

A photograph of a welder in a workshop. The welder is wearing a blue long-sleeved shirt, dark pants, safety glasses, and a welding mask. He is standing with his arms crossed. In the background, there is a welding station labeled "#1" and various industrial equipment, including a green gas cylinder and a blue Miller welding power source. On the left side of the image, there is a large red vertical band with a white line-art graphic of a traditional Indigenous mask.

# **Aboriginal Participation in Trades and Apprenticeship in B.C.**

Three-Year Review and Future Direction

# Aboriginal Participation in Trades and Apprenticeship in B.C.

## Three-Year Review and Future Direction

### Table of Contents

1.0	Introduction	1
1.1	<i>ITA and its Aboriginal Initiatives</i>	1
1.2	<i>An Update and Outlook</i>	1
1.3	<i>Strategic Context</i>	3
1.4	<i>Partnerships</i>	3
2.0	2009 Business Plan Summarized	6
3.0	Key Outcomes	8
3.1	<i>Aboriginal Participation Growth</i>	8
3.2	<i>Key Influencing Factors</i>	8
3.3	<i>2009 Business Plan Actions and Achievements</i>	10
4.0	Key Learnings	13
5.0	Aboriginal Initiatives 2012-2015: Perspectives from the AAC	14
6.0	Alignment with ITA Strategy	18

### Table of Figures

Figure 1:	2009 Business Plan Flow Chart of Goals, Objectives, Strategies and Actions	7
Figure 2:	Apprentice Registrants Data at Public Post-Secondary Institutions	8
Figure 3:	Apprentice Support Models	9
Figure 4:	Strategy Highlights	17

# Aboriginal Participation in Trades and Apprenticeship in B.C.

## Three-Year Review and Future Direction

### 1.0 Introduction

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#### 1.1 ITA and its Aboriginal Initiatives

Established in 2004, the Industry Training Authority (ITA) is the provincial Crown agency that governs and manages the industry training system. Working in close collaboration with industry, it keeps occupational standards current and relevant, assesses skills, manages the apprenticeship training pathway, and works to align the profile and number of newly credentialed workers with labour market needs. It provides career development opportunities for individuals and a skilled workforce for industry.

An annual Government's Letter of Expectation (GLE) is ITA's primary source of guidance in setting its strategic direction. In 2008 – consistent with the relevant GLE's emphasis on expanding access to training for groups that are traditionally under-represented or face barriers to labour force participation – ITA began to establish a distinct suite of Aboriginal Initiatives. The overarching objective was to increase the representation of Aboriginal participants in the trades.

This involved the hiring of a dedicated staff person and the formation of an Aboriginal Advisory Council (AAC). The AAC provides advice, which is reviewed and considered by the Director of Aboriginal Initiatives in consultation with the ITA executive and board. Drawing upon available research and the outcome of several months of broader outreach, one of the AAC's first tasks was to provide input on a three-year Aboriginal Trades and Apprenticeship Business Plan that was subsequently endorsed by ITA (the "2009 Business Plan").

#### 1.2 An Update and Outlook

This report provides a three-year update on the key actions taken based on the 2009 Business Plan and the outcomes achieved. Outcomes reflect strong success in building relationships and implementing defined action items. That success is in turn reflected in a doubling in the number of Aboriginal apprentices since 2006/07 and a significant increase in Aboriginal apprentices as a per cent of all apprentices.

This document also identifies the AAC's views on strategic directions to guide ITA's ongoing efforts to engage Aboriginal people in industry training and to build on increased participation achieved to date. This is presented as a basis for broader discussion and input, prior to refinement, endorsement and implementation on the part of ITA.

This proposed strategic direction reflects learnings based on implementation of the 2009 Business Plan, key aspects of which are summarized elsewhere in this document. It further reflects more recent research, including the newly released ITA report *Barriers and Successful Approaches to Employing and Preparing Aboriginal Trades People*. AAC members drew upon preliminary findings of this research in arriving at the strategic direction.

Development of this document, like the 2009 Business Plan, was supported in part through funding provided through the Canada-British Columbia Labour Market Agreement (LMA). LMA funding has also been instrumental in implementing many action items discussed in subsequent sections – most notably a large number of innovative training models and development of an essential skills tool.

**The Aboriginal Advisory Council – AAC** membership includes representation from the Aboriginal community, industry, government, training providers and apprentices. It provides strategic advice primarily to ITA's Director of Aboriginal Initiatives, who then works with the executive and board to consider and to integrate that advice into ITA's broader strategy.

Members have given generously of their time and expertise to advance the goal of increased Aboriginal participation in industry training across the province.

