

SUPPORTING RETENTION FOR INDIGENOUS PEOPLES IN THE SKILLED TRADES



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Acknowledgements

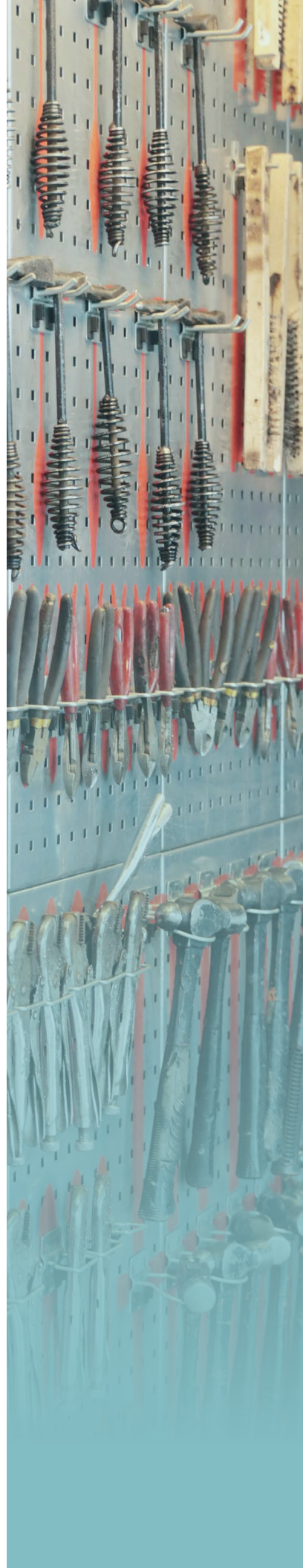
Chi Miigwech / Thank you to the Government of Canada's Skills for Success program for funding this project and the Canadian Apprenticeship Forum - Forum canadien sur l'apprentissage staff, Project Advisory Committee, partners, program administrators, tradespeople, and Knowledge Holders that provided valuable insights through meetings, online interviews and focus groups, as well as an online survey.

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Research Team

Sisco & Associates Consulting Service Inc. (SISCO) was hired to support the development of this report. SISCO is an international social impact firm for equity-denied, marginalized, and oppressed communities. The SISCO team includes employees and subcontractors representing the communities we serve, including First Nation, Métis, and settler allied professionals with a diversity of specializations.





The Canadian Apprenticeship Forum

The Canadian Apprenticeship Forum – Forum canadien sur l'apprentissage (CAF-FCA) is a national, not-for-profit organization working with stakeholders in all regions of Canada. We influence pan-Canadian apprenticeship strategies through research, discussion and collaboration sharing insights across trades, across sectors and across the country. We promote apprenticeship as an effective model for training and education. Our Board of Directors has representatives from business, labour, the jurisdictional apprenticeship authorities, education and equity-priority groups. Through our work, CAF-FCA has shed light on several key issues affecting apprenticeship, such as the perceived barriers to accessing and completing apprenticeship and the business case for apprenticeship training. For more information, visit the CAF-FCA website at: caf-fca.org

The consultations were completed by Sisco & Associates Consulting Services Inc. (SISCO)

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Canadian Apprenticeship Forum

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ISBN: 978-1-998075-13-3

Funded in part by the
Government of Canada's
Skills for Success Program

Canada 

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INTRODUCTION



| Purpose

The purpose of this report is to present to Canadian Apprenticeship Forum - Forum canadien sur l'apprentissage (CAF-FCA) an inclusion framework for success to support and retain Indigenous Peoples in the trades, including Métis citizens, Inuit and First Nations people. The framework reflects Indigenous peoples' lived experiences and:

- considers both individual and community well-being;
- promotes pre-apprenticeship skills for individual employment that also benefit families and communities; and
- creates a community of support, composed of Indigenous Elders and community leaders, as well as employers, trade unions, and colleges.

Methodology

To inform the inclusion framework, extensive outreach was undertaken by CAF-FCA and SISCO to First Nations, Métis and Inuit organizations across the country, including the Indigenous Skills and Employment Training Programs (ISET). CAF-FCA and SISCO conducted online interviews and focus groups with a total of seventy-seven (77) participants, including Elders and Knowledge Holders, Indigenous tradespeople, and both settler and Indigenous skilled trade program administrators (tables 1-3). Additionally, interview guides were translated into Inuktitut and French.

Table 1. Participation by Type

Participant Type	# of Interview Participants	# of Focus Group Participants
Program Administrators	25	41
Knowledge Holders	4	0
Tradespeople	7	0
Total Participants	36	41

Note: The focus group participants did not provide additional demographic information like the interviewees did.

Table 2. Interview Participation by Region

Region	Total Interviews
Central	14 (3 participants support programs in Nunavut)
Atlantic	8
Prairies	5
Western	9
Total	36

Table 3. Participant Demographics

Participant Type	First Nation	Métis	Inuit	Indigenous	Non-Indigenous
Program Administrators	9	1	3	1	11
Knowledge Holders	4				
Tradespeople	5	1	1		
Total	18	2	4	1	11

Outline

Following an introduction there are three parts to this report. Part One includes background information, focused on holistic and inclusive training frameworks for Indigenous peoples. Part Two summarizes the key findings drawn from the research and engagement process. Part Three presents an inclusion framework for success to support and retain Indigenous Peoples in the trades, including Métis citizens, Inuit and First Nations people.

Part One: Background

Part One provides an overview of holistic and inclusive training frameworks for Indigenous peoples, the network of supports and identifies barriers and best practices.

