

*PLAR as a workforce development tool:
Linking the Partners*

Comprehensive Report

March 31, 2004



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LINKING THE PARTNERS

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Produced by OARS training Inc
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PROJECT DESCRIPTION

PROJECT BACKGROUND

Industry-based Prior Learning Assessment and Recognition (PLAR), along with post secondary and community services, is part of a provincial wide PLAR strategy pursued by Manitoba Advanced Education and Training.

Linking the Partners was intended as a further step in the process of developing an overall provincial approach to workforce PLAR with the goal of developing a credible, seamless approach to recognizing learning for Manitobans. PLAR has numerous potential benefits as a workforce development tool by:

- More effectively matching workers with employment and training options
- Providing better coordination between employment, referral, assessment and training services
- Contributing to cost effective training options and better utilization of the skills of Manitoba workers

In 2003, OARS training Inc. conducted research projects with the Workplace Prior Learning Assessment and Recognition (WPLAR) committee and the Apprenticeship Branch to develop industry-based PLAR models. As part of this work, a comprehensive model for worker-centred PLAR was developed. The “Toby Model” identifies and maps functions of a possible process for workplace PLAR services and is described on page 2.

The current project, Linking the Partners, builds on this earlier work. The objectives of the project were to:

- Field test the Toby Model as a framework for defining and developing workplace PLAR services
- Identify services available as well as gaps in services needed to begin implementing the model
- Begin to develop the system-wide partnerships required to implement the model

The project was conducted in three phases. The first was a consultation forum, conducted for the purpose of identifying barriers to strengthening the system-wide partnerships required to implement the model. Then the Toby model was field tested with a group of unemployed workers from the Motor Coach Industries Worker Adjustment Project. Finally, workforce development partners were surveyed to identify service gaps hindering implementation and programs required to begin implementing the model.

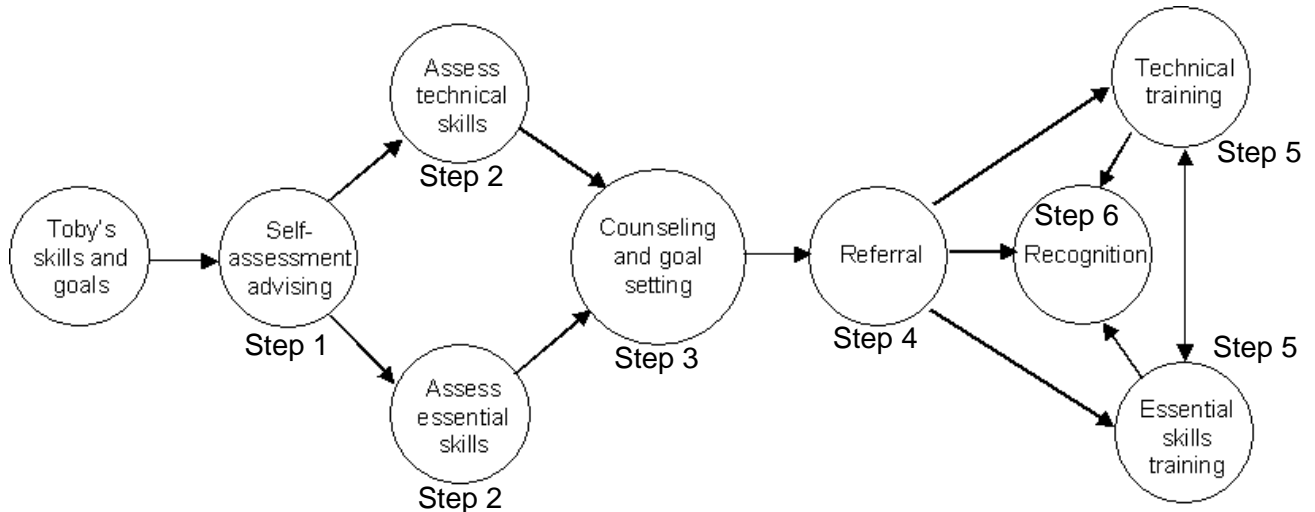
This report describes the Toby model and several related processes that were all completed during this project. An early pilot of welders is described as well as the assessment process with several laid off workers.

The report then details the results of a consultation process with key stakeholders and describes the client referral matrix model that evolved out of this work.

PROJECT DESCRIPTION

THE TOBY MODEL

The Toby model is a client-centred model of workforce development. Its purpose is to offer PLAR services that link worker skills with labour market needs. The individual worker, with his or her skills needs and goals is at the centre of the model.



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Step 1: Self assessment and advising

PLAR begins with providing information and self-assessment tools. Workers need:

- Up-to-date labour market information
- Information about the skills and knowledge needed to work in selected occupations, including both technical/occupational skills and essential skills.
- Opportunities to self assess against occupational requirements
- Information about PLAR, and how it could benefit them
- Tools to help them determine if PLAR would be useful to them
- Information about how to proceed with PLAR if they are interested
- Support in preparing for technical and essential skills assessment

Step 2: Assessment of essential and technical skills

Once workers have decided on a career path, PLAR will only be useful if they are provided with:

- Assessments of those essential skills that relate to their occupational goals
- Assessments of those technical skills that relate to their occupational goals

Step 3: Counselling and goal setting

Once workers have been assessed, they need to be given their assessment results. Based on this information, they can be guided in making informed decisions about their learning needs. Through counselling and goal setting, they are provided with:

- Advising services to assist in developing learning plans related to gaps in skills and knowledge
- Opportunities to review their occupational goals, considering actual skill levels and amount of training or education required

PROJECT DESCRIPTION

Step 4: Referral

Workers can be referred to appropriate training services once they have developed learning plans. There is likely to be a wide range of learning needs, depending on each individual's employment goals and current skill level. Some workers will be virtually job-ready, while others will require extensive training.

Step 5: Essential and/or Technical skills training

Some workers will need to participate in essential skills and/or occupational skill training that directly addresses their learning needs and leads to their personal goals.

Step 6: Recognition

In this phase of the PLAR process, workers whose skills and knowledge meet occupational standards will receive recognition of their skills. Recognition can take the form of certification or academic credit. Employers recognize skills by hiring applicants and promoting employees. Individuals gain recognition with or without additional training depending on the degree to which their skills match occupation standards.

