

CEDEC's Integrated Learning Model



CEDEC

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About CEDEC

As a global thinker and local actor, CEDEC is a trusted leader in exceptional collaborative and integrative action that helps communities to unleash and leverage their creative potential by pioneering government, community and private sector collaboration.

These mutually beneficial partnerships create forward-looking businesses, expand trade, future-proof jobs, up-skill workforces, and ensure that communities are resilient and have the opportunity to thrive.

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What does an Integrated-Learning Approach Look Like?

An Integrated-Learning Approach is a community-centered strategy that works with job seekers who have skills development needs and who are interested in advancing their careers in locally-available employment opportunities. Close collaboration between **community organizations**, **education providers** and **local employers** is essential to ensure the job seekers get a custom-training experience that will provide them with the skills they need to perform tasks on the job.



Community organizations



Education providers



Local employers

The Importance of Building Strong Relationships

Collaborative projects can experience many positive outcomes; however, they can also experience their fair share of challenges. Building strong working relationships with project partners will ensure a solid foundation, based on respect, understanding and trust, that will carry you through any difficulties that may arise. The nature of this work depends on strong collaboration, clearly defined objectives, established roles and responsibilities. This can take time to put into place; however, it is time well invested.



Feedback from the employer partner expressed that the biggest success from their perspective was the creation of a strong, positive relationship with the local Kebaowek community.

The relationship kept the project moving forward when challenges arose. The employer partner and the community partner shared common objectives, communicated regularly and worked as a team.



Look for the tips icons for Lessons Learned during CEDEC's pilot project

CEDEC's Integrated-Learning Pilot Project

From 2017-2019, CEDEC sought out and worked with community, educational and employer partners to develop a collaborative integrated learning model to deliver training in employability, customer service and second-language skills. The goal was to prepare adult students to have better skills alignment with local job opportunities in the tourism sector and to generate a model that can be reproduced in other sectors in Canada.

CEDEC worked closely with community partners in both Kebaowek and Gesgapegiag to identify potential participants that needed help to integrate or re-integrate into the local labour market. Next, a private sector partner with employment opportunities was found and finally, an education partner was identified to bridge the gap between the participants and the labour market by providing appropriate curriculum content.

These partners came together with a CEDEC co-ordinator to form a Steering Committee, which led the project from start to finish.

CEDEC's first cohort in Kebaowek, Quebec, followed Francization (French second-language) training that incorporated a work placement at Opémican Park, a new national park that is operated by the Société des établissements de plein air du Québec (Sépaq). Sépaq was looking to fill eight positions at the park, including a receptionist, trail maintenance workers and park wardens. Since the park was located on traditional Algonquin territory, Sépaq wanted to partner with the Algonquin people of Kebaowek.

CEDEC's second cohort was in Gesgapegiag, a Mig'Maq community located in the Gaspésie; this cohort was enrolled in a customer service program offered by the Government of Quebec's Ministry of Education and Higher Education. This program incorporated work placements, Mig'maq culture and language, mental health and French second-language training. In seeking to increase its capacity to offer tourism services, the community of Gesgapegiag identified six potential employers that would benefit from developing its local workforce; these included the Heritage Interpretation Centre, The Lobster Hut, The Cache (accommodation) and the Chalets de l'Anse Ste-Hélène.

Each cohort had a tailored training program, designed with the intention of meeting the specific needs of the students and local employers.

Additional partners joined in the process of developing these programs. They acted as advisors and played an important role in the design of the training program. The success of integrated learning programs is based on partnerships between private, public and civil society sectors, which is essential in moving forward.

This process guide captures the ideal steps you will need to complete in order to create an integrated training program.



Visit:

https://www.youtube.com/watch?v=wSITM_oVDhU&feature=youtu.be

Getting Started

Before you can get started with an integrated-learning approach, there is groundwork to be done!

Consider the following questions:

- Have you clearly identified a need or challenge in your community around worker training ?
- Have you found others (including local businesses, public officials and community organizations) who see the same challenge as a priority?
- Is everyone interested or, better yet, invested, in seeking a solution?
- Have you begun collecting information about what's already happening in your community or elsewhere to solve a similar challenge?
- Have you a clear idea of the resources available to you to solve the challenge?
- What does success look like for you, for other members of the group?
- Can you find common ground?
- What additional constraints and commitments must be considered?
- Will you need to seek outside funding to develop and manage your project?
- Who will be responsible for sourcing it and reporting on progress?

