



aitt

**ABORIGINAL PEOPLE
IN TRADES TRAINING**

**Aboriginal Initiatives
Skills Training Plan
2015-18**

**Strategic Plan to support
Aboriginal People in the
skilled trades.**

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*Funding provided through the Canada-British Columbia
Labour Market Development Agreement.*

Aboriginal Initiatives Skills Training Plan 2015-18

Table of Contents

Executive Summary	iii
1 Introduction	1
2 Situational Context	4
3 Stakeholder Engagement	10
4 Aboriginal Skills Training Plan Summary	23
Appendix 1: Secondary Sources	27
Appendix 2: Aboriginal Advisory Council Attendees	28
Appendix 3: Stakeholder Interviews	30
Appendix 4: Aboriginal Apprentice Survey	31
Appendix 5: Sponsors of Aboriginal Apprentices Survey	36



Aboriginal Initiatives Skills Training Plan 2015-18

EXECUTIVE SUMMARY

Since its creation in 2007, the Industry Training Authority's (ITA) Aboriginal Initiatives has supported and promoted careers in the skilled trades for Aboriginal people across British Columbia. Through research and planning, Aboriginal Initiatives has focused on reducing barriers for Aboriginal people to enter and succeed in the trades training system by working with the full range of stakeholders and support agencies.

As the B.C. Crown agency responsible for the apprenticeship system, ITA created Aboriginal Initiatives to address barriers for Aboriginal people and to increase the numbers of Aboriginal people in the trades. Through the efforts of research, planning, comprehensive stakeholder engagement, communications, and targeted services, the numbers and proportions of Aboriginal people taking trades training in B.C. has doubled.

This *Aboriginal Initiatives Skills Training Plan 2015-18* focuses on two main areas of activities - building relationships and providing targeted services. The plan builds upon two previous research reports, as well as the business plans of 2008 and 2012. The 2008 business plan focused on developing broad awareness of the trades in the Aboriginal community, while the 2012 business plan focused on program delivery with key partners.

This plan also includes the priorities and directions from key B.C. Government documents being the *B.C. Skills for Jobs Blueprint*, as well as the *McDonald Report*, the *ITA Service Plan*, and the *ITA LNG Action Plan*.

The framework of this *Aboriginal Initiatives Skills Training Plan* is based on the two main functions of ITA Aboriginal Initiatives – Relationships and Services – and three sets of main activities under each totaling six. ITA Aboriginal Initiatives stakeholders provided input on these activities; these stakeholders included representatives from First Nations, Aboriginal service agencies, employers, industry associations, labour, training providers, and government. Altogether, input was gathered from 228 people through interviews of selected stakeholders, a survey of Aboriginal apprentices, a survey of employers of Aboriginal apprentices, and a focus group with the ITA Aboriginal Advisory Council (AAC) which included representatives from key stakeholder groups.

The Relationships and Services functions along with their corresponding activities are presented in the following tables. Each activity includes key points of action recommended by stakeholders. These activities provide direction for ITA Aboriginal Initiatives for 2015-18 to support the various communities, agencies, and other organizations that assist Aboriginal people in the trades. Aboriginal Initiatives has always been focused on building the capacity of the supporting organizations in the system, and those that deal directly with Aboriginal apprentices.

Relationships

1. Build Awareness in the • Aboriginal Community

- Implement communications and promotional activities that target Aboriginal people, youth, communities, agencies, sponsors, training providers and employers
 - Focus on relationships with employers, including: project owners, project managers, contractors, sub-contractors
 - Reach out to youth through Aboriginal friendship centres and other partners
 - Promote essential skills and other assessments
 - Communicate support programs and services to employers and apprentices
 - Raise awareness of issues such as drivers licenses, camp life, and workplace expectations
- Assist ITA Communications Branch with AITT communications (e.g., rebranding of AITT and social media)

Performance Measure

- Increased awareness of apprenticeship requirements and process amongst Aboriginal people and service agencies

2. Strengthen Connections with the Aboriginal Community, Industry and the Province

- Continue to engage the Aboriginal Advisory Council
 - Address key issues such as relationship with employers, outreach to youth, LNG and other major projects like the E-CCW program
- Leverage/Collaborate related initiatives across B.C. Ministries
 - Related programs like youth, youth in care, school systems
- Build alliances to promote or implement Aboriginal Initiatives
 - Partners in Trades 2015 and follow-up to foster partnerships
 - Facilitate meetings with Aboriginal communities, industry and training providers
- Support related industry/community strategies
 - Seek opportunities to partner with industry, such as the LNG Alliance
 - Reach out to under-represented regions and service agencies

Performance Measure

- Increased relationships amongst partners to deliver trades services to Aboriginal people

3. Build and Maintain Internal Connections	<ul style="list-style-type: none"> • Increase inter-connections with other ITA Directors and initiatives <ul style="list-style-type: none"> ◦ Support Apprenticeship Advisors, and Aboriginal subject matter experts • Increase understanding of Aboriginal issues within the ITA by ensuring they are provided opportunities to learn of First Nations, Aboriginal peoples and their cultures through activities such as cross-cultural awareness training and National Aboriginal Day
Performance Measure	<ul style="list-style-type: none"> • Increased understanding of Aboriginal issues amongst ITA staff

Services

4. Enhance the Effectiveness of the ITA Aboriginal Initiatives Canada Jobs Fund (CJF) Programs	<ul style="list-style-type: none"> • Oversee and manage CJF procurement, budget, contracts and projects <ul style="list-style-type: none"> ◦ Delivery in Aboriginal communities ◦ Utilize Aboriginal agencies as partners • Introduce labour market information, youth, employers and community partnerships as measures and priorities
Performance Measure	<ul style="list-style-type: none"> • Increased effectiveness of ITA CJF funded programs

5. Build and Implement the Enhanced Construction Craft Workers Program (E-CCW)	<ul style="list-style-type: none"> • Establish steering committee to advise on the development and implementation of the program <ul style="list-style-type: none"> ◦ Include Aboriginal service agencies and employers • Develop program model that meets the learning needs of Aboriginal people <ul style="list-style-type: none"> ◦ Include the expertise of existing service providers ◦ Include labour market attachment • Deliver pilot of the E-CCW program in 2015
Performance Measure	<ul style="list-style-type: none"> • E-CCW program available to Aboriginal people

6. Enhance Data Collection of Aboriginal Apprentices	<ul style="list-style-type: none"> • ITA to maintain information on how many Aboriginal people achieve Red Seal <ul style="list-style-type: none"> ◦ Include data on levels within the trade and Certificate of Qualifications • Introduce metrics on the number of Aboriginal apprentices and tradespersons <ul style="list-style-type: none"> ◦ Track sponsors, particularly Aboriginal agencies • ITA data to include Aboriginal sub-categories <ul style="list-style-type: none"> ◦ Labour market outcomes
Performance Measure	<ul style="list-style-type: none"> • ITA data includes Aboriginal apprentices



Aboriginal Initiatives Skills Training Plan 2015-18

1 INTRODUCTION

1.1 Aboriginal Skills Training Plan

The Industry Training Authority's (ITA) Aboriginal Initiatives was created to address the employment needs of Aboriginal people and the demands of B.C. employers for skilled and capable tradespersons.

Since its inception in 2007, ITA Aboriginal Initiatives has been guided by a combination of research and direction from key stakeholders including: First Nations, employers, training providers, Aboriginal employment service agencies, labour, government, and Aboriginal apprentices.

This *Aboriginal Initiatives Skills Training Plan 2015-18*, updates two previous business plans, as well as the B.C. Government corporate direction and ITA's own strategic direction with input from stakeholders.

Since inception, ITA Aboriginal Initiatives has enjoyed considerable success building strong working relationships with its key stakeholders, including the provision of information, funded programs, and joint initiatives all designed to build capacity within the system. The Aboriginal Initiatives have supported Aboriginal people to make informed career choices and to address barriers to entry, training, employment and retention. Since 2007, the number of Aboriginal people taking trades training has doubled; Aboriginal Initiatives is committed to continuing to support this level of excellence.

1.2 The Purpose

The *Aboriginal Initiatives Skills Training Plan 2015-18* will build upon the two previous strategic documents (2009 and 2012), and apply a more focused lens through the *B.C. Skills for Jobs Blueprint*, as the master framework for the provincial context. The diagram below illustrates the strategic drivers for this plan.

