



## Ministry of Advanced Education and Skills Training

### INDIGENOUS SKILLS TRAINING AND EDUCATION PROGRAMS OVERVIEW

The Ministry of Advanced Education, Skills and Training (AEST) delivers two programs that provide funding to Indigenous communities (First Nations, Métis and BC Association of Aboriginal Friendship Centres) to access skills training and post-secondary education leading to employment or self-employment.

#### Brief Program Description

| Program   | Type of Training  | Anticipated Outcomes   |
|---|---|--|
| 1. Aboriginal Community-Based Training Partnerships (ACBTP) | Post-secondary education, including Adult Basic Education, in Community that leads to a credential (certificate, degree, diploma, etc.) | Post secondary education leading to employment or further education and training                       |
| 2. Indigenous Skills Training Development Fund (ISTDF)      | Skills training to obtain transferrable skills that respond to labour needs and/or priorities identified by Community.                  | Moving along the employment continuum, employment, self-employment or further post-secondary education |

*REFER TO APPENDIX A FOR EXAMPLES OF THE TYPES OF SERVICES PROVIDED UNDER EACH PROGRAM*

The ACBTP and ISTDF share the following elements:

- Programming is delivered in Community and led by Community, with flexibility to meet the diverse needs of Communities;
- Encourages partnerships between Indigenous communities, Indigenous organizations including federal Indigenous Skills and Employment Training Services (ISETS) providers, post-secondary institutions, Aboriginal-controlled institutes, employers, unions and others involved in training and employment;
- Cultural elements are included in the training approach, such as Elder support and training in traditional knowledge; and
- Includes wraparound student supports, such as transportation, childcare, mentoring, and work experience.

While both programs support a learner’s journey from skills training and post-secondary education to employment and self-employment, the unique aspects of each program are as follows:

#### 1) Aboriginal Community-Based Training Partnerships program

- Focus on participants obtaining post-secondary education, leading to employment, self-employment, or further education



- Requires partnership with one or more public post-secondary institution - must result in recognized public post-secondary credentials (certificate, diploma, degree) or credits that are transferable to other post-secondary institutions, or that allow students to fulfill the pre-requisites towards completion of the adult graduation program (adult dogwood)

## **2) Indigenous Skills Training Development Fund**

- Focus on participants obtaining employment-related skills, occupational certificates and apprenticeships, leading to employment or self-employment or moving on to post-secondary education
- Participants acquire transferrable skills for employment, self-employment or further education.

## APPENDIX A SERVICES

| <b>Skills Training and Education:</b> training delivered to participants to obtain the skills necessary for employment or that will allow them to move on to further education and training.   |  |
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| Types of Service   | Examples   |
| Occupational skills training   | Delivered through public or private post-secondary institutions leading to certification or diploma with aim of obtaining employment for individuals. This includes individuals training while employed.   |
| Short-term training  | Short duration training certificates/courses (e.g. first aid certifications, food safety) needed to meet the specific job or industry requirements.  |
| Literacy, essential skills, language training and adult basic education  | Individuals receive training that focus on upskilling of literacy, essential skills and language training and are assisted to complete their high school diploma or high school equivalency. This category includes any literacy, essential skills, or language training conducted for pre-apprenticeship programs.  |
| Apprenticeship   | Apprentices are employed persons who are attached to an employer and registered with an apprenticeship agency. Apprentices are released by their employer in order to attend technical classroom training.   |
| Other  | Other skills development activities that are not identified in the other categories.   |
| <b>Employment Assistance Services:</b> A variety of services that support individuals as they prepare to enter or re-enter the workforce or assist them to find a better job. Examples include job search services, career counselling, and résumé writing assistance. |  |
| Types of Service   | Examples   |
| Pre-employment Services and Supports   | Soft skills training, including personal management skills, such as personal goal setting, time management, problem solving, decision making, communication, teamwork, ongoing learning, etc.  |
| Pre-employment assessment/ counselling/coaching  | <p>Assessments including:</p> <ul style="list-style-type: none"> <li>• intake assessments to determine participant eligibility and suitability, employment readiness, potential barriers to employment, and education training and education needs; and</li> <li>• personality, vocational and essential skills assessments.</li> </ul> <p>Employment or career counselling to help the participant to achieve their employment or career goals, including:</p> <ul style="list-style-type: none"> <li>• supporting participants with their training and education plan;</li> <li>• assisting in the exploration of specific opportunities in participant's local community;</li> <li>• mentoring and coaching; and</li> <li>• mental health, drug, and/or alcohol counselling.</li> </ul> |
| Job Search Assistance  | Job readiness skills such as job search, resume writing, and interview skills. These services are usually provided by employment service providers to prepare participants for entering the workforce.   |
| Indigenous cultural components   | Incorporation of unique Indigenous protocols/activities in the curriculum and programming. Includes culturally appropriate participant assessment and completion/recognition events.   |

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| <b>Participant Financial Supports:</b> financial supports and benefits for the participant to remove barriers to their participation in the project.     |   |
| Childcare  | Supports to care for a participant's child(ren) while they are attending training.  |
| Transportation   | Supports to enable the participant to travel to training, services, job interviews or employment, including bus passes.   |
| Other supports   | <p>Other supports provided to the participant can include:</p> <ul style="list-style-type: none"> <li>• Refreshments such as food or light meals provided during training or other services;</li> <li>• Disability supports provided to persons with disabilities to assist them in participating in training and other services, and in obtaining and maintaining employment. These can include financial supports deemed reasonable by the Community and specialized equipment;</li> <li>• Accommodations while attending training;</li> <li>• Accommodations for physical disabilities or similar needs while attending training;</li> <li>• Required equipment or work gear; and</li> <li>• Books, training software, examination sitting fees, printing of recognition certificates and other course related materials.</li> </ul> |
| <b>Employment Experience:</b> activities that provide the participant with opportunities to gain employment experience and support them post-employment. |   |
| Wage Subsidies   | Financial supports and benefits provided to the employer to cover a part of a participant's wage, as deemed reasonable by the Community. Supports are intended to assist a participant to obtain and maintain a job while in training.  |
| Direct supports to employers   | Includes supports provided to employers in hiring and supporting participants to maintain employment (e.g. developing training plans, providing adaptive equipment for the job, providing cultural awareness training for the workplace).   |
| Post job placement* supports   | Includes follow-up support to assist participants in maintaining employment, such as job coaching, post-employment counselling/coaching, and mentoring on the job.  |

\*Post-program supports for participants pursuing further education and training may be provided through Indigenous Services Canada (ISC) through the Post-Secondary Student Support Program (PSSSP) and University and College Entrance Preparation (UCEP) program. In addition, ISC may provide funding for participant supports for individuals who ordinarily reside on-reserve and are receiving income assistance to participate in ACBTP programming (<https://www.sac-isc.gc.ca>).