If you're ready to tackle some of those questions, CEDEC's online resource, [The Capacity Exists Toolkit](#), might be a good place to start. This toolkit illustrates and outlines basic strategies to initiate community engagement by identifying the skills, assets, resources and opportunities embedded within a community.

Once you've started the discussion, this current process guide will support you in continuing the groundwork. While this process guide outlines the steps it remains just that: a guide, a roadmap. As with all journeys and projects there are unexpected bumps and changes, successes and challenges along the way. This guide offers a glimpse of several challenges and successes lived through CEDEC's pilot project as examples of how a situation played out.

The groundwork takes time and energy and will likely include some steps forward and some backward. It's essential to have the right stakeholders around the table and, at a certain point, to formalize discussions, commitments and plans together. To do that means entering into formal partnership with organizations, institutions and companies in order to develop an action plan.

This guide tackles program design considerations in the section on "Organizing Your Integrated-Learning Project".

Once you've arrived around the table with invested stakeholders – or partners, there are discussions to be had and decisions to be made that will enable you and your team to build a solid foundation upon which to advance your project.



Expect to spend upwards of six months on identifying the information and partners you need to get this type of project started.

Below you will find a list of some key people you may want to have around the table:



- **Community Lead** – This person will recruit, follow and support learners. The Community Lead may also be responsible for securing and administering training subsidies.



- **Employer Partner** – This person will have available positions in their company, provide job descriptions and be able to clearly articulate the skills they require in employees. The Employer Partner will be responsible for hosting students in a work placement and hire graduates from the training program.



- **Educational Partner** – This person will be responsible for hiring an instructor, producing or securing curriculum and ensuring that the curriculum fills skills gaps required for jobs.



- **Project Co-ordinator** – This person will be responsible for developing and maintaining relationships between partners, organizing and chairing steering committee meetings, mediating conflict, and ensuring congruency between training curriculum and the required job skills. The co-ordinator will also be responsible for setting up and training stakeholders to use evaluation tools such as the Employability Skills Assessment Tool (ESAT).



Make sure all partners are on the same page

It may appear at first that all partners have the same idea in mind; however, once the program is up and running challenges can begin to arise.

In one community, partners and trainers worked with the community, “looking from the inside.”

In other words, they worked by looking at the needs of the local job seekers and employers. The Community Lead felt that the Educational Partner, however, “always looked from the outside,”; in other words, they looked at what they had to offer, and were never on the same page as the other partners around the table.

These different perspectives or points of view led to multiple misunderstandings.

Once a group of partners has been chosen, the following questions need to be considered. They can be organized into four categories: Philosophical, Political, Administrative and Didactical Pedagogical.



Philosophical Considerations: Can we create something new together?

Are partners willing and able to...?

- Adopt a skills-development or context-oriented paradigm versus an academic or content-oriented paradigm;
- Explore new practices;
- Work together to determine the needs of local job seekers and employers;
- Explore their values and educational beliefs to decide whether they are compatible enough to develop an integrated program together
- Focus on the training needs of the student cohort rather than trying to fit them into existing education programs

Once partners have come to an agreement on creating something together, you can move on to address political considerations.



Political Considerations: Do we trust each other?

Are partners willing and able to...?

- Create trust among members of this group and perceive each other as complementary actors and not as competitors
- Agree on common operational procedures by building consensus in a transparent manner

*Note: Philosophical and political considerations need to be addressed early on in the collaboration process for this type of project to move forward successfully.

Once partners have come to an agreement on trusting each other, it is time to tackle the next set of considerations.



Administrative Considerations: How can we help each other?

Are partners willing and able to...?

- Explore how to pool each partner's resources to determine the feasibility of creating an integrated program, given the available human and financial resources

Once partners have come to an agreement on helping each other, it is time to address the didactical/pedagogical aspects of the project.



Didactical/Pedagogical Considerations: What program best meets the needs of our population?

Are partners willing and able to...?