PILOT OF THE MODEL

WELDER CERTIFICATION

The Welder Certification project tested the self-assessment, technical assessment, counselling, training, and certification aspects of the Toby model. It was conducted by OARS training Inc in partnership with Motor Coach Industries (MCI) and the Winnipeg Industrial Skills Training Centre (WISTC), with funding support from the government through Workplace Prior Learning Assessment and Recognition Committee and Employment and Training Services.

The project focused on enabling uncertified and unemployed production welders to obtain Canadian Welding Bureau certification for the purpose of enhancing their employment opportunities. Other goals were to investigate how PLAR performs in a real life workplace setting through identifying implementation issues and identifying possible solutions.

Four workers who had been laid off from Motor Coach Industries went through the PLAR process and obtained a CWB certification. Each participant self-assessed their skills against those core skills identified by Winnipeg-based employers. An instructor at WITSC conducted hands-on technical assessments with the participants. Individual training plans were developed based on assessment results and the requirements of certification. After eight days of training, all participants successfully challenged the exam on their first try, obtaining a CWB “Flat $\frac{1}{8}$ ” or Greater Class “S” (Short Circuit Arc Transfer) Student Ticket.

This project has demonstrated that with the right partners and support, PLAR can be an efficient and cost effective process. Participants were very positive about the experience. The assessment processes and resulting training plans significantly reduced the training time traditionally required. They reported that the training was relevant to their training needs and also recognized their previous skills and knowledge. Participants also indicated that the program increased their confidence in their skills, demonstrated to them that they had a wide variety of skills, and gave them the language to communicate those skills to potential employers. All reported that the PLAR process had a positive effect on their job search.

FURTHER FIELD TESTING OF THE MODEL: WORKER ADJUSTMENT

This phase of the *Linking the Partners* project focused on applying the Toby model to unemployed workers. A number of self-assessment tools and processes were used with a group of seven workers who had been laid off from Motor Coach Industries.

The booklet, *Show What You Know! A guide to identifying and documenting your learning (an Employment and Training Services product)*, enabled participants to conduct a general review and self-assessment of their skills and knowledge. Industry-specific self-assessments of technical skills and essential skills, developed specifically for this project, were also used. A number of literacy and numeracy tasks were prepared to enable an assessor to confirm the skills identified in the self-assessment. In one case, use of these tasks revealed gaps between the reported skills and task performance.

PILOT OF THE MODEL

The participants found the self-assessments to be useful. They gained greater awareness of and confidence in their skills. The experience also provided them with appropriate language surrounding their job skills and experiences, useful in resume and interview contexts.

Field-testing the model with these laid-off workers revealed some gaps in services. Some participants would have benefited from:

- Assessment and training services related to the literacy requirements of the manufacturing industry and the needs of workers with employment rather than academic goals
- Assessment of technical skills and documentation of these skills in a way that employers would find credible
- Flexible training options related to developing technical skills.

THE FORUM

On May 6, 2004, 33 individuals representing government, education, industry, labour, community colleges, adult learning centres, unemployed workers and trainers participated in a two-hour consultative session to review and discuss a proposed model for workplace Prior Learning Assessment and Recognition. A copy of the invitation can be seen in Appendix A. This session was viewed as the first step in enhancing partnerships to implement successfully a system-wide approach to workforce focused Prior Learning Assessment and Recognition (PLAR) in Manitoba. Session objectives were to:

- Illustrate current models that are positive and successful.
- Identify the key stakeholders including roles and responsibilities in a province-wide model.
- Identify barriers to implementing a 'linked' provincial system of PLAR.
- Identify northern and rural context and needs.
- Begin developing partnerships and recognizing new opportunities.
- Create the framework of a proposed system.

The Toby Model was presented to the group with a brief description of each step of the model. The Welder Certification Project was used to illustrate the model. This led into a facilitated discussion between potential partners based on three case studies. Participants were asked specific questions about the case studies and based on the Toby Model, what services would ideally be in place to meet the individuals' needs. Groups also discussed what the logical next steps would be towards developing and implementing such a model. Discussion in each group was lively and constructive, as was the forum discussion that followed the group work.

Forum Evaluation and Comments

At the end of the session, participants completed individual evaluation forms. A complete summary of the participants comments can be seen in Appendix B. They were asked:

- What did you find that was good new/interesting points raised at today's forum?
- What do you think are priority areas?
- What else would you like to say?

A theme of optimism in the face of systemic frustration emerged from the answers to the first question. Nine of 22 individuals expressed awareness of challenges in the system. They identified service and communication gaps most frequently, as participants realized the disconnect between worker needs and services as well as between service providers. Fourteen of 22 individuals expressed optimism or excitement about the PLAR concept as outlined by the TOBY model with eight of these making some reference to working together or the project requiring more work to be done.

While each respondent had their own opinion on exactly what should happen next, there were several identifiable themes: Communication, systemic implementations, and the client (worker or unemployed worker). Twelve of 21 respondents indicated a need for government departments, agencies, service providers (including employment counsellors, educators, funders, etc.) to communicate and partner in order to make PLAR work. Two qualified this by adding that the three pillars of PLAR need to unite and work together while another five identified a need for the publicity of existing resources to service providers and clients.

THE FORUM

Other priorities expressed included a focus on training service providers, especially employment counsellors; getting an assessment and referral system and other tools in place; and ensuring that the technology, employer buy-in, and other aspects of the model are addressed. Nine individuals referenced the need to ensure that workers' needs are met, including needs for easy access to the system and elimination of redundant paperwork. Suggestions for accomplishing this included an identifiable point of entry that every client could easily access and a portfolio that clients could take with them.

Participants were clear about their wishes for change. They wanted the system to be examined, new programs and ideas to be implemented and information to be better communicated between all stakeholders. In short, they wanted to fill system gaps and make sure everyone knew about it.

THE SURVEY

Twelve selected service providers were asked to help identify gaps in current services based on the Toby Model. They were invited to participate in the survey because each agency was viewed as a potential stakeholder. Respondents represented the Aboriginal Directorate, Adult Learning & Literacy, Apprenticeship, Canadian Manufacturers and Exporters (CME), Community Colleges, Employment and Training Services (ETS), Settlement and Labour Market Services, University of Winnipeg, Winnipeg Technical College, Council on Post Secondary Education (COPSE), Labour & Immigration & Labour Market Services. The purpose of the survey was to determine the needs of “Toby” at each stage, what issues or questions needed to be identified, and to determine what services were available through which agency or organization, and to identify what services were available for each stage in the Toby model. The survey focused on the manufacturing sector due to the participation of the Motor Coach Industries employees. The survey results were consistent with findings from the forum and field-testing. While some elements of a full PLAR system are in place, there are significant gaps in services, and the existing services are far from being a coherent, coordinated system.

