90, Saskatchewan Learning has provided over \$360,000 for 1,086 awards to students in provincial schools across northern SK. Last year, the Lieutenant Governor's Awards of Excellence program was broadened to include students from First Nations schools as well.</p> | |
| <p>Remote Networked Schools project (CEFRIQ) In 2002-2003, three pilot schools (projects) were selected to evaluate the possibility of using information and communications technology to improve the educational environment of small village schools and provide equal opportunity for all children. The Jacques-Rousseau school of the Commission scolaire de la Baie-James, in Radisson, was one of these three schools. The three CEFRIQ projects selected in Québec in 2003-2004 continued in 2004-2005 and will be ongoing in 2005-2006.</p> | <p>Number of graduates</p> | <p>In 2005-2006, the Jacques-Rousseau school carried out a geography project in the first cycle of high school. Two teachers from Radisson coached their 13 students, who were in communication with a teacher in Chapais with a class of 32 students.</p> <p>Ten new CEFRIQ projects were initiated in Québec in 2004-2005 and will be ongoing in 2005-2006.</p> | <p>QC Ms. Sarah Cloutier Commission scolaire de la Baie-James Ph: (819)638-8371</p> |
| <p>Home Tutor Program The Home Tutor Program provides funds for after school/home tutors in 14 rural communities in Yukon.</p> | <p>No evaluative criteria available.</p> | <p>Increased confidence and academic performance of students. This program began as a small program in one rural community in 2003 and due its success has since expanded to all communities in Yukon.</p> <p>This program has continued because it has been successful and well utilized in the communities.</p> | <p>YK Ann MacDonald Ph: (867)667-3520 Email: ann.macdonald@gov.yk.ca</p> |
| <p>Individual Learning Centre (ILC) ILC opened in February 2005 in downtown Whitehorse. It is designed for school-aged youth who have dropped out of school to help them re-engage in learning. It is a welcoming,</p> | <p>Number of students enrolling and graduating from the program.</p> | <p>Currently 87 students are enrolled in the Centre. During the last school year, 9 students received a high school graduation certificate.</p> | <p>YK Ann MacDonald Ph: (867)667-3520 Email: ann.macdonald@gov</p> |

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| flexible environment that encourages academically capable students to complete high school. | | | .yk.ca |
| <p>Whole Child Program This program links students to integrated health and human services in an effort to remove barriers to learning. The program provides services and supports to families such as a resource center and activity nights.</p> | The program was evaluated in March 2004 by the Canadian Research Institute for Law and the Family. The purpose of the evaluation was to identify and organize primary users and focus on what users believe is useful. | The Whole Child Program has grown exponentially since its inception. Currently, up to 85 children are engaged in different aspects of the program. | YK Ann MacDonald Ph: (867)667-3520 Email: ann.macdonald@gov.yk.ca |
| <p>Reading Recovery Program This program is a specialized reading program focusing on academically at-risk six year-old students. This one-on-one approach teaches the child to be an independent reader and accelerates the assimilation of learning skills.</p> | Improvement in reading ability | Results of the program collected by the Department of Education show that 65% to 70% of children leave Reading Recovery at reading level that matches the average of their class. Other results that are encouraging show that Yukon students in the program are retaining the gains they make in Grade 1 through to the Grade 3 level. | YK Ann MacDonald Ph: (867)667-3520 Email: ann.macdonald@gov.yk.ca |
| <p>Teen Parent Program This program provides a supportive environment to assist young parents to finish high school. It also teaches parenting skills, as well as healthy meal preparation, money management and effective job-search techniques.</p> | Number of teens graduating from high school | <p>Since its inception in 1990, 243 students have enrolled in this program and 38% have since graduated.</p> <p>This program has not been formally evaluated since 1998.</p> | YK Ann MacDonald Ph: (867)667-3520 Email: ann.macdonald@gov.yk.ca |
| <p>Senior Secondary Programs In 1993, the NWT government decided to fund the development of senior secondary programs in small communities rather than continue the practice of operating regional residential schools. This move was intended to ensure that students have access to senior secondary schooling as close to home as possible, thereby increasing the overall participation and completion rates of students. Education authorities have been working hard</p> | Number of students graduating | The graduation rate has increased from 37% in 1997 to 52% in 2005. The number of students graduating from small communities has almost doubled between 2001 and 2005. Aboriginal students made up 49% of graduates in 2005 compared to 41% in 2001. | NWT Pauline Gordon, ADM Minister, Education and Culture Ph: (867)920-8061 |

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| <p>to encourage students to stay in school. The Dept of Education, Culture and Employment has been working to develop more northern Aboriginal teachers to work in the education system across the North. Increased investments have been made to lower the pupil teacher ratio. Additional funding is provided to small schools to support economies of scale for fixed costs.</p> <p>Challenges/Lessons Learned It takes a long-term commitment to see the benefits and results of an initiative such as grade extensions into the smaller communities. Making a full range of course offerings in small schools can be a challenge so it is important that staffing strategies capitalize on recruiting teachers who are multi-disciplined.</p> <p>Recommendation Have a strong philosophy base and commitment to the long term vision, strong partnerships and leaderships are essential.</p> | | | |
| <p><u>The Northwest Nations Education Authority (NNEA)</u> was established to serve 6 First Nations in Northwest Saskatchewan, with a student population of approximately 1000, in September 2005. In order to remove the entity from political influence the authority is governed by a board of directors, appointed by the First Nations, who must meet qualifying criteria. The authority provides second level type services to member First Nation schools as well as innovative services to specifically address skill level student deficiencies and</p> | <p>A number of indicators can be used to measure the success of the project including: inclusion of the principles of establishing an education authority; establishment of a non-political governance structure; professional staffing; delivery of language and cultural programming; hiring and training of catalyst teachers and para-professionals; establishing trained local authorities or committees; student skill improvement.</p> | <p>An agreement was signed with all 6 First Nations establishing the authority with the focus on management of the education second level services by a non-political board; professional staff hired; establishment of local authorities or committees to oversee the band school operations with a professional superintendent; catalyst teachers and teacher assistants hired and trained; cultural/language programs implemented.</p> | <p>INAC Andrew Bemister, Director Funding Services Ph: (306)780-5975 Email: bemistera@inac.gc.ca</p> |

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| <p>language/cultural renewal.</p> <p><u>The Prince Albert Grand Council (PAGC)</u> has implemented a full service Regional Management Organization for the special education program for their 12 member First Nations. The RMO serves 29 schools and 6700 students over a vast geographic area where people speak three different languages. In addition to providing second level services, they will also provide professional special education services such as education psychologist, speech pathologist, behaviour consultant, physio therapist, occupational therapist and classroom consultant. Provision is also made for professional development training for special education. Direct services funding for all First Nation members will be managed by PAGC.</p> | <p>Monitoring of the program and delivery will be through an on-site compliance review exercise conducted by the departmental special education review officer who currently performs this function for First Nations receiving funding directly from the department. Success will also be measured through the reporting function and First Nation evaluation of the service.</p> | <p>The anticipated outcome of establishing the RMO is an expansion of professional services to member First Nations, more direct involvement in direct services to students and quicker flow of financial resources. It is anticipated that this development will serve as a model for other First Nations in Saskatchewan to aggregate services for special education.</p> | <p>INAC Andrew Bemister, Director Funding Services, Ph: (306)780-5975; Email: bemistera@inac.gc.ca</p> |
| <p><u>A Traditional and Cultural Outdoor Conservation - Education program</u> An experiential program consisting of school initiated courses in the areas of hunting, fishing, trapping and community studies. This program is specifically tailored to "at risk" students.</p> | <p>Demonstrated proficiency in both general and student specific outcomes.</p> | <p>Increased academic performance, participation in community activities, self esteem and school attendance.</p> | <p>INAC Alister Weenusk 72 Memorial High School Oxford House, MB Ph: (204)538 - 2020 Email: alisterweenusk2000@yahoo.ca</p> |
| <p><u>Little Black River Literacy Project</u> This is a 3 year project developing interactive Ojibway and English translation CD's and workbooks of Native legends and stories (ie. Why the Skunk Stinks) for use by literacy organizations and schools in Manitoba. Two years of the project are complete. The Little Black River First Nation has contributed</p> | <p>Literacy practitioners within the province of Manitoba will be contacted and invited to evaluate the interactive books. They will be provided a copy of the books and an evaluation questionnaire.</p> | <p>Three books have been developed to date.</p> | <p>INAC Oral Johnston Band Councillor Ph: (204)367-4411</p> <p>Theresa Fox Head of Project Ph: (204)467-898</p> |

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| <p>software and equipment used in creating the project's materials, and during the project's first year stories told by Little Black River elders were presented on the CD's. During the project's second year workbooks were created to accompany the CD's and these workbooks were illustrated by young people from Little Black River.</p> | | | |
| <p>Career Trek (Skownan First Nation) First Nation youth in Skownan First Nation are exposed to 80 different careers over the course of four years. They meet once per week and their parents have to be involved in the program or the child is not able to participate. Each child attends and is able to experience hands on activities in a multitude of careers.</p> | <p>The students are logged over the course of the pilot project and into their post secondary years. At anytime during the project if a student requires intervention then a team is available within the community to address the students needs. All efforts are made to keep the child in the program. Classroom teachers also monitor and log changes in the students behaviour (positive or negative).</p> | <p>More First Nation children are pursuing careers they normally would not be exposed to.</p> | <p>INAC Derek Bradley Education Officer, Ph: (204)983-2330</p> <p>Dana Rungway Email: danarungay@shaw.ca</p> |
| <p><u>To improve student achievement in literacy and numeracy</u> Chalo School is owned and operated by the Fort Nelson First Nation. There are 170 students enrolled, from preschool to grade 11. The school was established in 1981 as a preschool/ kindergarten facility with the initial goal of increasing parental involvement, improving student attendance and offering more culturally appropriate learning. This goal was reached early in the school's history and now staff work at focusing on instructional strategies to improve our students' academic achievement. The school has been the focus of many studies, with the most extensive study being published by the Society for the Advancement of Excellence in Education, entitled "Sharing Our Success." The study</p> | <p>Assessments are inherent in the programs used at the school. Students are tested daily for improvement in reading fluency, comprehension and vocabulary. The Canadian Test of Basic Skills is administered in May of each year. All the assessment results are correlated to modify individual student program plans. Each student's results are analyzed individually and shared with parents. Students participate in Government Examinations at the Grade 10 and Grade 11 level.</p> | <p>Chalo school is thrilled to report dramatic improvement of the students' Canadian Test of Basic Skills results. Results have been tracked over five years and they show that mathematics improvement exceeds literacy improvement. Foundation Skill results have improved minimally, however that is not unexpected when the data is disaggregated. All students who have written Provincial examinations have passed the exams with a score of 55% or higher.</p> | <p>INAC Chalo School Sue Gower Ph: (250) 774-7651 Email: sgower@sd81.bc.ca</p> |

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| describes ten exemplary programs for Aboriginal Learners in Western Canada and the Yukon and Chalo School is cited as one of the ten. At the school, there is a focus on vocabulary development, supporting the students' visual learning style, combined with a warm supportive environment. They also utilize a unique school-wide grouping strategy to lower the pupil-teacher ratio for mathematics and literacy instruction. | | | |
| <u>Educational Profile of the Learning Needs of Innu Youth</u> A wide scale assessment of the educational needs of Innu children, documenting the current academic standing of children as well as community attitudes, perceptions of and aspirations for education. | Identified areas for significant change and facilitated a collaborative approach. | Provided a database to plan for a more culturally appropriate model of education as well as a baseline for measuring success. | INAC Mark Davis Email: DavisM@inac-ainc.gc.ca |
| <u>Enhancing Innu Education</u> Recommendations for programs and models to establish a bicultural model of education in the two Innu schools while preserving the native culture and protecting the Innu language. | Long term: programs will be adapted and the Innu schools become centres of excellence. | Community ownership for education. Enhanced opportunities for present and future Innu students. | INAC Mark Davis Email: DavisM@inac-ainc.gc.ca |
| <u>Nutrition Program</u> Provides K-12 students in Sheshatshiu with a healthy breakfast and lunch. Meals are served in school, Monday through Friday by community elders and volunteers. | Improved school attendance and improved academic performance. | Healthier children with better school attendance records and improved school performance levels. | INAC Mark Davis Email: DavisM@inac-ainc.gc.ca |

Access to Post Secondary Education

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| <p><u>K-12 to Post-Secondary Education Transitions</u></p> <p>The BC Ministry of Advanced Education is working with the Ministry of Education and BC's public post secondary institutions to track student transitions from the K-12 to the public post-secondary education systems. Through the "Student Transitions Project" (STP), student level data from the two education systems are linked using "Personal Education Numbers". This helps government, school districts and public post-secondary institutions plan and manage programs. The data is linked in a way that ensures the protection of student privacy.</p> <p>This is a "best practice" not common in other jurisdictions, as there are surprisingly few jurisdictions that have undertaken similar work. In the United States, a report released in February 2006 indicates that only 3 states (Florida, Louisiana, Texas) have established data systems with the ability to track student transitions, while 31 states are in the process of doing so. Nationally, Alberta also tracks transitions to post-secondary from high school, although the methodology and assumptions differ.</p> | <p>As the first research report of the STP was only recently released, the project is in its early stages. Outcomes will be measured based on a work plan established for the project, which sets out timelines for the linking of student data in order to answer the following specific research questions:</p> <p>Question 1: What is the nature and distribution of the transition from the K-12 education system to public post-secondary institutions?</p> <p>Question 2: What is the flow of Grade 12 graduates into and among BC public post-secondary institutions over a multi-year period, with K-12 data from 2001/02 – 2004/05 and post-secondary data from 2002/03 – 2004/05 (including a consideration of students who attended post-secondary, left for a period, then returned; concurrent enrolments; mobility patterns; credentials granted; and leavers).</p> <p>Question 3: Supply and demand for public post-secondary seats - study of applicant flows.</p> | <p>The first STP research report was released in December 2005. That report found that 52% of K-12 graduates in 2002/03 went on to attend public post-secondary institutions in BC within one year. The results also indicate that northern regions of the province have transition rates that are below the provincial average of 52%. Overall, the transition rate for the North was 46%. Within this area, the results by the 12 school districts vary from a high of 59% and 55% for Prince Rupert and Fort Nelson respectively to the lowest at 26% (Nisga'a).</p> | <p>BC Bill Parker Colleges and University Colleges Branch Ministry of Advanced Education Ph: (250)387-6156</p> |
| <p><u>University of Northern British Columbia (UNBC) - Northern Advancement Program (NAP)</u></p> <p>UNBC's NAP is a transition program for First Nations and students from smaller rural</p> | <ul style="list-style-type: none"> • Number of NAP students who continue post-secondary education studies • Recruitment • NAP student interview responses • Community focus groups | <p>All but three of the students who entered in the fall 2005 term returned for the winter semester (21 of the 22 students were Aboriginal). Sixteen of the 22 students are currently enrolled at UNBC. The majority of</p> | <p>BC Juanita Berkhout, A/Manager Universities, Universities and</p> |