- Identify and analyse the labour needs in their community
- Identify any expanding economic sectors that have specific workforce requirements
- Focus on the jobs in these economic sectors that require skills for which training is not overly complex
- Work together on training strategies and sequencing learning activities where possible
- Keep a broad perspective of job seekers' needs and the numerous skills they must develop to become job ready for a targeted occupation in the local community
- Identify how cultural context might impact local dynamics, learning and training obstacles for job seekers with skills-development needs
- Understand how to find and access services from governments, institutions and agencies in the community
- Understand the constraints of education systems and work to set up the best conditions for an integrated-training approach
- Identify which resources from their programs and services can be incorporated in the integrated program to ensure the development of the skills needed by local job seekers and employers
- Agree on a way to collect information and use the data, (learning outcomes and feedback from learners, practitioners and partners) to help readjust the activities and perfect the integrated program

Once all the above questions have been addressed and all partners are satisfied with the agreements, you are ready to start.

Organizing Your Integrated-Learning Project

This project takes place over six phases: Initiation, Needs Assessment, Design, Development, Delivery and Feedback.

It is important to remember that this is a development project at heart, and as such, will not be a linear process. Needs may evolve over the course of the project, and mid-point evaluations may influence design decisions that ultimately impact program delivery. Remember: Change is ok! It is a sign that all partners involved have a dynamic communication and are actively discussing the needs of the program participants.

Phase 1. Initiation

Step 1 Identify potential communities that:

- Have a need for a labour force development
- Have existing local employment opportunities
- Have adequate infrastructure to run a training program

The assessment of local employment opportunities should look at what skills are required to complete the tasks involved for a particular job. Integrated programs look at three main areas: technical, language and employability skills. This information can be obtained by reviewing the National Occupational Classification (NOC number), the *Essential Skills profile for each position and by looking at the job description provided by the Employer Partner.

*This information can be obtained by visiting: <https://www.canada.ca/en/employment-social-development/programs/essential-skills/profiles.html>

Step 2 Recruit an employer partner. An ideal employer partner will:

- Be willing to work with you to identify where skill gaps exist in his/her company
- Be willing and have the capacity to host student work placements throughout the training program
- Be willing to hire participants upon completion of the training
- Have the capacity to provide feedback during the work placement to inform any changes that may be needed in the training program

Step 3 Perform an environmental scan. This scan should look at:

- Local infrastructure
- The political landscape (micro and macro)
- Local and regional labour market current and future trends
- Potential risks or barriers to offering a successful program

Step 4 Identify a training partner. This partner could be a local school board, a private training company or other educational institution.

Step 5 Identify any other relevant partners and establish a program steering committee.

Set a calendar for regular meetings. The Initiation Phase will require the steering committee to meet bi-weekly for the first few months of the program.

Phase 2. Needs Assessment (Building Relationships)

- | | |
|---------------|---|
| Step 1 | Clearly define the workforce development needs/wants of the Community Partner |
| Step 2 | Clearly define the labour needs/wants of the employer partner, (e.g., Do students need specific certifications?) |
| Step 3 | Clearly define the mandate of the educational partner and any program constraints they may have. This may include limitations on hiring instructors, required course hours, ability to add to existing curriculum, licensing for software and other materials, and funding. |
| Step 4 | Identify any pre-requisite training needs of the students. This could include a General Development Test, a literacy assessment and a psycho-social needs assessment. |
| Step 5 | Identify potential barriers for students (transportation, vision impairment, lack of access to childcare, addictions, literacy). |
| Step 6 | Identify funding that will be required to run the program. It is imperative to begin discussing who will pay for recruitment, promotion, instructors, classroom space, study materials and equipment, student subsidies, work placement supervision, for the graduation ceremony and for any additional components to the training program, (e.g., First Aid certification training, culture and language classes). |
| Step 7 | As a group, look at the resources required for this type of project to agree upon roles, responsibilities and time frames for the tasks that need to be accomplished. |