#### Aboriginal Advisory Council

**Jerry Asp**, Vice President, Canadian Aboriginal Mining Association  
**Helen Boyce**, Director, Trades Training & Apprenticeship, Aboriginal Community Careers Employment Services Society  
**Jeannie Cranmer**, Program Manager, BC Hydro  
**Bruce Falstead**, Aboriginal Relations Manager, Fortis BC  
**Andrew George**, Culinary Arts Manager, Tsleil-Waututh First Nation  
**John Harper**, Director, Economic Initiatives, Ministry of Aboriginal Relations & Reconciliation  
**Karin Hunt**, Executive Director, Prince George Nechako Aboriginal Employment & Training Association  
**Roger Leclerc**, Consultant, Leroger Consulting Ltd.  
**Jeff Lekstrom**, Dean of Trades & Apprenticeship, Northern Lights College  
**Gary McDermott**, Director, Aboriginal Initiatives Industry Training Authority  
**Alison Olney**, Senior Consultant, Service Canada  
**Blaine Pierre**, Welder  
**Dan Pope**, Director for Northeast, Métis Nation of British Columbia  
**Audrey Sam**, Executive Director, North East Native Advancing Society



### 1.3 Strategic Context

Establishment of an Aboriginal Initiatives portfolio was driven by recognition both of the need for improved educational and employment outcomes among Aboriginal people, and of the significant and under-utilized potential that this population has to help address long-term skill shortage issues for industry. It was also consistent with and in furtherance of:

- specific direction from government to expand access to training on the part of Aboriginal people and other target groups;
- a previously established ITA goal of doubling Aboriginal participation (as a per cent of all apprentices) in apprenticeship from a five per cent baseline in 2006/07 to ten percent by 2009/10; and
- the ITA Strategic Plan for 2009/10-2011/12, with its emphasis on developing individual potential and on meeting skilled labour demand through collaboration and innovation.

Development and implementation of ITA's Aboriginal Initiatives has involved a focus on building relationships, research and information gathering (including a comprehensive 2008 research project that provided important baseline insights), building awareness and sharing information with stakeholders, building capacity to support sustained and meaningful dialogue (in the form of the AAC), and support for innovative training models (using LMA funding).

### 1.4 Partnerships

ITA has established a range of relationships with stakeholders within B.C.'s highly diverse Aboriginal population, including community-specific linkages with First Nations and tribal councils. High-value relationships have also been built with community-based Aboriginal training and employment service providers.

As is further reflected in the subsequent discussion of key learnings and outcomes, implementation of innovative preparatory and training models depends heavily on the active engagement of partners from within industry and among training providers. Community-based Aboriginal agencies are often well positioned to facilitate and leverage such broader partnerships.

Community-based Aboriginal agencies with whom ITA has worked to date are primarily of two types:

**Aboriginal Skills and Employment Training Strategy (ASETS)** agencies operate within defined geographic regions and help Aboriginal people to prepare for, secure and retain employment in high-demand jobs. This strategy is funded by Human Resources and Skills Development Canada (HRSDC), through agreements with 15 different B.C. agencies.

**Aboriginal Skills Employment Partnership** (ASEP) agencies provide industry-specific employment and training services to Aboriginal people, aligned with existing and emerging economic opportunities. Previously HRSDC funded, five ASEP agencies in B.C. focus on mining; oil and gas; pipeline; ports and shipping; and construction, independent power production and supply chain.

While ASETS funding is ongoing, the second round of ASEP funding (\$100 million nationally, \$27 million in B.C.) was a three-year initiative and a component of Canada's Economic Action Plan. It concluded as of March 31, 2012. ASEPs had considerable success in recruiting and supporting Aboriginal apprentices, and in building relationships with employers, and are believed to have generated hundreds of additional registrations in industry training.

Several of the formerly ASEP-funded agencies in B.C. have plans to continue their operations, but will likely be doing so with fewer resources. Project specific strategic partnership funding may be a source of ongoing federal support for the work of these organizations, and is contingent on contributions from industry and other partners that could include the provincial government.

The conclusion of the ASEP funding commitment will require ITA to identify and leverage additional sources of funding – from both government and private sector sources – as well as additional partnerships or other forms of support, as it moves forward with its Aboriginal Initiatives.

## **Barriers and Successful Approaches to Employing and Preparing Aboriginal Trades People – Summary of Key Findings**

Released in June 2012, this ITA study was designed to identify the major barriers to both preparing Aboriginal people for apprenticeship and employing them in trades-related positions, and to survey successful means of overcoming those barriers. Primary and secondary research included interviews, surveys and focus groups in multiple locations around B.C.

### **Existing Barriers**

- Lack of educational requirements – e.g. grade 12 completion, essential skills
- Lack of readiness and awareness – e.g. at community level, relative to life skills
- Geographic barriers – e.g. access to transportation, ability to relocate
- Funding – e.g. for individuals, for programs
- Employer sponsorship – difficulty in securing
- Lack of Aboriginal awareness – within workplaces

### **Successful Preparatory Approaches**

- Holistic training and client support – additional support such as needs assessments, Aboriginal instructors and support staff, and Aboriginal gathering spaces
- Working with communities – e.g. liaise with employment and training coordinators
- Working in communities – e.g. mobile and other in-community training
- Partnerships with training providers and industry

### **Successful Employment Approaches**

- Partnerships with communities, service providers
- Promotion of the trades and of employer organizations
- Aboriginal awareness training in workplaces
- On-the-job training for Aboriginal employees – e.g. mentorship

**Barriers and Successful Approaches** was itself an action item in the 2009 Business Plan. The report is wide ranging, addressing issues that are both within and beyond ITA's mandate, and it underscores the vital importance of continued broad stakeholder engagement. LMA-funded innovations in training delivery and other aspects of the implementation of ITA's Aboriginal Initiatives are, however, designed to address all of the identified barriers, and reflect successful preparatory and employment approaches.