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| <p>communities who wish to attend the university. These students often have some difficulties adjusting to university life in a larger centre. Up to 24 NAP students are accepted each year. NAP accepted 22 students for the 2005-2006 academic year. All available spaces for September 2006 will be filled.</p> <p>NAP provides these students with assistance in making the transition to university. It allows students to take full advantage of the educational opportunities offered and prepares them for subsequent employment. Funded by private sponsors, the intention is to create a program of study that is important and relevant to students from smaller rural communities and First Nations that provides support from initial enrolment through graduation. Support is offered in four main areas:</p> <ol style="list-style-type: none"> 1. academic support including writing support and academic tutoring, 2. sharing traditions, 3. socialization through social events and activities, and 4. access to counseling (peer counselors or the First Nations Centre counselor). | <p>An evaluation of NAP was recently conducted.</p> | <p>these students plan to return either to UNBC or another post-secondary institution in the fall of 2006.</p> <p>Student satisfaction ratings for the NAP program are generally high. Tutorial support was rated as the most helpful support component. Students were also appreciative of the cultural events and the advocacy role the First Nations Centre staff take on for students with sponsoring agencies. Suggestions for improvement included a need for stronger entrance and selection criteria.</p> <p>The NAP evaluation also included community focus groups to determine if the university and NAP were meeting the needs of communities. Focus group discussion themes include the need for a strong communication strategy; matching academic programming with community development in Health, Education, Economic Development and Welfare; encouraging regionally developed academic programs; and implementation of an integrated approach to planning.</p> | <p>Research Branch Ministry of Advanced Education Ph: (250)356-6114</p> |
| <p>Medical School Expansion This initiative is a collaborative model involving the University of British Columbia (UBC), the University of Northern British Columbia (UNBC) and the University of Victoria (UVic). Students take their first semester of studies at UBC and then</p> | <ul style="list-style-type: none"> • Enrolments measured by student full-time equivalent (FTEs) utilization rate (calculated by dividing the actual FTEs delivered by the number of targeted FTEs.) | <ul style="list-style-type: none"> • Program implementation is on-track with the first students admitted under the medical expansion beginning their second year of classes in fall 2005. • For 2004/05 the target was achieved with a utilization rate of 100.3% (Note: These numbers reflect FTEs in the | <p>BC Juanita Berkhout, A/Manager Universities, Universities and Research Branch Ministry of Advanced</p> |

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| <p>complete the program at UBC, UNBC or UVic, with all degrees granted by UBC. In 2008/09, there is expected to be 224 medical graduates per year.</p> <p>This innovative, collaborative approach to medical education will help to produce more doctors and reduce the shortages in rural regions of BC. The Northern Medical Program at UNBC will address special issues for northern communities, including Aboriginal and environmental health.</p> | | <p>three participating institutions including the Northern Medical program at UNBC.)</p> <ul style="list-style-type: none"> In 2004/05, the actual student full-time-equivalent enrolled in medical school programs was 586; 2 more than the 2004/05 target of 584. Since 2001/02 the number of students in medical school programs in BC has increased by 98 student FTEs. | <p>Education Ph: (250)356-6114</p> |
| <p><u>Establish "stand alone" Aboriginal Adult Learning Centres (ALCs)</u> Challenges/Lessons Learned</p> <p>The ALC Act requires an initial 3-year period of partnership with a recognized educational institution. This can be perceived as a barrier, although it is intended to be a support.</p> | <p>Registration of ALCs by First Nations</p> | <p>There have been three Aboriginal/First Nations Stand Alone ALCs registered in MB, however none in northern MB to date.</p> | <p>MB Elaine Philips Ph: (204)945-8504</p> |
| <p><u>Year One University (YOU) and Year One University Advantage (YOU-A)</u> Timeline: 2004/05 academic year to present.</p> <p>With the establishment of the University College of the North (UCN) on July 1, 2004, the new institution embarked on the creation of degree programming. The initial priority was on the development of a Bachelor of Arts degree as the first university degree created for the North, by the North, to reflect northern Manitoba realities. The degree's first major, in Aboriginal and Northern Studies, fulfills an important need identified in post-secondary education in northern Manitoba, of embedding Aboriginal and northern perspectives within UCN's program offerings.</p> | <p>Achievement of three major outcomes, using clearly defined criteria. Early indications point to success in achieving program outcomes.</p> <p>#1 Increased student accessibility to and success in university education in northern MB by the creation of a strong foundation year.</p> <ul style="list-style-type: none"> a. Creation of credible and recognized first year university courses for delivery in northern MB. b. Development of partnerships with other institutions to ensure students can fulfill first year requirements. <p>#2 Creation of the academic and administrative structures to support</p> | <p>#1 a. First year courses developed by UCN</p> <ul style="list-style-type: none"> 7 first year university courses created and approved in the 04/05 academic year; <p>Number of courses transferable to other universities in MB</p> <ul style="list-style-type: none"> Courses submitted to MB universities for approval: 7 of 7 transferable to Brandon University and University of Manitoba; 4 of 7 transferable to University of Winnipeg with 3 others pending; <p>Delivery of UCN courses in 05/06 academic year</p> <ul style="list-style-type: none"> UCN university courses delivered in locations throughout northern MB, | <p>MB Elaine Philips Ph: (204)945-8504</p> |

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| <p>For the 2004/05 academic year, planning and development focused on the first year of the BA and the overall structure required to support degree programming at UCN. Recognizing the needs of first year students, YOU and YOU-A were developed. This first year experience, which began delivery in the 2005/06 academic year, is designed to provide learners with a strong base of academic skills and a foundation of knowledge in a culturally relevant context.</p> <p>YOU students are able to complete a maximum of 30 credit hours, choosing from a range of first-year courses offered by the UCN and augmented by courses from other universities in MB (through Inter-Universities Services and Campus Manitoba) and the University of the Arctic. YOU-A is a cohort program that provides learners with the advantage of working with a core instructor throughout the ten-month program and progressing through their university studies as part of a group of learners. Some courses in YOU-A have associated labs, in which discipline-specific study and learning skills are modeled and practiced.</p> <p>For 2005/06, YOU is being delivered in The Pas and Thompson and YOU-A is being offered in Norway House Cree Nation, Tataskweyak Cree Nation (Split Lake) and Thompson.</p> | <p>YOU/YOU-A and degree programming.</p> <p>a. Development of UCN academic administration to support degree programming.</p> <p>#3 Development of curriculum that is relevant to and reflects the northern and Aboriginal context and mandate of UCN.</p> <p>a. UCN program and courses embed Aboriginal and northern content.</p> | <p>including community-based UCN Regional Centres;</p> <p>According to current student enrolment data in YOU and YOU-A, there are a total of 80 students as of January 2006.</p> <p>Students from other programs (Northern Bachelor of Social Work & Joint Baccalaureate of Nursing) taking UCN courses.</p> <p>Students continuing on into BA at UCN.</p> <p>#1 b. UCN develops partnerships with MB universities</p> <ul style="list-style-type: none"> • UCN full university partner in Campus MB • Evolution of Inter-Universities North into Inter-Universities Services with UCN as university partner and maintaining administrative responsibility <p>UCN develops partnerships with other organizations/institutions</p> <ul style="list-style-type: none"> • UCN is accepted as member in the University of the Arctic, which includes ability to offer University of the Arctic Circumpolar Studies courses for UCN learners <p>#2 a. Recruitment of new university faculty</p> <ul style="list-style-type: none"> • Establishment of Faculty of Arts Personnel Committee • 3 university faculty hired for 05/06 academic year | |

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| | | <p>Establishment of Faculty of Arts as functioning academic unit with UCN.</p> <p>Transition from college instructors to university instructors and professors</p> <ul style="list-style-type: none"> • MOU signed with UCN and MGEU including articles on academic freedom, intellectual property, and tenure, rank and promotion; <p>Establishment of Learning Council.</p> <p>Development of admission and degree requirements.</p> <p>Academic advising system established.</p> <p>#3 a. Elder involvement in the development process</p> <ul style="list-style-type: none"> • Members of UCN Council of Elders attend and participate in Faculty meetings • Members of UCN Council of Elders attend and participate in Curriculum Committee meetings • Members of UCN Council of Elders are part of university faculty Selection Committees <p>Identification of core values underlying degree programming reflect values of UCN's Aboriginal and northern learners and communities</p> <ul style="list-style-type: none"> • Honour and respect our northern legacy • Embed Aboriginal teachings & philosophy as the foundation • Holistic approach | |

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| | | <ul style="list-style-type: none"> • Learner centered <ul style="list-style-type: none"> ▫ Valuing knowledge of learners ▫ Learners exposed to new knowledge & ideas (students have range of experience & knowledge) • Learning as valuable & worthwhile process (life-long learning) • Respectful & safe environment for all • Freedom of inquiry • Academic integrity • Value & respect traditional knowledge (Elders are the keepers of knowledge) • Language as a cornerstone (of cultural knowledge, of worldview) • Relationships are held to be sacred (humans, land and animals) <p>Identification of desired learner outcomes includes focus on Aboriginal and northern context of UCN learners and communities:</p> <ul style="list-style-type: none"> • Sense of self and sense of identity (confidence in one's self), including: <ul style="list-style-type: none"> ▫ Knowledge of history ▫ Aboriginal language fluency ▫ Understanding of one's goal/direction • Shared perspectives/shared knowledge; Indigenous and western knowledge and perspectives are integrated throughout YOU and YOU-A at UCN so that students will be grounded in an understanding of indigenous knowledge and western knowledge. <p>Courses created with emphasis and focus on northern and Aboriginal content:</p> | |

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| | | <ul style="list-style-type: none"> • UC.ANS.1100: Introduction to Cree Language 1 and UC.ANS.1101: Introduction to Cree Language 2, developed and delivered in YOU/YOU-A, utilizing Internet-based computer Language Lab and video-conferencing for lecture delivery, offered in four locations and taught from Norway House Cree Nation • UC.ANS.1000: Introduction to Aboriginal Studies 1 and UC.ANS.1001: Introduction to Aboriginal Studies 2, developed and delivered in YOU/YOU-A | |
| <p><u>Health Care Aide Certificate Program By Distance Education</u> Timeline: 2004/05 academic year to present. In northern Manitoba, many communities require trained health care aides, but such training is often restricted to centres such as The Pas or those in southern Manitoba. Community-level access to training is often non-existent. To rectify this problem, UCN, with financial support from the College Expansion Initiative of Manitoba Advanced Education and Training, modified the existing Health Care Aide (HCA) certificate program for distributed learning via LearnLinc technology.</p> <p>The goals of this project were to:</p> <ol style="list-style-type: none"> 1) Increase access to the HCA program to learners in Aboriginal, northern and remote communities; 2) Incorporate the use of learning technologies into the HCA program, thus removing geographical barriers to post- | <p>Number of students accessing the program that otherwise might not be able to participate in HCA training.</p> <p>Number of students successfully completing the program.</p> <p>Number of graduates gaining employment in the health care field after graduation.</p> | <p>In 2005, the first cohort of students entered and completed HCA by Distance Education.</p> <p>In January 2005, twelve students from four communities entered the HCA by Distance program. In all probability, if not for the distance delivery model, only the students in The Pas might have otherwise accessed HCA training. The students in the other communities would, of course, have had the option of moving to The Pas to access the same training, but many probably would not have exercised that option.</p> <p>All of the students graduated from the program, with no attrition – a 100% success rate. The lead instructor has continued to stay in contact with the students and the community health care representatives and reports that, at this time, the majority (67%) of the students are employed in the health care field in their respective communities (see below).</p> | <p>MB Elaine Philips Ph: (204)945-8504</p> |

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| <p>secondary education; 3) Increase the number of locally trained HCAs, resulting in a more sustainable health care system in the North.</p> | | <p>For the 2005-2006 academic year, there are 21 students enrolled in the HCA by Distance program, from four northern communities – Pukatawagan (8), Norway House (4), The Pas (6) and Thompson (3). It is anticipated that new sites will be added to the delivery schedule of the HCA by Distance program for the 2006-2007 academic year, with the possibility of Split Lake, Churchill and the Bayline communities coming on board. With the continued support from communities, early indications point to a repeat of last year's success rate and to continued growth and accessibility of this Health program to residents of northern Manitoba.</p> | |
| <p><u>The Alberta SuperNet and Learning Technologies</u> The Alberta SuperNet, the province's high-speed broadband network initiative, is a critical component of Alberta's infrastructure. Alberta Education is implementing the <i>Learning and Technology Policy Framework</i>, which guides the infusion of technology across Alberta's education system. The Framework was developed with extensive input from K-12, post-secondary and apprenticeship and industry training stakeholders. Its intent is to optimize benefits to learners and help ensure that investment in technology is consistent with education system objectives and priorities.</p> | <p>Operational in Alberta communities, including schools, post-secondary institutions and libraries.</p> | <p>Operational in 429 Alberta communities.</p> <p>The Alberta SuperNet significantly increases the capacity to use learning technologies (ie. online learning, digital learning resources and videoconferencing) and networked applications.</p> <p>Through the SuperNet, learners throughout Alberta will be able to take advantage of high bandwidth and increased access to realize recent trends in learning technology and online learning. SuperNet will enhance a learning system for unique needs of learners and will provide further flexibility and choice.</p> | <p>AB Susan Savage Manager, Policy Development and Coordination Alberta Education Ph: (780)422-2873</p> |
| <p><u>Alberta-North</u> Alberta-North is a partnership of post-secondary institutions that bring courses and programs to students in Alberta and the</p> | <p># of students enrolled in Alberta-North programs</p> | <p>The number of students enrolled in Alberta-North has increased from a total of 813 in 1998-99 to 2,441 in 2003-04.</p> | <p>AB Val Marshall Executive Director, Alberta-North</p> |