Figure 1: Aboriginal Initiatives Strategic Drivers



Within this strategic framework, this *Aboriginal Initiatives Skills Training Plan 2015-18* focuses on the activities listed in **Figure 2**, and are built on input and direction from a variety of stakeholders who set the broader context for the activities. These six activities are presented under two headings - 1) Relationships, and 2) Services - and total six activity groupings.

Figure 2: Aboriginal Initiatives Strategic Framework



1.3 Research and Consultation Methods

The framework for this *Aboriginal Skills Training Plan* was developed by linking previous ITA Aboriginal Initiatives research and strategy documents, the B.C. Government and ITA priorities and action plans. This framework shapes the strategic directions which align the actions with the related priorities.

Appendix 1 provides a list of the various reports and strategies reviewed for this plan.

Following this review, the framework was expanded into questions and discussion points for the various stakeholder groups of ITA Aboriginal Initiatives composed of:

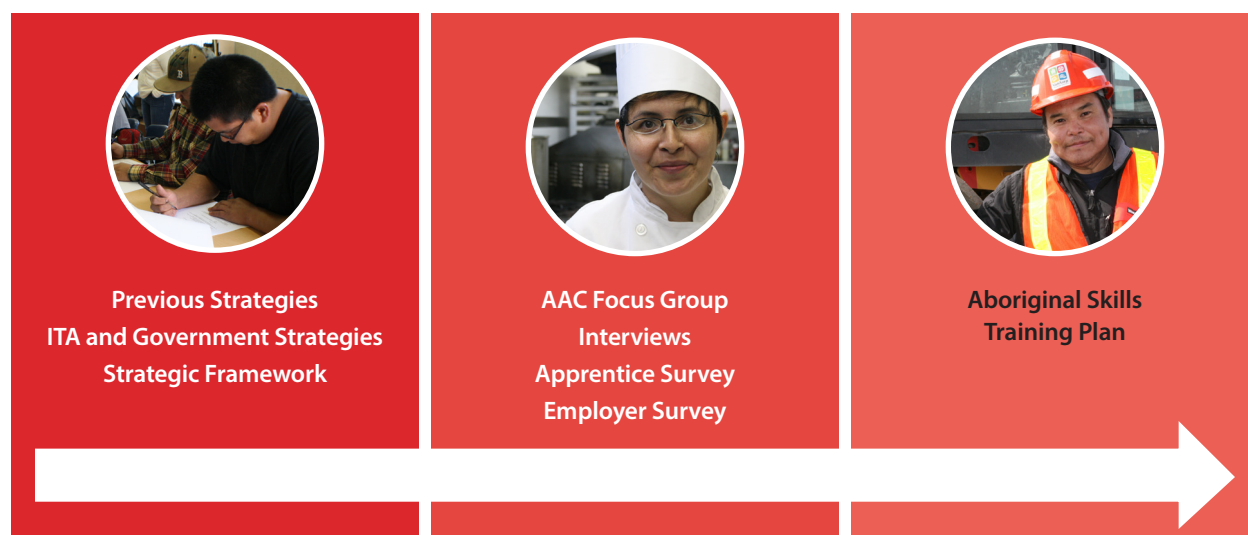
- First Nations
- Aboriginal employment and training service agencies

- Training providers
- Industry associations
- Employers
- Aboriginal apprentices

The opinions and advice of these stakeholder groups were collected through four methods. In total 228 people provided input on this plan.

1. **Focus Group** - with the ITA Aboriginal Advisory Council held May 8, 2015, in Prince George, which was facilitated and recorded by Michael Izen and Beverley O'Neil. There were 16 participants as listed in **Appendix 2**.
2. **Interviews** - with key selected stakeholders - 17 structured in-person and telephone interviews conducted from May to June 2015 (see **Appendix 3** for the list of interview subjects).

Figure 3: Strategy Development Flow Chart



3. **Survey of Aboriginal identified registered apprentices** - as self-identified in the ITA Direct Access database. The survey was conducted in May 2015, and received 146 responses, well above the target of 100 responses.
4. **Survey of employers of apprentices** - within the ITA Direct Access database. The survey was conducted in May 2015, and received 49 responses, almost hitting the target of 50 responses.

The **Figure 3** is a graphic representation of the flow of research to develop this *Aboriginal Initiatives Skills Training Plan 2015-18*.

2 SITUATIONAL CONTEXT

2.1 Background

Labour market projections of the B.C. workforce identify significant employment opportunities in the skilled trades due to the impending retirements of older workers, as well as new opportunities generated from current and proposed projects. In particular, there are several major development projects around the growing liquefied natural gas (LNG) industry involving pipelines and marine terminals across northern B.C. These major projects provide numerous employment opportunities for local workers, including the Aboriginal workforce in the province.

The 2011 Census showed there are 1.4 million people with Aboriginal identity in Canada, including 232,290 in B.C.¹ The B.C. Aboriginal population represents about 16.6% (one-sixth) of the total Aboriginal population in Canada, and about 5.4% of the total population of B.C.

Aboriginal people are well suited to access many of these employment opportunities for two key reasons:

1. **Young Population** – The median age of the B.C. population is 42 years old, while the median age

of the Aboriginal population in B.C. is 28 years old. The Aboriginal population across B.C. and across Canada is younger and faster growing than the general population. As such, Aboriginal youth are a key source of potential skilled labour for the trades, as ageing tradespersons are retiring in large numbers.

2. **Location** – Unlike the general population of B.C. of which over 60% are located in the Lower Mainland, almost 70% of the B.C. Aboriginal population reside outside the Lower Mainland. The Aboriginal population tends to be more rural, and located near many of the proposed major projects, particularly in resource development.

To meet the needs of the overall B.C. workforce, the B.C. Government commissioned several research reports and strategies to identify employment opportunities and develop clear strategic pathways to best capitalize upon those opportunities. These strategic documents are presented in the following sections, with relevant highlights identified.

There are 232,290 Aboriginal people in B.C., of which the average age is 28 years old.

1 - 2011 Census www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-011-x/2011001/tbl/tbl02-eng.cfm

2.2 B.C. Government Corporate Strategies

Over the last two years, the B.C. Government has engaged significant research on the needs of the labour market through WorkBC materials and with sector specific research, a corporate plan, and various Ministry plans.

2.2.1 Labour Market Forecasts

In 2014, the B.C. Government released the *British Columbia LNG Workforce Occupations Forecast*², identifying the need for thousands of workers on the proposed LNG projects alone, as well as other major projects approved and pending. The report identified the top ten occupations in demand, of which eight are ITA designated trades.

1. Construction trades helpers and labourers*
2. Steamfitters, pipefitters and sprinkler system installers*
3. Welders and related machine operators*
4. Concrete finishers*
5. Transport truck drivers
6. Carpenters*
7. Heavy equipment operators (except crane)*
8. Gas fitters*



9. Purchasing agents and officers

10. Crane operators*

**ITA designated trade*

2.2.2 Strategy

Based on the results of the WorkBC projections, and the LNG report, the B.C. Government developed the *B.C.'s Skills for Jobs Blueprint: Re-Engineering Education and Training*³ to direct the government actions across Ministries in a coordinated fashion. The Blueprint contained a number of areas influencing Aboriginal Initiatives. **Figure 4** presents the related selected highlights of the *Blueprint 1-Year Update*, which are strategic drivers of this plan.