The survey results at this point led to the development of a client services mapping process. This product has now been called a referral matrix.

THE REFERRAL MATRIX

As discussed earlier, forum participants and survey respondents clearly identified the need to network, communicate, partner, integrate, and publicize. They generally recognized that stakeholders need:

- Broad knowledge of available services and how these relate to the mandate of their own organizations.
- To understand how individual clients experience the services being offered
- A defined role within a coordinated system of service delivery

A referral matrix was developed in response to this expressed need for knowledge and communication related to available resources. The matrix lists agencies that have a current or potential role in a PLAR system. The matrix (see Appendix C) has space for the following information about each agency:

- Contact information (address, phone, email)
- Web site
- Brief description of agency
- Description of services provided
- Clientele served
- Description of PLAR services
- Type of assessment done
- Contact person for PLAR information

The matrix has several possible functions. It can provide information about available PLAR services and point to gaps in services. It can also provide a framework for coordinating PLAR services.

This matrix has now become an integral piece of the ETS PLAR Advisory Services Training that began in June and will be ongoing for all ETS staff during the fall of 2004. The staff of Employment Connections at 391 York has been designated as PLAR support staff to the branch. Employment Connections has taken the responsibility for completion of the referral matrix.

RESULTS OF FORUM WORKGROUPS

This section of the report summarizes the findings that came out of the forum participant workgroups. A copy of the case studies used for the group work can be seen in Appendix D, as well as the case study activity sheet in Appendix E, and the transcription of each workgroup in Appendix F. The comments are organized around the stages in the Toby model. For each stage, worker needs, issues raised, and current practices are summarized. See page 2 of this report for the Toby Model.

STEP 1: SELF-ASSESSMENT AND ADVISING

What workers need

At this stage of the process, workers need:

- Up to date labour market information
- Information about the skills and knowledge needed to work in these occupations, including both technical/occupational skills and essential skills
- Opportunities to self-assess against occupational requirements
- Information about PLAR and how it could benefit them
- Tools to help them determine if PLAR would be useful to them and information about how to proceed with PLAR if they are interested
- Support in preparing for technical and essential skills assessment

What we found

Self-assessment, advising services and information related to the manufacturing sector are currently provided by the following:

- The Apprenticeship Branch is developing, but has not yet implemented tools to help job seekers self-assess in a number of areas.
- Employment and Training Services (ETS) is in the process of implementing a general self-assessment tool, a booklet called *Show What You Know! A Guide to Identifying and Documenting Your Learning*. Respondents expressed the need for more contextual, industry specific tools but did not know of any that had been developed.

Questions and issues raised

The project raised the following questions and issues with respect to self-assessment and advising:

- Who will develop the tools needed for clients to self-assess their skills?
- How can information be coordinated so all stakeholders know what is available?
- How can labour market information be more accessible to clients?
- How can information on occupational standards/requirements be made available to clients and the service providers who work with them?

STEP 2: ASSESSMENT OF TECHNICAL AND ESSENTIAL SKILLS

What workers need

At this stage of the process, workers need third-party assessment of their technical and essential skills as they relate to the requirements of their chosen occupations.

RESULTS OF FORUM WORKGROUPS

What we found

Adult Learning Centres assess against high school requirements and some may perform diagnostic tests for learning disabilities. Colleges and Universities assess against their own course requirements. Literacy programs assess learners primarily for the purpose of planning instruction. They have no mechanism for documenting skills in a form that employers would find credible. Respondents did not know where individuals could go for other third-party assessments, such as for technical skill assessment.

Questions and issues raised

The project raised the following questions and issues with respect to assessment:

- Who will develop the flexible tools and assessment processes required?
- Where can they be delivered?
- How can these services be funded?
- How can linkages be established so that all affected partners in industry, education, and the community will recognize assessment results?
- Against what criteria are individuals assessed, and who develops the criteria?
- Who directs clients to these assessment services?
- How can information on assessment services be disseminated to all stakeholders?
- Who manages the case file when clients are dealing with multiple service providers?
- How can the validity of assessment processes be ensured?

STEPS 3 & 4: COUNSELLING, GOAL SETTING AND REFERRAL

What workers need

Once workers have been assessed, they need to be given their assessment results. Based on this information, they can be guided in making informed decisions about their learning needs. Some workers will be virtually job-ready, while others will require extensive training. Through counselling and goal setting they are provided with:

- Advising services to assist in developing learning plans related to gaps in skills and knowledge
- Opportunities to review their occupational goals, considering actual skill levels and amount of training required
- Information regarding training options
- Assistance in developing learning plans

What we found

Many agencies offer some form of career counselling. Many offer services for a specific clientele or in relation to a specific training program. Few of these services are linked to an overall PLAR strategy or coordinated with other services.

The forum revealed divergent views on referral. Educators thought referrals should go to educational institutions; employers preferred employers, unions, or schools. ALC and ETS representatives preferred literacy training or Grade 12. While all partners participate in this function, actual referrals are often based on the mandates of various funders and service providers, not necessarily the needs of the client.

RESULTS OF FORUM WORKGROUPS

Questions and issues raised

A key question raised at this point is: Who has the mandate for the client at this point? The assessors? The agency that initially referred for assessment? The training institution? Other issues relate to development of programs and provision of trained staff.

STEP 5: TRAINING

What workers need

Some workers will need to participate in essential skills and/or occupational skills training that directly address their learning needs and goals.

What we found

Manitoba has an extensive network of training providers. Technical training is currently offered through:

- Winnipeg Technical College
- Keewatin Community College
- Red River College
- Private vocational schools
- Labour unions
- Apprenticeship
- Employers

Essential skills training is offered through:

- Red River College
- Winnipeg Technical College
- Keewatin Community College
- Adult Learning and Literacy (Community Based Literacy and Adult Learning Centres)
- Labour Unions
- Employers

ALCs provide high school credit courses, but not something as specific as essential skills for job seekers in the manufacturing industry. Colleges provide customized training for employers, but typically do not provide gap training related to the needs of individual learners. This project revealed a need for flexible, accessible training that leads to certification. Workforce development partners were not clear where these services might exist or whether they exist at all. A particular need for gap training for technical and essential skills was identified.