## 2.0 2009 Business Plan Summarized

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The 2009 Business Plan was developed over a six-month period in 2008/09, and a final ITA-endorsed version was released in September 2009. A full version of the plan, including a detailed implementation framework for each identified action, is available at: [www.itabc.ca/AssetFactory.aspx?did=1423](http://www.itabc.ca/AssetFactory.aspx?did=1423).

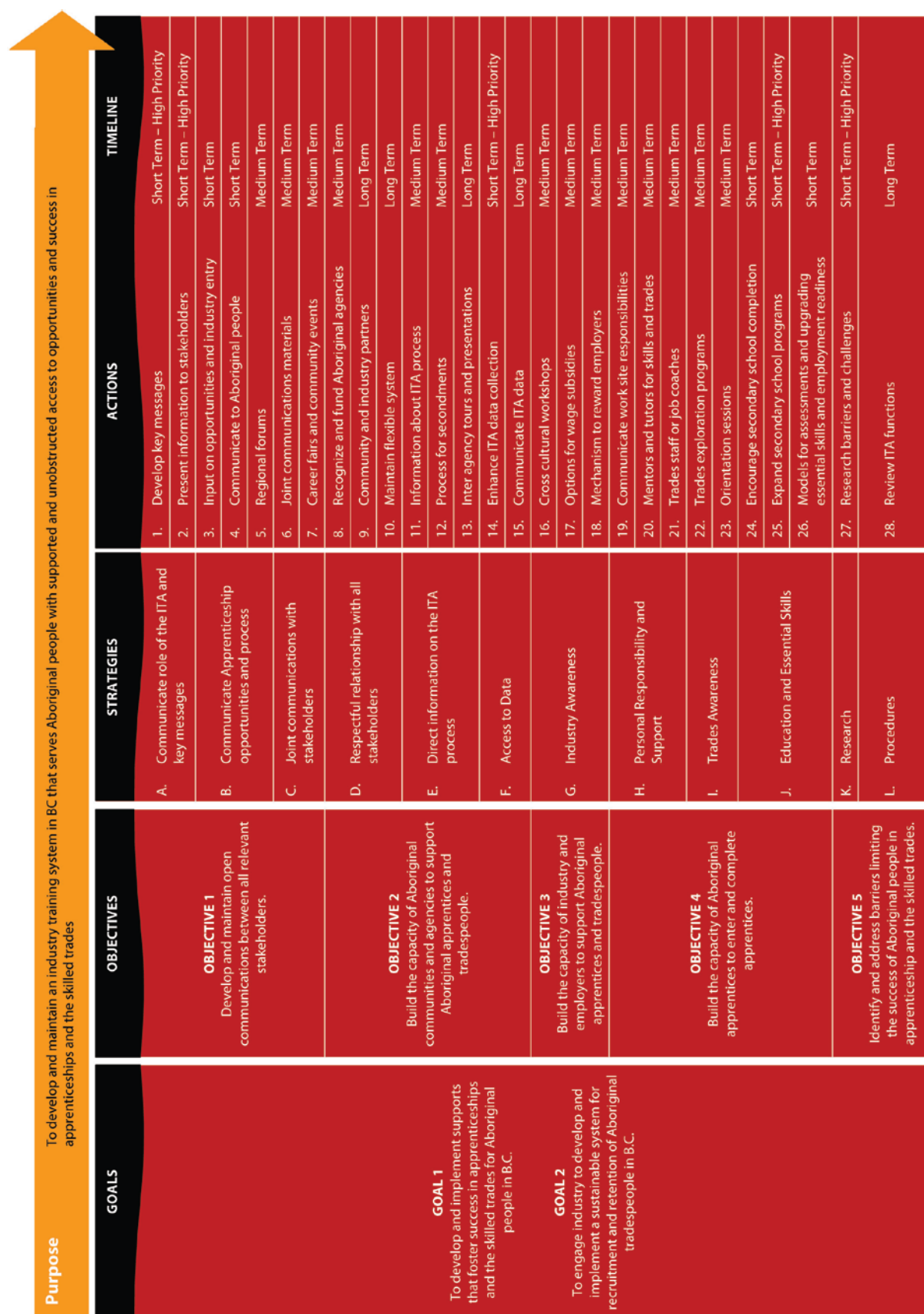
The plan was informed by: available research; the ITA's mandate, services and resources (including availability of LMA funding); and the existence of a wide range of service providers and other potential partners with an interest in advancing and supporting Aboriginal trades participation.