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| <p>Northwest Territories.</p> <p>The seven partner institutions are:</p> <ul style="list-style-type: none"> • Athabasca University, AB; • Aurora College, NWT; • Grande Prairie Regional College, AB; • Keyano College, AB; • Northern Alberta Institute of Technology, AB; • Northern Lakes College, AB; • Portage College, AB. <p>Initiated in 1998, Alberta-North partners have established a network of community access points (CAPS). Each CAP site is equipped with a variety of educational technologies and learning resources to assist with registration, counseling and other student support services.</p> <p>Students have greater access to various education and training programs without having to move to large urban centres, thus reducing the cost and stress that can result from having to move to obtain or further an education.</p> | | <p>The programs with the largest increase for above mentioned time frame are:</p> <ul style="list-style-type: none"> ▪ academic upgrading - 205 to 1270; ▪ trades and technology - 27 to 552 <p>University studies - 64 to 228</p> | <p>Ph: (780)849-8774</p> |
| <p>eCampus Alberta</p> <p>This is a consortium of 15 colleges and technical institutes established to facilitate increased access to high quality online learning opportunities by developing a collaborative online learning initiative across Alberta.</p> <p>The mandate of eCampus Alberta is to provide learner access to online courses. Each member institution develops, contributes</p> | <ul style="list-style-type: none"> • # of students participating in eCampus Alberta • # of courses offered | <ul style="list-style-type: none"> • Participation by students grew from 14 to 474 between September 2003 and September 2004. • The number of courses offered has increased from 170 in 2004 to 255 courses in 2006. | <p>AB</p> <p>Tricia Donovan PhD Executive Director, eCampusAlberta Ph: (403)210-5638</p> |

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| <p>and offers its respective online courseware, but also offers other member institutions' courseware. Learners are able to access online courseware from all 15 members in a timely and cost-effective manner.</p> <p>Participating institutions have articulated their commitment to the priorities of quality, access, transferability and partnerships in the provision of online learning opportunities to all learners.</p> <p>Partnerships between the post-secondary institutions have proven to be an effective means of delivering courses, programs and student services to students that would otherwise have to move to a different community.</p> | | | |
| <p><u>Learning Clicks</u> This is an interactive, dynamic and informative multimedia tool to assist Grade 9-12 students with planning for post-secondary studies. The CD-ROM and corresponding website www.learningclicks.ca are designed to inform students about the importance and long-term benefits of post-secondary education and to serve as a portal to provide students with the necessary information to assist in planning for post-secondary studies.</p> <p>Through a Youth Ambassador Program, select post-secondary students throughout Alberta guide Grade 9-12 students through the CD-ROM, share their post-secondary education experiences, answer questions about how to plan for post-secondary studies</p> | <p>Satisfaction surveys measure:</p> <ul style="list-style-type: none"> • Student perceptions of usefulness of the CD-ROM • Teacher perceptions of usefulness of the CD-ROM • Student satisfaction with the presentation | <ul style="list-style-type: none"> • Over 90% of students found that the CD-ROM was very or somewhat useful in planning for post-secondary studies • 99% of teachers indicated that the CD-ROM was very or somewhat useful in planning for post-secondary studies of usefulness of the CD-ROM • 88% of students indicated they were very or somewhat satisfied with the Learning Clicks presentation. | <p>AB Nida Farooqui Learning Clicks Coordinator Business Integration, Advanced Education, 11th Floor Commerce Place 10155-102 Street Edmonton, AB T5J 4L5 Ph: (780)644-2250 Nida.farooqui@gov.ab.ca</p> |

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| <p>and direct students to the right resources. Students receive a CD-ROM to help them plan for their future.</p> <p>Learning Clicks was implemented in November 2004 to provide students with a new understanding of post-secondary options in Alberta and a greater appreciation for the opportunities that education provides towards enhancing the quality of life.</p> <p>Recommendations Planned program enhancements include:</p> <ul style="list-style-type: none"> • Increase coverage throughout the province and increasing access to community groups • Augmenting the Youth Ambassador training to ensure they are very knowledgeable of student finance and scholarships • Streamline the application process for post-secondary studies, scholarships and bursaries • Development of an Aboriginal component to better respond to the unique needs of Aboriginal students | | | |
| <p><u>Aboriginal Communication Strategy</u> In 2003, the Aboriginal Communication Strategy focused on developing tools to encourage young children to explore careers in the trades. The promotional materials (comic book, colouring and activity book, guides and playing cards), produced for elementary, junior and senior high school students have been distributed province-wide in an effort to reach the Aboriginal</p> | <p>Work with learning stakeholders, parents, students and employers to increase awareness of career opportunities in the trades.</p> <p>Aboriginal role models participating in presentations.</p> <p>Aboriginal Youth Ambassadors actively</p> | <ul style="list-style-type: none"> • Launch of Aboriginal Communication Strategy materials/highlighting apprentice role models from the Alberta Aboriginal Apprenticeship Project (AAP) at St. Francis of Assisi School June 21/05. • Over 60 presentations were given to parents and educators by Aboriginal Youth Ambassadors. 85 schools and 2000 students also participated in presentations. | <p>AB Olie Schell, Apprenticeship Initiatives, Advanced Education Ph: (780)427-5770</p> |

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| communities throughout Alberta. | <p>promote careers in the trades to Aboriginal schools, parents, employers and educators.</p> <p>Research, design and develop promotional materials.</p> | <ul style="list-style-type: none"> • The Step Into the Trades Comic book was developed and approximately 147,000 copies distributed to all grade 7 – 9 students in Alberta as well as some grade 10 – 12's. • The Step Into the Trades Colouring and Activity book was printed and approximately 220,000 copies distributed to all K-4 students in Alberta. An additional 100,000 have been ordered for distribution to K – Grade 1 students for 2006-2007. • Approximately 5500 sets of Step Into the Trades playing cards printed & distributed to all grades 2-4 & Jr. High schools with IOP students. • With the positive response for these materials and the continuous requests for distribution, the communication strategy has expanded to include: The Step Into the Trades Web Resource, Brochure and Articles. | |
| <p><u>The Northern Teacher Education Program (NORTEP)</u> NORTEP is a teacher education program designed specifically for northerners interested in obtaining a Bachelor of Education degree.</p> | <p>Information is collected in the following areas:</p> <ol style="list-style-type: none"> 1. <i>Total Graduates 1979 – 2005</i> 2. <i>Graduates not in the workforce</i> 3. <i>Graduates in the workforce</i> 4. <i>Graduates in teaching or teaching related positions</i> 5. <i>Whereabouts of NORTEP graduates in the workforce (all occupations)</i> 6. <i>Mobility of graduates in the workforce in 2005</i> <p>Other information collected includes employers of NORTEP graduates, graduates in senior educational administrative or</p> | <ol style="list-style-type: none"> 1. <i>Total Graduates 1979 – 2005: 308</i> 2. <i>Graduates not in the workforce: 9.5%</i> 3. <i>Graduates in the workforce: 90.5%</i> 4. <i>Graduates in teaching or teaching related positions</i> – 93% of graduates in the workforce, and 84% of total graduates. Includes vice principals, principals, consultants, superintendents and curriculum developers. 5. <i>Whereabouts of NORTEP graduates in the workforce (all occupations)</i> – 91% of graduates who are still in the | <p>SK Elie C. Fleury, Director NORTEP Ph: (306)425-4411</p> |

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| | consulting positions, demographic information (northerners, Aboriginal status, gender, communities of original application, etc.) | <p>workforce are located in northern Saskatchewan communities.</p> <p>6. <i>Mobility of graduates in the workforce in 2005</i></p> <ul style="list-style-type: none"> - 56% of graduates have always worked in their communities of origin - 34% of graduates currently work in communities other than their community of origin - 10% of graduates who are currently working in their "home communities" have previously worked in other communities <p>7. <i>Other statistics</i></p> <ul style="list-style-type: none"> - The percentage of First Nations and métis teachers in northern Saskatchewan has increased since the inception of NORTEP from 3% to 33%. - 100% of graduates are northerners; 91% of graduates are Aboriginal; 77% of graduates are female. | |
| <p>Contact North/Contact Nord (CN) provides video and audio teleconferencing facilities to improve access to formal education and training at the secondary and post-secondary levels and to informal education opportunities, for residents of northern Ontario.</p> <p>CN also collaborates with Aboriginal peoples, Francophones and communities in northern Ontario to facilitate response by educational providers (working with northern Ontario institutions specifically) to meet identified needs.</p> <p>CN supports innovation in education and</p> | <p>CN's primary outcome is to improve access to education and training opportunities for the residents of small and remote communities in northern Ontario through the innovative use of audioconference, videoconference and e-learning technologies.</p> <p>CN's success in meeting its outcomes is measured on an annual basis through collection of statistics on the number of course registrations facilitated and the number of academic courses offered.</p> <p>In addition to these objective measurements, CN completes regular surveys of the residents</p> | <p>25 video links and over 100 audio teleconference sites.</p> <p>CN Snapshot (September 2005)</p> <ul style="list-style-type: none"> • Facilitated 12,662 course registrations in 2004/05. • Facilitated access to 589 credit programs and courses available from 14 educational institutions. Current Educational Partners include: Collège Boréal, Cambrian College, Canadore College, Confederation College, Keewatin-Patricia District School Board, Lakehead University, Lakehead District School Board, Laurentian University, Nipissing University, Northern College, Saint | <p>ON Northeast Regional Coordinating Centre, Unit 1 410 Falconbridge Road Sudbury, ON P3A 4S4 Ph: (705)560-2710 Fax: (705)525-0136</p> <p>Northwest Regional Coordinating Centre, Suite 104 1139 Alloy Drive</p> |

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| <p>learning through testing and applied research of new modes of "delivery" using technology and to share information in northern Ontario, nationally and internationally.</p> <p>In creating CN, various partners contributed the following:</p> <p>Communities Local communities provided the physical space to establish a Distance Education & Training Access Centre in their community. This local Centre provided the point of access for learners to take their programs and courses at a distance.</p> <p>Communities across northern Ontario continue to provide the equivalent of close to \$1 million in physical space in their communities.</p> <p>Government of Ontario The Government of Ontario, through the then Ministry of Colleges and Universities, provided funding to purchase distance education technologies and equipment such as audioconferencing equipment, computers, fax machines, etc., provided operational funding for staff and provided funding to educational institutions to develop programs and courses specifically for delivery at a distance.</p> <p>The Government of Ontario continues its role as the primary funder of CN through the Ministry of Training, Colleges and</p> | <p>of northern Ontario who use the Network to pursue their education and training goals.</p> | <p>Paul University, Sault College, University of Ottawa, University of Sudbury.</p> <ul style="list-style-type: none"> • Approximately 5,000 unique learners. • More than 85% of all course registrations come from outside of the five major centres of North Bay, Sault Ste. Marie, Sudbury, Thunder Bay and Timmins. • 83 small and remote communities served in Fall 2005. • Audioconferencing and e-learning technologies available in all communities served. • Videoconferencing available in 24 communities. • Services available in English and French. • At Access Centres in each community served, learners gather to link with other learners and instructors in other locations via a virtual classroom. CN staff provides support to learners, informs them about programs and courses, invigilates exams and acts as the face of the Educational Partners in each community. • Private sector partners include Bell Canada, IBM Canada Ltd., Telus Corporation. • \$6.2 million annual budget of which \$5.7 million is from the Ontario Ministries of Training, Colleges and Universities and Education with CN generating the balance of \$500,000 from the annual sales of services and consultancies. • CN is organized as a not-for-profit corporation governed by a volunteer Board of Directors comprised of the Presidents of northern Ontario's colleges and universities, community and school board representatives, | <p>Thunder Bay, ON P7B 6M8 Ph: (807)344-1616 Fax: (807)344-2390</p> <p>Maxim Jean-Louis President – Chief Executive Officer Contact North/Contact Nord 410 Falconbridge Road Sudbury, ON P3A 4S4 Ph: (705)525-7245 Email: maxim@mail.cnorth.edu.on.ca Website: www.cnorth.edu.on.ca</p> |

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| <p>Universities, providing approximately \$5.7 million annually. In 2003, the Government of Ontario provided \$4.1 million to support CN e-learning project.</p> <p>Educational Institutions Northern Ontario's colleges, universities and school boards provided the programs and courses to be delivered over the new Network and undertook the development work to transform existing programs and courses into programs and courses suitable for delivery at a distance.</p> <p>How Contact North/Contact Nord Works? CN is not an educational institution. On its own, it does not offer programs and courses nor does it have its own learners. It functions as a delivery agent for fourteen educational institutions to deliver programs and courses to small and remote communities in northern Ontario.</p> | | <p>including private sector and First Nations representatives.</p> <p>Measuring Success ~ The Numbers In its first year of operation, 1987 – 88, CN facilitated 1,522 course registrations. In the most recent fiscal year, 2004 – 05, course registrations reached 12,662 in 589 credit full-time and part-time academic programs.</p> <p>Measuring Success ~ CN regularly surveys the residents who use the Network for their views and opinions.</p> <p>By all measurements, CN has been a success over the past 20 years in fulfilling its mandate and improving access to secondary and post-secondary education and training opportunities for the residents of northern Ontario.</p> | |
| <p>Northern Ontario School of Medicine (NOSM) will offer undergraduate medical training in northern Ontario at the Laurentian University and Lakehead University sites.</p> <p>In addition to the required core elements of undergraduate medical education, the school's curriculum will include:</p> <ul style="list-style-type: none"> • A multi-week compulsory placement in an Aboriginal community in Year 1 • Two six-week placements in rural and remote communities in Year 2 • A comprehensive community clerkship (eight months in one community and six | <p>Focus on training students who are from the North or from rural or remote communities to help provide better access to health care services by recruiting and retaining doctors and specialists for underserved communities.</p> | <p>The inaugural class of 56 students began formal classes on September 6, 2005. Of the students:</p> <ul style="list-style-type: none"> • 18% are francophone • 11% are Aboriginal • 78% have lived 10 years or more in northern Ontario. | <p>ON Tracie Smith Communications Officer – West Ph: (807)766-7314 West Campus 955 Oliver Rd Thunder Bay, ON P7B 5E1 Ph: (807)766-7300 Fax: (807)766-7370</p> <p>Yonaniko Grenon Communications</p> |