Questions and issues raised

The project raised the following questions and issues with respect to training:

- Where are the training institutions and workplaces with capacity to deliver flexible, competency-based training?
- How could this type of training be funded?
- What types of agreements/protocols are required for accepting assessment results, and how can these be negotiated?
- How could clients with widely divergent training needs be accommodated?
- How can the divergent agendas of training organizations be negotiated?

RESULTS OF FORUM WORKGROUPS

STEP 6: RECOGNITION

What workers need

In this phase of the PLAR process, clients whose skills and knowledge meet occupational standards have their skills recognized. Recognition can take the form of certification or academic credit. Employers recognize skills by hiring applicants and promoting employees. Clients gain recognition with or without additional training, depending on the degree to which their skills match occupation standards.

What we found

Many organizations provide some form of recognition

- Employers (employment, internal training)
- Apprenticeship
- Adult Learning and Literacy (Mature Student Diploma)
- Training institutions (Private vocational schools, colleges)
- Industry organizations
- Certifying bodies (welding certification, overhead crane etc.)

Questions and issues raised

Most recognition systems are internal to the organizations or certifying bodies concerned. They do not tend to accept assessment results from other bodies. Thus, a key question is: How can recognition of skills be transferable among and between employers, certifying bodies and training organizations?

CONCLUSIONS AND RECOMMENDATIONS

Research gathered in the three phases of this project clearly indicates that those involved in workforce development are enthusiastic and optimistic about further developing and implementing an articulated model for workplace PLAR. Partners involved in providing education, employment and training services for adults generally agree with the Toby Model and are interested in further development and application.

At the same time, there is a lack of clarity among the group as to who is doing what. Service gaps were identified, particularly in the areas of assessment, gap training for essential and technical skills and referral. In addition, there is lack of coordination amongst service providers. Overall, there is a lack of coordination and communication among workforce development partners and a lack of clarity as to roles and responsibilities in an overall PLAR system. Currently, the levels and types of available services depend on where the client entered the system and his/her ability to understand and navigate services.

It is recommended that the partnership work be continued. Workforce development partners want to continue the dialogue through forums facilitated by the WPLAR committee. Part of this work should include identifying priority activities for implementation. After the linking the partners session, two thirds of the forum participants expressed an interest in further pursuing these issues. The attendance roster with the individuals marked for follow-up can be seen in Appendix G.

It is further recommended that changes required within the current system be identified and prioritized. By doing this, it enables partners to provide services relevant to the Toby model and thus began to clarify the path for all Manitobans seeking work or training. Additionally, identification of roles and responsibilities of policy makers, funders and service providers should be developed.

APPENDICES

APPENDIX A: FORUM INVITATION Page 1

PLAR as a workforce development tool

Your attendance
is requested

Consultation Forum & Lunch

DATE: Thursday, May 06th 2004
TIME: 11:30 am – 1:30 pm
LOCATION: Victoria Inn (Wellington Room "A")
1808 Wellington Avenue
Winnipeg, MB

Please RSVP to OARS @ 284-4371 by May 3rd

Invitations have been extended to:

*Joe Black
Anna Beauchamp
Lynn Connell
Darlene Cullimore
Faith Dalgleish
Mike Davies
Susan Deanne
Mike Deley
Graham Dowdell
Denise Hanning
Herman Hansen
Cheryl Hordo
Sandi Howell
LAMAW Union Reps*

*John Joycey
Lindsay Laidlaw
Art Lopuck
Joe MacIntosh
Tannis Magnusson
Martin Malloy
Eileen May
Don McDonald
Maureen McDonald
MCI Laid Off Employees
Ruth Murdoch
Ernie McLean
Bob Moggey
Lois Morin*

*Linda Parker
Barb Read
Margaret Riffle
Jonas Sammons
Debbie Scapergia
Helen Settee
Diane Shamray
Leon Simard
Sheila Spooner
Anne Thompson
Lauren Waples
Wendell Wiebe
Tony Van Rosmalen
Plus 5 to be confirmed*

Linking the Partners

*workforce
development
specialists*



APPENDICES

APPENDIX A: FORUM INVITATION Page 2

**Linking the Partners
Consultation Forum & Lunch
Thursday May 6, 2004**

For Prior Learning Assessment and Recognition (PLAR), Manitoba Advanced Education and Training funds a three-part strategy for post-secondary education, community-based services and industry. Prior to 2001, work had already been done to develop the first two parts of the system, but there was no clear vision for industry-based PLAR.

In 2002, OARS training Inc. conducted research projects with the Workplace Prior Learning Assessment and Recognition (WPLAR) committee to develop industry-based models of PLAR. One product of this work was a comprehensive worker-centered model for using PLAR as a tool for workforce development. This model has the potential to become the basis for a province-wide system of learning recognition for industry experience. Early indications of pilot PLAR projects lead us to believe that results will lead workers to occupations that are experiencing shortages.

Our common goal is to give Manitobans quality advice and direction in employment goals that challenges all partners to work together efficiently and effectively. *As such, OARS training Inc and the Manitoba Workplace Prior Learning Assessment and Recognition Committee are hosting a two-hour consultative session on May 6th 2004. This meeting will be held from 11:30 am to 1:30 pm and lunch will be provided. The purpose of this consultation is to gather information on needs, barriers and opportunities for making a model of this nature work.*

Session objectives:

- Illustrate current models that are positive and successful
- Identify the key stakeholders including roles and responsibilities in a province-wide model
- Identify barriers to implementing a 'linked' provincial system of PLAR
- Identify northern and rural context and needs
- Begin developing partnerships and recognizing new opportunities
- Create the framework of a proposed system

The following project summary is intended to present for you a model that illustrates good industry related PLAR.

All invitees are being asked to RSVP with the names of person(s) attending. If you have questions or know of someone you feel should attend, please contact Louise Nichol at OARS training Inc – 284-4371 or lnichol@oarstraining.com.

APPENDICES

APPENDIX B: SUMMARY OF FORUM EVALUATIONS

At the end of the forum, participants were asked to evaluate three items, good news, priority areas, and comments.

1. What did you find that was good news/interesting points raised at today's forum? (22 respondents)

A theme of optimism in the face of systemic frustration emerged from the answers to this question. Nine of 22 individuals expressed awareness of challenges in the system. They identified service and communication gaps most frequently, as participants realized the disconnect between worker needs and services as well as among service providers. Fourteen of 22 individuals expressed optimism or excitement about the PLAR concept as outlined by the TOBY Model with eight of these making some reference to working together or the project requires more work to be done.