2 - British Columbia LNG Workforce Occupations Forecast www.workbc.ca/WorkBC/media/WorkBC/Documents/Docs/KPMG-LNG-Forecast.pdf

3 - www.workbc.ca/WorkBC/media/WorkBC/Documents/BC_Blueprint_1yrUpdate_8-5x14_v04.pdf

Figure 4: Strategic Drivers – Selected Highlights of B.C. Skills for Jobs Blueprint

1. A head-start to hands-on learning in our schools	2. A shift in education and training to better match with jobs in demand	3. A stronger partnership with industry and labour to deliver training and apprenticeships
<p>Youth programs</p> <ul style="list-style-type: none"> • 5,000 spaces, extra recruitment and enrollment, Aboriginal outreach <p>Expand WorkBC.ca</p> <ul style="list-style-type: none"> • Expand web tools and resources to help youth find work <p>Reform Grade 10-12 high school graduation</p> <ul style="list-style-type: none"> • Personalized graduation plan 	<p>Operating grants</p> <ul style="list-style-type: none"> • Student aid grants (\$40M) to support students to study for jobs our economy needs <p>Trades training seats</p> <ul style="list-style-type: none"> • \$6.8M for critical trades seats <p>Programs for persons with disabilities</p> <ul style="list-style-type: none"> • \$1.5M to support people with disabilities to access technical and trades training <p>Labour market programs for youth</p> <ul style="list-style-type: none"> • \$4.35M for BladeRunners <p>Engaging Aboriginal youth</p> <ul style="list-style-type: none"> • \$1M for Aboriginal Training for Employment Program • \$30M to support community-driven training for LNG • Engage Aboriginal people in LNG opportunities 	<p>Better data</p> <ul style="list-style-type: none"> • Easy to access info about which jobs will be in demand <p>Refocus the ITA</p> <ul style="list-style-type: none"> • \$3.7M Learner Demand Fund <p>Employer sponsors</p> <ul style="list-style-type: none"> • ITA to hire 15 Apprenticeship Advisors • ITA to hire 5 Aboriginal Advisors with Aboriginal subject matter expertise • Apprenticeship Job Match tool <p>Invest in Canada Job Grant</p> <ul style="list-style-type: none"> • Maximizing employer investments up to \$19M

2.2.3 Advanced Education

Another document of importance to Aboriginal peoples' involvement in the trades is the *B.C. Ministry of Advanced Education's strategy the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan 2020 – Vision for the Future*⁴. This document outlines several key related actions that influence Aboriginal Initiatives:

- Community-based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutes and communities.
- Financial barriers to accessing and completing post secondary education and training are reduced for Aboriginal learners.

2.3 ITA Strategies

In efforts to revitalize and refocus ITA, the B.C. Government instituted a review and update of the ITA mandate. The result of the *McDonald Report*⁵ provided the ITA with a new Board structure and direction to align priorities with the large labour market issues. The *ITA Service Plan 2015-16 to 2017-18* requires ITA to undertake key actions that directly affect Aboriginal people in B.C. As well, the *Action*

4 - Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan 2020 – Vision for the Future www.aved.gov.bc.ca/aboriginal/docs/Aboriginal_Action_Plan.pdf

5 - The Industry Training Authority and Trades Training in B.C.: Recalibrating for High Performance (McDonald Report) www.jtst.gov.bc.ca/ITA_Review/docs/ITA_Review_Final_Report.pdf

*Plan for LNG Trades Training*⁶ recommends the development of a specialized Construction Craft Worker Foundation Program targeted at First Nations' individuals that integrates essential skills and cross-cultural components.

2.3.1 ITA Service Plan

ITA's accountabilities are defined in Part 3 of the *Industry Training Authority Act*, and are elaborated on each year through a Government's *Mandate Letter*. This service plan reflects the direction provided by ITA's *2015/16 Mandate Letter* and complies with the government's *Taxpayer Accountability Principles*. The plan is also significantly shaped by the findings and recommendations of the *2014 McDonald Report* and *B.C.'s Skills for Jobs Blueprint*, which has resulted in the realignment of the ITA strategic framework.

2.3.2 Operating Environment

ITA has a new agenda to:

- efficiently and effectively deploy training investments that will optimize British Columbia's skilled trades labour force; and
- ensure that we have the skills that best align with current and projected needs to sustain and grow our economy.

6 - Action Plan for LNG Trades Training www.itabc.ca/sites/default/files/docs/Trades-Training/ITA_LNG%20Action%20Plan_Sept10.pdf

To succeed, ITA must draw on the best possible labour market information, make evidence-based decisions, and work closely with industry (employers, industry leaders and labour), government and the training community.

2.3.3 Labour Market Opportunity

The timing and number of LNG initiatives to anticipated to proceed will significantly impact an already tight labour market situation in many high-demand trades. Other large projects coming on stream in the near term will also boost demand for skilled trades. The availability of high quality labour market data on actual and forecasted employment in the trades is crucial to investment decisions for training and for capital investment projects. In order to make informed decisions, Sector Advisory Groups will provide input to government and ITA on economic trends, labour market data and training innovation needed.

To secure future project investments, employers need heightened confidence that B.C. is home to a robust, well-educated and trained workforce. Aligning training investment decisions with priorities defined by the Labour Market Priority Board and leveraging the harmonization initiatives to help reduce barriers to training mobility in Canada will ensure we have the right people with the right skills at the right time.⁷

7 - ITA Service Plan 2015-16 to 2017-18 www.itabc.ca/sites/default/files/docs/about-ita/corporate-reports/ITA%202015-16%20Service%20Plan%20FINAL%20%28Feb%203%29.pdf

2.4 Aboriginal Initiatives Reports and Strategies

In 2008, ITA commissioned research on the state of Aboriginal apprenticeship in B.C. This led to the creation of an Aboriginal Advisory Council (AAC) composed of key industry leaders to provide advice on ITA activities for Aboriginal people.

In 2009, the first Aboriginal Initiatives Business Plan was developed with the AAC who provided the framework for all subsequent activities. The focus of the *2009 Business Plan* was to build awareness of the trades training and apprenticeship system within the Aboriginal community in B.C., with a focus on the network of Aboriginal service agencies.

In 2012, further research⁸ was commissioned to identify barriers to apprenticeship for Aboriginal people, resulting in the ITA Aboriginal Initiatives Strategic Plan updated accordingly in the *Aboriginal Initiatives Three Year Strategic Review*⁹.

Then in 2014, Aboriginal Initiatives conducted a review of the Labour Market Agreement funded programs which resulted in a *Guide to Best Practices*¹⁰ for future programming.

8 - www.itabc.ca/sites/default/files/docs/info/REPORT-ITA%20Ab%20Init%20Research%20MNP%202012_v1.pdf

9 - www.itabc.ca/sites/default/files/docs/discover/REPORT-ITA%20Aboriginal%20Initiatives%20Three%20Year%20Review%20and%20Future%20Direction.pdf

10 - www.itabc.ca/managing-apprentices/bestpractices-guide#AITT

Figure 5: Aboriginal People Taking Trades Training 2006/07 - 2014/15

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Aboriginal Apprentices	609	876	1,172	1,415	1,275	1,240	1,120	1,215	1,260
Total Enrollment	11,289	13,777	15,265	15,455	14,040	12,625	12,280	12,695	12,960
Aboriginal Students as % of Students	5.4%	6.4%	7.7%	9.2%	9.1%	9.9%	9.2%	9.7%	9.8%

**This data reflects the number of people taking trades training at public post-secondary institutions in B.C.*

The 2012 Business Plan focused on building and enhancing program delivery, specifically the ITA Aboriginal Initiatives programs funded through the *Canada-BC Labour Market Agreement*.

The actions conducted by Aboriginal Initiatives based on planning activities have allowed Aboriginal Initiatives to remain focused and active. As a result, various stakeholders, including First Nations, Aboriginal service agencies, employers, labour, and training providers, are better informed and more capable of delivering service to support Aboriginal people in the trades.

The number and proportion of Aboriginal people taking trades training at public post-secondary institutions is the best measure of success over time. In 2006, just over 600 Aboriginal people were registered in trades training representing 5.4% of the total enrollment; this is about the same proportion of Aboriginal people in the B.C. population. Within a few years of the implementation of the

Aboriginal Initiatives strategies, both total Aboriginal enrollment, and the proportional enrollment rose significantly to 1,260 Aboriginal people in 2014/15, almost 10% of the total enrollment (see **Figure 5**).

3 STAKEHOLDER ENGAGEMENT

Utilizing the framework of the *Aboriginal Initiatives Departmental Plan*, consultations with different Aboriginal Initiatives stakeholders were conducted using three methods:

1. Focus Group of the ITA Aboriginal Advisory Council
2. Interview of key selected stakeholders
3. Surveys of Aboriginal Apprentices and Employers of Aboriginal apprentices

The following summarizes the results from each of these methods.