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| <p>weeks in another) in Year 3</p> <p>Students at both campuses will have access to the best and most current medical education by utilizing e-learning technology such as interactive video-conferencing and web-based course materials.</p> | | | <p>Officer – East Ph: (705)662-7243 East Campus 935 Ramsey Lake Rd Sudbury, ON P3E 2C6 Ph: (705)675-4883 Fax: (705)675-4858 Website: www.normed.ca</p> |
| <p>The Université du Québec en Abitibi-Témiscamingue, present in the Nord-du-Québec Region and the James Bay Territory. The university has been offering training to the Cree, Inuit and Jamesian communities for several years.</p> | <p>Number of graduates</p> | <p>As of June 2005, 65 Crees, 35 Algonquins and 22 Inuit have received bachelor's degrees and certificates from the UQAT.</p> | <p>QC Ms. Johanne Jean, Rector Université du Québec en Abitibi- Témiscamingue Ph: (819)762-0971 ext. 2248</p> |
| <p>Construction project for a Native residence in Val-d'Or. The Université du Québec en Abitibi-Témiscamingue submitted a project of this type in June 2002. Fundraising in the socioeconomic community raised \$1.3 million. All that remains is to finalize funding applications for \$8 million from both levels of government. The objective for 2008 is 200 FTE or more.</p> | <p>Number of FTE's</p> | <p>Variation in First Nation student population in Val-d'Or: The student population rose from 53 FTE (Full Time Equivalent Students) in 2000-2001 to 96 FTE in 2005-2006.</p> | <p>Ms. Johanne Jean, Rector Université du Québec en Abitibi- Témiscamingue Ph: (819)762-0971 ext. 2248</p> |
| <p>Two special status school boards The Cree and Inuit nations have had their own school boards since 1978. The school boards were created in accordance with the provisions of the James Bay and Northern Québec Agreement. They have special status and powers. This means:</p> <ul style="list-style-type: none"> • Shared funding (federal and provincial) • Specific budgetary rules | | <p>With regard to vocational training: <u>In 2004-2005:</u></p> <ul style="list-style-type: none"> • The Cree School Board was authorized to offer 14 different vocational training programs. • The Kativik School Board was authorized to offer 14 different vocational training programs. | <p>QC Service des Affaires autochtones Ministère de l'Éducation, du Loisir et du Sport Ph: (418)643-6242</p> |

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| <ul style="list-style-type: none"> • The ability to develop courses, manuals and instructional materials • The ability to sign agreements with universities and cégeps • The availability of living allowance management to facilitate continuing post-secondary studies outside the region. | | <u>In 2005-2006:</u> <ul style="list-style-type: none"> • The Cree School Board has been authorized to offer 16 different vocational training programs. • The Kativik School Board has been authorized to offer 14 different vocational training programs. | |
| <p><u>Increased cooperation between two school boards</u></p> <p>In the past few years, the James Bay and Cree school boards have been cooperating to a greater extent to make vocational training more accessible in the James Bay Territory. The Commission scolaire de la Baie-James has been authorized to offer only three vocational training programs on a regular basis.</p> <p>Some cohorts formed by the Commission scolaire de la Baie-James are mixed (Jamesian and Cree) while others only include Cree students. The school board also offered four vocational training programs in a Cree community.</p> | | <p>Since 1999, it has been taking advantage of provisional authorizations or agreements with other French school boards to provide training related to the region's workforce needs.</p> <p>Five programs have been offered:</p> <ul style="list-style-type: none"> • Vehicle mechanics • Light vehicle mechanics • Industrial construction and maintenance mechanics • Sawing (2 groups) | <p>QC Mr. Claude Therrien Vocational Training Services Director Commission scolaire de la Baie-James Ph: (418)748-7621 ext. 3345</p> |
| <p><u>Supply of vocational training by the Cree School Board</u></p> <p>Until June 2005, the school board was offering vocational training programs only in Chisasibi and Mistissini. A new vocational training centre opened in Waswanipi, in September 2005.</p> | | <p>With the help of \$19 million in funding from the Ministère de l'Éducation, du Loisir et du Sport, the Cree School Board built, in Waswanipi, in 2004-2005:</p> <ul style="list-style-type: none"> • A vocational training centre • A student residence • Teachers' residences <p>In early 2006, 49 students from the 9 Cree communities were studying at the new training centre in the following programs:</p> | <p>QC Mr. Luc Colette Cree School Board Ph: (819)753-4040</p> |

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| | | <ul style="list-style-type: none"> • <i>Hairdressing</i> • <i>Accounting</i> • <i>Carpentry</i> • <i>Light Vehicle Mechanics</i> <p>As of spring 2006, the following programs will be added to the list:</p> <ul style="list-style-type: none"> • <i>Plumbing and Heating</i> • <i>Homecare and Family and Social Assistance</i> • <i>Computer Support</i> • <i>Professional Cooking</i> | |
| <p><u>Provisional vocational training authorization</u> for the James Bay Territory. In each of the regions of Québec, the availability of technical and vocational training plays a decisive role in making sure that adequate training is available for jobs that are in demand.</p> <p>For the Nord-du-Québec Region, secondary and college-level educational institutions have asked the Ministère de l'Éducation, du Loisir et du Sport for greater accessibility to programs that will respond to specific needs for a qualified workforce.</p> <p>The concept of provisional authorization requires a high level of consultation between the various partners, to make sure that the clientele will receive training that meets job market needs.</p> <p>Every year, the Commission scolaire de la Baie-James applies for provisional authorizations to respond to the needs of its</p> | Survey | <p>A survey of the programs offered over the past ten years provides a good idea of how willing the Ministère de l'Éducation, du Loisir et du Sport is to be an active partner in developing jobs in the region.</p> <p>Few technical and vocational training programs are offered on a recurrent basis to the Jamesian population. However, following favourable recommendations from Emploi-Québec and the Ministère de la Santé, the following has occurred:</p> <ul style="list-style-type: none"> • Made possible offerings of technical computer and nursing programs in the region • Offered programs in cooperation with the regions businesses and organizations • Annually adjusts to clients needs and the job market <p>For the James Bay School Board:</p> <ul style="list-style-type: none"> - Ore Extraction (14 students) - Heavy Equipment Mechanics (18 students) - Homecare and Family and Social (16 | <p>QC Ms. Louise Bilodeau Ministère de l'Éducation, du Loisir et du Sport Ph: (819)763-3001</p> |

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| <p>clientele and the job market. Emploi-Québec and the Ministère de l'Éducation, du Loisir et du Sport have been working with the Ministère de la Santé and the Commission de la construction du Québec to validate job market needs and, as a result, give generally favourable opinions to the school board, enabling it to apply to the Ministère de l'Éducation, du Loisir et du Sport to be able to offer programs through provisional authorizations.</p> | | <p>students)</p> <ul style="list-style-type: none"> - Nursing programs (25 students) - Automated Systems Electro-Mechanics (21 students) - Soudage-Montage (13 students) - Carpentry (17 students) - Plumbing and Heating (14 students) | |
| <p><u>Increase in the supply of college certificates (AEC)</u> The Cégep de Saint-Félicien has offered several programs to Crees, Inuit and Jamesians using federal funds that are available to the communities and contributions from Emploi-Québec and the Ministère de l'Éducation, du Loisir et du Sport.</p> <p>Emploi-Québec provided significant funding for college certificates in <i>Daycare Services</i> on a part-time basis for the Radisson, Matagami and Lebel-sur-Quévillon areas.</p> <p>This contribution is not part of the regular funding of the Ministère de l'Éducation, du Loisir et du Sport (MELS), nor of the MELS-Ministère de l'Emploi et de la Solidarité sociale agreement; the cohorts were smaller than the minimum required for adequate funding.</p> | | <p>From July 1997 to March 2006, 457 students obtained a college certificate (AEC):</p> <ul style="list-style-type: none"> • 278 Crees (61%) • 114 Inuit (25%) • 65 Jamesians (14%) <p>The programs offered, in declining order, are:</p> <ul style="list-style-type: none"> • <i>Daycare Services</i> (410 students) • <i>Bilingual Business and Information Technology and Accounting</i> (22 students) • <i>Assistant Guide</i> (13 students) • <i>Local Development Agent</i> (6 students) • <i>Optimization and control</i> (6 students) | <p>QC Mr. Réjean Lavoie, Human Resources Director Cégep de Saint-Félicien Ph : (418)679-5412 ext. 204</p> |
| <p><u>Dawson City School of Visual Arts</u> On June 1, 2005, Klondike Institute of Arts and Culture, Yukon College and the Trondek Hwechin First Nation signed an Agreement of</p> | <p>The purpose of the program is to create an environment for the advancement of the arts and to enrich the social, cultural and economic fabric of the Yukon.</p> | <p>This program has yet to be implemented. The organizations involved so far feel successful because they have overcome all of the barriers to get this school up and running.</p> | <p>YK Ann MacDonald Ph: (867)667-3520 Email:</p> |

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| <p>Cooperation to develop and implement a one year university level Visual Arts Program in Dawson City. The parties agreed to:</p> <ul style="list-style-type: none"> o design, develop and implement the program through an equal partnership; and o manage the program collaboratively. <p>The Yukon Government has given the partnership \$542,822 to finish the development of the foundation year and implement the program in September 2007. This vision is to be an accredited post-secondary art institution.</p> | | | <p>ann.macdonald@gov.yk.ca</p> |
| <p>Nursing Access Program This program began in 1993 and provides students with one year of academic preparation to enter a nursing diploma program through Aurora College).</p> <p>Access programs provide students who do not have the academic pre-requisites from senior secondary schooling for direct entry into nursing to complete the required courses. Access programs run for one year and are closely linked to the actual nursing program although students are engaged primarily in academic preparation. Through its Student Financial Assistance Program, the Department of Education, Culture and Employment provides support to students at the same levels as students who are enrolled in post-secondary programs.</p> <p>Challenges/Lessons Learned Recruitment of students from smaller communities can be a challenge that can be</p> | <p>Number of students enrolled</p> <p>Number of graduates</p> | <p>285 students have enrolled in Nursing Access since 1993. To date, there have been 130 graduates from the nursing diploma program. In 2006, the first set of degree graduates (17) completed the program.</p> | <p>NWT Gloria Iatridis, ADM Advanced Education and Careers Ph: (867)873-7252</p> |

| Description of Best Practice/Initiative: | Criteria to measure outcomes: | Success rates/outcomes: | Contact: |
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| <p>overcome by providing supports like accommodation. Helping the access students to feel like they are part of the nursing program helps them to stay focused on the outcomes of access, ie. entry into nursing. The provision of Student Financial Assistance is also an important factor for encouraging adult learners to take the step forward of pursuing their education.</p> <p>Recommendation Ensure access is a part of the main nursing component rather than a separate program.</p> | | | |

Training Initiatives

| Description of Best Practice/Initiative: | Criteria to measure outcomes: | Success rates/outcomes: | Contact: |
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| <p><u>Accelerated Credit Enrolment in Industry Training (ACE IT)</u> ACE IT, announced in October 2004, is an industry certification program for BC secondary students. The program enables students to earn both graduation credits and credit for the first year of technical training associated with an Industry Training Program or apprenticeship. Through work experience placements, students can earn credit towards the on-the-job component of an Industry Training Program.</p> <p>Programs are delivered as partnerships among local school districts, employers and post-secondary training institutes. Programs vary by school district; training is currently being provided in 26 trade areas. Intake dates are February and September, the first was February 2005.</p> | <p>Funding to school districts is provided as follows:</p> <ul style="list-style-type: none"> ○ \$1,000 upon registration; ○ \$1,000 upon successful completion of training; and ○ \$750 upon completion of 240 hours of training-related work experience. <p>School Districts must ensure all ACE-IT programs are approved by the ITA, form and demonstrate partnerships with post-secondary training provider(s) and confirm industry support for each industry training program.</p> | <p>As of February, 2006, there are 37 school districts participating in the program; of the 37 school districts, 11 are in the North. There are approximately 1,200 students enrolled in the program; approximately 283 students are from the North.</p> <p>The majority of students from the North are located in Terrace, Dawson Creek, Prince George and Fort St. John as community colleges are located in these centres.</p> <p>Both the Industry Training Authority (ITA) and Ministry of Education are partners in this program. The ITA is a provincial government agency, which became operative in early 2004, with legislated responsibility to govern and develop the industry training system in BC.</p> | <p>BC Jessi Zielke Industry Training Authority Ph: (604)603-6993</p> <p>Rodger Hargreaves, Ministry of Education Ph: (250)387-6430</p> |
| <p><u>Hydro Northern Training Initiative</u> This initiative is the largest human resource strategy for Aboriginal workforce development related to proposed hydroelectric development in the North in decades. The Initiative will run from 2002-2003 to 2008-2009.</p> <p>The Initiative is a key platform of the MB government's Northern Development Strategy which seeks to (a) increase high school completions (b) better align training to northern labour market opportunities and (c)</p> | <p>Registration of MHS credits achieved by learners participating in HNTI training projects.</p> | <ul style="list-style-type: none"> ▪ Course completions and high school completions. ▪ At least 2,631 individuals assessed for participation in WKTC's activities (interventions). ▪ At least 1,115 participated in WKTC's activities (interventions). ▪ At least 100 are returned to employment (including self-employment) elsewhere after being referred to the WKTC's activities (interventions). ▪ At least 794 clients are employed at Manitoba Projects. | <p>MB Elaine Philips Ph: (204)945-8504</p> |

| Description of Best Practice/Initiative: | Criteria to measure outcomes: | Success rates/outcomes: | Contact: |
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| <p>ensure that northerners get jobs in the North.</p> <p>The funding partners for the \$60.3M Initiative are Manitoba (\$10M), Manitoba Hydro (\$20M) and Canada (\$30.3) [Human Resource Development Canada, Western Economic Diversification Canada and Indian and Northern Affairs Canada].</p> <p>The goals of the Initiative are to:</p> <ul style="list-style-type: none"> • ensure that participants have knowledge and skills to take advantage of opportunities to participate fully in the hydroelectric generation projects planned in northern Manitoba and on other major construction projects; • maximize opportunities for the employment of northern Aboriginal people in the construction industry or related sectors; • lever opportunities related to hydroelectric projects for long community capacity building; and • support the development of northern aboriginal businesses and community ventures through the provision of products and services to the hydro projects. <p>This initiative will prepare northern Aboriginal people for 800 employment opportunities in the areas of designated trades (carpentry, plumbing, electrical); non-designated trades (heavy equipment operator, truck driver); and construction supports (catering, security, administration, management, etc) on proposed Wuskwatim and Keeyask projects.</p> | | <ul style="list-style-type: none"> ▪ At least 807 clients will successfully complete their action plan. ▪ \$19,395,216 is realized in short term income support savings. <p>Since 2002/2003:</p> <ul style="list-style-type: none"> • Over 1500 participants have been assessed. • 860 trainees have participated in 1,900 training opportunities (interventions). • Key investments have been made in adult upgrading, designated and non-designated trades training. • In the area of designated trades: 7 trainees have achieved journeyperson certification and there are currently 58 active apprentices. Of these, 27 are in Levels 1-4 and a further 31 are working towards their Level 1. • There are 73 trainees in designated trades pre-employment programs who may enter Apprenticeship training. • Over 190 trainees have/are participating in adult upgrading and Mature Student High School Diploma or College Prep to increase access to technical training. • Over 240 trainees have completed training in non-designated trades (truck driving, heavy equipment operating and labourer). • Over 96 trainees have completed training in Project Supports such as catering and security. • Overall completion rates are in range of 60%. | |