Building blocks for the plan included an identification of primary target groups, areas of direct ITA influence, stakeholders relative to whom ITA has indirect influence, and guiding principles. On this basis, an overarching purpose for ITA's Aboriginal Initiatives was identified, as well as related goals, objectives, strategies and actions. Recognizing the broad engagement and coordination required to achieve all this, strategies and actions focused to a large degree on partnerships, capacity building and communication.

Actions were slated for either short, medium and long term implementation, with a view to progressing from leadership first on the part of ITA, then on the part of the Aboriginal community and service agencies (which was already occurring to a considerable extent), then on the part of Aboriginal tradespeople and apprentices themselves (see **Figure 1: 2009 Business Plan Flow Chart of Goals, Objectives, Strategies and Actions**, page 7).



Figure 1: 2009 Business Plan Flow Chart of Goals, Objectives, Strategies and Actions



## 3.0 Key Outcomes

### 3.1 Aboriginal Participation Growth

Figure 2: Apprentice Registrants Data at Public Post-Secondary Institutions

Apprentice Identity <sup>1</sup>	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Aboriginal Students <sup>2</sup>	609	876	1,180	1,405	1,245	1,245
Non-Aboriginal Students	10,680	12,901	14,105	14,060	12,770	11,450
Total Apprentice Students	11,289	13,777	15,285	15,465	14,015	12,695
Aboriginal Students Participation Rate	5.4%	6.4%	7.7%	9.1%	8.9%	9.8%

Source: Central Data Warehouse, May 2012 Submission; figures are based on self-identification and do not include those taking training at private or Aboriginal training institutions, through Foundation Programs, or at the secondary school level.

The success to date of ITA's Aboriginal Initiatives is reflected most fundamentally in significant growth in Aboriginal participation in industry training in B.C. – the central goal defined in the AAC's terms of reference. The figures above are based on self-identification of Aboriginal registrants in public post-secondary apprenticeship technical training. This is the most recent and best available data set for this time period, and is believed to be representative since the large majority of technical training spaces are at public institutions.

The total number of Aboriginal Apprentices in B.C. has significantly increased since 2006/07, resulting in a doubling of Aboriginal Apprentices from 2006 to 2011. There has also been a steady year-to-year increase in the Aboriginal participation rate culminating in a significant jump in 2011/12. Despite a decrease in total enrollment (Aboriginal and non-Aboriginal apprentices) in 2010/11 as a result of economic conditions, the results from 2011/12 demonstrate that Aboriginal participation remains strong.

Recent Aboriginal participation rates in apprenticeship training compare favourably to participation rates in educational programs generally, and are all the more impressive in light of the fact that Aboriginal people account for less than five per cent of B.C.'s population.

### 3.2 Key Influencing Factors

Two broad factors have been key in achieving the participation increases outlined above, and both are reflected in the more specific accomplishments identified below. The first and most foundational of these is the strength and quality of the relationships ITA has built within the Aboriginal community. The AAC has played a central role in establishing a strong framework for long-term dialogue, which has been accompanied by capacity building and resource commitments. This has fostered legitimacy for ITA within

<sup>1</sup> Excludes trades training offered in high schools (e.g. CTC, Ace IT) and Foundation level trades.

<sup>2</sup> Aboriginal headcount includes all students who have voluntarily declared Aboriginal identity, either at the K-12 level or at a post-secondary institution. K-12 Aboriginal Status information provided by the Ministry of Education.

the diverse network of organizations with an interest in promoting Aboriginal trades participation, and supported effective information delivery.

Enhanced capacity and resources in turn have made it possible to develop an Aboriginal Apprentice Support Model. In the standard apprenticeship model, apprentices engage with sponsors and technical training providers and progress through the system in a largely self-directed manner. The Aboriginal Apprentice Support Model, in contrast, relies on the active involvement of Aboriginal communities and service agencies to facilitate individual progression from recruitment and screening, through preparation for and provision of training, to workforce integration. In both cases, ITA funds technical training (and potentially additional supports) and maintains consistent program and certification standards.