3.1 Aboriginal Advisory Council

On May 7 and 8, 2015, the ITA Aboriginal Advisory Council (AAC) held a focus group as part of its two-day meeting in Prince George. The focus group invited comments on aspects related to the *Aboriginal Initiatives Departmental Plan*. A list of the focus group participants and questions asked are provided in **Appendix 2**. The discussion covered ideas of how to:

- Build awareness in the Aboriginal community
- Connect with the Aboriginal community, industry and Province
- Develop internal connections further



- Improve the effectiveness of Canada Jobs Fund and Funded Programs
- Identify target numbers of Aboriginal Apprentices

Building Awareness

Essential to building awareness of the skilled trades to Aboriginal people and within the Aboriginal community is to provide information on the trades such as employer expectations and trades opportunities. Types of information to be provided is:

- Pathways towards certification in the trades
- Pre-requisites to entering the trades
- Career choices of the 100+ skilled trades
- Benefits of being in the trades

- How trades compare to other occupations - e.g., the time spent in the trades is the same as a Bachelor of Arts (BA), trades is equivalent to a post-secondary education
- Trades work environment - life of a tradesperson, mobility requirements, working and living in a camp, how long it takes to complete a trade (can take up to seven years)
- Employer expectations - want more than skills, they want the right attitude, punctuality, and cooperation
- Achievements of Aboriginal peoples in the trades - the number of Aboriginal people, economic contributions, benefits of Aboriginal trades persons in different industries and Province
- Examples of how different industries employ Aboriginal people, and in what occupations
- Funding options for apprentices and sponsors
- External supports available, such as Aboriginal Skills Employment Training (ASET) organizations and ITA Apprenticeship Advisors
- Increase visibility of employers (who have active strategies) on the ITA website

This information should be provided to target groups through a variety of methods - media, print, word of mouth. Recommendations on types of media include through television commercials, publicity, print and social media. Specific suggestions for utilizing social media is to increase Aboriginal presence on the ITA website, create an Aboriginal trades Facebook page,

develop a portal to share what is going on, and create podcasts of Aboriginal people in the trades.

Fundamental to building awareness is to ensure influential groups have relevant information on the skilled trades to provide to Aboriginal people and stakeholder groups. These groups include Aboriginal communities, employers, educators, industries, organizations and unions. For youth, increasing awareness of trades as a viable career choice must first be understood by high school teachers and counsellors. As for employers, education institutions, organizations and unions, they need to know reasons for engaging Aboriginal people in the trades; this may be done through providing information on Best Practices in Aboriginal Apprenticeships that has examples of various industries and occupations. In addition, it was recommended a computer application (App) be developed that promotes how to enter the trades for potential apprentices.

Messages need to reach many different age groups, especially youth when they are exploring career options and prior to the critical periods of when these decisions of school course selection are made.

Since 2007, the numbers of Aboriginal people taking trades training has doubled.

Specific to engaging with Aboriginal youth, activities suggested were to start connecting with them when they are young and provide counselling on course selections to ensure they have the proper pre-requisites to enter the trades. ITA must also be present at events where Aboriginal youth gather, for example the BC Association of Friendship Centers (BCAFC) annual *Gathering Our Voices Youth Conference*, and provide opportunities for youth to be introduced to the trades through activities such as site tours.

Another means for reaching Aboriginal people is through continued engagement by the ITA Apprenticeship Advisors (established by the ITA in 2014). These Advisors play a significant role in developing awareness of the trades to the general community and employers, and specifically to supporting Aboriginal people to enter the trades. They also can influence employers, industry and programs to include Aboriginal people. Information on and how to connect with Aboriginal people needs to be provided to the Apprenticeship Advisors.

Connections

Generating awareness of skilled trades careers to Aboriginal people and creating an environment where Aboriginal people have the greatest possibility of succeeding in the trades, requires connecting with representatives in the Aboriginal community, industry, employers, trainers/educators, and the Province. The level and type of connection and information needed with each groups varies.

Aboriginal communities require knowledge of the benefits of the trades, requirements to enter, type of opportunities, as well as support and services available. The primary information needed by industry, unions and employers is how to find interested and ready Aboriginal people.

One such alliance that has supported awareness building, shared best practices and promoted alliances is the jointly coordinated ITA Aboriginal Initiatives and construction trades unions *Partners In Trades forum*. Held annually in the fall, this event brings together over 100 leaders from construction trades unions, Aboriginal employment organizations and First Nations to explore ways to increase Aboriginal participation in the trades and build the essential connections needed to make this happen. The AAC recommended that having more provincial and union head office representatives, along with local union sectors in attendance could strengthen the event's outcome.

Further development of alliances and connections can boost these successes further. For example,

- Joint planning of trades training strategies for Aboriginal people between the Province, ITA and the Aboriginal Skills Employment Training organizations
- Working with established Aboriginal youth initiatives to capture the needs of youth around skilled trades, such as the BC Association of Friendship Centres *Gathering Our Voices*

Aboriginal Youth Conference and their Provincial Aboriginal Youth Council

- Focus on building connections with local education institutions and trainers
- Engage employers, making them aware of Aboriginal people and initiatives in the skilled trades, and linking with middle management who are often key to trades employment decision-making

In addition to the typical employment, training and community connections, in the Aboriginal community linkages with the Foster Care community too must be made. In B.C., an estimated 7,000 kids are in foster care of which 55% are Aboriginal. Add to this, that each year 700 kids ‘age out’ of the system with nearly half of them becoming social assistance recipients within a few months of their 19th birthday.¹¹

Internal Relations

ITA’s Aboriginal Initiatives department *Aboriginal Initiatives Trades Training* (AITT) is one of many programs administered by the ITA, in addition to two other targeted trades training program - *Women In Trades Training* (WITT) and *Immigrants In Trades Training* (ITT).

ITA actions and priorities should focus on supporting industry and community to attract, retain and

advance Aboriginal people in the trades. To do this, ITA programs and staff need to be knowledgeable of existing programs and support services that exist in the Aboriginal community, and as possible, seek ways to work with these.

There have been activities to further engage ITA Board, management and leaders to increase their awareness and understanding of Aboriginal people. ITA Aboriginal Initiatives has provided Aboriginal Awareness training, hosted an annual National Aboriginal Day ITA event which provides information on Aboriginal people, hired six Aboriginal subject-matter experts as part of the 15-person Apprenticeship Advisors team, and incorporated Aboriginal stories in ITA external communications.

In addition to these activities, the AAC recommended that field trips to Aboriginal initiatives be hosted, and acknowledged the importance of continuing to provide opportunities for ITA staff to increase their awareness, understanding and connections with the Aboriginal community. AAC recognized the value of the bi-annual First Nations training to educate ITA field staff of common values and beliefs of different First Nations (e.g., importance of cultural activities, family and ceremony, governance structures, language). They also suggested that as possible, ITA staff be invited to Aboriginal events, and staff capture testimonies of best practices related to Aboriginal tradespeople.

11 - www.vancouversun.com/health/Some+facts+about+foster+care/9532914/story.html

Funded Programs

The Canada Jobs Fund and other programs have been critical to providing trades programs for Aboriginal people. The success of the funded programs have been dependent on the readiness of the clients selected; however, with such high requirements to be 'ready' to enter a skilled trades program, Aboriginal people who have multi-barriers to employment are left out of participating. This group are often unemployed and may have additional developmental needs before they are ready to take training or participate in employment. Alterations are needed to programs that fund Aboriginal training. Funded programs could be staged or have steps that slowly introduce multi-barrier Aboriginal participants to training while fostering good work habits. Other elements training programs should have are:

- Jobs as part of the training program and as a required component to project funding
- Training of transferrable skills
- Continual intakes - regularly offering new classes (e.g., monthly intakes)
- Instructors that are qualified and consistent

Funding program application periods also require adjustments. Program applicants require sufficient lead time from the point of program approval to the final reporting deadline, so program hosts has adequate lead time to properly screen program participants, and prepare them for the program.

In addition to selecting, preparing and supporting participants for success, there needs to be sufficient time to organize the program's instructors and arrange employers.

Number of Aboriginal Apprentices

Consistent with the primary goal of increasing the number of Aboriginal apprentices, data should be collected that measures the progress towards achieving this goal. Information recommended to be gathered was:

- Retention - how many continue to other trade levels, to completion and onto other trades
- Apprentice's employment status
- Number of Aboriginal people returning to the skilled trades
- Wages
- Partnerships of organizations that facilitate Aboriginal people's participation in the trades
- Good news stories - changes to life, connections made

One method recommended to aid in collection of information from Aboriginal participants in trades training programs is incorporation of a standard survey into program funding reporting requirements that captures participant comments and satisfaction levels.