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| <p>Opportunities for training are available throughout northern Manitoba. The participating Aboriginal training partners are Nisichawayasihk Cree Nation (Nelson House), Tataskweyak Cree Nation (Split Lake), War Lake First Nation (War Lake), Fox Lake Cree Nation (Fox Lake), York Factory First Nation (York Landing), Manitoba Keewatinowi Okimakanak, Inc. representing 21 other northern First Nations and Manitoba Métis Federation.</p> <p>The Initiative is Aboriginal-led in the design and delivery of training. Over 85% of training is community-based training or through training centres throughout the North, including the University College of the North. The training delivery model provides for a continuum of training opportunities (ie. employment readiness, upgrading, technical and professional training, on-the-job training) to prepare individuals to access training opportunities.</p> <p>The Wuskwatim and Keeyask Training Consortium Inc., composed of funders and Aboriginal training partners, is the arms-length legal entity established to administer funding and financial and activity reporting related to the Initiative.</p> <p>Challenges/Lessons Learned Addressing the broad range of learners' educational needs and goals in the short time available to most learners for</p> | | <ul style="list-style-type: none"> On-the-job training/employment is occurring both on and off reserve, but a high need exists for work experience for trainees to be successful. <p>Capacity building:</p> <ul style="list-style-type: none"> Aboriginal partners are also strengthening community capacity for the planning and management of training delivery through professional development of existing staff in areas such as management, human resource management, counseling, computer skills, accounting and project management. New/or expanded training facilities in Nelson House, Split Lake, York Landing and Gillam (Fox Lake) are contributing to an expanded regional training delivery system in the North. Entrepreneurship training is underway in several communities which may lead to self-employment or future community economic development. <p>Total funding to the Initiative to September 30th, 2005, from all sources is \$22.1M. This includes funding from Indian and Northern Affairs Canada (INAC) (\$3.3M) and Western Economic Diversification (WED) (\$.50M) respectively, to Nisichawayasihk Cree Nation for the Atoskiwin Training and Employment Centre, Nelson House Manitoba.</p> | |

| Description of Best Practice/Initiative: | Criteria to measure outcomes: | Success rates/outcomes: | Contact: |
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| <p>upgrading.</p> <p>Alberta Aboriginal Apprenticeship Project The AAAP was established in June 2001 by the Alberta Aboriginal Apprenticeship Committee (AAAC), a partnership of Aboriginal communities/organizations, industry, educational jurisdictions, federal and provincial government to increase the participation of Aboriginal people in the Alberta apprenticeship programs. The project was established in Edmonton, Fort McMurray and High Level with a goal to register 180 Aboriginal apprentices by 2006.</p> <p>Through a unique Employment Support Model, referrals are made to the project from Aboriginal employment and training centres; and the project team works with employers, encouraging them to welcome Aboriginal apprentices and introducing them to qualified applicants. Mechanisms built into the employment support model are keys to ensuring the apprentices successfully complete their programs.</p> | <p>Increased number of apprentices and employers participating in AAAP by 10%. Launch Calgary and Lethbridge offices.</p> <p>Pre-apprenticeship programs provided to address workforce entry requirements – March 31, 2006.</p> | <p>The project's success in the past three years has resulted in an expansion to southern Alberta. The AAAP is now operational in five Alberta communities: Calgary, Edmonton, Fort McMurray and Lethbridge, with itinerant services in High Level. The new goal is to have 255 Aboriginal apprentices participating by March 2007.</p> <p>Currently, there are over 200 registered apprentices participating in the five communities - a 66% increase from last year (target – 10% increase).</p> <p>Five apprentices have graduated from their programs and are now certified Alberta tradespeople.</p> <p>Alberta Advanced Education has committed \$350,000 plus furniture, equipment, contractor dollars and a number of in-kind funds through to 2007. Since 2003, there has been over \$610,000 of in-kind donations provided to this project by the Alberta Government.</p> | <p>AB Olie Schell Apprenticeship Initiatives Ph: (780)427-5770</p> |
| <p>First Nations Training to Employment Program (FNTEP) FNTEP is an Alberta Human Resources and Employment (AHRE) initiative that aims to support First Nations members to obtain long-term employment, creating training opportunities in occupations that are in labour market demand and support the development of partnerships between First Nations, industry and government.</p> <p>FNTEP is a full-time training initiative (25</p> | <p>The expected outcome of FNTEP is post-program employment that allows clients to have earnings as their primary source of income. At least 70% of the clients who are accepted into and start the program will be employed full-time in their field of training 180 days (six months) after the completion date of the program.</p> | <p>The reason for the success of FNTEP is that it is First Nations driven and a direct partnership with industry. AHRE provides the training dollars to support the FNTEP under the Training for Work Program of the Skills Investments Strategy.</p> <p><i>North West (Completed projects 2003-2005)</i></p> <ul style="list-style-type: none"> 6 projects were completed (example: logging/heavy equipment training, heavy equipment operator, pre- | <p>AB Don Gardener Manager, Skills Policy, Human Resources and Employment, 12th floor Capital Health Centre, South Tower 10030-107th Street Edmonton, AB T5J 3E4 PH: (780)422-0012 don.gardener@gov.ab.ca</p> |

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| <p>hours per week) with a minimum of 3 weeks to a maximum of 52 weeks in duration. Many of the projects being related to the trades and oilfield training in particular. Some of the industry partners include SEETHA Forest products, Tolko Industries, ENCANA, Husky, ALPAC, Imperial Oil, etc.</p> <p>Challenges Assessment and screening of potential trainees has not been consistent but is essential and needs to include trainee interests and career plan. Since training is focused on occupations in specific industries, potential trainees need to understand the working requirements of these occupations. The assessment process needs to help them recognize their level of interest in this.</p> <p>Some roadblocks have been encountered based on trainee problems with transportation, childcare and accommodations and sometimes drug testing. Ideally these need to be taken care of early in the assessment process.</p> <p>Communications between all the parties involved can be challenging, especially when community representation may change between meetings.</p> <p>Lessons Learned Partnerships, especially with industry, are essential to success. Having industry at the table helps ensure that the training meets</p> | | <p>trades training, etc.)</p> <ul style="list-style-type: none"> • There were 94 participants in total • Over 60 graduates (some reports are still outstanding) • Approximately 40 graduates employed within 3 months of project completion <p>North East (Completed projects 2002-2006)</p> <ul style="list-style-type: none"> • 27 projects were completed (example: trades training, oilfield training, truck driver training, care facility training, etc.) • 278 participants in total • 214 graduated • Over 140 employed (some reports are still outstanding) within 3 months of project completion | |

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| <p>employers' needs in terms of standards, qualifications and pre-requisites.</p> <p>Be strategic when considering training to employment projects. First Nations need to assess the interests of their residents and pursue training and employment that relate to these interests.</p> | | | |
| <p>Access BSW In January 2000, the University of Calgary (UofC) introduced the Access Bachelor of Social Work (BSW) program in select small communities across Alberta. The Access BSW is designed to include rural, northern and Aboriginal information and is intended to give residents of smaller communities across Alberta access to a BSW Degree program that has local and relevant content. It is equivalent to the BSW degree program offered on campus at the UofC and is fully accredited by the Canadian Association of Schools of Social Work (CASSW). A 2001 Premier's Award of Excellence rewarded the collaboration efforts of the northern stakeholders group which lobbied for and helped develop the program.</p> <p>The program started in seven communities across Alberta, four of these in northern Alberta. It is now offered in 5 communities, two of these in the North. As well, a distance-delivered offering of the program, called the Virtual Learning Circle started in September 2005. Close to half of the students are in northern Alberta.</p> | <ul style="list-style-type: none"> • An evaluation report, completed in 2003 by the Centre for Social Work Research & Development at the UofC measured enrolment figures, graduates, other related data and located students post-graduation for their comments. • The Northern Access BSW Planning Circle annual report tracks student enrolment, ethnic background, home community and graduate numbers. • A 2005 evaluation report, Learning Circles: A Participatory Evaluation, completed by the Centre for Social Work Research & Development at the UofC focused on assessing the program in the sites where it was offered, and through this, offering guidance to the future of the program. | <p>In its first five years, the BSW Access Program has successfully graduated 92 BSW students in northern Alberta and 199 in total across the province. Approximately 50 % of students are Métis or from a First Nation.</p> <p>The 2003 study reported that in the first three years the program had a 90% student retention rate. Program graduates were generally very satisfied with the program and course content and the majority expressed great satisfaction knowing that they would not have completed their degree at all if not for the BSW Access Program being available locally.</p> <p>The 2005 evaluation identified these successes: -The local, rural, remote and aboriginal focus of the program was a crucial component of the program for participants. In fact, for some students, it was this focus that initially attracted them to the Access program. The focus was directly relevant to their particular context and the local emphasis enabled them to develop knowledge, contacts and relationships within their communities.</p> | <p>AB Faculty of Social Work, University of Calgary, Edmonton/Access Division, 444, 11044-82 Ave Edmonton, AB Ph: (780)492-2083</p> <p>Northern BSW Planning Circle, Postal Bag 900-15 Peace River, AB T8S 1T4 Ph: (780)624-6474A</p> |

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| <p>Challenges The following challenges were some of those identified in the 2005 evaluation:</p> <ul style="list-style-type: none"> -Local placements were appreciated, but participants wanted increased support for the practicum. -There was some concern by participants about the non-traditional approach and potentially missing certain aspects of theoretical learning. -The need for better academic planning and administrative support for students and a more simplified administrative system to improve communication and the flow of critical information to students and other Access stakeholders were identified. -Unique demands of the Access program (travel, etc) increases faculty workload, affects their ability to conduct research and publish articles and may have a negative impact on promotions. -The Access program needs to revisit its goals and vision for the future due to rapid growth. -Concerns about the long term viability and sustainability of the program due to changing student and community demand and the need to respond to these changes. <p>Recommendations</p> <ul style="list-style-type: none"> -Continue to offer programming in rural, remote and Aboriginal communities and develop a protocol for entering and leaving communities. -Critical assessment of benefits and disadvantages of incorporating more | | <ul style="list-style-type: none"> -Many participants valued the inclusion of Aboriginal voices, values and ideologies in the program. They saw this as contributing to the development of practitioners who were more sensitive and competent in their work with Aboriginal people. While some asked for an increased Aboriginal focus in the program, others wished for an increased exposure to other relevant cultures in their locality. -Participants cited the anti-oppressive framework of the program as well as the collaborative and experiential approach taken in the classroom as critical to their learning. -Participants appreciated the local and evening/ weekend delivery of the program. -Many participants ascribed significant professional and personal learning and growth to the Access program, describing the impact as engaging the “mind and the heart” and highlighting the program’s responsibility for ensuring that learners feel safe and supported during their journey of personal growth. -Participants felt that the impact of the Access program on communities was not yet fully visible. There was some agreement that the program is helping to build social work capacity in rural, remote and Aboriginal agencies and communities. Some suggested that the program has contributed to consciousness-raising among the learners and their communities. Field instructors, employers and community members observed a high level of self- | |

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| <p>distance technology into the program.</p> <ul style="list-style-type: none"> -Marketing and advertising efforts to recruit students, improve the program’s public image and to more fully involve communities in the program. -Importance to continue to establish and maintain a wide range of relationships among and between students, faculty, communities, post secondary institutions and professional associations. -Investigate a Master of Social Work program and continuing education opportunities. | | <p>awareness in Access alumni and were impressed by their ability to apply an increased understanding of local contexts to their social work practice. One of the highlights of their Access experience was seeing local residents graduate from the program.</p> | |
| <p><u>Aboriginal Teacher Education Program (ATEP)</u> ATEP offers a bachelor of education degree (B.Ed) to students in select small northern Alberta communities. Following a feasibility study and extensive community input, the University of Alberta received funding from Alberta Advanced Education in 2001 to support the delivery of an Aboriginal Teacher Education Program. This led to the opening of ATEP sites at Blue Quills First Nations College, followed by Northern Lakes College in 2003, which is now a full four year program offered by the latter that extends to five sites in northern Alberta – Slave Lake, Grouard, Wabasca, Peace River and Fort Vermilion. A fourth cohort began at Maskwachees Cultural College in 2005 (3-year program).</p> <p>A needs assessment has been conducted to determine the feasibility of an urban-based cohort. Negotiations are currently underway</p> | <p>Completion of the program and student employment as teachers are two key measures.</p> <p>A comprehensive program evaluation will be completed in May 2006.</p> | <p>Of the 41 students who registered in the first two cohorts, 33 students graduated with Bachelor of Education degrees in 2004, of which 31 are currently teaching in central & northern Alberta.</p> <p>In the third cohort, 24 students have enrolled in ATEP in Grouard & Slave Lake. The program has a minor focus on Aboriginal language instruction and has piloted an introductory Cree Immersion course and alternative technologies such as Elluminate.</p> <p>21 students enrolled at Maskwachees Cultural College in September 2005.</p> <p>At Blue Quill First Nations College, 23 teachers and 11 schools participated in the first field experience placement. Collaborative projects included a research project to capture and document successful practices to date and development of a specialized Native Studies course, based on</p> | <p>AB Shauna Bruno and Lori Campbell, Department of Elementary Education, 551 Education South, Faculty of Education, University of Alberta, Edmonton, AB. 780-492-3187 or 780-492-4209</p> |

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| <p>with Yellowhead Tribal College. Should funding permit, the University hopes to have degree completion programs at partner colleges on a rotating basis.</p> <p>Challenges There are several challenges related to the mandate of the program, particularly with building a foundation of Indigenous knowledge and culture for the program. Discussion around this and other issues take place with the Policy Advisory Committee and with colleagues at Tribal and public colleges and at the Faculty of Education.</p> <p>Distance is a challenge for students and instructors who must travel year round for classes. ATEP is piloting alternative technologies and continues to make efforts to minimize travel challenges.</p> <p>Due to distance from the University of Alberta, the challenges are to bridge the conceptual gap between a college and a university, to help students develop an identity as U of A students and to develop language to describe program content.</p> <p>The strength of the cohort model was viewed as a benefit as students have a better sense of coherence of the program and build supportive learning communities. However, challenges in managing expectations around bringing a program to a group of students, achieving parity with on-campus resources and helping students cope with a rigid</p> | | <p>content in the Leadership and Management program at Blue Quills First Nations College.</p> <p>Other positive outcomes:</p> <ul style="list-style-type: none"> - Attention paid to student support and the importance of the “site coordinator”. - Orientation of faculty and staff each semester to build “communities of practice.” - Inclusion of Elders as co-instructors and mentors and the inclusion of Indigenous culture (ie. Sharing Circles, cultural knowledge in pedagogy courses such as métis dancing in Physical Education pedagogy course). - Understanding the unique nature of each site and responding to this through administration and program adjustments. - Preparation for Field Experiences as a team approach with the U of A, mentor teachers, student teachers and school administration. - Visibility of the delivering institute. | |