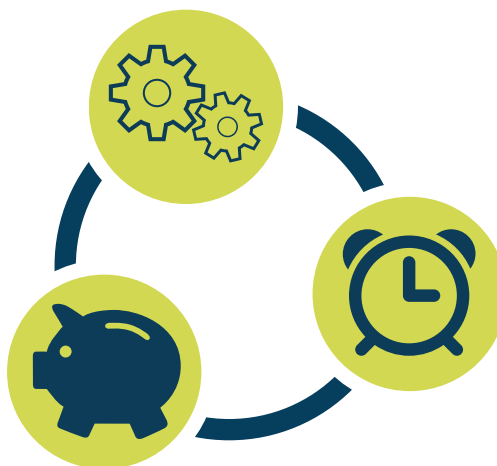
Tip: Questions to Ask when Conducting a Needs Assessment

Get all stakeholders around the table to understand the perspectives of all stakeholders. Ask the following questions:

- What is the need to be filled?
- What resources do we have available?
- What are the perceived gaps in services?
- Who should be around the table?
 - Is anyone missing?

Once this has been identified...

Brainstorm potential solutions and choose the best solution to pursue based on the “Triple Constraints” model: **time**, **budget** and **scope**. If this is a reasonable solution, then work on planning your project.



Phase 3. Design

(Building a Common Project)

- | | |
|----------------|---|
| Step 1 | Go back and look at the Philosophical, Political, Administrative and Didactical/ Pedagogical considerations - are all partners really in agreement? |
| Step 2 | If possible, recruit instructors so they can be a part of the design and development process. |
| Step 3 | Form a curriculum committee. The role of this committee will be to choose appropriate curriculum and to ensure the training program connects directly to the jobs. The Educational Partner, Co-ordinator and Employer Partner should be involved in this discussion. For an example of an integrated curriculum, see the Integrated Curriculum Plan template. |
| Step 4 | Identify any skills that may need to be taught that are not included in the curriculum. This may include language learning, First Aid training, literacy, employability skills or other job specific certifications. |
| Step 5 | Set schedule for curriculum committee meetings. Curriculum committee will ensure in class training is matched to job skills that must be developed. See the Instructor Planning template. |
| Step 6 | Draft partnership agreements that capture roles, responsibilities and financial contributions of all partners. Use the list you made in Step 2. |
| Step 7 | Establish criteria for entry to the program (beyond academic). Consider things such as the following: Are you equipped to support students who are struggling with addictions? Will participants require a driving license for the job? Should students have a minimum computer skill level? |
| Step 8 | Set a course calendar. Account for additional training components, work placements, and cultural and weather considerations.

*Note: A progressive plan for entering the workplace is ideal as it will allow students time to touch base with each other and the instructor(s) and integrate their learning. |
| Step 9 | Clearly define the objectives for work placement (What skills should students be practicing/focusing on?) See the Integrated Work Placement Plan template. |
| Step 10 | Where appropriate, clearly define the expectations and roles of Work Placement Mentors (their role is to support students while they are on work placement). |
| Step 11 | Decide on a way to evaluate whether or not students have met their learning objectives while on work placement. |
| Step 12 | Clearly define the expectations and roles of the Work Placement Supervisor. |
| Step 13 | Choose a Work Placement Supervisor and set schedule for visits. |
| Step 14 | Establish how communication will take place between instructors, employers and community lead for sharing information such as attendance, absences, inappropriate behaviour, overcoming barriers. |