3.2 Interviews with Selected Stakeholders

Part of collecting input into the development of this plan was to contact select and influential stakeholders throughout the province from the Aboriginal community, industry, training, unions and ITA. Seventeen people were interviewed to provide comments on the same topics as the AAC focus group - building awareness, connecting with the Aboriginal community, employers, industry, unions and trainers, internal ITA relations, funding programs, and key performance indicator numbers. In addition to these topics, interviewees were asked to provide comments on how to ensure the new Enhanced Construction Craft Worker (E-CCW) program meets the needs of Aboriginal people.

Below is a summary of the comments received on these subjects. A list of the interviewees is provided in **Appendix 3**.

Building Awareness

Interviews on building awareness focused on two things: 1) for Aboriginal people - how to increase the awareness of skilled trades; and 2) for employers - how to build awareness of the benefits of employing Aboriginal people and how to connect with them to the Aboriginal community.

Aboriginal People

Reaching Aboriginal people interested in the trades can be difficult. Working with First Nations is an important step, but there are still gatekeepers who can hinder or help reach Aboriginal people who could become Red Seal tradespeople. Suggestions for connecting with Aboriginal people are listed below.

- First Nations do not usually have the data on the skills and aspirations of community members. Assistance with building this database is needed.
- There are many community leaders and people involved in helping Aboriginal people enter the skilled trades. Collaboration is needed with the key individuals and organizations who are the 'right people' and / or can connect others with the 'right people'.
- Like any young person, reaching Aboriginal youth means utilizing social media. Many

Aboriginal communities also now frequently use it to communicate with their membership. Greater promotion of skilled trades - e.g., opportunities, training, support, success stories, and best practices - is needed through social media.

- An increased presence of trades in Aboriginal communities is needed. This could be done through direct trades development activities - e.g., recruit, screen, train, employ Aboriginal people.

Employers

Increasing awareness of the benefits of employing Aboriginal people is a primary goal of reaching out to employers. Comments on how to accomplish this were:

- Increase efforts building relationships with employers and finding out what they need. Apprentices spend 10 of 12 months with employers - on the work site is where most of the training takes place, not in the classroom.
- Build relationships with First Nations and their development corporations as they are major employers of apprentices in the Aboriginal community.
- Understand that many training providers are not connected to jobs, as their priority is training and the student.

Connections

Stakeholders interviewed recommended connections be established with:

- **Unions** - who provide training which can lead to employment, as well, some sponsor apprentices.
- **Employers, project owners, contractors, sub-contractors, and suppliers** - who sponsor apprentices, provide employment, and can refer or link the aspiring apprentice to their next employer.
- **Aboriginal Skills Employment Training (ASET) agencies** - these organizations support Aboriginal people with becoming job-ready through training and employment counselling and financial support. For employers, they provide assistance with identifying Aboriginal candidates, and as needed, employer subsidies. ASETS represent their First Nation members; however, not all First Nations are associated with an ASET.
- **LNG Alliance** - represents one of the fastest growing industries in British Columbia, and will create thousands of new jobs.
- **Partners In Trades Forum** - has been effective in introducing Aboriginal employment representatives to union construction trade leaders; however, future events need to focus on ways to build stronger relationships.

Internal Relations

Remarks on the role ITA plays in increasing the number of Aboriginal people in the trades began with acknowledging that some Aboriginal people are leery of government offices. Understanding this, actions the ITA can take are:

- Reach out to Aboriginal communities, build trust, put people at ease
- Be aware of First Nations protocols, strengths and weaknesses
- Explain requirements, preferences, and expectations of the skilled trades
- Work with Skills Canada and Buildforce to distribute labour market information

Funded Programs

Aboriginal trades training programs and participants often rely on program funding. The Aboriginal community has proven capable of delivering program funding. For example, ASETs presently deliver program funding for training and employment of Aboriginal people, trainers and employers. Suggestions for improving the effectiveness of funded programs are:

- Deliver programs in and by Aboriginal communities
- Package programming by requiring the unity of needed partners
- Track training program completions and the number of people who secured jobs

- Allow for upgrading as part of the training, rather than a requirement to qualify for training

Number of Aboriginal Apprentices

One of ITA's functions is tracking each person participating in the apprenticeship system, and those who have completed. This system should collect more information on Aboriginal apprentices and certified tradespeople. Recommended metrics for analysis are:

- Number of Aboriginal people completing training at each level
- Number of Aboriginal people achieving Red Seal or Certificate of Qualification
- Types of skills and trades developed
- Number of Aboriginal trained tradespeople who are working, and whether they are working directly or indirectly in the trade they trained for
- Type of Job – related and unrelated to trades

Enhanced Construction Craft Worker (E-CCW)

Comments received through the interviews were also used to inform the development of the E-CCW model, as a separate but concurrent process. Advice on the program development was:

- Ensure the 'Aboriginal' program is perceived as being equal to the standard CCW program
- Provide upgrading to prepare participants for the program
- Establish direct links to employment

Figure 6: In what region of B.C. do you live?

Region	Percentage	Count
Lower Mainland/Southwest	34.0%	51
Vancouver Island/Coast	8.7%	13
Thompson-Okanagan	18.7%	28
Kootenay	3.3%	5
Cariboo	8.0%	12
North Coast	14.0%	21
Nechako	2.7%	4
Northeast	10.7%	16
Total Responses		150

- Include in the curriculum information on camp life and soft skills like attitude, work ethic, expectations
- Provide mentorship as a training component
- Deliver programs in Aboriginal communities, rather than a centralized urban location
- Consider applying the training format to other skilled trades training

3.3 Survey of Aboriginal Apprentices

The third research method used for the strategy was surveying. Participants included self-identified Aboriginal apprentices and employer's who sponsor Aboriginal apprentices.

The Aboriginal apprentice survey was emailed to all apprentices with Aboriginal identity registered with ITA through their direct access system. The survey was

distributed on Friday, May 29, and closed one week later on June 5, 2015. Respondents were enticed with the chance to win a gift card whereby the winner was selected through a random draw. The survey goal was to have 100 completed surveys. At survey closing, 173 people responded, of which 146 surveys were completed; this was well above the target goal.

The Aboriginal apprentice survey asked 21 questions about the respondent's employment and training experiences, and questions about training and support gaps (see **Appendix 4** for the survey questionnaire).

The majority of respondents (82% or 124/146) currently live off-reserve, and in urban centres or communities larger than 10,000 people (65% or 98/146). Survey respondents hailed from all areas of the province, as illustrated in the **Figure 6**.



Most survey respondents (75%) were employed. Of those, 83% were employed in a job related to their trades training. Of the survey respondents who were working but not in a job related to their trades training, they reported that this was because they were unable to find a job (32%), they had inadequate training (14%), or they had incomplete training (14%). Other reasons included a lack of work experience in the trades, better pay in another field, or the absence of a drivers license.

For the 25% of survey respondents who reported being unemployed, the most common reason cited (62%) was that they could not find a job or there were no jobs available, the second most common (32%) responses was that they needed more education or training.

For the respondents currently working in the trades, the most common trades cited were Construction Electrician (27%), Heavy Equipment Operator (20%), and Carpenter (18%). Nine respondents (6%) listed Construction Craft Worker. A full 93% of respondents were registered apprentices. Of these, the majority (40%) listed Level 1 as the highest level of in-school technical training they had completed.

The majority of respondents (64%) entered the trades through a foundation course, and 73% intended to continue to ITA certification completion. When looking for information about working in the skilled trades or apprenticeship, most respondents used a variety of resources. The most common sources were Aboriginal employment and training agencies, internet, friends and family, and WorkBC.

When asked what supports, if any, were most helpful to them in their training program and/or apprenticeship the vast majority of responses revolved around financial support. One respondent wrote about an ASETS organization, "They have paid for me to complete Levels 1, 2 and I am currently half way through Level 3. I don't know if I would have been able to get this far without their help. I am forever grateful for their help and support."

Many respondents expressed that financial support was required to cover the cost of training, and also the cost of living or supporting a family while attending training. One respondent said, "My school was paid for but nothing else. I've gone in to debt to



get this training, but there is no job in sight.” Another support respondents viewed as useful was job placements. Getting the first job is very challenging, and a couple respondents expressed the feeling that employers did not want someone with less than five years of experience.

When asked what supports that have not been available to them that would have been helpful to them in their training or apprenticeship the answers again revolved around the need for adequate financial supports. Other supports noted as missing but needed were greater support from the ITA in helping ensure employers submit hours in a timely manner, greater flexibility around testing for those with disabilities, and more information about who to

contact if there is an issue. Other supports that were suggested included mentorship in training and on the job, more time on heavy equipment, help with childcare, and job placements.