2. What do you think are priority areas? (21 respondents)

While each respondent had their own take on exactly what should happen next, there were several identifiable themes: communication, system-wide implementation, and the client (worker or unemployed worker). Twelve of 21 respondents indicated a need for government departments, agencies, service providers (including employment counsellors, educators, funders, etc.) to communicate and partner in order to make PLAR work. Two qualified this by adding that post secondary, community and industry PLAR need to unite and work together while another five identified a need for greater awareness of existing resources among service providers and clients.

Fourteen of 21 respondents identified several aspects of system-wide implementations. These included a focus on training service providers, especially employment counsellors; getting an assessment and referral system and other tools/processes in place; and ensuring that the technology, employer buy-in, and all aspects of the TOBY Model are covered.

Nine individuals referenced the need to ensure that the client's, that is, the worker's or unemployed workers, needs are met. They desired easy access to the system, with elimination of redundant paperwork for the client. Two interesting ideas were voiced. The first envisioned an identifiable point of entry that every client could easily access. The other saw the possibility of multiple entry points, with clients using standard documentation of skills to take with them through the system so that service providers could provide efficient responses to their needs.

3. One more thing I want to say:

One thing was abundantly clear: participants want more consultation and dialogue with each other. They want to take an in-depth look at the system, they want to converse more, and they want to implement more. They want better connection between clients and services and better communication between what already exists. They want to fill the system gaps and let everybody know about it.

APPENDIX C: REFERRAL MATRIX

Referral Matrix

Players	Address	City/town, Prov.	Postal code	Telephone #	Email	Website	Definition of who they are and what they do	Categories	Services Provided	Clientele served	Describe level of PLAR services	Type of assessment done
The Aboriginal Human Resource Development Council of Canada (AHRDCC)	820 - 606 Spadina Cres. E	Saskatoon, SK	S7K 3H1	1-866-711-5091	contact.us@ahrdcc.com	http://www.ahrdcc.com						
Apprenticeship	1010 - 401 York Avenue	Winnipeg MB	R3C 0P8	204-945-3337 1-877-978-7233	apprenticeship@gov.mb.ca	http://www.edu.gov.mb.ca/aet/apprent/						
The Canadian National Institute for the Blind Manitoba Division	1080 Portage Ave	Winnipeg, MB	R3G 3M3	(204) 774-5421								
Employment and Income assistance	305-114 Garry st	Winnipeg, MB	R3C 4V7	204-948-4000								
Employment Connections	Main Floor (rm 201A) 391 York Ave	Winnipeg, MB	R3C 0P4	204-945-4275								
ETS	230-800 Portage Ave	Winnipeg, MB	R3G 0N4	204-945-1018		www.gov.mb.ca						
ETS Contracted services												
Free Eagle												
HRSD												
Services for Immigrants/Women/Seniors/Bilingual												
Manitoba Labour and Immigration	5 th floor 213 Notre Dame Ave	Winnipeg, MB	R3B 1N3	204-945-5432	qloyd@chc.gov.mb.ca	www.immigratemanitoba.com						
Immigrant Employment Assistance Centre	406 Edmonton Street	Winnipeg MB	R3B 2M2	(204) 943-9158	info@international-centre.ca							
Immigrant Women's Employment Counseling Service Employment Projects of Winnipeg Inc.	990-167 Lombard Ave	Winnipeg, MB	R3B 0V3	204-949-5300	-				Employment counseling/job search			
Success Skills Centre	616-1661 Portage Ave	Winnipeg, MB	R3J 3T7	204-975-5111	-				Provides cultural information on the Canadian labour market/job search skills			
Seniors Job Bureau	300-323 Portage Ave	Winnipeg, MB	R3B 2C1	204-943-8864	-				Job search assistance			
Prendre sa Carriere en Main-Pluri-Elles (Manitoba) Inc.	570 Des Meurons ave	Winnipeg, MB	R2H 2P8	204-233-1735	-				French services in skill assessment, job search			
Centre de Ressources Communautaire- Societe Franco-Manitobaine	212-383 Provencher Blvd	Winnipeg, MB	R2H 0G9	204-233-2556	-				Community resource centre, job search			
Military												
Manitoba Metis Federation	3 rd floor 150 Henry Ave	Winnipeg, MB	R3B 0J7	1-800-665-8474	mmf@mmf.mb.ca	www.mmf.mb.ca						
MPIC												
Services for Persons with Disabilities												
Self Serve resources												
Reaching E-Quality Employment Services	305-1200 Portage Ave	Winnipeg, MB	R3G 0T5	204-947-1069					Job Search assistance			
Sara Riel Inc.	210 Kenny Street	Winnipeg, MB	R2H 2E4	204-237-9263								
Society for Manitobans with Disabilities	825 Sherbrook St	Winnipeg, MB	R3A 1M5	204-975-3010	clee@smd.mb.ca	www.smd-services.com						
Union												
Vocational Rehab												
Workers Compensation Board	333 Broadway Ave	Winnipeg, MB	R3C 4W3	204-954-4321	wcb@wcb.mb.sympatico.ca	www.wcb.mb.ca						
Welding Shops												
Winnipeg Industrial Skills Training Centre PO	903 King Edward St	Winnipeg, MB	R3H 0P8	204-793-7031	itc@mts.net							
Hairdressing Schools												
Hairstory Beauty College	650 Portage Ave	Winnipeg, MB		204-783-6428								
Pollock School of Beauty	480 Portage Ave	Winnipeg, MB		204-783-6428								
Scientific Marvel	269 Kennedy Ave	Winnipeg, MB		204-943-2145		www.marvelschools.com						
Adult Learning Centres												
A Stepping Stone Learning Centres Inc.	1066 Beauty Ave	Winnipeg, MB	R2P 1G5	(204) 291-9796	bhjanijm@mb.sympatico.ca				A variety of high school courses leading towards mature student diploma			
Adult Education Centre	1240 Main St	Winnipeg, MB	R2W 3S9	(204) 953-0818	beth@adult-education.ca	www.adult-education.ca			A variety of high school courses leading towards the mature student diploma			
Centre for Aboriginal Human Resource Development	304-181 Higgins Avenue	Winnipeg, MB	R3B 3G1	(204) 989-8860	cahrd@abcentre.org	http://www.cahrd.org						