Models and Frameworks

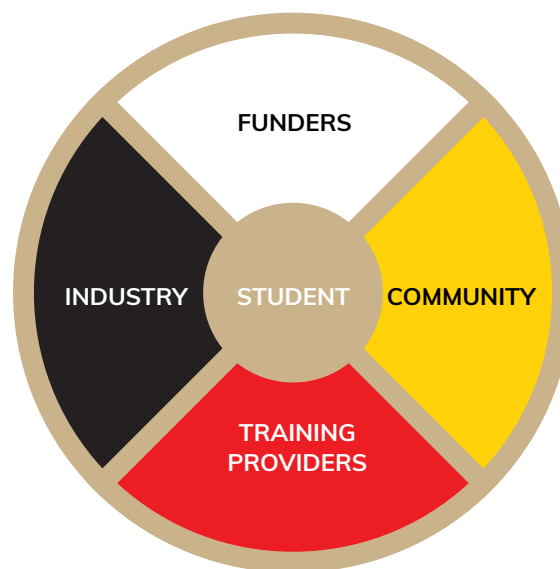
Various Indigenous learning models and frameworks have been incorporated and used to enhance student's skills development, learning and employment outcomes within trades programs. Examples include the:

- Indigenous Work-Integrated Learning Model,
- Urban Indigenous Labour Force and Training Strategic Framework, and
- Otago Polytechnic Māori Strategic Framework.

The Indigenous Work-Integrated Learning Model

The *Indigenous Work-Integrated Learning model* (figure 1) uses the medicine wheel as a framework to reflect the interconnectedness of the contributing factors to student success (Cameron & Rexe, 2022; Indigenous Works, 2020). This model is designed with the student at the centre and the funders, community, training providers and industries representing the four quadrants of the wheel. The model showcases how the student must be supported holistically in their success (Indigenous Works, 2020).

Figure 1. Indigenous Work-Integrated Learning Model.



Source: Cameron & Rexe, 2022, p. 209

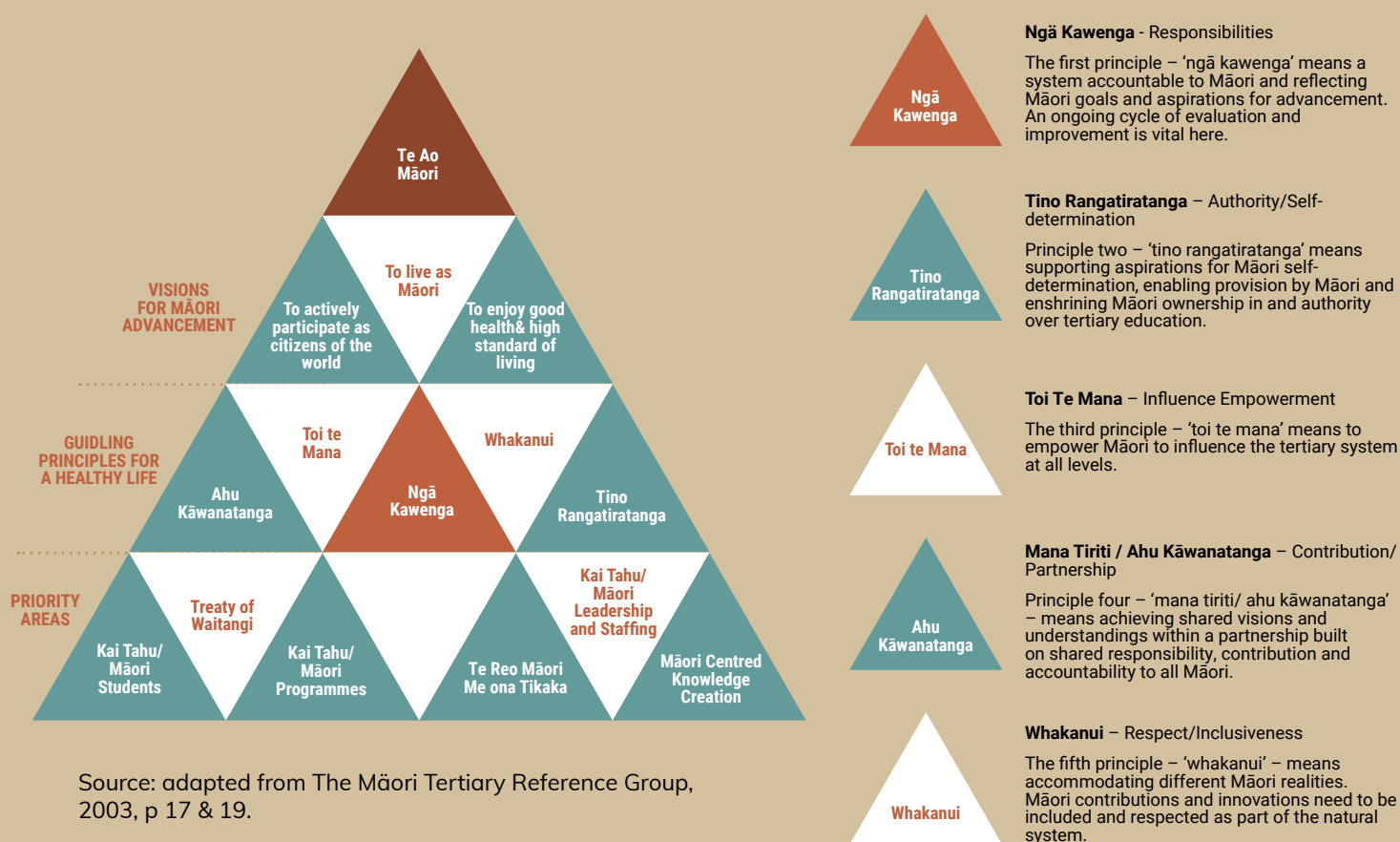
The model recognizes the importance of all stakeholders and good relationships among them, including:

- funders who are integral to learners' success as they are responsible for the financial resources needed to support the training program;
- communities that are responsible for leading the decision-making and defining opportunities that best fit their needs;
- training providers who help support the overall success of the student and their trades journey through essential, technical and life skills training, as well as supporting academic and work readiness; and
- industry representatives, who provide the employment opportunities and assist with career development for the student.