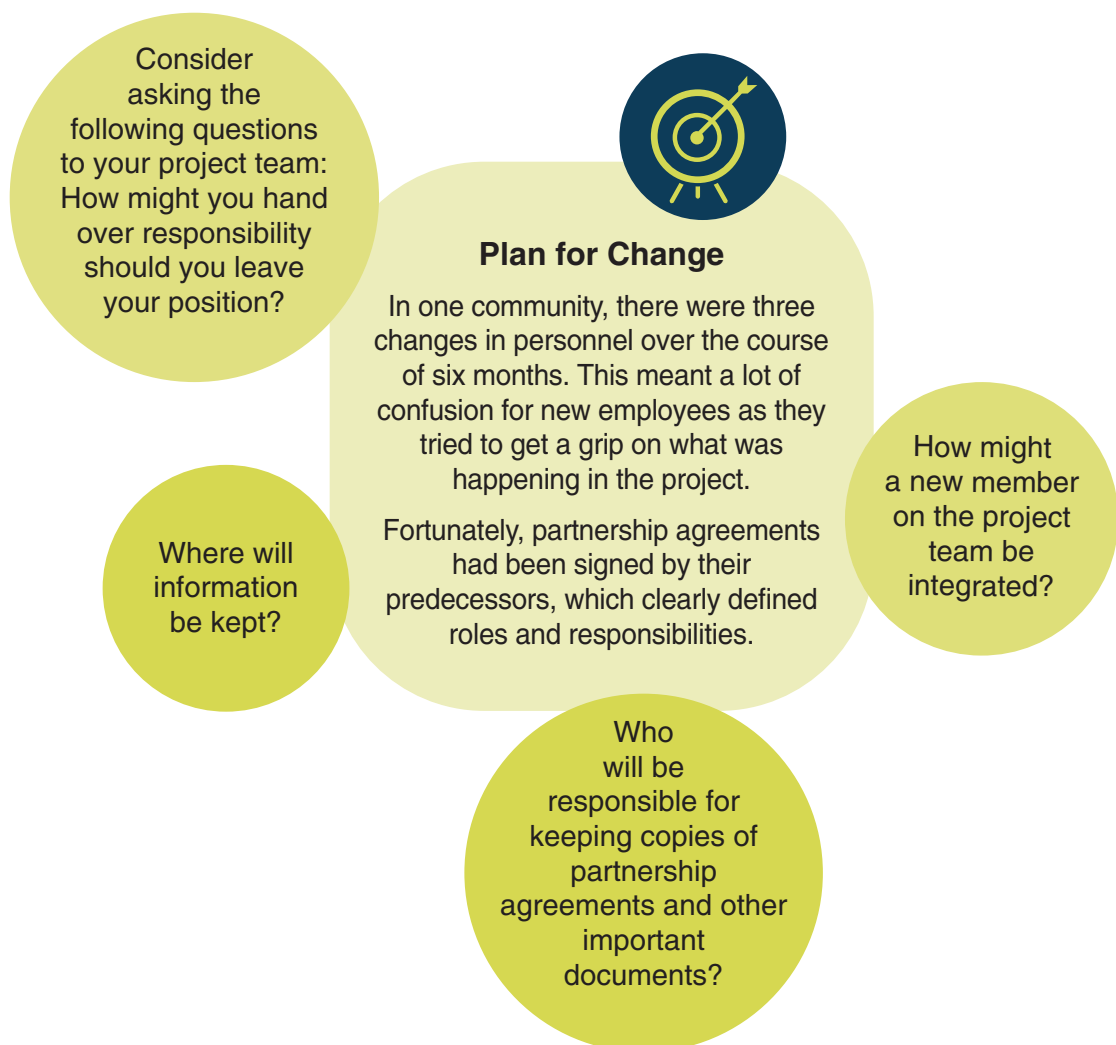
For all templates go to:
www.cedec.ca/integratedlearning

“What Could Possibly Go Wrong?”

The Design Phase is a really good time to ask this question to yourself, and the partners around the table. Taking some time to look at potential risks that could delay or derail your project will be of benefit not only to your planning process, but in the event that you are applying for funding.

Try dividing project steps up and look at what happens if something goes wrong during each step or phase. Create a table with three categories: no consequence to outcome, delay outcomes or project, stop or derail project.

E.g., A delay in the recruitment of students = a delay in the start of the program vs. A partner leaves the project and is the only one with access to certain critical information = a potential for the project to be derailed.



Phase 4. Development

- Step 1** Establish how many absences will be allowed in the program and what consequences will happen as a result. (E.g., not enough hours to receive certification, asked to leave the program.)
- Step 2** Establish program rules and clear consequences for student cohort for inappropriate conduct (try to ensure there is consistency with classroom rules and in the workplace norms); this could include rules around harassment, damaging property and theft.
- Step 3** Identify a location for training. Recruit instructors or additional instructors, (if you were unable to do so during Design Phase).
- Step 4** Set up accounts for students and staff/ stakeholders using the Employability Skills Assessment Tool. (ESAT)*
- For information on training and licensing for ESAT visit <https://futureworx.ca/employability-skills-assessment-tool/>.
- Step 5** Set schedule for ESAT evaluation meetings. The purpose of these meetings is to allow everyone that has contact with students to discuss student progress in the nine employability skills outlined in the Employability Skills Assessment Tool (ESAT) program.
- Step 6** Train instructors and any staff working with students to use the online (ESAT).
- Step 7** Explicitly train instructors in the nine employability skills. Have instructors do the same for students (or have an external instructor do this training).
- Step 8** Design recruitment strategy and begin recruitment process for students 6-8 weeks before your anticipated start date. Consider who will be responsible for designing what materials and how they will be promoted. See the example Social Media/Newsprint.
- Step 9** Set clear expectations for instructors around modelling accountability, communicating student absences and communicating challenges as they arise in the classroom.
- Step 10** Design mechanism to maintain contact with students after they complete training to ensure they receive info about job postings.