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| <p>program structure.</p> <p>In relation to policy development for Aboriginal students, the challenge is to ensure policy is equitably applied to FNMI learners and to off-campus students in general.</p> | | | |
| <p><u>CAREERS: The Next Generation</u> CAREERS is an industry-driven private/public partnership dedicated to the career development of Alberta's youth in order to provide a continuous supply of skilled and motivated people to meet current and future of industry. CAREERS has a solid track record of strong performance and impressive results.</p> <p>CAREERS programs include: Registered Apprenticeship Program, Health Services, Forestry and Oil and Gas Production Field Operator. CAREERS brings together parents, teachers, government and industry to invest in the workplace of the future to:</p> <ul style="list-style-type: none"> ▪ Helping students make the link between their classroom education and future workplace careers. ▪ Enabling students to explore career options through workplace internships. ▪ Supporting career education by helping students understand the real world of work. ▪ Promote student awareness in specific fields where real opportunities exist for future jobs. <p>Funding</p> | <p>CAREERS measures success among stakeholders, shareholders and business plan targets.</p> <p>Annual Targets A three-year Business Plan, approved by the Board of Directors, contains annual targets for a number of key goals. The targets are measured in terms of achievement and reported to the Board of Directors and shareholders annually. These include:</p> <ul style="list-style-type: none"> • # of high school students attending CAREERS school-based career awareness workshops • # of students who enter a CAREERS sponsored workplace internship as part of their school program. • # of employers actively engaged with the CAREERS program on an annual basis • # of schools involved with CAREERS across Alberta • # of communities that participate with the CAREERS program in Alberta • Levels of industry and government sponsorship • # of students entering trade related careers <p>Measurements of Success</p> | <p>Over the past nine years, participation in this initiative shows an increase in interest and utilization by schools, communities, employers, interns and workshop participants.</p> <p>Increase in participation between 1997 to 2005:</p> <ul style="list-style-type: none"> • Schools - 16 to 317 • Communities - 13 to 207 • Employers - 57 to 865 • Interns - 53 to 1,479 • Workshop participants - 2,500 to 29,311 | <p>AB Kelly Mandryk Ph: (780)426-3414</p> |

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| <p>CAREERS operate on an annual budget of \$2.4 million with 60% of funding from industry and 40% for government. Typically, industry will sponsor on a three-year rotation. The Province of Alberta provides a sizable sum which is based on annual performance measures. Western Economic Diversification Canada provides a three-year investment for Aboriginal programming.</p> <p>Lessons Learned Through the private/public partnership, students have an increasingly diverse range of careers they can explore and are entering the post-secondary world and the workforce poised and motivated for accomplishment. As a result of the program, students find careers that are fulfilling, employers have employees with the right skills, educators are linked with employers and communities across our province grow and flourish.</p> | <p>External measures include:</p> <ul style="list-style-type: none"> ▪ Trades public survey by external source every two years with a focus on customer satisfaction of schools, students, parents, teachers and employers ▪ University of Alberta annual survey of student health interns and mentors. ▪ Annual survey with student interns and mentors in Forestry and Oil and Gas Field Production Operator <p>Internal measures include:</p> <ul style="list-style-type: none"> ▪ Student satisfaction feedback form for each in-school CAREERS workshop presentation ▪ Debriefing sessions with teachers, schools, students, parents and employers on annual basis ▪ Number of students successful in workplace internships ▪ Transition rates from internship to career entry (trades, health, forestry, etc.) | | |
| <p><u>The Ministry of Education and Ministry of Training, Colleges and Universities</u> have developed a number of programs and services to support employers and employees. They include:</p> <ul style="list-style-type: none"> ▪ supports for apprenticeship programs to develop the skilled workers needed in key areas of the economy <p>MTCU Initiatives:</p> <ul style="list-style-type: none"> ▪ Expansion of the Ontario Youth | | <p>In 2004-05, the government exceeded its target for new apprenticeship registrations in the northern region by registering 1,720 new apprentices (target - 1,500).</p> <p>In 2004-05, 20 Northern District school boards delivered the Ontario Youth Apprenticeship Program.</p> <p>In 2004-05, Pre-apprenticeship Training Programs were delivered to over 600 people</p> | <p>ON Website: www.edu.gov.on.ca/eng/training.html</p> |

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| <p>Apprenticeship Program and the Pre-apprenticeship Program;</p> <ul style="list-style-type: none"> ▪ Increased funding for apprenticeship in-classroom training; ▪ Expansion of the Co-Op Diploma Apprenticeship Program; ▪ Introduction of the Apprenticeship Scholarship and Employer Signing Bonus; ▪ Introduction of the Apprenticeship Training Tax Credit (administered by Ontario Ministry of Finance). <p>Assistance toward the development of curriculum and standards for workplace training under the Sector Initiatives Fund;</p> <ul style="list-style-type: none"> • Passport to Prosperity, which facilitates opportunities for students to gain work experience in an employment setting. | | <p>in northern communities.</p> <p>The Co-Op Diploma Apprenticeship Program is available through Cambrian College, Collège Boréal and Sault College.</p> | |
| <p><u>Agreement with Société minière Raglan du Québec</u> Société minière Raglan is a mining company operating in Québec's Far North. Its mining operations are located between the Inuit villages of Salluit and Kangiqsujaq. Supplies are brought in by air and by sea. Navigational access is through Deception Bay; this route is used to bring in supplies and ship out ore.</p> <p>On October 13, 1995, as part of a project to build and operate mining facilities in the Nunavik area, the Québec Government signed a memorandum of agreement with Falconbridge Ltd. and Société minière Raglan du Québec. One of the objectives of</p> | | <p>Various training sessions were given, but those in <i>Heavy Equipment Mechanics</i> and <i>Ore Extraction</i> are ongoing. Since January 2004, the mining company is encouraging the on-the-job training program by undertaking coaching for students studying <i>Cooking</i> and <i>Ore Extraction</i>. Three people have qualified and 11 apprentices are currently being trained.</p> <p>During the last year of the agreement, training as a diamond drilling assistant, an introduction to the mining sector and professional development for site service employees were given.</p> | <p>QC Mr. Ghislain Desjardins Ministère de l'Emploi et de la Solidarité sociale Ph: (418)748-8622 ext. 244</p> |

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| <p>this agreement was to ensure a maximum financial contribution of \$4,000,000 to partially cover the costs to be incurred by Raglan for purposes of an Inuit training program to which the company had already made a commitment.</p> <p>The funding agreements signed in November 1998 covered five years at \$800,000 per year.</p> <p>Mining operations have a significant economic incidence in the areas where they occur. Major spin-offs are expected from these operations for Nunavik and for the Inuit. The mining company, along with the Kativik Regional Government and Emploi-Québec, agreed to train Inuit workers who could then work at Raglan and ensure spin-offs for their communities.</p> <p>A presentation dealing with the mine facilities, the agreement, the training carried out and the Inuit workers trained to work for the company could be relevant.</p> | | <p>The agreement came to an end on December 31, 2005, and when it ended, roughly 50 Inuit workers had permanent jobs with Falconbridge Ltd. and 28 others had temporary jobs, representing 15% of the company's workforce at the Raglan site. Furthermore, the workforce of Kiewit-Nuvumiut, Falconbridge's subcontractor for the open pit mine, consists of 25% to 30% Inuit workers. The subcontractor employs 40 to 60 people, depending on the season.</p> | |
| <p><u>Apprenticeship Training and Trades Certification</u></p> <p>Apprenticeship is a training program combining both on-the-job and in-school technical training. Employers provide employee apprentices with hands on trade experience under the supervision of certified trade(s) persons. Advanced Education Branch provides for the registration, monitoring, arranging of in-school technical training and coordination</p> | <p>Number of students successfully completing the program.</p> | <p>Currently a high percentage of students undertaking the program complete it. No specific statistics are available.</p> <p>Currently the Government of Yukon is facilitating apprenticeship training for 313 apprentices in 46 different trades. 60 of the apprentices (or 19% of the 313) are First Nations – this statistic closely mirrors the percentage of First Nations population in Yukon.</p> | <p>YK Ann MacDonald Ph: (867)667-3520 Email: ann.macdonald@gov.yk.ca</p> |

| Description of Best Practice/Initiative: | Criteria to measure outcomes: | Success rates/outcomes: | Contact: |
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| <p>of an individual's apprentice training in any of the apprenticeship occupations in Yukon. This program provides trades certification, and in most cases Interprovincial Standards recognition, for trades workers in occupations designated in Yukon.</p> <p>The Tradesperson Qualification Program is available to individuals who have gained the required trade experience, but have not been able to access certification through a formal apprenticeship program. It also provides to those individuals who hold trades certification from other jurisdictions in Canada or other countries an avenue to gain Yukon certification.</p> | | | |
| <p>Community Training Fund In 2005/2006, the Government of Yukon provided \$1,716,194 to fund community training programs to address the training needs of Yukoners. These funds provided a variety of training opportunities for Yukon residents by supporting various projects in trades and technology, literacy, basic employment skills development, heritage and cultural development.</p> | <p>Availability of increased programming due to community training funds.</p> | <p>Money from the Community Training Funds assisted in the delivery of a variety of training projects by Yukon organizations including the Child Development Centre, Learning Disability Association, Klondike Institute of the Arts, Silver Trail Training Fund, Yukon Learn, Yukon Literacy Coalition and Skills Canada.</p> <p>Yukon College delivered trades training in the following areas on behalf of the Department of Education: Welding Pre-Employment, Piping Trades Pre-Employment, Women Exploring Trades and Mayo Carpentry Pre-Employment.</p> <p>Other training initiatives included Childcare Professional Development Training, Highways Equipment Training, Heritage and Cultural Industries Worker</p> | <p>YK Ann MacDonald Ph: (867)667-3520 Email: ann.macdonald@gov.yk.ca</p> |

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| | | <p>Training, Clerical Training in Mayo and Health and Social Services Social Assistance Client Training.</p> <p>These programs have provided a number of valuable, employable skills to Yukoners.</p> | |
| <p><u>Women Exploring Trades and Technology</u> As part of its efforts to increase the representation of women in skilled trades training and employment, the Government of Yukon, Yukon College and Yukon Women in Trades and Technology have developed a Women Exploring Trades and Technology program. This is a 16 week course that started March 13, 2006 at Yukon College. The program outline consists of: Safety, Welding, Pipe Trades, Carpentry, Electrical, General Mechanics and Personal Development Skills for the workplace.</p> <p>Women have been taking the initiative to pick up trades skills more and more. This program allows for formal skills training that can be applied in the workplace. In addition to trade skills, the program will also explore gender issues and workplace culture, specific to women working in the trades field.</p> | <p>Number of women engaging in the program.</p> | <p>This 12 seat course is at capacity and has had a waitlist since its inception.</p> | <p>YK Ann MacDonald Ph: (867)667-3520 Email: ann.macdonald@gov.yk.ca</p> |
| <p><u>Youth Employment Strategy</u> This program is designed to provide employment skills to youth ages 15 to 30 who are out of school, chronically unemployed or underemployed and having difficulty retaining employment due to lack of</p> | <p>Number of students successfully engaging in the program.</p> | <p>Number of students that have successfully completed the program:</p> <ul style="list-style-type: none"> • 2000-2001: 58 • 2002-2003: 30 • 2003-2004: 22 • 2004-2005: 22 | <p>YK Ann MacDonald Ph: (867)667-3520 Email: ann.macdonald@gov.yk.ca</p> |

| Description of Best Practice/Initiative: | Criteria to measure outcomes: | Success rates/outcomes: | Contact: |
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| <p>necessary skills.</p> <p>The Youth Employment Strategy helps rural Yukon youth integrate successfully into the work place, especially those with identified barriers to employment.</p> | | <ul style="list-style-type: none"> Total 132 | |
| <p><u>Aboriginal Language Teacher Trainee Program</u></p> <p>The Department of Education provides financial support to First Nation language teacher trainees in order to ensure that Yukon schools have an adequate amount of teachers to teach First Nation languages.</p> | <p>Number of aboriginal language teachers working in the Public School system.</p> | <p>Last year 4 trainees were hired and another two are being hired this year.</p> | <p>YK Ann MacDonald Ph: (867)667-3520 Email: ann.macdonald@gov.yk.ca</p> |
| <p><u>Student Training and Employment Program</u></p> <p>The STEP program provides a 50% wage subsidy to eligible Yukon employers to provide career training opportunities to post-secondary students in the summer months.</p> | <p>Number of post-secondary students utilizing the program.</p> | <p>This summer the Government of Yukon will be supporting 131 post-secondary students.</p> | <p>YK Ann MacDonald Ph: (867)667-3520 Email: ann.macdonald@gov.yk.ca</p> |
| <p><u>Youth Log Home Build and the Youth Video Documentary Project – “AN2NV”</u> <u>“A Nation to Envy: a Celebration of Youth Self-determination”</u></p> <p>The Prince Albert Grand Council (PAGC) Justice Unit has developed a crime prevention demonstration project that incorporates best practices of social and economic development while working with high-risk youth on a First Nation Reserve and in an urban setting. The projects were initiated through a dialogue process with youth in the urban city of Prince Albert. A number of youth focused events were planned to attract youth from a range of about 12 years to mid 20’s. Results from the dialogue indicated that the youth were in</p> | <p>The key learning components of the youth initiatives include Education/History/Training/ Skills development and most importantly a tangible product developed by the youth. The Education/History component is class room styled instruction provided by elders and facilitators and focuses on the history of Aboriginal people in Canada and their contribution to the wealth in Canada and Europe, local history and development of the First Nation and their Treaty, decolonization, community healing, youth self-determination, identity and the importance of language and culture.</p> <p>The Training/Skills component is focused on the skills needed to; in the instance of</p> | <p>Success in the projects is measured to the degree to which the participants feel they have benefited from their participation in the projects and is further measured by the response and the general feeling in the community as to the well being of community members including their general outlook on the youth involved. We also consider how high-risk behaviour in the community by young people has dropped off and the level of late night traffic has decreased from steady roar to a quite murmur. These benefits are further reflected in the community’s level of hope and positive opinion of themselves and the youth in the community.</p> | <p>SK Gloria Lee, Director of Justice Prince Albert Grand Council Ph: (306)953-7254</p> |