Māori Tertiary Education Framework

A model from New Zealand The Māori Tertiary Education Framework (figure 2) was developed with clear objectives and principles to guide initiatives that contribute to Māori education including business sectors, government, and tertiary education organisations (The Māori Tertiary Reference Group, 2003). The framework is represented in tiers in order to understand and meet the needs and aspirations of Māori communities, iwi, hapū and whānau through respectful interaction (The Māori Tertiary Reference Group, 2003).

Figure 2. Adapted The Māori Tertiary Education Framework



The framework is depicted as a triangular niho taniwha, which means tooth of the taniwha, and is a traditional pattern that represents:

- 1 Accountability to every dimension
- 2 Responsiveness to Māori values and development
- 3 Equity and balance
- 4 A Māori desire to participate in the tertiary system
- 5 The cutting edge that tertiary qualifications have to offer iwi development

- 6 The 'Kōkiri' a traditional fighting formation which spearheads the forward thrust of Māori development," (The Māori Tertiary Reference Group, 2003, p.17).

The first tier represents Te Ao Māori and symbolises the aspirations of Māori learners on their education journey. The second tier represents the visions for Māori enhancement. The third tier represents the five guiding principles to follow throughout everyday life and used when interacting with the education system. Lastly, the fourth tier includes the framework's six priority areas developed with Māori communities, however, these may change and be updated over time.

Urban Indigenous Labour Force and Training Strategic Framework

In 2020, the Ontario Federation of Indigenous Friendship Centres (OFIFC) created a framework called the Urban Indigenous Labour Force and Training Strategic Framework. This framework sets out four strategic goals to improve employment and training outcomes for urban Indigenous communities (figure 3).

Figure 3. Strategic Goals

STRATEGIC GOALS

1. Address Systemic Barriers to Education, Training, and Employment

- Address basic needs such housing, food security, nutrition, poverty and income security.
- Support access to culture.
- Support access to healthy and safe communities.
- Improving accessibility and access to transportation.
- Measuring progress through specific data collection.

2. Improve the Education to Employment Continuum

- Address impacts of anti-Indigenous racism and discrimination.
- Support involvement from urban Indigenous parents and community in education.
- Spread awareness and support to urban Indigenous students for post-secondary.
- Support individuals by encouraging upskilling, pivoting careers and entering or re-entering the labour force.

3. Support Urban Indigenous Youth

- Fostering connections to Indigenous culture for urban Indigenous youth.
- Increasing dedicated supports for youth aging out of childcare and foster care systems, to be more aware of career options.
- Establish scholarships and bursaries for urban Indigenous youth.

4. Improve the Employment and Training Policy Landscape at All Levels of Government

- Ensure access to high quality employment opportunities.
- Create an urban Indigenous workforce initiative that is driven by Indigenous people.
- Support urban Indigenous communities to engage directly with new climate sectors.
- Support economic development and self-determination.

| Network of Supports

The apprenticeship community provides a network of supports composed of different stakeholders that play different roles in supporting a tradesperson's journey. These stakeholders include:

- funders who are responsible for any societal concerns and can help to address barriers;
- employers who are responsible for providing supports and sometimes cover program costs;
- trade unions that are responsible for advocating for and working with employers to meet learner needs within essential skills training and also address program barriers;
- instructors who are responsible for offering the necessary supports, resources and safe learning environments; and
- supervisors and mentors who are responsible for relationship building and providing learner supports (Arrowsmith, 2022; CAF-FCA, 2017).



Best Practices

Indigenous people face unique barriers to pre-apprenticeship, apprenticeships and careers in the trades compared with their non-Indigenous counterparts. Table 4 highlights best practices that can be used to overcome or mitigate barriers identified in the document scan.

Table 4. Barriers and Best Practices for Indigenous Apprentices

Barriers	Best Practices
Skills Development	
<ul style="list-style-type: none"> • No high school diploma • Little work experience • Basic employability skills • Lack of stable funding for essential skills programing 	<ul style="list-style-type: none"> ✓ Skills assessments ✓ Systematic and structured essential skills training ✓ Essential skills assessment prior to training ✓ Incorporating culturally-relevant questions within training assessments
Mentoring (Technical and cultural mentors, buddies or job coaches)	
<ul style="list-style-type: none"> • Isolation in the workplace • Lack of role models • Avoiding confrontation and speaking up about discrimination 	<ul style="list-style-type: none"> ✓ Creating a welcoming workplace ✓ Provide Indigenous employees with the information and support they need ✓ Assist with feelings of isolation ✓ Resolve issues of misinterpretation ✓ Mediator if workplace conflicts arise ✓ Take time to build relationships
Cultural Understanding	
<ul style="list-style-type: none"> • Lack of cultural awareness from employers • Lack of cultural context and awareness of conflict in workplace • Harassment and discrimination (jokes, derogatory comments, isolation) • Miscommunication due to language barriers 	<ul style="list-style-type: none"> ✓ Employers and unions take the time to understand Indigenous cultures ✓ Incorporate Indigenous learning perspectives into training and workplace learning ✓ Inviting local Elders and Knowledge Holders to be involved with the program delivery ✓ Culturally-relevant trades-related tools are available ✓ Educating journeypersons about Indigenous cultures, learning models and principles. (Indigenous storytelling, worldviews)
Partnerships	
<ul style="list-style-type: none"> • Isolation • Lack of communication and connections with stakeholders 	<ul style="list-style-type: none"> ✓ Long-term relationship building ✓ Ongoing communication ✓ Networking among apprenticeship stakeholders and Indigenous communities