3.4 Survey of Employers of Aboriginal Apprentices

A survey was sent to employers of apprentices with Aboriginal identity who were registered with ITA’s direct access system. The survey was sent out via email on Friday May 29, and closed one week later on June 5, 2015. The survey goal was 50 respondents. The survey received 49 responses.

The survey asked 18 questions about their employment and training requirements and about gaps. See **Appendix 5** for the list of survey questions.

Survey respondents were operating businesses that employ tradespeople in all regions of the province except for Kootenay and North Coast. The majority were in the Lower Mainland/Southwest (36%), Vancouver Island/Coast (18%), and Northeast (18%).

A full 88% of respondents work in the construction industry, and the remainder work in LNG, save for one respondent who works in the manufacturing industry. Carpenters were the most common trade employed (33%), although as **Figure 7** shows there were many other trades listed.

Most respondents (98%) reported having apprentices in their employ. The majority of those (36%)

Figure 7: What are the main trades you employ?

Region	Percentage	Count
Carpenter	33.3%	11
Crane Operator	6.1%	2
Concrete Finisher	0.0%	0
Construction Electrician	12.1%	4
Heavy Duty Equipment Technician	12.1%	4
Heavy Equipment Operators	15.2%	5
Industrial Electrician	3.0%	1
Lather/Drywall Installers	3.0%	1
Millwright	0.0%	0
Painter and Decorator	3.0%	1
Plumber	12.1%	4
Steamfitter-Pipefitter	15.2%	5
Sprinkler System Installer	0.0%	0

employed 1 to 2 apprentices, 45% employed 3 to 9 apprentices, and 12% employed more than 10 apprentices. More than half of respondents (64%) employed Aboriginal workers in the past five years.

When asked if hiring Aboriginal workers was a priority for their company responses were 61% No, 26% Yes, and 13% Did Not Know. When it came to ranking their knowledge of Aboriginal issues 70% indicated they were Very to Moderately Knowledgeable, while 40% were Somewhat Knowledgeable, and 10% Not Knowledgeable.

12% of respondents reported their organization offered some form of Aboriginal Awareness training

for staff. When asked if their organization would be interested in offering this type of training, responses were 50% No, 32% Did Not Know, and 18% Yes. This shows that there is a need for greater education about the benefits to organizations of Aboriginal awareness training.

When asked what, if any, challenges they have encountered in recruiting or retaining Aboriginal workers most respondents said they had not encountered any challenges that were unique to Aboriginal people. Others suggested challenges around absenteeism, reliability, timely availability and absence of drivers licenses.

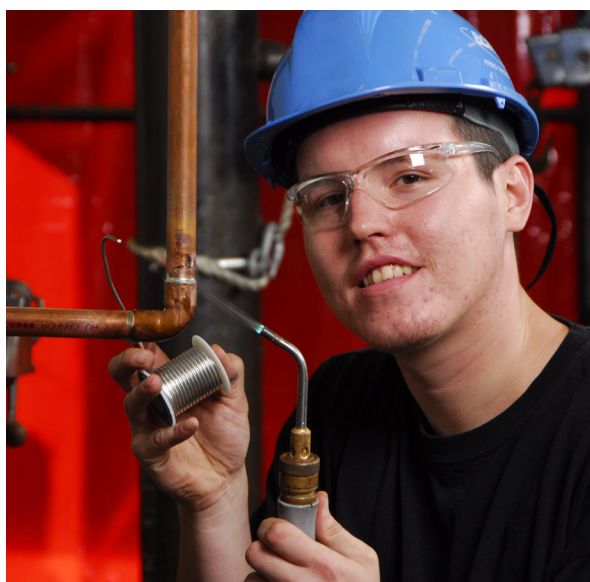
Finally, respondents were asked how the ITA can assist them in supporting Aboriginal apprentices complete successfully. This question elicited a wide range of responses including many who reported they did not know what supports were available, or that they did not think supports were necessary. Other ideas included subsidies, training around employer expectations, support navigating the apprenticeship system, and help addressing racism on the job. There were also several respondents who expressed the belief that Aboriginal initiatives were unfair to other workers.

4 ABORIGINAL SKILLS TRAINING PLAN SUMMARY

The ITA is the B.C. Crown agency responsible for helping people in B.C. reach their full potential in skilled trades by managing the trades training system, working collaboratively with industry, training system, labour, government, First Nations, and Aboriginal service agencies. The ITA Aboriginal Initiatives supports the connection of Aboriginal people of all skill levels and backgrounds to employers, training providers, and Aboriginal agencies for training and employment opportunities. Aboriginal Initiatives is committed to supporting Aboriginal people in the skilled trades by working with partner organizations as part of the long-term strategy to match Aboriginal peoples' skills to the needs of the B.C. workforce.

The *Aboriginal Skill Training Plan 2015-18* is built upon the framework of the *B.C. Government's Skills for Jobs Blueprint*, and related Ministry strategies, as well as the ITA corporate and departmental directions. The plan was enhanced by the direct contributions of stakeholders, including: First Nations, Aboriginal employment service agencies, employers, industry associations, labour, training providers, and Aboriginal apprentices.

The plan focuses on six sets of activities under two key concepts.



Relationships

1. Build Awareness in the Aboriginal Community
2. Strengthen Connections with the Aboriginal Community, Industry and the Province
3. Build and Maintain Internal Connections

Services

4. Enhance the effectiveness of the ITA Aboriginal Initiatives Canada Jobs Fund (CJF) Programs
5. Build and implement the Enhanced Construction Craft Workers Program (E-CCW)
6. Enhance data collection of Aboriginal Apprentices

Relationships

The skilled trades system connects Aboriginal people, communities, trainers, industry, employers and ITA. Communications activities support building awareness and understanding within the parties, as well as fostering future relationships and partnerships.

1 • Build Awareness in the Aboriginal Community

- Implement communications and promotional activities that target Aboriginal people, youth, communities, agencies, sponsors, training providers and employers
 - Focus on relationships with employers, including project owners, project managers, contractors, and sub-contractors
 - Reach out to youth through Aboriginal friendship centres and other partners
 - Promote essential skills and other assessments
 - Communicate support programs and services to employers and apprentices
 - Raise awareness of issues such as drivers licenses, camp life and workplace expectations
- Assist ITA Communications Branch with AITT communications (e.g., rebranding of AITT and social media)

Performance Measure

- Increased awareness of apprenticeship requirements and process amongst Aboriginal people and service agencies

2 • Strengthen Connections with the Aboriginal Community, Industry and the Province

- Continue to engage the Aboriginal Advisory Council
 - Address key issues such as relationship with employers, outreach to youth, LNG and other major projects, and the E-CCW program
- Leverage/Collaborate related initiatives across B.C. Ministries
 - Related programs like youth, youth in care, school systems
- Build alliances to promote or implement Aboriginal Initiatives
 - Partners in Trades 2015 and follow-up to foster partnerships
 - Facilitate meetings with Aboriginal communities, industry and training providers
- Support related industry/community strategies
 - Seek opportunities to partner with industry, such as the LNG Alliance
 - Reach out to under-represented regions and service agencies

Performance Measure

- Increased relationships amongst partners to deliver trades services to Aboriginal people

3. Build and Maintain Internal Connections	<ul style="list-style-type: none"> • Increase inter-connections with other ITA Directors and initiatives <ul style="list-style-type: none"> ◦ Support Apprenticeship Advisors, and Aboriginal subject matter experts • Increase understanding of Aboriginal issues within the ITA by ensuring they are provided opportunities to learn of First Nations, Aboriginal peoples and their cultures through activities such as cross-cultural awareness training and National Aboriginal Day
Performance Measure	<ul style="list-style-type: none"> • Increased understanding of Aboriginal issues amongst ITA staff

Services

Services focus on providing the tools and resources to enable Aboriginal people to become certified tradespersons.