Referral Matrix Page2

Players	Address	City/town, Prov.	Postal code	Telephone #	Email	Website	Definition of who they are and what they do	Categories	Services Provided	Clientele served	Describe level of PLAR services	Type of assessment done
Crossroads Learning Centre Inc.	Unit H-2211 McPhillips St	Winnipeg, MB	R2V 3M5	(204) 953-2030	xroadslearning@hotmail.com				An array of courses to assist learners to earn their grade 12			
Horizons Learning Centre	#4 Lower Level 222 Furby St	Winnipeg, MB	R3C 2A7	(204) 772-1234	Horizonssix@hotmail.com				Short term employment focused services			
Jobworks Employment Education Programs	1175 Pembina Hwy	Winnipeg, MB	R3T 2A5	(204) 453-8351	ahrytsak@jobworksschool.com	www.jobworksschool.com						
McLeod Adult Learning Centre	530 McLeod Ave	Winnipeg, MB	R2K 0B5	(204) 667-6193	dcullimore@retsd.mb.ca	www.resd-conted.com						
North End Community Renewal Corporation	627 Selkirk Ave	Winnipeg, MB	R2K 2N2	204-927-2300	-	-			Job Search/Placement			
Osborne Village Resource Centre	Unit 1-107 Osborne St	Winnipeg, MB	R3L 1Y4	204-989-6503	-	-			Career Counseling			
Social Skills Re-Entry Program	201-583 Ellice Ave	Winnipeg, MB	R3B 1Z7	204-774-1749	-	-			Employment Skills programs			
St. Norbert Adult Education Centre	35 as de la Digue Box 250	St. Norbert, MB	R3V 1L6	(204) 269-3430	ronb@bhf.ca							
Transcona-Springfield Community Learning Centre	130 Regent Ave E	Winnipeg, MB	R2C 0C1	(204) 958-9297	bhandford@shawbiz.ca	www.telc.tssd.mb.ca						
United Food & Commercial Workers Local 832 Training Centre	2 nd floor – 880 Portage Ave	Winnipeg, MB	R3G 0P1	(204) 775-8329	info@ufcwtraining.com	www.ufcw832.com						
Urban Circle Training Centre Inc.	519 Selkirk Ave	Winnipeg, MB	R2W 2M6	(204) 589-4433	ethompsn@shawbiz.ca				A full range of high school courses leading to mature student diploma. Also offers an introduction to post secondary education, career counselling, job-preparation and business skills			
Winnipeg Transition Centre	1836 Main Street	Winnipeg, MB	R2V 3H2	204-338-3899	-				Employment Focused Services			
Winnipeg School Division Off Campus				(204) 775-0416								
Yellowquill College Inc.	340 Assiniboine Ave	Winnipeg, MB	R3C 0Y1	(204) 953-2800		http://www.yellowquillcollege.mb.ca			A variety of high school courses delivered with in-class instruction			
Post Secondary Institutions												
Assiniboine Community College	1430 Victoria Avenue East •	Brandon • MB	R7A 2A9	1.800.862.6307	Loewen@assiniboine.net	http://public.assiniboine.net						
Brandon University	270-18 th St	Brandon, MB	R7A 6A9	204-727-9784	admissions@brandonu.ca	http://www.brandonu.ca						
				1-800-644-7644	-	-						
St Boniface College- Ecole technique et professionnelle	200 Cathedral Ave	Winnipeg, MB	R2H 0H7	1-888-233-5112	dep@cusb.ca	http://dep.cusb.ca/eng/dep_an.htm						
Keewatin Community College	P.O Box 3000	The Pas, MB	R9A 1M7	1-866-627-8500		http://www.keewatincc.mb.ca						
University of Manitoba	424 University Cres	Winnipeg, MB	R3T 2N2	204-474-8800								
University of Winnipeg	515 Portage Ave	Winnipeg, MB	R3B 2E9	204-786-9159								
Red River College	2055 Notre Dame Ave	Winnipeg, MB	R3H 0J9	204-632-2327		www.rrc.mb.ca						
Winnipeg Technical College	130 Henlow Bay	Winnipeg, MB	R3Y 1G4	(204) 989-6500	info@wtc.mb.ca	www.wtc.mb.ca						
Private vocational schools												
Academy of Learning – South	100 - 1619 Pembina Hwy	Winnipeg, MB	R3T 3Y6	(204) 478-8884	aolsouth@mb.sympatico.ca	www.academyoflearning.com						
Academy of Learning - North	2nd floor - 77 Redwood Avenue	Winnipeg, MB	R2W 5J5	(204) 582-9400	aol@escape.ca	www.academyoflearning.com						
Applied Multimedia Training Centres	495 Portage Avenue	Winnipeg, MB	R3B 2E4	(204) 772-4411	info.wpg@applied-multimedia.com	www.amtcwinnipeg.com						
CDI College of Business & Technology	400-393 Portage Ave.	Winnipeg, MB	R3B 2H6	(204) 942-1773		www.cdicollege.com						
Herzing College	723 Portage Avenue	Winnipeg, MB	R3G 0M8	(204) 775-8175	info@wpg.herzing.edu	www.herzing.edu/winnipeg						
Industry Specific Training of Manitoba	77 Redwood Avenue	Winnipeg, MB	R2W 5J5	(204) 582-6166	aolwpg@mts.net							
Jim Penner and Company Training Centre	10 - 1600 Regent Ave. West	Winnipeg, MB	R2C 3B5	(204) 663-8282	pamaral@jimpennertraining.com							
Midwestern School of Business & Technology	265 Notre Dame Ave	Winnipeg MB	R3B 1N9	(204) 943-5661	info@midwestern.mb.ca	www.midwestern.mb.ca						
Success/Compucollege School of Business	2nd Floor - 267 Edmonton St	Winnipeg MB	R3C 1S2	(204) 942-6495		www.successcompucollege.com						
Mid Ocean School of Media Arts	1588 Erin Street	Winnipeg, MB	R3E 2T1	(204) 775-3308	midocean@mts.net							
Professional Driving Schools												
Arnold Bros. Transportation Academy	895 Marion St.	Winnipeg, MB	R2J 0K7	(204) 253-3331					Professional Driver Training			
Professional Transport Driver Training School	300 Oak Point Highway	Winnipeg, MB	R2R 1V1	(204) 925-1580	learn@transportdriver.com	www.transportdriver.com			Professional Driver Training			
Reimer Express Driver Training Institute Inc.	50 Milner Street	Winnipeg, MB	R2X 2X3	(204) 958-5100	whartle@roadway.com	www.reimerdrivertraining.com			Professional Driver Training			
The Transx Academy	2595 Inkster Boulevard	Winnipeg, MB	R3C 2E6	(204) 632-7700	academy@transx.ca				Professional Driver Training			

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APPENDIX D: CASE STUDIES

Case Study 1

Alvin is a 37-year old Aboriginal man who has lived in a small northern community most of his life. His first language is Cree, and he also speaks English quite well. He quit school before graduating from grade 12, and he hardly does any reading. Most recently, he was laid off from an underground job in a mining operation, where his duties included operating a remote control mucking machine. He worked in a pulp and paper mill as a machine operator for a while.