Plan for Delays

In one community, social media and radio advertising was not working to register enough students for the anticipated start date of the training program.

Partners had to go and knock on doors to recruit participants. This strategy was successful, and enough students were recruited to finally begin.

The start date of the training program was pushed back three times and started roughly two months later than expected. At first, this didn't appear to cause a problem.

However, later partners realized that the delay in getting started impacted the work-placements schedule.

Phase 5. Delivery

- | | |
|----------------|--|
| Step 1 | Screen students who have applied. |
| Step 2 | Have students in a cohort set guiding principles. |
| Step 3 | Support students to improve on employability skills by providing explicit examples of what to do. |
| Step 4 | Train students to use Employability Skills Assessment Tool (ESAT). |
| Step 5 | Have students complete initial Self Assessments. |
| Step 6 | Two weeks into the program, have instructors complete ESAT assessment of students. |
| Step 7 | Set a date, mid-program during which a formal evaluation will take place. Refer to the template questionnaire. |
| Step 8 | Decide who will perform interviews with key stakeholders, using the questionnaire mentioned above. |
| Step 9 | Hold a group interview with students, and one on one interviews with stakeholders. |
| Step 10 | Evaluate the information obtained through the interviews and make continuous course corrections. |
| Step 11 | Set a date, mid-program for an ESAT student self-evaluation and staff assessment. Repeat steps taken during the first assessment. |
| Step 12 | Decide who will work with students to go over their ESAT assessments and help students write a plan to work on areas that need improvement. |
| Step 13 | Set up individual meetings with students to show them their progress in their employability skills using the data from the ESAT assessments. |

Step 14 Ensure students are adequately prepared to transition to a work placement and consider, where possible, holding an orientation session prior to beginning the work placement. Discuss the job descriptions and expectations with the students.

*Ideally six to eight weeks of work placements will be scheduled throughout the training program. These work placements could be with different employers. If this is the case, ensure to make these partnerships during the Design Phase.

Step 15 Logistics must be organized for work placements and clearly communicated with students.

Step 16 Ensure students know how to apply for jobs with the Employer Partner once they have graduated. The community lead should take responsibility to share this information with students and to support them in applying if necessary.

Step 17 Conduct a final ESAT assessment. Repeat steps 11 to 13.

Step 18 Plan a graduation ceremony to celebrate the student's achievements. See Graduation Ceremony template.
This will involve, but is not limited to, sending invitations to local political people / family / local media, planning for catering, hiring a photographer, assigning an MC for the event, coordinating decorating, room and equipment rental.

Step 19 Conduct a final evaluation. Repeat Steps seven to nine.

Step 20 Contact Employer Partner to ask if students have gained the necessary employability, customer service and language skills for employment.

Step 21 Contact students and see if they have found employment and feel that they have gained the skills they need for the workplace.

For all templates go to:

www.cedec.ca/integratedlearning

The Resources Needed for this Type of Project:

Now that you know the steps involved, let's take a closer look at what you will need to do this work.

At a minimum, you will need (1) someone to co-ordinate the project, (2) a community partner, (3) an education or training partner and (4) a private or public sector partner that has job openings.

Identifying the roles of each partner early in the process will ensure that everyone is clear about what is expected of them. Below is a table of tasks that will need to be performed by each partner. Some tasks will be individual, others may be shared between partners. Discussing these topics early in the process ensures that no one needs to tackle unwanted surprises or finds themselves scrambling to fill programming holes.