Barriers	Best Practices
Flexibility	
<ul style="list-style-type: none"> • Employment opportunities beyond Indigenous communities • Anxiety amongst apprentices about leaving their communities • Lack of mentors/journeypersons close to community 	<ul style="list-style-type: none"> ✓ Mobile training units ✓ Online and onsite training available ✓ Transportation supports
Connection to Job Opportunities	
<ul style="list-style-type: none"> • Understanding employer expectations • Industry standards • Hiring processes and timelines 	<ul style="list-style-type: none"> ✓ Strong connections and partnerships with industry ✓ Provide job-ready candidates
Employment	
<ul style="list-style-type: none"> • Learner's literacy and education • Cultural indifference • Racism and stereotypes • Self-esteem, poverty • Lack of driving licence • Transportation • Access to childcare 	<ul style="list-style-type: none"> ✓ Working with the school to implement a mentoring program to promote education ✓ Offering resume and cover letter writing, as well as mock interviews to increase confidence and social skills ✓ Encouraging students to pursue their driver's licence, and creating a program that offers this as a support resource ✓ Arranging a shuttle service that picks up and drops workers off close to or at their home to reduce transportation barriers ✓ Offering quality childcare onsite within training programs or provide resources to enable access to local childcare
Financial Support	
<ul style="list-style-type: none"> • At-risk groups with higher low-income rates • Indigenous women with low socio-economic status 	<ul style="list-style-type: none"> ✓ To obtain, books, training tools, laptops, computers, tuition and examination fees and transportation

Source: CAF-FCA, 2017; Cameron & Rexe, 2022; Joseph, 2013.

Part Two: Key Findings

Introduction

Part Two summarizes the key findings drawn from the research and engagement process. The findings are organized into three sections, one each for Elders and Knowledge Holders, Tradespeople and Program Administrators.



Elders and Knowledge Holders

In total, four (4) Knowledge Holders were engaged in online interviews, all identifying as First Nation living within Central Canada. The information they provided has been summarized into training program approach and success measures.

Approach

When Knowledge Holders were asked about how trades programming can be designed with Indigenous people in mind, the majority indicated that Indigenous trainers and mentorship opportunities would best support learners. They explained that experiential learning alongside others who share living experiences and similar worldviews, including in relation to lifelong learning, is helpful.

Knowledge Holders recommended that training programs should be:

- adapted to reflect both individual and community needs
- accessible within Indigenous communities
- incorporate healing and generational aspects of Indigenous cultures
- offered in land-based settings
- transferable to future generations (figure 4).

Figure 4. Enhancing Program Approach



Cultural Awareness

- Development and/or expansion of cultural awareness and sensitivity training for program instructors.
- Having more Indigenous representation within the trades to reframe stereotypes, increasing hiring opportunities for local tradespeople and Indigenous contractors.
- Bringing in land-based teachings to training programs and making connections to local communities.

Fostering Cultural Awareness

- Community
- Cultural Awareness and Sensitivity Training
- Land-based teachings



Addressing Barriers

- Program Supports
- Accessibility
- Mentorship



Individual Needs

- Identify the individual barriers and offer the necessary supports and resources.
- Ensure accessible opportunities are in place by providing employment opportunities within local Indigenous communities.
- Build relationships through mentorship.

Knowledge Holders expressed that strong support systems are important to achieving individual success. Programs should provide Indigenous training and mentorship opportunities for Indigenous learners to ensure they have culturally safe informal supports that may not be available to all learners at home.

Success Measures

Figure 5 summarizes Knowledge Holder recommendations regarding how the success of Indigenous student learners can be measured individually and culturally, as well as how their success can be enhanced.

Figure 5. Knowledge Holder Success Measures



Self-Defining Success

- Individually developed goals
- Measure against personal success
- Identify individual strengths
- Personal improvements



Culturally Informed Ways to Measure Program Success

- Relationship Building through:
 - Sharing circles
 - Regular check-ins
 - Understanding individual work and homelife balance
 - Ongoing support and encouragement of using essential skills in everyday life



Supports to Enhance Success

- Indigenous Liaisons
- Program awareness and promotion
- Highlighting the benefits of entering the trades
- Offering subsidies to alleviate financial stress
- Celebrating personal success along the trades journey
- Stronger advocating for women in the trades

Tradespeople

In total, seven (7) Indigenous tradespeople across Canada shared their living experience working in the trades during interviews. The majority (5) of these tradespeople were First Nation, one (1) was Métis and one (1) was Inuit. At least one person from each region across Canada provided their input, however, most of the participants were living in Central Canada, including in urban, rural and remote communities. Each tradesperson had different skills from their varied chosen trades in welding, power engineering, electrical, carpentry and construction (table 6). Three (3) interview participants have a Red Seal endorsement on their Certificate of Qualification.

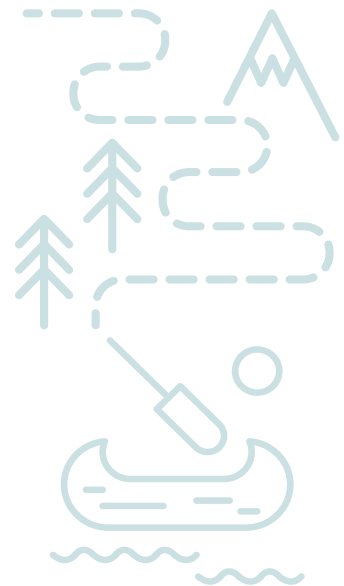
Table 5. Interview Tradespeople by Trade

Trades	# of Tradespeople
Welding	2
Power Engineering	1
Carpentry	2
Electrical	1
Construction (trade not specified)	1
Total	7

Barriers and Challenges

While participants described a variety of challenges related to programming, accessibility was the most commonly shared challenge. This included being required to travel long distances to attend training, and not having access to reliable transportation to attend and travel to the program. Other barriers experienced by participants include:

- insecure income during the training period
- racism experienced within the training program and within employment settings
- a lack of focus and knowledge on the fundamentals of the skilled trades within the programs
- limited training or focus on lifting and safety measures
- finding accessible employment post-training.