| Description of Best Practice/Initiative: | Criteria to measure outcomes: | Success rates/outcomes: | Contact: |
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| <p>need of a safe place to be; a place to connect with the elders and a place where they could learn their history and culture.</p> <p>Building on past successful youth project conducted by the Federation of Saskatchewan Indian Nations, Alter-Natives to Non-Violence: Youth Gang Awareness Initiative beginning in 2002 – 2003. The PAGC Justice Unit adopted successful strategies which included engaging youth in a dialogue and eventually a vision by the youth. Together with the youth we envisioned much more than mere survival, we envisioned youth self-determination. In order to achieve self-determination we surmised that one must have a strong sense of identity and self-worth. Youth told us what they needed: a safe place for themselves, a place to reconnect with elders, a place to learn their language, history and culture. The vehicle to achieve this vision was something quite tangible, together we envisioned a log home, to be built by youth for youth. Out of that simple process grew a vision for youth that is being taken up by communities throughout Saskatchewan First Nations. Communities and organizations inquire as to the method of engaging youth in a process of social and community development including the vision for youth self-determination and empowerment.</p> <p>The youth self-determination initiatives we have demonstrated include the Log Home Build and the Youth Video Documentary</p> | <p>building a log home – those particular job skills; and in the instance of the Documentary Project the skills required to handle video equipment and conducting interviews etc. General skills were provided in communications, problem solving, organization and planning.</p> <p>The third and most important component of our youth initiatives was identifying a tangible product that could be produced by youth labour and creativity. The purpose of this was to first give the youth a sense of accomplishment – a feeling that we were sure was not a common feature of reserve life. Secondly, it was an opportunity to demonstrate to the whole First Nation community that the youth they were fearing and distrusting and who they had little hope for could produce a valuable, necessary and useful product for the whole community to benefit from and marvel in. Thirdly, we wanted to demonstrate to the outside-non-Aboriginal community that First Nations youth are capable and productive.</p> | <p>The tangible benefits are obvious and the exponential benefits have yet to be identified and realized and we remain confident that communities and youth will continue to benefit from the Justice Unit Youth Initiatives well into the future. Having received feedback from some of the high-risk youth participants that, had it not been for the log home build they “wouldn’t even be alive”. We take this to mean that these projects may have saved the lives of some of the youth participants who upon personal reflection have realized the risky lifestyle they grew accustomed to was placing them in mortal jeopardy.</p> <p>The visible outcomes include two log homes in two First Nation communities and the Premiere of the Video Documentary on June 2, 2006 in Prince Albert, also to be aired on APTN and SCN.</p> <p>The successes of the PAGC Justice Unit Youth Initiatives include raising hope and expectations of youth and of the communities’ vision for the youth. Eyes have been opened and many are now seeing what is possible.</p> | |

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| <p>project where youth observe and participate in social change through community development, they investigate and learn about youth issues by focusing on the impacts felt in the community and the participant's reflection on personal change. They also acquire useful work skills that will take them beyond this project and contribute to their home community development and growth. The log home build project focuses on building up the youth in the community by establishing a Youth Chief and Counsel that will develop a log home construction company. In the Documentary project the youth are preparing to tell First Nation stories through the unique and progressive mode of Video Documentaries. Both groups of youth and their communities benefit from new skill development that takes the participant beyond the life of the project and which they can build on. The youth demonstration projects have blended community needs with community strengths to achieve grass roots youth success that impacts the whole community and makes a resounding statement to outside community interests about the ability, vision and capacity of our First Nation youth.</p> | | | |
| <p><u>South Slave Trades Awareness Program</u> This program is a partnership between the Department of Education, Culture and Employment, the South Slave Divisional Education Council and Aurora College. It provides senior secondary students with an opportunity for hands on exploration of the trades. In many of the NWT's smaller</p> | <p>Number of students participating</p> | <p>Thirty-two high school students had an opportunity to experience the trades and college life for one week. Interest in the program for June 2006 has more than doubled. The Department is expanding similar projects into the other four regions of the NWT this year.</p> | <p>NWT Gloria Iatridis, ADM Advanced Education and Careers Ph: (867)873-7252</p> |

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| <p>schools, it is a challenge to provide opportunities for students to experience trades exploration in their schools. In 2005, the three partners worked together and brought thirty two students from nearby communities into Fort Smith for one week to gain exposure at Aurora College to carpentry, welding, cooking and plumbing under the tutelage of College instructors. Students also attended career development workshops and gained experience as life as a college student. The Project was a success from various perspectives including students, college instructors, chaperones, teachers and the coordinators.</p> <p>Challenges/Lessons Learned Collaborative approaches can be effective when there is a team formed with a common challenge and a common vision. There are many supports required behind the scenes that are important for making the project effective including the role and support of chaperones from the students' home communities. Scheduling of the project must be carefully considered to ensure it does not conflict with existing schedules and commitments in place with college instructors and other key support personnel.</p> <p>Recommendation Work closely with key partners who have a shared challenge and vision as well as the capacity to support your efforts and programs.</p> | | | |

Linkages Between Education, Training and Employment

| Description of Best Practice/Initiative: | Criteria to measure outcomes: | Success rates/outcomes: | Contact: |
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| <p><u>Essential Skills Assessment and Training Challenges/Lessons Learned</u></p> <ul style="list-style-type: none"> ▪ Ongoing training and instructional support for practitioners in the use of MB Stages and the essential skills. ▪ Development of community capacity in curriculum development and program delivery. <p>Recommendations</p> <ul style="list-style-type: none"> ▪ Continued support to cross-branch initiatives related to Essential Skills. ▪ Continuation of MB Stages, which is articulated with essential skills, as a framework for literacy instruction. | <ul style="list-style-type: none"> ▪ Number of programs integrating Essential Skills and MB Stages in workforce related upgrading programs. ▪ Number of training providers able to deliver Essential Skills based training. ▪ Number of employers participating and advising in training programs. ▪ Number of Literacy Programs using MB STAGES in literacy instruction. | <ul style="list-style-type: none"> ▪ Learners with barriers to employment due to literacy levels receive Essential Skills based education/training which helps them reach their employment goals. ▪ Number of learners obtaining employment as a result of participation in ES based training. ▪ Northern literacy instructors have received training in use of MB Stages curriculum. | <p>MB Elaine Philips Ph: (204)945-8504</p> |
| <p><u>Mineral Surface Leases with Socio-economic component of Human Resource Development Agreements</u></p> <p>All mining companies operating in northern Saskatchewan must negotiate Surface Lease Agreements with the provincial government before they can begin development. Since 1986, Surface Leases have included clauses aimed at maximizing northern employment through training. These clauses commit companies to negotiate <u>Human Resource Development Agreements</u> with Saskatchewan Learning. The central feature of these agreements is that employers and Learning agree to work together to maximize recruitment, hiring, training and advancement of northern people at all skill levels of operation.</p> | <p>See Multi-Party Training Plan (next), which is the key program in addressing the goals set out in the Human Resource Development Agreements.</p> | <p>Number of northern workers in the mineral sector labour force has tripled and northern participation rates have risen from 31% in 1983 to over 50% in 2005.</p> <p>On average, in 2005, 41% of the northern mining workforce were employed in higher skill categories such as supervisory, professional/technical and trades occupations compared to 31% in 1990.</p> | <p>SK Toby Greschner Saskatchewan Learning Ph: (306)425-4380</p> |
| <p><u>Multi-Party Training Plan (MPTP) (I, II, III)</u></p> | <p>Evaluation and accountability of the MPTP III</p> | <p><u>MPTP III</u></p> | <p>SK</p> |

| Description of Best Practice/Initiative: | Criteria to measure outcomes: | Success rates/outcomes: | Contact: | | | | | | | | | | | | |
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| <p>Co-operative training to employment program for the mining industry in northern Saskatchewan. A collaborative partnership between stakeholders in northern development (mining industry, provincial and federal agencies) to coordinate training and promote employment initiatives that enable northerners to increase their participation in the mining industry.</p> <p>First negotiated in 1993 and renewed twice (1998, 2003), the MPTP addresses employment barriers facing residents of Saskatchewan's North. The MPTP combines resources from stakeholders and links training directly to the mineral sector's demand. Each MPTP builds on the successes of the previous plans and responds to the changing labour market needs.</p> <p>This initiative has won three national and provincial awards for innovation and partnerships.</p> | <p>includes three components:</p> <ul style="list-style-type: none"> A. Ongoing assessment of measurable objectives; B. Preparation of status reports on a regular basis; C. Undertaking a Summative Evaluation of the five-year MPTP Phase III project. <p>Information is collected in the following areas:</p> <ul style="list-style-type: none"> 1. Student enrolment statistics (enrolments by program; training seats cost-shared; participation in MPTP by northern region; Aboriginal and gender enrolments; completion and graduation rates). 2. Program funding statistics (federal, provincial and industry funding; funding by expenditures; funding in excess of commitments made); 3. Student employment follow-up statistics (MPTP students employed by industry sector and job type); 4. Mine employment and business support statistics (number and percentage of northern workers – mines and long-term contractors compared to total workforce; percentage of mining company employees who received MPTP training; Aboriginal and northerner participation in workforce). | <ul style="list-style-type: none"> 1. Select student enrolment statistics: <ul style="list-style-type: none"> – Since the implementation of Phase III in 2003, over 900 enrolments have occurred at an estimated cost of \$6-7 million. – Approximately 80% of MPTP enrolments are of Aboriginal ancestry. 2. Select program funding statistics: <ul style="list-style-type: none"> – Partners committed \$13.7 million for Phase III (2003-2008). 3. Select student employment follow-up statistics/select mine employment and business support statistics: <ul style="list-style-type: none"> – At the end of 2004, northerners held 53 per cent or 1,370 of 2,586 jobs directly related to northern mining. <p>MPTP I & MPTP II</p> <ul style="list-style-type: none"> 1. Selected student enrollment statistics: <table border="1" data-bbox="1209 857 1751 1016"> <thead> <tr> <th></th> <th>MPTP I</th> <th>MPTP II</th> </tr> </thead> <tbody> <tr> <td>Seats funded</td> <td>1064</td> <td>2117</td> </tr> <tr> <td># programs</td> <td>88</td> <td>140</td> </tr> <tr> <td>Graduation/ completion rate</td> <td>77%</td> <td>86%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 2. Selected program funding statistics: <ul style="list-style-type: none"> – During Phase I and II (1993-2003), partners shared \$30 million in funding and in-kind contributions, exceeding their goal of \$23.5 million. Provincial agencies contributed 27% of funding; federal agencies contributed 22%; and industry contributed 51%. 3. Selected student employment follow-up statistics <ul style="list-style-type: none"> – Of the 1935 individuals who took | | MPTP I | MPTP II | Seats funded | 1064 | 2117 | # programs | 88 | 140 | Graduation/ completion rate | 77% | 86% | <p>Toby Greschner Saskatchewan Learning Ph: (306)425-4380</p> |
| | MPTP I | MPTP II | | | | | | | | | | | | | |
| Seats funded | 1064 | 2117 | | | | | | | | | | | | | |
| # programs | 88 | 140 | | | | | | | | | | | | | |
| Graduation/ completion rate | 77% | 86% | | | | | | | | | | | | | |

| Description of Best Practice/Initiative: | Criteria to measure outcomes: | Success rates/outcomes: | Contact: |
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| | | <p>training under the MPTP, 1,062 students were tracked to employment at mines, construction trades or mine contractors. Of those, 596 were still employed as of December 2003.</p> <p>4. Mine employment and business support statistics:</p> <ul style="list-style-type: none"> – In 1992 (pre-MPTP), the northern workforce formed 42% (529 workers) of the total workforce in northern mines; in 1997, northerners represented 48% and in 2005, northerners represented 53% and totaled 1150. – Since Multi-Party Training Plan commenced in 1993, residents of northern Saskatchewan form a greater proportion of all skill categories, particularly in the higher skill categories of trades, technical and supervision. 41% are at higher skill levels compared to 34% in 1992 and 22% in 1984. | |
| <p>Forestry Sector Partnership Training A collaborative and partnership approach to planning, funding and delivering training that is linked to employment in the forestry industry.</p> | <p>Information is collected in the following areas:</p> <ol style="list-style-type: none"> 1. <i>Program funding statistics</i> 2. <i>Enrolment</i> 3. <i>Aboriginal participation rates</i> 4. <i>Number of training seats funded</i> 5. <i>Graduation and completion rates</i> <p>The Forestry Training Plan completed its 5-year term in 2006 and an evaluation of its successes is underway.</p> | <ol style="list-style-type: none"> 1. Program funding statistics – \$3.5 million provided through the FTSC over this period has assisted in delivery of about \$11.5 million in training through financial and other in-kind support from industry partners. 2. Enrolment – Since inception in 2000, Saskatchewan Learning, through the Forestry Training subcommittee (FTSC) has supported over 880 people in forestry-related training. 3. Aboriginal participation rates – 86% of participants are Aboriginal and 67% are from the North. | <p>SK Rick Pawliw Saskatchewan Learning Ph: (306)787-5984</p> |