Project Co-ordinator

Identifies community partner

Finds Employer Partner with jobs available for work placements during the training program and positions in need of being filled after the training has ended.

Finds Educational Partner

Holds license for Employability Skills Assessment Tool (ESAT)

Provides/organizes training on ESAT to community, education and employer partners

Identifies a tool to measure a baseline for an Essential Skills assessment

Continued...



Community Partner

Finds Employer Partner with jobs available for work placements during the training program and positions in need of being filled after the training has ended.

Finds Educational Partner

Develops a student recruitment strategy

Recruits cohort of students

Develops a screening process

May perform academic/psycho-social screening

Finds subsidies for students to partake in training

Continued...



Educational Partner

Provides a learning space

Recruits cohort of students

Recruits, hires, supervises and pays for program content instructors

Identifies appropriate curriculum with input from community and employer partners

Conducts base-line student assessment using ESAT (to be completed by student and instructor team)

May perform academic/psycho-social screening

Ensures CCST coverage for students while on work placement

Continued...



Employer Partner

Provides job descriptions of available opportunities

Secures subsidies for students to partake in training

Identifies employment opportunities

Secures funding to cover cost of Placement Supervisor

Finds Work Placement Mentors

Secures funding to cover cost of graduation ceremony

Provides a space to conduct steering committee and curriculum committee meetings

Continued...

Project Co-ordinator

... Continued

Manages conference line for meetings

Forms a curriculum committee

Develops a work plan and shares with partners. The work plan should include time specific objectives and deliverables

Identifies NOCs for jobs on offer

Writes Essential Skills profile for jobs on offer

*Coordinates evaluations at mid- point and post training (Project, student learning, ESAT, Essential Skills)

*Coordinates labour market analysis

Provides a space to conduct steering committee and curriculum committee meetings

Develops a communication strategy to share the project as it develops

Develops and signs a partnership agreement that outlines the roles, responsibilities and financial contributions of each partner. This document is also a living record of the project that can be drawn on in the event of staff turn-over.

Community Partner

... Continued

Identifies employment opportunities

Secures funding to cover cost of Placement Supervisor

Secures funding to cover instructor

Identifies funding to cover cost of graduation ceremony

Provides a space to conduct steering committee and curriculum committee meetings

Clearly defines the objectives for work placements. Communicates them with the employer partner

Develops a communication strategy to share the project as it develops

Develops and signs a partnership agreement that outlines the roles, responsibilities and financial contributions of each partner. This document is also a living record of the project that can be drawn on in the event of staff turn-over.

Educational Partner

... Continued

Secures funding to cover cost of Placement Supervisor

Secures funding to cover instructor

Sets the course calendar

Secures funding to cover cost of graduation ceremony

Provides a space to conduct steering committee and curriculum committee meetings

Clearly defines the objectives for work placements. Communicates them with the employer partner

Develops and signs a partnership agreement that outlines the roles, responsibilities and financial contributions of each partner. This document is also a living record of the project that can be used in the event of staff turn-over.

Employer Partner

... Continued

Develops and signs a partnership agreement that outlines the roles, responsibilities and financial contributions of each partner. This document is also a living record of the project that can be used in the event of staff turn-over.

Make a Plan and Stick to It

Once you have identified the resources you need for your project, be sure to feed the information into a clear work plan. The work plan should break down the various project activities by quarter and allow for the whole team to understand who is responsible for what and by when. Use this plan during your steering committee meetings to identify the progress made and what is left to be done.



Make Room for Continual Evaluation

Partners must agree to work in a transparent manner to run a successful integrated training program. A clear system for sharing feedback must be in place for all partners and for students. Conducting mid-point reviews with all stakeholders & students to get feedback on how the program is going so far will ensure that any changes that are needed can be made in a timely fashion.

The Employability Skills Assessment Tool can provide an important source of data on where your program participants are in terms of their employability skills. By having students complete ESAT self- assessment within the first two weeks of the training program, you will gather baseline data and help to track the progress students make from start to finish in the program. This information can also be used to help make any course corrections in the curriculum and to provide an opportunity for students to learn about what will be expected of them in the workplace. These conversations can also be used to uncover barriers and to flag any issues that may be arising between students and instructors that may not have been identified in the earlier phases of the program.