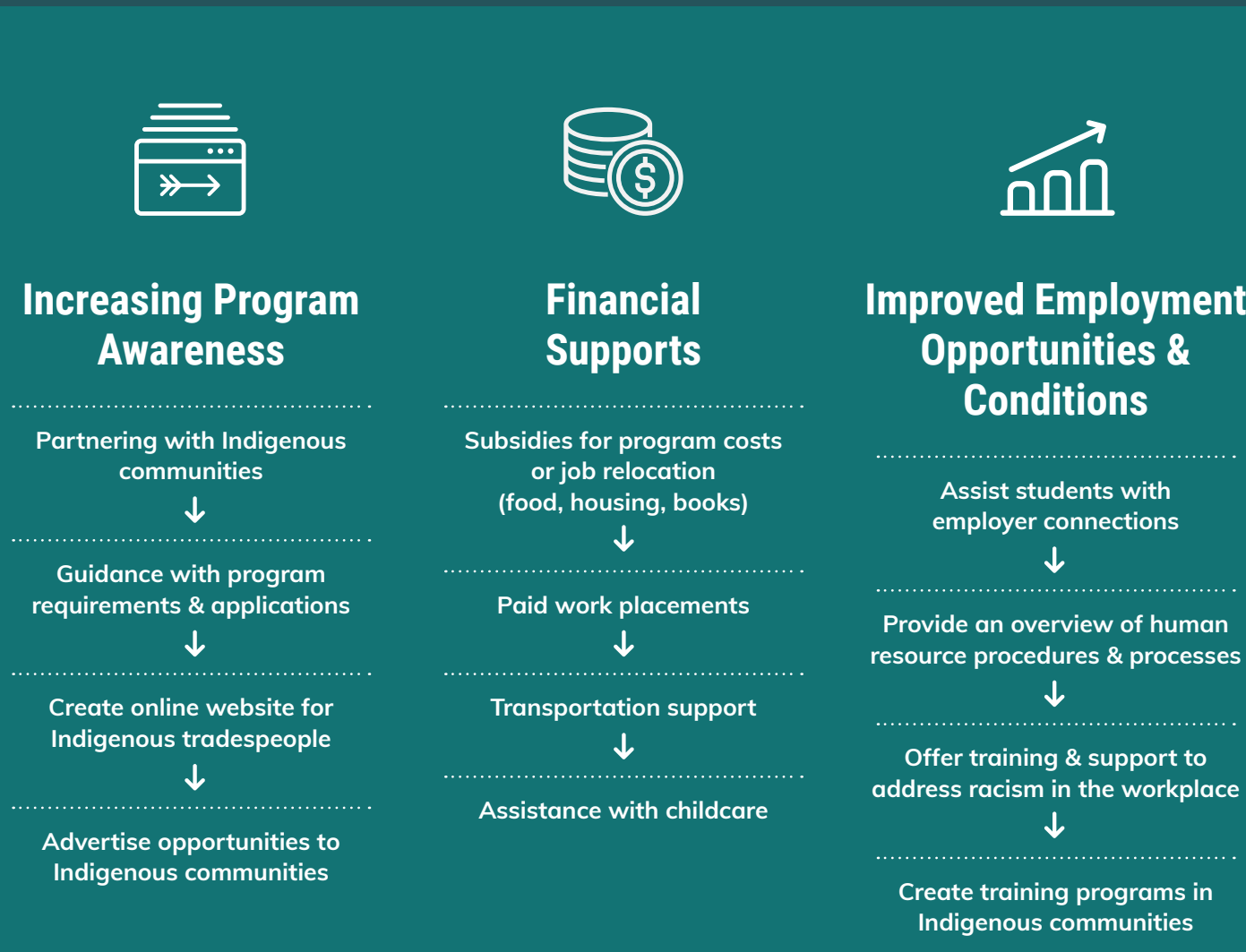
Program Supports

Participants said the following culturally safe program supports were helpful:

- program costs (i.e., subsidies to purchase work clothes, books, and hand tools)
- living and food allowances
- extra tutoring and one-on-one support.

Participants said they wish they had access to additional supports including childcare, mentorship (specifically for women), transportation and programs in Indigenous communities. Providing programs in Indigenous communities would help to address these access barriers. Figure 6 below summarizes participant recommendations to enhance programs by reducing barriers.

Figure 6. Program Enhancements



Success Measures

Overall participants reported that they felt personally successful based on their achievement of education and careers in the trades. They also shared that taking their training and enrolling into these programs contributed to their confidence when using their skills in the workplace. Almost all participants said that they were able to find employment through their program training. Figure 7 summarizes participant recommendations of indicators to measure success.

Figure 7. Tradespeople Success Measures

Personal Goals

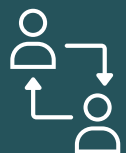
- Ensuring individuals set and define their personal goals (i.e., program completion, upgrade training certification, secured employment).

Measuring Success

- Recognizing improvement in soft skills, such as attendance, communication and commitment to program.
- Enhancing skills and confidence using tools in the workplace.

Recruitment & Retention

- Highlighting individuals' success through recognition and celebrating program completion and skills development.
- Providing consistent follow ups with individuals to encourage ongoing training and to pursue employment opportunities.



Program Administrators

A total of sixty-six (66) program administrators participated and provided input through online interviews and focus group discussions. Most of the program administrators participants are Indigenous, and all serve Indigenous people and communities across Canada. They:

- described their work locations as urban (11), rural (9) and remote (5) (not all participants identified their work location)
- delivered training and recruitment program partnerships, apprenticeship programs, pre-apprenticeship programs, and pre-trades
- reported offering pre-employment support, trade promotion, introductory programs, trades programming and supports, and trade programs for women (table 6).

Table 6. Overview of Programs Delivered

Programs	# of Organizations
Trades Promotion and Recruitment Programs	19
GED and Pre-employment Support Programs	7
Certification Programs	2
Introductory Programs	3
Pre-apprenticeship Programs	11
Apprenticeship Programs	13
Pre-trades Programs	10
Trade Programs for Women	3
Cultural Training Programs	1
Skills for Success Programs	12

Note: These descriptions were based on how the participants identified. Individual jurisdictions have their own specific terms for defining programs.