Figure 3: Apprentice Support Models

### Apprentice Support Model



### Aboriginal Apprentice Support Model



### 3.3 2009 Business Plan Actions and Achievements

	Strategies	Accomplishments
OBJECTIVE 1	<b>Objective 1:</b> Develop and maintain open communications between all relevant stakeholders	
	Communicate role of the ITA and key messages	<ul style="list-style-type: none"> <li>Established a highly engaged advisory council, representative of B.C.'s Aboriginal community and of key stakeholders</li> <li>Developed and implemented comprehensive communications and marketing strategy defining key messages, target markets, tools and activities, and participation-linked success indicators</li> <li>Developed and distributed posters, brochures, resource materials and other tools as defined in marketing strategy</li> <li>Developed and leveraged working relationships with Aboriginal service providers (e.g. ASETS and ASEP agencies), other government agencies (federal and provincial), employers and industry (including ITOs), and training providers</li> <li>Established ITA representation on relevant committees and working groups, including those directing Urban Aboriginal Strategy and Aboriginal Housing Strategy</li> <li>Leveraged National Aboriginal Day for awareness raising</li> <li>Established dedicated web site section as main platform for information regarding strategic plan, research and key activities and outcomes (including annual success report re LMA-funded projects)</li> </ul>
	Communicate apprenticeship opportunities and process	<ul style="list-style-type: none"> <li>Placed editorial content and advertisements regularly in Aboriginal, industry and educational media; highlighted individual Aboriginal role models</li> <li>Engaged with and presented to Aboriginal and industry organizations, including conference and event participation</li> <li>Engaged with and visited Aboriginal communities (encompassing to date to approximately 75 of 200 B.C. First Nations)</li> <li>Engaged with and visited post-secondary institutions (encompassing to date to all public colleges and significant proportion of private training providers)</li> <li>Sponsored industry-Aboriginal engagement forums in Kamloops, Prince George and Vancouver</li> </ul>
	Joint communication with stakeholders	<ul style="list-style-type: none"> <li>Participated in more than 75 career fairs targeting Aboriginal participants</li> <li>Collaborated with and leveraged activities of network of college recruiters</li> <li>Provided photos, video, research and other content to – and saw usage thereof by – Aboriginal organizations and ITOs</li> <li>Developed joint communication tools for use by ASETS agencies and other partners</li> </ul>

OBJECTIVE 2	<b>Objective 2:</b> Build the capacity of Aboriginal communities and agencies to support Aboriginal apprentices and tradespeople	
	Respectful relationship with all stakeholders	<ul style="list-style-type: none"> <li>Held quarterly meetings of advisory council</li> <li>Concluded MOUs/LOU with First Nations Human Resource Labour Council, Métis Nation of BC, and First Nations School Association</li> <li>Allocated \$7 million in LMA funding (March 2008-2012) through competitive bids to 13 training providers and Aboriginal agencies for training programs and related services benefitting 1,391 Aboriginal participants, and often entailing diverse partnerships (communities, employers, service providers)</li> <li>Designated and funded various Aboriginal organizations as approved training providers</li> <li>Facilitated delivery of accessible trades training to remote Aboriginal communities, including funding for Nicola Valley Institute of Technology mobile trades training unit</li> <li>Enabled use of smaller class sizes and alternative training schedules when required</li> </ul>
	Direct information on the ITA process	<ul style="list-style-type: none"> <li>Made forms and information available via ITA web site</li> <li>Piloted secondment of Aboriginal agency staff person to ITA</li> <li>Placed editorial content and advertisements regularly in range of Aboriginal media</li> <li>Engaged with and presented to Aboriginal organizations, including conference and event participation</li> </ul>
	Access to data	<ul style="list-style-type: none"> <li>Established IT capacity to: i) collect comprehensive data on Aboriginal participation consistent with government criteria; and ii) add and analyze participant data from all LMA-funded projects, as a basis for improved understanding of baselines, trends and LMA-related achievements</li> </ul>
OBJECTIVE 3	<b>Objective 3:</b> Build the capacity of industry and employers to support Aboriginal apprentices and tradespeople	
	Industry awareness	<ul style="list-style-type: none"> <li>Held quarterly meetings of advisory council</li> <li>Allocated \$7 million in LMA funding (March 2008-2012) for projects frequently involving employer/industry partnerships – see details above</li> <li>Expanded and improved employer-oriented information on web site</li> <li>Placed editorial content and advertisements regularly in range of industry media</li> <li>Engaged with and presented to industry organizations, including conference and event participation</li> <li>Leveraged National Aboriginal Day for awareness raising</li> <li>Confirmed availability of wage subsidies and tax incentives from other sources</li> <li>Undertook research focusing in part on barriers, best practices and benefits to employers</li> </ul>