There may be additional student assessments to be considered, such as Essential Skills, to test literacy levels. Any additional assessments should be considered during the Design Phase.

Findings from the final interviews should be compiled into a document, highlight the lessons learned and shared with all partners. Where training programs fell short, it is important to diagnose the reasons and to investigate alternatives.

Once you think you understand, verify once again.

One employer we worked with found that although the experience was appreciated, they would not participate in this type of training again. There were too many issues that were not sufficiently worked out and it led to many problems with students while on work placement.

The employer partner was under the impression that the training partner had clearly defined the work placement roles with the students and had been working with them on developing their employability skills.

It was only once the students arrived for their work placements that it became clear they were not adequately prepared.

By clearly defining expectations with respect to skills development and tasks to be accomplished beforehand, all partners can work towards achieving the same outcomes.

It is always a good idea to evaluate everything and use the information to decide whether or not the committee wants to continue or to do something again.

What a Successful Integrated Education Program Should Look Like:

If all partners and stakeholders work to put down a solid foundation and continue to build consensus and stay the course, everyone will experience positive outcomes.

The host community will:

- Experience economic enhancement by having access to a skilled workforce
- Enjoy greater collaboration between community partners
- Gather data that can demonstrate and measure skill gain by students and demonstrates the effectiveness of the training initiative.

Local employers will:

- Have access to work-ready employees who have the right match of skills required for the available positions

Participants in this type of program will:

- Demonstrate an improvement in the nine employability skills as identified by the Employability Skills Assessment Tool with potential links made to the nine Essentials Skills.
- Demonstrate skill gain in some of the nine Essential Skills as designed by Human Resources and Skills Development Canada.
- Have an offer of employment once they have finished the training program



Things We Would Do Differently (and the Same) Next Time...

CEDEC worked with two Indigenous communities to design, develop and deliver the first pilot based on integrated education programs. Feedback was gathered through mid-point and final evaluations in one community and is scheduled to take place in a similar format for the second community. Feedback received included the following points:

- | | | |
|--|--|---|
| <ul style="list-style-type: none">• Ensure all partners agree to one plan and stick to it. | <ul style="list-style-type: none">• If there is a workplace mentoring program, mentors must receive clear instructions on their role. | <ul style="list-style-type: none">• Carefully consider the criteria for accepting students. This may require asking some difficult questions: are addictions an issue? Is there adequate support in place for students who are in unstable life situations? |
| <ul style="list-style-type: none">• Ensure a cultural and language component is included in the training. | <ul style="list-style-type: none">• It is imperative that all partners in this process work through the philosophical, political, administrative and didactical / pedagogical considerations. If differences cannot be resolved, the training program will not be successful. | <ul style="list-style-type: none">• Developing and maintaining positive, trusting working relationships is essential to navigating the complex process of designing, developing and delivering an integrated training program. |
| <ul style="list-style-type: none">• Ensure instructors receive cultural training where appropriate. | <ul style="list-style-type: none">• A significant challenge in non-Indigenous communities seems to be sourcing adequate funding to run a truly integrated learning program. Partners must think through the needs of the students and the constraints of current systems and be creative in finding solutions. | <ul style="list-style-type: none">• A neutral third party is the ideal choice for the person who will conduct mid-point and final evaluations. |
| <ul style="list-style-type: none">• French-language training should take place in an immersive setting. | | <ul style="list-style-type: none">• Have a contingency plan in place to account for staff turn-over. Ensure that critical information is shared with all partners. |
| <ul style="list-style-type: none">• Training should start with in-class learning and finish with a work placement. | | |
| <ul style="list-style-type: none">• Ensure employability skills (soft skills) training is intentionally integrated into classroom learning to better prepare students to transition into the workplace. | | |
| <ul style="list-style-type: none">• Instructors must be explicitly taught about the nine Employability Skills and the Employability Skills Assessment Tool and encouraged to not only teach students about them, but model them at all times in the classroom. | | |

Final Thoughts...



Remember that each community has its own character and idiosyncrasies. This guide is designed to help you avoid some of the mistakes we made, while giving you the freedom to create a program that best suits your needs. We wish you all the best in planning and launching your integrated-learning approach!