The majority of program administrators who participated said they provided Skills for Success training to address reading, writing, numeracy and communication (table 6).

Approach

Program administrators employ similar approaches in supporting Indigenous participants within their programs, including using a student-centered approach that includes providing individual wrap around supports. They also identified the multiple ways they strive to build and strengthen relationships within their programs (figure 8).

Figure 8. Program Approaches



Most of program administrators interviewed reported having participated in cultural sensitivity training, or that the training is in place within their organization. Those who did not receive the training said it is provided within their mainstream trade programs, but not within their specific departments. All agreed that participating in cultural sensitivity training is important for program administrators, with some suggesting that leaders of the program, institution or company should receive it as well.

Program Improvements

Program administrators said that some program supports are more essential than others: accessible transportation, equipment, housing and food supports. Figure 9 summarizes program administrators' recommendations for program improvements.

Figure 9. Program Improvements



Support & Resources

- Increase funding to expand supports and resources (e.g., Indigenous instructors, housing & childcare).
- Hire more Indigenous tutors & mentors available.
- Advertise Indigenous trade programs across community high schools.
- Ensure appropriate culturally-safe intake.



Living Experience

- Address program accessibility barriers.
- Include examples of success among Indigenous Peoples in the training materials.
- Provide cultural safety training for administrators & employers.
- Incorporate Traditional teachings from Knowledge Holders.



Relationship Building

- Offer an employee assistance program.
- Embed cultural & trauma-informed training for administrators and employers.
- Include more cultural elements into the program, including storytelling.
- Offer Elder supports.



Learning Models

- Include “hands on models” for learning.
- Respond to language barriers.
- Provide academic supports (e.g., reading tools, laptops)
- Incorporate Indigenous ways of knowing within the trades.

Success Measures

The program administrators provided eight different areas to measure success (figure 10) through training programs. While some of these measures are currently in place, the student-centered approach will be a great way to measure against personalized goals.



Figure 10. Eight Ways of Measuring Success





Part Three: Framework

Introduction

Part Three presents an inclusion framework for success to support and retain Indigenous Peoples in the trades, including Métis citizens, Inuit and First Nations people.

Framework

This framework provides a roadmap to support a successful journey for Indigenous peoples from pre-apprenticeship, apprenticeship and trades careers. This framework showcases the milestones of success throughout the process of a tradesperson's journey. Training organizations can use this as a guide to support success amongst Indigenous tradespeople. Best practices, as provided by the Project Advisory Committee, are provided as examples.¹

- 1 **Awareness** is the first milestone and focuses on inspiring Indigenous peoples to pursue a career in the trades.
- 2 **Engagement** is the second milestone and focuses on creating ways to increase Indigenous cultural inclusion and community participation.
- 3 **Supports and resources** is the third milestone and focuses on the provisions to meet participant needs and encourage individual success.
- 4 **Retention** is the fourth milestone and focuses on providing opportunities to grow within a chosen trades career that aligns with individual goals to increase Indigenous retention within the trades.

¹ If you have additional best practices, please share them with CAF-FCA by emailing info@caf-fca.org.