4. Enhance the Effectiveness of the ITA Aboriginal Initiatives Canada Jobs Fund (CJF) Programs	<ul style="list-style-type: none"> • Oversee and manage CJF procurement, budget, contracts and projects <ul style="list-style-type: none"> ◦ Delivery in Aboriginal communities ◦ Utilize Aboriginal agencies as partners • Introduce labour market information, youth, employers and community partnerships as measures and priorities
Performance Measure	<ul style="list-style-type: none"> • Increased effectiveness of ITA-CJF funded programs

5. Build and Implement the Enhanced Construction Craft Workers Program (E-CCW)	<ul style="list-style-type: none"> • Establish steering committee to advise on the development and implementation of the program <ul style="list-style-type: none"> ◦ Include Aboriginal service agencies and employers • Develop program model that meets the learning needs of Aboriginal people <ul style="list-style-type: none"> ◦ Include the expertise of existing service providers ◦ Include labour market attachment • Deliver pilot of the E-CCW program in 2015
Performance Measure	<ul style="list-style-type: none"> • E-CCW program available to Aboriginal people

6. Enhance Data Collection of Aboriginal Apprentices	<ul style="list-style-type: none"> • ITA to maintain information on how many Aboriginal people achieve Red Seal <ul style="list-style-type: none"> ◦ Include data on levels within the trade, and Certificate of Qualifications • Introduce metrics on the number of Aboriginal apprentices and tradespersons <ul style="list-style-type: none"> ◦ Track sponsors, particularly Aboriginal agencies • ITA data to include Aboriginal sub-categories <ul style="list-style-type: none"> ◦ Labour market outcomes
Performance Measure	<ul style="list-style-type: none"> • ITA data includes Aboriginal apprentices



APPENDIX 1: SECONDARY SOURCES

Industry Training Authority, "Aboriginal People in the Trades", 2008

Industry Training Authority, "Action Plan for LNG Trades Training"
www.itabc.ca/sites/default/files/docs/Trades-Training/ITA_LNG%20Action%20Plan_Sept10.pdf

Industry Training Authority, "Barriers and Successful Approached to Preparing and Employing Aboriginal Trades People", 2012
www.itabc.ca/sites/default/files/docs/info/REPORT-ITA%20Ab%20Init%20Research%20MNP%202012_v1.pdf

Industry Training Authority, "Service Plan 2015-16 to 2017-18"
www.itabc.ca/sites/default/files/docs/about-ita/corporate-reports/ITA%202015-16%20Service%20Plan%20FINAL%20%28Feb%203%29.pdf

Ministry of Jobs, Tourism and Skills Training, "B.C.'s Skills for Jobs Blueprint: Re-Engineering Education and Training"
www.workbc.ca/WorkBC/media/WorkBC/Documents/Docs/Booklet_BCBlueprint_web_140428.pdf

Ministry of Jobs, Tourism and Skills Training, "B.C.'s Skills for Jobs Blueprint: Re-Engineering Education and Training, 1-Year Update"
www.workbc.ca/WorkBC/media/WorkBC/Documents/BC_Blueprint_1yrUpdate_8-5x14_v04.pdf

Ministry of Jobs, Tourism and Skills Training, "British Columbia LNG Workforce Occupations Forecast"
www.workbc.ca/WorkBC/media/WorkBC/Documents/Docs/KPMG-LNG-Forecast.pdf

Ministry of Jobs, Tourism and Skills Training, "The Industry Training Authority and Trades Training in B.C.: Recalibrating for High Performance"
www.jtst.gov.bc.ca/ITA_Review/docs/ITA_Review_Final_Report.pdf

APPENDIX 2: ABORIGINAL ADVISORY COUNCIL ATTENDEES

**Wednesday, May 6, 2015 AND Thursday, May 7, 2015
AAC Meeting - 9:00 am to 3:00 pm**

LOCATION: Ramada, Prince George

ATTENDANCE:

Karen Abramsen, Okanagan
Training Development Council
Jerry Asp
Helen Boyce, ACCESS
Jeannie Cranmer, B.C. Hydro
Bruce Falstead, Fortis BC
Karin Hunt, PGNAETA

Arlene Lambert, Métis
Rhonda Labelle, CCATEC
Roger Leclerc
Susan Kelly, B.C. Government
Gary McDermott, ITA
Dan Pope

SUPPORT:

Michael Izen
Beverley O'Neil
Patrice Allen, ITA

GUESTS:

Donna Anderson, ITA Apprenticeship Advisor
Carla Bortoletto, BCAFC
Rosy Hartman, BCAFC
Walter Sorokovsky, ITA apprenticeship Advisor

FACILITATORS ABORIGINAL CCW PROJECT:

Dan George, Four Directions Management
Zandra Ross, Four Directions Management

REGRETS:

John Chenoweth, NVIT

Focus Group Questions

Build Awareness in Aboriginal Community

1. Build Awareness of [WHAT INFORMATION DOES THE ABORIGINAL COMMUNITY NEED TO KNOW]?
2. How can ITA increase the awareness of its initiatives to increase Aboriginal participation in the trades to:
 - Aboriginal people, youth, communities
 - Agencies, sponsors, training providers, and employers

Connection with Aboriginal community, industry and Province

3. What alliances/connections are needed?
4. How can ITA Aboriginal Initiatives support related industry/community strategies?

Internal Connections

5. What do ITA staff need to know about First Nations and Aboriginal people?
 - related to increasing Aboriginal apprentices

Effectiveness of Canada Jobs Fund & Funded Programs

6. What are success factors for employment/training projects?
7. How will you know when you've been successful?
 - Prior to employment / Pre-employment
 - Level 2
 - After training completion

Number of Aboriginal Apprentices

8. How will we know improvements are made in Aboriginal apprentices?
9. What are the key performance indicators (measures)?

APPENDIX 3: STAKEHOLDER INTERVIEWS

Jeffrey Anders, Special International Representative,
Labourer's International Union of North America

Jerry Asp, Vice-President, Canadian Aboriginal Mining
Association

Terry Baird, Employment Services, Tsawwassen First
Nation

Allan Bruce, International Representative,
International Union of Operating Engineers

Randy Callaghan, Field Advisor, PCL Construction

Jim Dopson, General Manager, Kitselas Development

Kyle Downie, CEO, Skill Plan

Rob Egan, Job Coach, ACCESS

Annie Korver, Aboriginal Engagement
and Economic Development, Trans Mountain
Expansion Project

John Nitties, Vice-President Corporate Affairs and
Finance, Laing O'Rourke

Linden Pinay, Executive Director, Aboriginal Skills
Group 3G

Larry Richardson, Director of Training, CLAC

Deirdre Riley, Social Performance Manager, BG Group

Mark Selman, Executive Director, Executive MBA,
Aboriginal Business and Leadership, Simon Fraser
University

Clyde Scollan, President, Construction Labour
Relations Association

Brent Spiedel, Dean of Trades, Northwest Community
College

Victoria Sedwick, Senior Indigenous Relations
Advisor, Capacity Development, TransCanada
Pipeline

APPENDIX 4: ABORIGINAL APPRENTICE SURVEY

Survey for Aboriginal Apprentices & Trades Training Participants

NOTE: This survey includes embedded survey logic, whereby participants would advance to relevant questions depending on their responses. The version below includes all possible questions.

This survey will help inform the Industry Training Authority (ITA) in the development of the *Aboriginal Initiatives Skills Training Plan: 2015-18* to ensure it reflects the needs and priorities of apprentices and employers in B.C. This survey is for Aboriginal apprentices and should take should take 5-10 minutes to complete. The responses will only be presented in summary format. Your personal identity will remain confidential. For further details about the survey, please contact Michael Izen at michael@izen.ca or Dorothy Easton at deaston@itabc.ca. We appreciate your participation.

Background

This survey is for B.C. apprentices and trades training participants who identify as Aboriginal. If you identify as Aboriginal, please continue to complete the survey. If you do not identify as Aboriginal, please exit the survey. Thank you for your interest.

1. In what region of B.C. do you live?

- Lower Mainland/Southwest
- Vancouver Island/Coast
- Thompson-Okanagan
- Kootenay
- Cariboo
- North Coast
- Nechako
- Northeast

2. Do you live:

- On-Reserve
- Off-Reserve

3. Which best describes where you live:

- Urban centre – a community larger than 10,000 people
- Small community, less than 10,000 people

4. What trade(s) are you currently working in or have attended training for?

- Construction Craftworker
- Carpenter
- Crane Operator
- Concrete Finisher
- Construction Electrician
- Heavy Duty Equipment Technician
- Heavy Equipment Operators
- Industrial Electrician
- Lather/Drywall Installers
- Millwright
- Painter and Decorator
- Plumber
- Steamfitter-Pipefitter
- Sprinkler System Installer
- Welder
- Other, please specify... _____

5. What is the highest level of in-school technical training that you have completed for your trade?

- Level 1
- Level 2
- Level 3
- Level 4
- Have not completed any technical training

6. Are you a registered apprentice in your trade?

- Yes
- No

7. Did you enter trades training through a foundation course?

- Yes
- No
- Don't know

8. Did you take a trades preparation or trades exploration course?

- Yes
- No
- Don't know

9. Do you intend to get an ITA certification/ticket in your trade?

- Yes
- No
- Don't know
- Already received ITA Certification/ticket

When you were looking to become an apprentice or enter a trade:

10. Where did you look for information about working in the skilled trades or apprenticeship?

Please select all that apply.