OBJECTIVE 4	<b>Objective 4:</b> Build the capacity of Aboriginal apprentices to enter and complete apprenticeships	
	Personal responsibility and support	<ul style="list-style-type: none"> <li>• Held quarterly meetings of advisory council</li> <li>• Allocated \$7 million in LMA funding (March 2008-2012) – see details above</li> <li>• Expanded and improved apprentice-oriented information on web site</li> <li>• Developed and distributed posters, brochures, resource materials and other tools as defined in marketing strategy</li> <li>• Placed editorial content and advertisements regularly in range of Aboriginal media; highlighted individual Aboriginal role models</li> <li>• Funded approaches such as mentoring and job coaching (LMA projects)</li> </ul>
	Trades awareness	<ul style="list-style-type: none"> <li>• Funded exploration and orientation programs, including mobile program offered by Nicola Valley Institute of Technology (LMA projects)</li> </ul>
	Education and essential skills	<ul style="list-style-type: none"> <li>• Promoted high school completion through inclusion or relevant role models in communication materials</li> <li>• Engaged with First Nations School Association and First Nations Human Resources Labour Council to promote ITA youth programs (specific focal point of LOU with FNSA)</li> <li>• Implemented online essential skills assessment and learning tool, funded customization for use by Aboriginal service providers, and trained them in deployment of tool (approximately 25% of users are Aboriginal)</li> <li>• Engaged with Canadian Apprenticeship Forum essential skills working group</li> </ul>
OBJECTIVE 5	<b>Objective 5:</b> Identify and address barriers limiting the success of Aboriginal people in apprenticeships and the skilled trades	
	Research	<ul style="list-style-type: none"> <li>• Baseline research report completed 2008; updated research report on barriers and successful approaches in 2012</li> </ul>
	Procedures	<ul style="list-style-type: none"> <li>• Established regular liaison between Aboriginal Initiatives and Customer Service staff to expedite responses from Aboriginal apprentices</li> <li>• Aboriginal awareness training conducted internally</li> </ul>



## 4.0 Key Learnings

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The following are key learnings based on implementation of the 2009 Business Plan and on insights derived from more recent research. They are reflected in the proposed go-forward strategic direction outlined in the following section.

- The potential within the Aboriginal population to help address long-term skill shortages remains huge. The *Barriers and Successful Approaches* report identifies compelling demographic characteristics of the Aboriginal population that include a median age 13 years lower than for non-Aboriginals, and a population growth rate that is more than four times that of non-Aboriginals.
- Aboriginal communities continue to have limited access to labour market information, and ongoing communication and marketing activities have strong potential to increase the awareness and attractiveness of apprenticeship as a career pathway.
- Aboriginal communities continue to have limited access to employment opportunities generally, creating a corresponding limitation on sponsorship and a barrier to apprenticeship participation.
- Industry and employers have limited insights on means of accessing and retaining Aboriginal talent, despite a desire and in many cases a growing need to do so more effectively.
- Input from and involvement of the Aboriginal community in the design and delivery of training programs improves the effectiveness of transitions to apprenticeship; while partnerships involving communities, industry and training and service providers can better address what are typically multiple barriers.
- Specific characteristics of training programs and workforce-integration efforts that have proven to be particularly important success factors include:
  - local, in-community delivery where feasible, potentially tied to local community needs such as infrastructure improvement;
  - enhanced and holistic learning approaches at the pre-apprenticeship level – offering higher levels of support such as tutoring and life-skills development;
  - integration of Aboriginal cultural knowledge, supports and teaching; and
  - use of a job coach model to assist both workers and employers in ensuring a smooth workplace fit from screening through all phases of training delivery.

## 5.0 Aboriginal Initiatives 2012-2015: Perspectives from the AAC

In February 2012, the AAC held a two-day retreat to review the direction set in 2009, to identify the further evolution of underlying issues and accomplishments to date, and to begin to define a potential strategic direction for ITA's Aboriginal Initiatives for the next three years and beyond. The AAC was guided by both its intimate familiarity with the current status of ITA Aboriginal Initiatives and by the most recent available research.

The AAC is satisfied that the key elements of the 2009 Business Plan have been successfully implemented and that considerable progress has been made on this basis, as outlined in **Section 3.0 Key Outcomes**. At the same time – and as the recent *Barriers and Successful Approaches* research confirms – the challenges that continue to impede full realization of Aboriginal potential in the skilled trades context are enduring. Accordingly, the AAC believes that the principles, purpose, goals and objectives defined in the 2009 Business Plan remain relevant, subject only to a modification of the **statement of purpose** to reflect results achieved:

To support and assure an industry training system in B.C. that serves  
Aboriginal people with supported and unobstructed access to  
opportunities and success in apprenticeships and the skilled trades.

The AAC further believes that the primary target groups, areas of direct ITA influence, defined stakeholders and sub-groups thereof (indirect/secondary influence), and guiding principles remain a sound basis for strategic planning (see **Figure 1: 2009 Business Plan Flow Chart of Goals, Objectives, Strategies and Actions**, page 7). With reference to them, it suggests the following high-level strategic directions and activities for 2012-2015.

### Primary Target Groups

Strategic Direction	Suggested Strategies
<b>Aboriginal People in the Trades</b> Support Aboriginal apprenticeship completion	<ul style="list-style-type: none"> <li>• Implement communication campaign focused on the benefits of completion</li> <li>• Implement system of incentives and supports to facilitate increased completion rates</li> <li>• Support Aboriginal-specific training offerings</li> </ul>
<b>Aboriginal People Interested in the Trades</b> Emphasize value of apprenticeship as a career pathway	<ul style="list-style-type: none"> <li>• Implement communication campaign focused on the benefits of a career in the trades</li> <li>• Fund pre-foundation (exploratory) programs to facilitate supported entry into the trades</li> </ul>