Figure 11. The Roadmap of Success

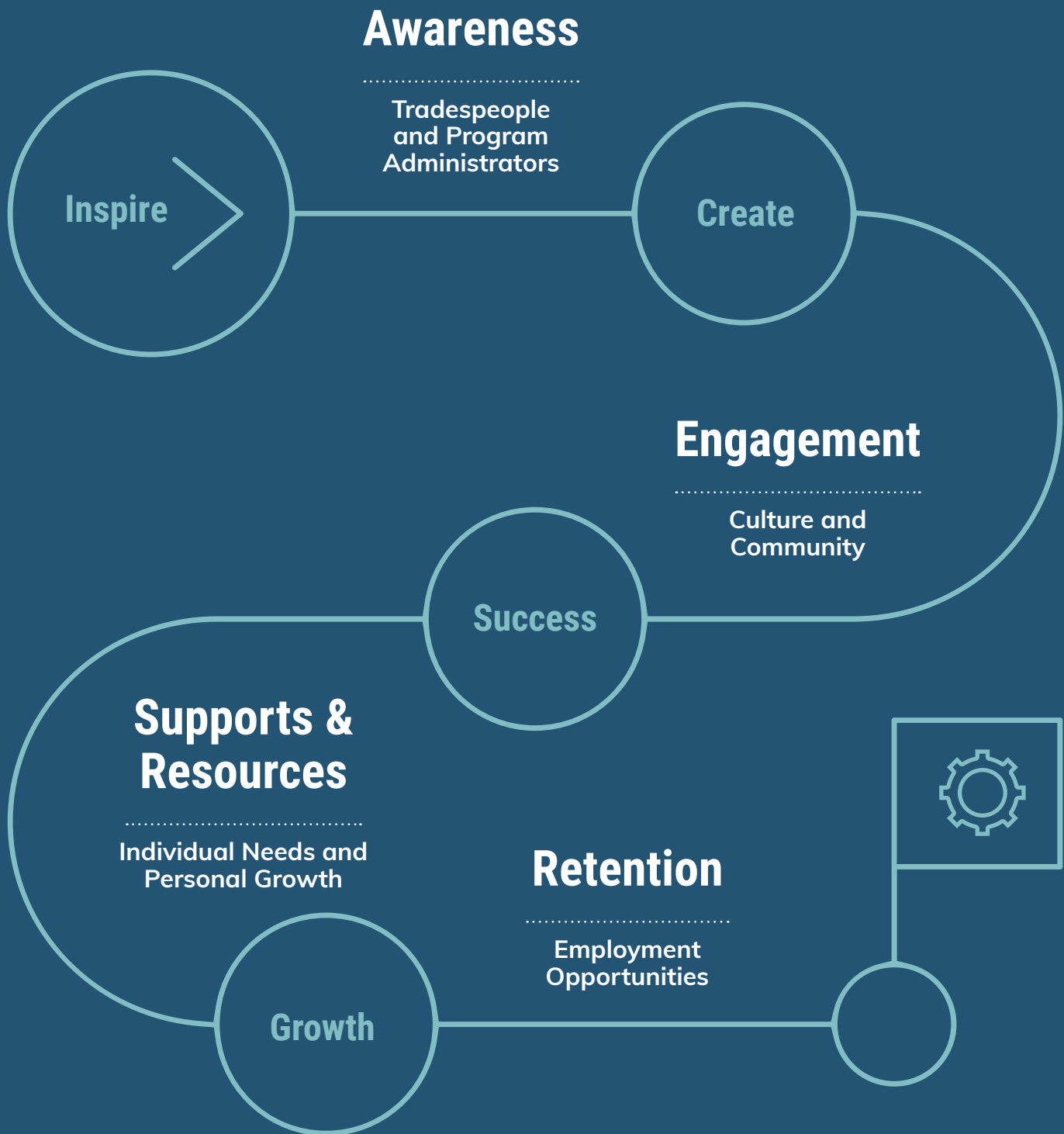


Table 7. Awareness

AWARENESS Awareness and recruitment strategies designed and implemented to increase cultural awareness among program administrators and to promote trades opportunities to Indigenous peoples.	
Actions	Outcomes
<ul style="list-style-type: none"> Start inspiring Indigenous youth to enter the trades at younger ages through social media marketing, career fairs, and trades tours and experiential learning. 	<ul style="list-style-type: none"> ✓ Indigenous youth are aware of career pathways and have been engaged through hands-on learning experiences
<ul style="list-style-type: none"> Develop mandatory cultural protocols, trauma-informed and sensitivity training to program administrators and leadership. <p><i>Best Practices: Provide Cultural Competency Training to Program Administrators.</i></p>	<ul style="list-style-type: none"> ✓ Increased awareness and understanding of impacts of microaggressions against Indigenous peoples ✓ Decreased incidences of microaggressions in the workplace ✓ Indigenous peoples are supported in the workplace, especially when incidences of racism arise <p><i>Mobile Construction Experience (MCE)</i></p>
<ul style="list-style-type: none"> Increase promotion and awareness of programs within and across Indigenous communities, including in local high schools. 	<ul style="list-style-type: none"> ✓ Opportunities provided to introduce youth to skilled trades, employment opportunities, and career pathways
<ul style="list-style-type: none"> Develop a website to promote training and employment opportunities within the trades, created by and for Indigenous peoples. 	<ul style="list-style-type: none"> ✓ Website developed ✓ Indigenous people are aware of and interact with website. ✓ Indigenous peoples are inspired to explore trades career pathways. ✓ Ongoing information sharing of trades employment opportunities.
<ul style="list-style-type: none"> Provide continuous cultural sensitivity training and ongoing coaching for non-Indigenous program administrators. 	<ul style="list-style-type: none"> ✓ Increased ability of non-Indigenous program administrators to understand the: <ul style="list-style-type: none"> living experiences of Indigenous students impacts of racism that their Indigenous students currently face and are likely to experience within the program and employment (i.e., microaggressions) strategies to address and respond to experiences of racism within their programs.
<ul style="list-style-type: none"> Spread awareness on targeted employment opportunities for: <ul style="list-style-type: none"> local Indigenous tradespeople, instructors and contractors joint apprenticeship councils and unions. 	<ul style="list-style-type: none"> ✓ Increased Indigenous representation in the trades.
Best Practices: <ul style="list-style-type: none"> Skilled Trades BC Mind over Metal Camp Mobile Construction Experience (MCE) 	

Table 8. Engagement

ENGAGEMENT Enhance cultural inclusion and community engagement through trades programming, economic development, and the workforce market.	
Actions	Outcomes
<ul style="list-style-type: none"> • Focus on relationship building with employers. 	<ul style="list-style-type: none"> ✓ Increased business partnerships and employment opportunities for Indigenous tradespeople
<ul style="list-style-type: none"> • Focus on relationship building through mentorship and job coaching. 	<ul style="list-style-type: none"> ✓ Increased student engagement and success through check-ins/follow ups and acknowledging needs beyond their training program
<ul style="list-style-type: none"> • Hire and train Indigenous liaisons/mentors, Knowledge Holders and Red Seal certified tradespeople for program supports for students. 	<ul style="list-style-type: none"> ✓ Increased student success through trust and relationship building
<i>Best Practices: Become aware of the TRC Calls to Action.</i>	
<ul style="list-style-type: none"> • Incorporate cultural teachings by: <ul style="list-style-type: none"> ◦ inviting Knowledge Holders to support program instruction ◦ building story-telling and sharing circles within training curriculum ◦ increasing visual representations and examples of Indigenous success within the training materials to reflect living experience ◦ hosting programs within land-based learning environments ◦ incorporating examples of how skills are transferrable and contribute to successes in everyday life. 	<ul style="list-style-type: none"> ✓ Enhanced connection to culture in training ✓ Increased connection to personal healing journey and generational aspects of obtaining trade skills to pass onto families and community ✓ Enhanced learning opportunities
<ul style="list-style-type: none"> • Deliver programs within Indigenous communities. 	<ul style="list-style-type: none"> ✓ Increased accessibility for Indigenous participants ✓ Income and transportation support in place ✓ Improved access to family supports, such as childcare
<ul style="list-style-type: none"> • Host celebrations of success within and across communities. 	<ul style="list-style-type: none"> ✓ Opportunities for tradespeople to celebrate their success by promoting their journey throughout the program and amongst community
<i>Best Practices: Confirm community engagement protocols to maintain relationships.</i>	

Best Practices:

- [Truth and Reconciliation Commission of Canada Calls to Action](#)