A large bridge and road construction project will begin near his community within the next year, and he feels that some of his experience at the mine might help him get a job as a heavy equipment operator. He has heard rumours that the equipment operators for this project will need some certification, but he doesn't know what it will take to get certified. He's not sure if he is qualified to do any other jobs on this construction project, and he doesn't even know when the project will start or how long it will last. He's pretty sure he won't do too well if he has to take some kind of a test.

Case Study 2

Nader came to Canada from India 18 years ago. He has worked in the same manufacturing company for the last 15 years. He earns \$13 an hour. He has a degree in electronics engineering from his native country, but has not had his credentials recognized in Canada. He is intelligent, highly competent, articulate in English, reliable, and well respected by his co-workers. His reading and writing skills are more than adequate for the requirements of his job.

Part of his job involves assembly and installation work. He also does calibration and final testing of one of the company's main products. Because he works in a federally regulated industry, he needs to communicate with federal inspectors and maintain meticulous records of inspection, testing and calibration procedures and results. No one else in the plant has been fully trained in to perform these tasks. If Nader took a job elsewhere, it would be a significant loss for the company.

The company is a reasonably good one to work for, but Nader feels that his employer takes his skills for granted. He doesn't think the company appreciates either the complexity of the work he does or the relevance of his former training. He would like to progress in this company to a lead hand or technologist position. He was passed over the last time someone was promoted to lead hand, and he is pretty sure he would have gotten the job if he had been white.

Nader is starting to think about looking for work elsewhere. He wonders where there might be a market for his skills and what it would take to get his credentials recognized.

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APPENDIX D: CASE STUDIES CONT'D

Case Study 3

Donna is a 46 year old Canadian born woman who has been recently been laid off from a job doing light assembly in an electronics plant. Before she started at the electronics plant, she had worked in a garment factory.

She originally got her job at a time when employers didn't worry too much about education when they were hiring for assembly jobs, and she got all her training on the job. Her reading and writing skills are very weak. She had learned to fill in basic forms like her time card and production sheets. If she didn't quite understand what was on a work order or memo, she would ask a co-worker for clarification. The company made just a few standard products, so her inability to read drawings didn't get her into any trouble. School was very difficult for her, and she has a learning disability that was never identified or diagnosed.

Her job required a lot of fine motor dexterity and visual acuity. She was a reliable worker, punctual, and hard working. She has been having a very hard time finding work, her EI benefits will run out in a month, and she is very worried about her future.

She has had a lot of experience providing care for elderly family members and thinks she might like to work in the health care field. She recently applied to a program that trained home care workers, but she couldn't get in because of her literacy skills.

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APPENDIX F: TRANSCRIPTION OF FORUM DISCUSSION

The results are grouped according to the steps in the TOBY Model and comments following from each case study.

Self-assessment and advising

Case: 1

- Employment counsellor needs access to LMI and to be able to assess clients' goals realistically.
- Critical step. Need grade 12? Options. Access/information. First step is to access.
- Educate counsellor - assessment material accessible, guidance, validate goals, labour market information.

Case: 2

- Identify all skills, knowledge, & tools. What skills are required to be a technologist/currency, etc? Need information about jobs & skills/knowledge-can you get it from one place? Likely not. Portfolios are a place to list evidence.
- I'd tell Nader to pick one of his employer's competitors (one his boss hates), and ask them about what he needs to work in the field.
- He needs to clarify his goal, where he wants to go - is it within the workplace or outside of it? He could do an Internet search about what is required for his goals. He needs to know himself and know what's out there. He needs a good source of information, with a top down and a bottom up approach.
- To access this info, he could start with his HR department (if they're amenable). He could phone a college. He could access "onsite" (a placement/training agency).

Case: 3

- Look at labour market - what's the need? What are the standards? What are the prerequisites? Look at her learning and all other experiences. Inventory of all learning against other fields. Assess against health care aid courses.
- Jobs within that market (health care field). Inventory of skills. Training will be required. Self assess against training. Relate to what she's done to the requirements of training. Where to assess essential skills?
- Are there jobs in health care field. Standards in health care field. Prerequisites to enter health care field. Experience with elderly, family. To self-assessment against health care aid courses. Self assess essential skills in health care field. Health care aid, home care worker. Reliable, punctual, need to look at other life experiences. Complete an inventory of work, life.
- A general inventory. A checklist of the job profile of her chosen field (HRDC). This differs from welders model because she has never worked as a healthcare worker (Who will help her?). Employment centre (she'd be in touch, but it is a

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federal program). Can ask institution where she applied unless she was invited to - routine invitation process.

- She may need a general assessment here. She may not know enough to choose. Where does she start? EI. Need an intermediary to refer her (i.e., OARS)?

Assessment of technical and essential skills

Case 1

- Needs to identify criteria for essential skills and technical skills assessments. Employer/schools skills inventories.
- May not know what he knows. Interview as initial assessment value of hands.
- Identify criteria/essential skills for training. ALC, unions, employer criteria

Case 2

- Accrediting body, sometimes post-secondary. When can you do this? Timing for workers?
- This is not always on hand, for participant's case, his only option was to go to Toronto. Need something local.
- Could build a portfolio (PLAR focused). Its portable. But employers aren't interested in looking at them.
- His access point could be a cultural centre, employment centre, professional association, and immigrant centre, accrediting body. One place couldn't know about all his options and folks need places that appeal to them.

Case 3

- ALC for essential skills and WTC/RRC for technical skills.
- Reliable, punctual, literacy assessed. Looked into garment market. If Donna needs high school credit, go to ALC. WTC will assess technical skills against health care industry.
- Donna Technical credits at an ALC, WTC, RRC. Essential: ALC - numeracy and literacy. ??? For interpersonal and teamwork? If health care aid or home care worker.
- ALC's don't do literacy much, literacy centres are fully ETS can pay for diagnostic of learning disability. Who will be case managers? Employment counsellor in ETS, once trained. Difficulty being referred cold to someone else. If get to the wrong door, might just go home. Active facilitation and support person.
- Assess literacy, ESL. EI centres can refer for diagnostic test. Whose "case" is she? Case management "single window".
- Where is the gap training? EI counsellors could do this role.