### Areas of Direct ITA Influence

Strategic Direction	Suggested Strategies
<b>Governance</b> Build upon already strong relationships	<ul style="list-style-type: none"> <li>Continue to develop and leverage relationships with Aboriginal service providers, other government agencies, employers and industry, and training providers</li> <li>Maintain contact at Board and CEO levels</li> </ul>
<b>Standards for Trades</b> Develop framework for Aboriginal Initiatives to provide input into Program Standards	<ul style="list-style-type: none"> <li>Monitor trades standards of particular Aboriginal relevance</li> <li>Leverage enhanced assessment to improve the accessibility and accuracy of assessment</li> </ul>
<b>Apprenticeship Training</b> Expand foundation program training	<ul style="list-style-type: none"> <li>Fund expanded foundation program training</li> <li>Expand in-community training</li> <li>Allow Colleges to redirect resources for Aboriginal students to training in communities</li> </ul>
<b>Record Keeping</b> Support enhanced data collection and assessment capability	<ul style="list-style-type: none"> <li>Conduct trend-tracking and analysis of data collected on Aboriginal apprentices to further inform programming</li> <li>Track Aboriginal participants in pre-foundation programs</li> </ul>
<b>Innovation</b> Support innovative ways to reach and support Aboriginal apprentices	<ul style="list-style-type: none"> <li>Promote ITA essential skills tool to support upgrading and enhance completion rates for Aboriginal apprentices</li> <li>Use main social media platforms to reach apprentices</li> </ul>

### Stakeholders (indirect/secondary influence)

Strategic Direction	Suggested Strategies
<b>Aboriginal Community</b> Engage and inform, equip them to prepare members for employment opportunities	<ul style="list-style-type: none"> <li>Presentations for key organizations (AFN BC Region, Union of BC Indian Chiefs, First Nations Summit, Métis Nation BC)</li> </ul>
<b>Aboriginal Families</b> Equip families to support apprentices and tradespeople while training and working, particularly while away from home	<ul style="list-style-type: none"> <li>Conduct awareness campaign on the benefits of a career in the trades – Tours of colleges</li> <li>Presentations/discussions re training and job expectations</li> </ul>
<b>Aboriginal Tradesperson</b> Reach out to existing Aboriginal tradespeople	<ul style="list-style-type: none"> <li>Develop mentorship program</li> </ul>
<b>Aboriginal Companies</b> Reach out to existing Aboriginal owned and managed companies	<ul style="list-style-type: none"> <li>Encourage sponsorship through communication campaign highlighting the benefits of sponsoring Aboriginal apprentices (enhanced tax credits etc.)</li> </ul>
<b>Aboriginal Support Agencies</b> Collaborate with ASET and other agencies	<ul style="list-style-type: none"> <li>Encourage ASET outreach to Aboriginal families, tradespeople and companies</li> </ul>

Strategic Direction	Suggested Strategies
<b>Training Providers</b> Collaborate in efforts to facilitate support to apprentices from their families	<ul style="list-style-type: none"> <li>• Tours of colleges</li> <li>• Presentations/discussions re training and job expectations</li> </ul>
<b>Employers</b> Foster understanding of value of working with ASET and other Aboriginal agencies (recruitment, retention)	<ul style="list-style-type: none"> <li>• Collaborate with ASETs on outreach to employers</li> </ul>
<b>Industry Associations</b> Leverage association capacities to encourage members to work with Aboriginal agencies; highlight successful examples	<ul style="list-style-type: none"> <li>• Collaborate with ASETs on outreach to associations</li> </ul>
<b>Labour</b> Foster understanding of value of working with ASET and other Aboriginal agencies	<ul style="list-style-type: none"> <li>• Collaborate with ASETs on outreach to labour</li> <li>• Identify Aboriginal role models/ mentors from within Labour organizations</li> </ul>
<b>Federal Government</b> Leverage government hiring capacity to expand Aboriginal apprenticeship opportunities	<ul style="list-style-type: none"> <li>• Explore feasibility of hiring and contractual commitments with relevant departments and procurement authorities</li> </ul>
<b>Provincial Government</b> Partner to leverage available federal funding  Leverage government hiring capacity to expand Aboriginal apprenticeship opportunities	<ul style="list-style-type: none"> <li>• Partner with Aboriginal community to leverage available federal funding</li> <li>• Explore feasibility of hiring and contractual commitments with relevant departments and procurement authorities</li> </ul>

### Strategy Vision Model

The 2009 Business Plan included a long-term vision of the evolution of Aboriginal participation in the industry training system divided into three phases. The AAC has endorsed the continued relevance of this model. It believes the short-term outcomes and activities have largely been achieved and completed, and that progress is observable towards those in the medium-term category.

Figure 4: Strategy Highlights



## 6.0 Alignment with ITA Strategy

The ongoing refinement and implementation of ITA's Aboriginal Initiatives will be carried out with reference to all key sources of insight outlined in the preceding sections. This will include, most particularly, recent research findings, outcomes to date and key learnings based thereon, and input from the AAC. There will also be ongoing discussion and consultation with key stakeholders.