Table 9. Supports and Resources

SUPPORTS AND RESOURCES Providing supports and resources to meet the individual needs of Indigenous tradespeople.	
Actions	Outcomes
<ul style="list-style-type: none"> Develop income support programs including for: <ul style="list-style-type: none"> transportation relocation assistance tools and materials food and accommodations childcare training costs and paid apprenticeships. 	<ul style="list-style-type: none"> ✓ Reduced financial stress ✓ Enhanced accessibility ✓ Increased program completion rates
<ul style="list-style-type: none"> Promote individual goal setting in addition to program measures that consider: <ul style="list-style-type: none"> individual perception of success supports required steps to achieve personal goals. 	<ul style="list-style-type: none"> ✓ Enhanced personalized measures of success ✓ Increased contribution to communities on a wider scale
<ul style="list-style-type: none"> Strengthen learners' support systems to: <ul style="list-style-type: none"> help them to identify individual supports at home or outside of training connect individuals with those supports (i.e., mentors, tutors, etc.). 	<ul style="list-style-type: none"> ✓ Increased confidence and drive to continue trades journey ✓ Improved impact by building relationships at an individual level
<ul style="list-style-type: none"> Provide culturally based evaluations in the form of sharing circles to discuss student: <ul style="list-style-type: none"> progress and self-improvement strengths challenges needs. 	<ul style="list-style-type: none"> ✓ Reduced individual barriers ✓ Improved mental wellbeing
<ul style="list-style-type: none"> Encourage students to pursue training on skill trade fundamentals and safety measures prior to program entry (e.g., heavy lifting techniques). 	<ul style="list-style-type: none"> ✓ Increased knowledge and skills during program training and placements that will prevent adverse experiences and injuries
<ul style="list-style-type: none"> Offer trades programming in Indigenous communities. 	<ul style="list-style-type: none"> ✓ Reduced accessibility barriers ✓ Increased partnerships ✓ Increased Indigenous tradespeople retention in the trades ✓ Increased economic development and training opportunities within communities
<ul style="list-style-type: none"> Incorporate multiple ways to measure success through skills development, including through: <ul style="list-style-type: none"> pre and post skills assessments recognizing the number of attempts a student has made to improve considering personal goals and self-assessments and their achievement. 	<ul style="list-style-type: none"> ✓ Opportunities to highlight individual success through skills development ✓ Opportunities to address skills gap
<ul style="list-style-type: none"> Engage and check-in with students regularly to: <ul style="list-style-type: none"> build relationships understand and support work and home life balance. 	<ul style="list-style-type: none"> ✓ Safe space established for students to share their work and home life concerns and address their individual needs
<ul style="list-style-type: none"> Offer personal mentorship for women in the trades. 	<ul style="list-style-type: none"> ✓ Increased female representation in the trades ✓ Safe spaces established to share their concerns, challenges, and barriers in the workplace
<ul style="list-style-type: none"> Measure data on the recruitment, employment and retention of Indigenous apprentices, including how many: <ul style="list-style-type: none"> entered the program remained in the program successfully completed the program. 	<ul style="list-style-type: none"> ✓ Improved comparable Indigenous apprenticeship data

Table 10. Retention

RETENTION

Increase retention by providing multiple levels of employment opportunities for Indigenous people working in the trades.

Actions	Outcomes
<ul style="list-style-type: none"> • Increase recruitment and retention of Indigenous tradespeople, including through intentional post-program follow up. 	<ul style="list-style-type: none"> ✓ Increased representation of Indigenous tradespeople within trades positions
<ul style="list-style-type: none"> • Increase viable and accessible connections to employment opportunities throughout the program (including within Indigenous communities). 	<ul style="list-style-type: none"> ✓ Employment resources, training and job opportunities (local and non-local) shared with Indigenous communities and tradespeople ✓ Opportunities to build employer relationships ✓ Increased confidence and skills experience
<ul style="list-style-type: none"> • Support employment relocation planning and assistance. 	<ul style="list-style-type: none"> ✓ Employment relocation supports provided
<ul style="list-style-type: none"> • Intentionally recruit and retain Indigenous program administrators within programs. 	<ul style="list-style-type: none"> ✓ Increased instructor opportunities for tradespeople ✓ Opportunities to train indigenous liaisons or mentors through trades programs ✓ Enhanced experiences and outcomes for Indigenous learners
<ul style="list-style-type: none"> • Focus on relationship building through program partnerships. (i.e., with Indigenous communities, economic development departments, Indigenous businesses, etc.) 	<ul style="list-style-type: none"> ✓ Increased interest in trades careers within Indigenous communities ✓ Increased engagement and recruitment of Indigenous tradespeople from within Indigenous communities ✓ Enhanced employment opportunities for Indigenous tradespeople
<ul style="list-style-type: none"> • Provide dedicated programming for women in trades. 	<ul style="list-style-type: none"> ✓ Increased ability, skills and confidence among women in the trades ✓ Improved job experience and wellbeing among women in the trades
<ul style="list-style-type: none"> • Enhance orientation and training to ensure Indigenous tradespeople have access to human resources and health and safety policies and procedures that will enhance workplace safety. This would include providing: <ul style="list-style-type: none"> ◦ an overview of workplace incidents and safety measures ◦ a list of key contacts, supports and resources to address workplace racism or discrimination. 	<ul style="list-style-type: none"> ✓ Increased workplace safety and awareness for apprentices
<ul style="list-style-type: none"> • Measure data on the recruitment, employment and retention of Indigenous tradespeople, including how many: <ul style="list-style-type: none"> ◦ entered the trade ◦ remained in their trade ◦ became a journeyperson, program administrator, or trainer. 	<ul style="list-style-type: none"> ✓ Improved comparable Indigenous tradesperson data

Best Practices: B.C. Be More Than a Bystander program; offsetting racism within the workplace.

Best Practices:

- [Be More Than a Bystander Program](#)

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