Counselling and goal setting

Case 1

- Based on results of assessment

Case 2

- Depends on goal - educational or employment goal?
- Where he'd go depends on his goal - degree recognized, go to university or college; work recognized??? Professional association, accrediting body. It has to be something that employers recognize as valuable and credible.

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- One common and economical way is for him to apply to a university. They validate previous/overseas learning for authenticity and relevance to their degrees. They also can PLAR for some courses. This is one of the only ways, actually, that is not too expensive for the individual.
- Some colleges have assessment tools/credits for programs, and provide gap training. They also partner with employers to provide customized training.
- Some individuals might be able to access the system through their employers; more employers are seeking to have internal and external recognition of skills.
- Counselling access would depend on where Nader is and what he wants ... HR? Employment centres, schools, adult-learning centres.

Case 3

- ETS counsellor (learning plan). May advise her to get a short-term job while upgrading. Can refer to a diagnostic association.
- Referred to literacy training. Short-term work, before goal "job". [Employment Plan]. ETS will allow allowances, when literacy training is taken and a goal is in the future.
- Employment Plan: ETS counsellor. Referred to literacy program (upgrades plan). Take a short-term job as she works on literacy skills. Eligible for training allowances from ETS.
- Literacy centre, ALS (the assessment that gets you into MSD)
- Gap is a place where could go & get a mixed placement. Literacy program (geared to workplace needs) modularized over - competency based.

Referral

Case 1

- Employer, school, union. Embed essential skills in training. Cannot change criteria

Case 2

- He'd need referrals to educators, a co-op program [Researcher's comment: educator's idea of how to help Nader].

Case 3

- Referred to a diagnostic technician for learning disability (ETS: list of Doctors).
- Literacy training. Refer to diagnostic technician (disability).

Technical and or essential skills training

Case 1

- Different. Flexible. Essential skills. Standards for certification. ** flexibility.

Case 2

- Company/staff development. Customized training opportunities/partnerships.
- When is this available for full time workers? They take time off or maybe some schools provide alternate hours for assessment/training. Sometimes available through staff development, customized training or partnerships between business and schools. Sometimes, in Nader's case, company at cross purposes, whether he gets skills recognition and gets another job or eligible for promotion as a result, the company has a hard time replacing him; they may be hostile toward his progress in order to keep him in a place where they need him.

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Case 3

- WTC, ALC, RRC
- WTC, RRC, ALC

Recognition

Case 1

- Certificate. Employment.

Case 2

- Beyond just what company recognizes - transferable credential.
- Nader would need a supportive HR department that can verify skills, help with a portfolio, etc. Some workplaces are striving more for internal and external recognition.

Case 3

- High school credits, Literacy stages, health care AID

What else needs to happen?

Case 1

- No one-stop shopping - we need to network resources. Assess against LMI or what they want to do? Need flexible assessment - networking (accessibility) and a personal touch (come for a personal interview). Needs to know where to go.
- Know where to go. Connection to system. Currency of information/credentials. What is transferable?

Case 2

- Independent bodies that can assess and are credible. Sources of information which are current, known, & accessible.
- Some challenge exams exist (but not for welders in Manitoba). An issue is lack of modularity - folks taking a "mini- certificate" at work need to be able to plunk that block into the greater collection of blocks known as certification or a degree.
- Missing from trades is an independent body for certification of workplace skills - it can't be affiliated with anybody or anything, that gives one employer the right to say we don't recognize that certification because it's affiliated with so and so.

Case 3

- All stakeholders need to communicate, reduce redundant paperwork, fit into a map/get a plan. Individual might not even get into the system - needs a general assessment, refine goals accordingly. Where can she self-assess - EI? Transfer federal / provincial? ALC? Who would "own" the client and put the pieces together?
- Plan-for all learners to take along, roadmap from one place to another. All stakeholders need to communicate and understand. Agencies need to fit themselves into road map. Repeat of paperwork minimized. Donna needs to know for learners what to take from one place to another.

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Other notes

Case 1

- Recognition-employer. LMI. Prerequisites, is this going to happen? Facts. Access to info. Reading requirement.
- Certification an issue. On-line information. Access to flexible testing tools/instruction. Know what's there and where to get. Plain language materials. Self-assessment tools. Hand office? Links. Knowledge what's out. Legislation gets in the way. Access to northern services. Interviews.
- Air Craft Manufacturing

Case 2

- No comments

Case 3

- This referral doesn't last - need "system". Facilitator active (EI counsellors), need to recharge the batteries.

APPENDICES

APPENDIX G: LIST OF PARTICIPANTS

Organization	Last Name	First Name	Follow up
Apprenticeship	Black	Joe	✓
MCI Laid Off Worker	Borowy	Michael	✓
Employment and training services	Connell	Lynn	
IAMAW	McLean	Ernie	
Adult Learning and Literacy	Parker	Linda	✓
MB Construction Trades Council	Sammons	Jonas	✓
Aboriginal Directorate	Spooner	Sheila	
Adult Learning and Literacy	Beauchamp	Anna	✓
MCI Laid Off Worker	Chanowski	Brian	✓
Boeing Technology	Hansen	Herman	✓
Apprenticeship	Krishka	Ron	
Industry Training Partnerships	Laidlaw	Lindsay	
Winnipeg Technical college	Thompson	Anne	✓
Community Colleges: RCC	Waples	Lauren	✓
Adult Learning and Literacy	Cullimore	Darlene	✓
Employment and training services	Lopuck	Art	✓
CME	MacIntosh	Joe	✓
Settlement & Labour Market Services	Munoz	Ximena	✓
University of Winnipeg	Read	Barb	✓
Aboriginal Directorate	Robson	Gary	
Apprenticeship	Roger	Margerit	
Industry Training Partnerships	Howell	Sandi	
WISTC	Joycey	John	
MCI Laid Off Worker	Monteiro	Flaminio	✓
Employment and training services	Philp	Sharon	✓
Learning Agents	Pressant	Don	✓
Community Colleges: MTD	Riffell	Margaret	
MCI Laid Off Worker	Gould	Brad	✓
Employment and training services	Hanning	Denise	✓
Adult Learning and Literacy	Lintote	Carolyn	
New Flyer Industries	Magnusson	Tannis	✓
Winnipeg Technical college	Malloy	Martin	✓
Adult Learning and Literacy	Morin	Lois	✓