- Aboriginal employment and training agencies
- Industry Training Authority
- Local First Nations
- Industry Associations
- WorkBC
- Internet
- Family and friends
- Teacher
- Other, please specify... _____

11. What supports, if any, were most helpful for you in your training program and/or apprenticeship?

For example financial, transportation, job placement, mentor, tutoring, information/assistance about apprenticeship system.

12. What supports that have not been available to you would have been or would be helpful to you in your training or apprenticeship?

13. Are you currently employed?

- Yes
- No

14. Are you currently working in a job related to your trades training?

- Yes
- No

15. Which industry do you work in?

- Aerospace
- Automotive
- Construction
- Forestry
- Liquefied Natural Gas
- Manufacturing
- Marine & Shipbuilding
- Mining
- Transportation and Transit
- Tourism & Hospitality

16. Why are you not working in a job related to your trade training?

- Better pay in present job
- Could not find a job related to my training
- Training was inadequate to get a job
- Did not like job related to my training
- Did not complete training
- Did not look for a job related to my training
- Don't know
- Other, please specify... _____

17. What is the main reason you are not working?

- Can't find a job/no jobs available
- Wage too low in jobs available
- Temporarily laid off/seasonal work
- Need more education/training
- Studying
- Don't know
- Other, please specify... _____

18. Have you ever worked as a Construction Labourer?

- No
- Yes (less than 6 months)
- Yes (6-12 months)
- Yes (more than 12 months)

Enhanced Construction Craft Worker

Construction Craft Worker (CCW) was recently introduced as a Red Seal trade and apprenticeship program in British Columbia. Construction Craft Workers typically work as construction labourers. ITA is developing an Enhanced CCW training program that will help Aboriginal people access employment and apprenticeship in construction. The program will include: screening and assessment of applicants; essential skills and cross-cultural training; in-class technical training and apprenticeship registration; and job placement and on-the-job training. The responses from this section of the survey will help ITA identify priorities in building the enhanced program.

19. If you have any of the training or certificates listed below, please indicate whether you obtained them before being hired, or if it was provided by your employer.

	I obtained before	My employer provided
First Aid	<input type="radio"/>	<input type="radio"/>
Construction Safety	<input type="radio"/>	<input type="radio"/>
Fall Protection	<input type="radio"/>	<input type="radio"/>
Transportation of Dangerous Goods	<input type="radio"/>	<input type="radio"/>
WHIMIS	<input type="radio"/>	<input type="radio"/>
H2S Alive	<input type="radio"/>	<input type="radio"/>
Drivers licence	<input type="radio"/>	<input type="radio"/>
High school completion	<input type="radio"/>	<input type="radio"/>

20. Which program components do you think are MOST likely to help apprentices succeed in the Construction Craft Worker Program training and apprenticeship. Select up to 3 components.

- Transportation assistance
- Mentoring and general support
- Workplace math, reading, writing skills
- Career planning and job placement support
- Construction and worksite employment readiness/preparation
- Financial support
- Flexible Training arrangements to address family/home-life realities

21. Please provide any other comments or advice about Construction Craft Worker Program for Aboriginal participants.

Thank you for your participation. If you would like to be entered in a draw for a \$50 Tim Horton’s gift card, please provide your email address.

APPENDIX 5: SPONSORS OF ABORIGINAL APPRENTICES SURVEY

ITA Aboriginal Training Questionnaire for Sponsors

NOTE: This survey includes embedded survey logic, whereby participants would advance to relevant questions depending on their responses. The version below includes all possible questions.

This survey will help inform the Industry Training Authority (ITA) in the development of the *Aboriginal Initiatives Skills Training Plan: 2015-18* to ensure it reflects the needs and priorities of apprentices and employers in B.C. This survey is for apprentice sponsors and employers of tradespeople. It should take 5-10 minutes to complete. The responses will only be presented in summary format. Your personal identity will remain confidential. For further details about the survey, please contact Michael Izen at michael@izen.ca or Dorothy Easton at deaston@itabc.ca. We appreciate your participation.

1. In what region(s) of B.C. does your company employ tradespeople?

- Lower Mainland/Southwest
- Vancouver Island/Coast
- Thompson-Okanagan
- Kootenay
- Cariboo
- North Coast
- Nechako
- Northeast

2. What are the main trades that you employ?

- Carpenter
- Crane Operator
- Concrete Finisher
- Construction Electrician
- Heavy Duty Equipment Technician
- Heavy Equipment Operators
- Industrial Electrician

- Lather/Drywall Installers
- Millwright
- Painter and Decorator
- Plumber
- Steamfitter-Pipefitter
- Sprinkler System Installer
- Welder
- Other, please specify... _____

3. Which industry do you work in?

- Aerospace
- Automotive
- Construction
- Forestry
- Liquefied Natural Gas
- Manufacturing
- Marine & Shipbuilding
- Mining
- Transportation and Transit
- Tourism & Hospitality

4. How many apprentices do you currently employ?

- 0
- 1-2
- 3-5
- 6-9
- 10+

5. Has your company employed Aboriginal apprentices or labourers in the past 5 years?

- Yes
- No
- Don't know

6. Is it a priority for your company to hire Aboriginal workers?

- Yes
- No
- Don't know

7. What, if any, challenges have you encountered in recruiting or retaining Aboriginal workers?

8. How would you describe your knowledge of Aboriginal issues?

- Very knowledgeable
- Moderately knowledgeable
- Somewhat knowledgeable
- Not knowledgeable

9. Does your organization offer or participate in any Aboriginal Awareness training for any staff?

- Yes
- No
- Don't know

10. Would your organization be interested in offering or participating in Aboriginal Awareness training?

- Yes
- No
- Don't know

11. How can ITA assist you with supporting Aboriginal apprentices complete successfully?

For example: Information on classroom training, Expectations of apprentices; Cross-cultural support programs; Support for journeypersons providing supervision

12. Do you employ construction labourers?

- Yes
- No

Enhanced Construction Craft Worker Program

Construction Craft Worker (CCW) was recently introduced as a Red Seal trade and apprenticeship program in British Columbia. Construction Craft Workers typically work as construction labourers. ITA is developing an Enhanced CCW training program that will help Aboriginal people access employment and apprenticeship in construction. The program will include: screening and assessment of applicants; essential skills and cross-cultural training; in-class technical training and apprenticeship registration; and job placement and on-the-job training. The responses from this section of the survey will help ITA identify priorities in building the enhanced program.

13. How many Construction Labourers do you employ?

- 1-2
- 3-5
- 6-9
- 10+

14. Please indicate if the following training or certifications are generally required of construction labourers before hiring, or provided by your organization after hiring. Select all that apply.

	Required before hiring	Provided after hiring	Not required
First Aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Construction Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fall Protection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WHIMIS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation of Dangerous Goods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H2S Alive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drivers Licence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Related work experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. How important do you think the following components are for inclusion in the Enhanced Construction Craft Worker Program to increase the success of Aboriginal participants? Select all that apply.

	Very Important	Moderately Important	Not Important
Cross-cultural content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment and screening of potential participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Customized training plans for participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual supports for program participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essential skills and job readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with communities, i.e. developing formal relationships with First Nations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deliver technical training in local communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop partnerships with employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. On the hiring of new construction labourers, what importance would you place on the fact that an applicant has been trained through the Red Seal Construction Craft Worker Program?

- High importance
- Moderate importance
- Low importance
- Not at all important

17. Do you have any other questions, suggestions, comments, or concerns about the proposed Enhanced Construction Craft Work Program?

Thank you for your participation. If you would like to be entered in a draw for a \$50 Tim Horton's gift card, please provide your email address.





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YOUR TICKET.