Implementation will also be consistent with ITA's broader strategy and targeted performance, as reflected in its current and future Service Plans ([www.itabc.ca/AssetFactory.aspx?did=2476](http://www.itabc.ca/AssetFactory.aspx?did=2476)). Service Plans reflect current direction from government, provided in Government's Letters of Expectations and by other means. Annual Service Plan updates provide a continually evolving performance-management framework within which ITA's Aboriginal Initiatives will unfold and against which they will be assessed on a continuing basis.

The following table identifies the two goals, and the associated strategies and performance measures, defined in the most recent Service Plan. It further identifies the key means by which ITA's Aboriginal Initiatives are expected to contribute to achievement of these goals over the three-year period covered by this particular Service Plan.

<b>Goal:</b> ITA Credentials (e.g. Certificates of Qualification) are valued by a broad range of industries and individuals, and align with the economic needs of British Columbia	
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Expand credentialing framework to meet industry and occupational needs that don't readily lend themselves to the apprenticeship training model</li> <li>Use marketing to raise brand awareness of the value of ITA credentials</li> <li>Strengthen the rigour of assessment used for credentialing</li> <li>Collaborate with Canadian Council of Directors of Apprenticeship on evolving a more robust occupational standards format for National Occupational Analyses</li> </ul>	<p><b>Aboriginal Initiatives</b></p> <ul style="list-style-type: none"> <li>Potential relevance/value of non-apprenticeship programs to Aboriginal participants will be evaluated as they are piloted</li> <li>Aboriginal Initiatives will increase the extent to which Aboriginal people are aware of, value and are well-equipped to pursue ITA credentials</li> <li>Delivery of innovative training programs (and related supports to overcome barriers faced by Aboriginal participants) will improve alignment of training system outcomes with BC's economic needs (e.g. increase in total credentials issued, improved skilled-labour availability in regions of major resource activity)</li> <li>Enhanced data collection and assessment capacities will enable specific trend-tracking re credentials issued to Aboriginal people</li> <li>Diverse marketing activities targeting Aboriginal audiences – emphasizing value of apprenticeship as career path, and importance of apprenticeship completion – will augment broader ITA brand marketing and recruitment efforts</li> </ul>
<p><b>Performance Measures</b></p> <ul style="list-style-type: none"> <li>Credentials issued</li> <li>ITA investment per credential issued</li> <li>Satisfaction with ITA credentials (employers, credential holders)</li> </ul>	



	<ul style="list-style-type: none"> <li>• Use of enhanced assessment (in place of sole reliance on multiple choice exams) will improve the accessibility and accuracy of assessment while maintaining program standards</li> <li>• Training programs and related supports will result in successful outcomes and satisfaction for Aboriginal participants post-certification, and on the part of their employers</li> </ul>
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**Goal:** Employment-based apprenticeship is viable, efficient and effective in producing credentialed workers

### Strategies

Strengthen alignment between employers and pre-apprenticeship and apprenticeship training programs

In collaboration with ITOs, continue fostering strong employer engagement, particularly with regard to sponsorship

Introduce continuous technical training improvement mechanisms such as common level exams

Attract and maintain targeted support for groups facing barriers to participation in apprenticeship, and continue to promote industry training among youth

### Performance Measures

- Total registered sponsors
- Sponsor value index
- Continuation from pre-apprenticeship to apprenticeship
- Capacity utilization

### Aboriginal Initiatives

- Aboriginal Initiatives will render employment-based apprenticeship a more accessible, viable and commonly followed career path for Aboriginal people living in all regions of the province
- Aboriginal Initiatives are being implemented within a framework that, as frequently as possible, involves outreach to and partnerships with employers/industry – thus ensuring alignment with workplace needs and fostering sponsorship availability
- Aboriginal Initiatives respond to and facilitate the expressed objective of many employers/industries to increase Aboriginal hiring
- Continuous improvement of technical training as a whole will be fully incorporated into all Aboriginal-specific training offerings
- Aboriginal Initiatives are a key component of ITA's broader strategy to address participation barriers faced by multiple groups, and often focus on youth participants (e.g. encouraging high school completion)
- Higher participation and workplace readiness on the part of Aboriginal participants are expected to contribute to increased sponsor participation – and perceptions of value associated with it – over time
- Many Aboriginal training deliveries to date have been at the pre-apprenticeship level, thus supporting and potentially informing system-wide efforts to increase continuation to apprenticeship
- Increased participation by Aboriginals over time may support efficient capacity utilization, particularly in more remote locations where demand for technical training is currently limited

ITA will continue to implement and refine its Aboriginal Initiatives so as to further reduce barriers to successful entry into and completion of trades training by Aboriginal people. Industry, training and service providers, and the Aboriginal community itself will all have a role to play – and Aboriginal families, communities and businesses may have the potential to have a particularly important impact going forward. Clearly, meaningful and enduring change requires all stakeholders to remain actively engaged.



### About the Report

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