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| | | <p>4. Number of training seats funded – Since inception, 940 training seats have been funded.</p> <p>5. Graduation and completion rates – The graduation/completion rate is 80%.</p> | |
| <p><u>Oil Sands Sub-Committee</u> Formed in 2000 as a subcommittee of the Northern Labour Market Committee. The committee began delivering employment referral services under Job Horizons (previously known as <i>Northern Neighbours - Bridges to Employment Project</i>) to assist residents of northwest Saskatchewan to derive benefits from employment opportunities in the Alberta oil sands sector. In 2005, the subcommittee expanded its mandate to include delivery of training programs, expanded its service area to include the whole northern half of Saskatchewan and developed a 2-year, \$2.5M multi-party strategy to train people from across the North for jobs in the oil sector. The strategy includes employment referral, basic education, oil fields safety training and skill training such as process operator, heavy duty mechanic, power engineer, camp services and instrumentation technician.</p> | <p>Information is collected in the following areas: 1. <i>Number of job placements</i></p> | <p>1. <i>Number of job placements</i> – From March 2004 to February 2005, 131 people from northwest Saskatchewan were placed in jobs in the oil sands, exceeding the subcommittee’s goal of 50 placements. – Job Horizons since April 2002, 326 clients were placed (all Aboriginal) [March 6, 2006]. – Job linked training will provide about 200 seats in 2005-06 in GED, safety training and entry-level skill training to prepare residents for employment in the oil sector.</p> | <p>SK Alan Reed Saskatchewan Community Resources and Employment Ph: (306)236-7504</p> |
| <p><u>Northern Apprenticeship Committee (NAC)</u> NAC is a subcommittee of the Northern Labour Market Committee and is a partnership of industry, aboriginal organizations, various levels of government and training institutions. It receives funding through Can-Sask CES for two coordinators who recruit new apprentices and trades people from the North, link apprentices with</p> | <p>Information is collected in the following areas: 1. <i>Number of placements</i> 2. <i>Number of new registered apprentices</i> 3. <i>Number of apprentices in training</i> 4. <i>Number of new apprentices indentured</i> 5. <i>Number of apprentices who obtained interprovincial red seal status</i></p> | <p>Statistics for 2005 to March 7, 2006 are included below. 1. Number of placements – During 2005-06, 75 apprentices were placed in jobs in the trades sector, exceeding the goal of 50 placements; 72 apprentices were provided with financial support for living away from home during training.</p> | <p>SK Steve Innes Saskatchewan Learning Ph: (306)425-4380 Alan Reed Saskatchewan Community</p> |

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| <p>potential employers and track and coordinate the training certification and employment of northern apprentices and trades people.</p> <p>NAC is a partner in a new venture to secure mobile training lab facility which would expand training opportunities at northern locations.</p> | | <p>– During 2005-06, provided wage subsidy for six apprenticeship positions at the Ile a la Crosse hospital/school construction project. Wage subsidy for 11 more apprentices is continuing for apprentices across northern region.</p> <p>2. Number of new registered apprentices – In 2005, 38 new apprentices were registered with NAC. As of February 2006, 18 new apprentices have been registered.</p> <p>3. Number of apprentices in training – In 2005, 57 apprentices took training at different levels. As of February 2006, four apprentices have taken training.</p> <p>4. Number of new apprentices indentured – In 2005, ten new apprentices were indentured.</p> <p>5. Number of apprentices who obtained interprovincial red seal status. – In 2005, nine apprentices were successful in obtaining interprovincial red seal status.</p> | <p>Resources and Employment Ph: (306)236-7504</p> |
| <p>Job Connect provides career and employment preparation through including career information and referral, employment planning and on-the-job training, through a network of community-based organizations.</p> | | <p>In 2004-05, Job Connect served 10,448 individuals in northern Ontario.</p> | <p>ON Ministry of Training, Colleges and Universities (MTCU)</p> |
| <p>Literacy and Basic Skills support further education and training and prepare participants for employment upgrading.</p> | | <p>In 2004-05, Literacy and Basic Skills targeted 7,448 learners in northern Ontario and actually assisted 7,663.</p> | <p>ON Ministry of Training, Colleges and Universities (MTCU)</p> |
| <p>Ontario Summer Jobs offers job-search assistance, self-employment opportunities and wage subsidies for employers. The Ministry of Northern Development and Mines</p> | | <p>In 2004-05, the Summer Jobs Service target was 3,601 students in northern Ontario. The program actually assisted 3,849.</p> | <p>ON MNDM, MMAH, MTCU</p> |

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| administers this program in northern Ontario. Summer Jobs Service is a component of the Ontario Summer Jobs Strategy. Summer Jobs Service is delivered by MTCU, MMAH and MNDM. | | | |
| <u>Northern Ontario Youth Internship and Co-op Program</u> through the Northern Ontario Heritage Fund of the Ministry of Northern Development and Mines. | | 150 Interns for 2005 | ON Northern Ontario Heritage Fund Corporation 70 foster Drive, Suite 200 Sault Ste. Marie, ON P6A 6V8 Ph: 1-800-461-8329 or (705)945-6700 Website: www.nohfc.com |
| <u>Summer Company Program</u> helps students start up and run their own summer businesses. It offers hands-on business coaching, mentoring and awards of up to \$3,000. | Summer Company outcomes are measured by successful completion of the program. A participant is considered successful if he or she starts and runs a business full-time (at least 35 hours a week) for a minimum of eight weeks over the summer, attends bi-weekly mentoring meetings, keeps complete and accurate business records, submits a final report on the business and returns to school. The final report and exit interview include assessments of the participant's learning from the program. Many participants continue to operate their businesses part-time during the school year and full-time in subsequent summers. | Over the past five years, Summer Company has enjoyed a 94% success rate in the North with 219 participants successfully completing the program. Seventeen of these businesses had employees in addition to the business owner. All of the participants who successfully completed the program said that they learned about time management, entrepreneurship, business planning, networking and/or sales and marketing. | ON Ministry of Economic Development and Trade 56 Wellesley St 5th Floor Toronto, ON M7A 2E7 Ph: 1-800-387-5656 Email: summer.company @edt.gov.on.ca |
| <u>Ontario Secondary School Business Plan Competition:</u> The Ontario Secondary School Business Plan | Success is measured by the take up of the program. The number of business plans submitted and number of local competitions | In 2005, five (of seven) northern Small Business Enterprise Centres ran local Business Plan Competitions. They received | ON John Martin, Manager |

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| <p>Competition allows Ontario high school students to create a business plan and compete with their peers throughout the province for cash awards targeted towards further educational and/or career pursuits.</p> | <p>offered by our network of Small Business Enterprise Centres are considered success measures. Enterprise Centres offer a local competition if they can raise enough interest in schools in their area.</p> | <p>155 business plans. In the four years that the competition has run at the provincial level, a business plan from the North has won twice. Numerous sponsors, including FedNor, support the local competitions. These competitions provide students with a hands-on opportunity to explore entrepreneurship.</p> | <p>Entrepreneurship and Youth Partnerships MEDT (5-6539)</p> <p>Ann Hoy, Director, Entrepreneurship Branch, MEDT (4-3809)</p> |
| <p>Construction trades – Inuit clientele</p> <p>The Inuit live in fourteen villages north of the 55th parallel. The request originated from the need for specialized labour in the construction trades.</p> <p>In June 2003, the Ministère de l'Emploi et de la Solidarité sociale (by way of a large-scale project accepted by the Commission des partenaires du marché du travail) agreed to a partnership with the Kativik School Board and the Kativik Regional Government to train Inuit workers in Kuujuaq and Inukjuak. The project would last for six years and affect five trades in demand in Québec's Far North.</p> <p>The Inuit population is growing rapidly, as is the Cree population. There is a growing need for well-trained specialized workers and once they received authorization from the Commission de la construction du Québec, the Inuit asked for their project to cover their needs for <i>Heavy Equipment Operators, Heavy Equipment Mechanics, Construction Electricity, Plumbing and Heating, and Carpentry.</i></p> <p>The <i>Carpentry</i> program was to be given three</p> | <p>The goal of the Kativik School Board and the Kativik Regional Government was to train Inuit participants from different villages who would then return home to work. About 100 Inuit workers were expected to be trained under this project.</p> | <p>To date, a cumulative amount of \$782,697 has been spent out of a budget of \$1,744,250; the agreement should end on March 31, 2008.</p> <p>The Sanajit Project has given two training sessions (<i>Carpentry</i> and <i>Electricity</i>) to date and 7 Inuit workers have obtained trade school diplomas. The promotional campaign is ongoing and should lead to additional vocational training. The KRG has also taken measures to involve construction contractors in the project in the form of on-the-job training and subsidized salaries.</p> <p>Furthermore, two cohorts were established to provide training in health and safety on construction sites (27 people qualified).</p> | <p>QC</p> <p>Mr. Ghislain Desjardins</p> <p>Ministère de l'Emploi et de la Solidarité sociale</p> <p>Ph: (418)748-8622 ext. 244</p> |

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| <p>times and be spread out over a period of six years. The <i>Heavy Equipment Mechanics</i> program was to be given twice, while the other programs were to be given once.</p> <p>The project requires significant adjustments by all the partners. For example, it was necessary to modify the <i>Carpentry</i> program to replace the section entitled “coffrage du programme par installation sur pilotis”. It was also necessary to modify the <i>Plumbing and Heating</i> program; a coordinator was hired so that the on-the-job training for the programs would correspond to the actual work to be done.</p> | | | |
| <p>Nord-du-Québec envelope for college certificates (AEC). College certificates are programs that generally last from 450 to 1,455 hours. They are given to clientele that are either already working or in need of a diploma to enter the job market.</p> <p>Regional envelopes are allocated by the Ministère de l'Éducation to promote improvement of workers' job skills. These envelopes are generally granted to a college or a group of colleges. Since the Centre d'études collégiales à Chibougamau is related to the Cégep de Saint-Félicien (Saguenay—Lac-Saint-Jean), it did not have a specific budget to respond to the region's needs.</p> <p>Based on the many training programs given in the region, which have sometimes required several combinations of funding, a file was prepared by the stakeholders (Emploi-</p> | | <p>In 2001-2002, the Ministère de l'Éducation first allocated an amount of \$200,000 to fund college certificates offered on a full-time basis. The envelope was then increased to \$400,000 per year.</p> <p>Starting in 2002-2003, the Ministère de l'Éducation, du Loisir et du Sport allowed a reduction in the number of students per group (NEJ) to fund a cohort of students registered in a college certificate program in the Nord-du-Québec Region. The number dropped from 13 to 10.</p> <p>In 2003, the Cégep de Saint-Félicien developed a college certificate in <i>Gestion de services à l'enfance et à la famille autochtones</i> (Native child and family services management) to meet the needs of these communities.</p> | <p>QC Ms. Louise Bilodeau Ministère de l'Éducation, du Loisir et du Sport Ph: (819)763-3001</p> |

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| <p>Québec, departments, educational institutions) to regularize and support the various training programs offered in the Nord-du-Québec Region.</p> <p>Since regional consultation is necessary to identify training needs, a review committee, which involves the Centre d'études collégiales à Chibougamau, The Cree, Kativik and James Bay school boards and the regional directorate of the Ministère de l'Éducation, du Loisir et du Sport and Emploi-Québec, annually recommends the programs that are most likely to meet regional expectations to the <i>Table interordres d'enseignement</i> (inter-level educational issue-table) of the Nord-du-Québec Region.</p> | | <p>Since then, in 2005-2006, the envelope can be used to provide part-time training.</p> | |
| <p><u>Commitment by Hydro-Québec</u> to hire 150 people from the Cree communities, by March 31, 2017. The commitment was made when the "Paix des Braves" agreement was signed in 2002.</p> | | <p>The first cohort of Cree graduates (10) in the <i>Automated System Electromechanics</i> program completed the training given by the Commission scolaire de Rouyn-Noranda in May 2005; 9 of these graduates are currently working for Hydro-Québec.</p> <p>In May 2006, a second cohort of 12 students will be finishing their training in the same program. The graduates who make it through the selection process will be offered a job by Hydro-Québec.</p> | <p>QC Mr. Michel Lemay Hydro-Québec Ph : (819)764-5124</p> |
| <p><u>Mining Technician Program</u> Delivered by College of the North Atlantic in Labrador West since 2000, in response to industry demand. In collaboration with the Iron Ore Company of Canada, Wabush Mines and the United Steelworkers for America, the College originally developed a three year</p> | | <p>As a point of interest, the majority of the students in this program are women with a participation level between 55 – 65%. The first place winners each year since inception have been women and the trend is expected to continue in the next graduating class.</p> | <p>NL Reuben Hillier, Instructional Coordinator College of the North Atlantic Labrador West</p> |

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| <p>Mining and Mineral Processing Program to meet the demand of the mining companies for future employees to replace the upcoming retiring workers. This program was also known as the Employee of the Future Program.</p> <p>Since then the program has become a two year Mining Technician Program that trains individuals for employment demanded in Labrador mines and beyond. It is the only program of its kind in Atlantic Canada.</p> <p>In direct consultation with industry, the program has been developed based upon the current and future employment needs of Labrador's mining companies.</p> <p>The program is now a regular offering of the College and is currently experiencing a very high demand resulting in a waitlist of over 80 participants. The program can accommodate 60 new students each September with a graduation taking place each year.</p> <p>There is aboriginal participation in this program as well with students being funded through the Joint Voisey's Bay Employment and Training Authority. Interest has also been expressed by the Labrador Métis Nation.</p> <p>Graduates are able to transfer credits towards School of Engineering programs.</p> | | <p>As a result, over 80% of the program's graduates have secured employment in the local area and beyond and the need is expected to continue.</p> <p>Keys to Success:</p> <ul style="list-style-type: none"> • Consultation with industry. • Quality program delivery that has matched the needs of industry. • Employment rates are high and continue to be because of quality outputs that are proven in the workplace upon employment of graduates. | <p>Campus Ph: (709)944-4141</p> |
| <p>Aboriginal Skills and Employment Partnership The Government of the Northwest Territories</p> | <p>Number of people receiving training Number of job placements</p> | <p>To date, 126 people have received training in mining with 93 job placements. In oil and gas, 383 persons have received training to date.</p> | <p>NWT Gloria Iatridis, ADM Advanced Education</p> |

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| <p>is a partner in two major human resource development initiatives with industry, Aboriginal governments and the federal government. In the mining sector, the Mine Training Society has been formed to co-ordinate training of Aboriginal people for careers in mining. In the oil and gas sector, the Aboriginal Futures Society has been formed to co-ordinate training for jobs in oil and gas. The Mine Training Society coordinates \$39.8 million in training over four years and the Aboriginal Future Society coordinates \$13 million in training over the same time frame. Under the Mine Training Society, projects are considered under a proposal based process with the partners reviewing each proposal. Under the Aboriginal Futures Society, projects are funded on a pre-approved plan. In the mining partnership, it is expected that up to 1,100 Aboriginal persons will receive training resulting in 380 long term jobs. In the oil and gas partnership, it is expected that over 1,400 Aboriginal northerners will receive training resulting in 505 long term jobs.</p> <p>Challenges/Lessons Learned The closer the linkage between training and employment the more immediate will be seen the results of the partnership investments. Mine training initiatives are seeing more immediate dividends because there are jobs currently available. In the oil and gas partnership, the training is needed now although the jobs might not be readily available in the near future until there is more</p> | | | <p>and Careers Ph: (867)873-7252</p> |

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| <p>certainty around the possible development of the Mackenzie Valley Gas Project. Apart from the benefits of sharing resources, there are value added benefits to partnerships through the building of relationships among the partners.</p> <p>Recommendation Formalize the partnership as much as possible so all roles and responsibilities are clearly articulated.</p> | | | |