

Interventions Defined for the Indigenous Labour Market Programs (ILMP)

Objective:

The purpose of this document is to improve data integrity by ensuring that there is consistent interpretation and use of intervention types. The examples provided in this document include many, but not all, labour market programs activities that could occur within each intervention type. Under the ILMP, Indigenous agreement holders are encouraged to continue to design and deliver labour market programs that best meet the needs of their communities.

“The definition of an Intervention: An action plan activity, within a specific timeframe, developed by a client and a case-manager/counsellor intended to assist a client to improve employability in order to prepare for, obtain, and/or maintain employment.”

20. Pre-Career Development: Developmental activity or activities engaged by a client that moves the client along towards being ready, willing and able to work. Activities under this intervention include, but are not limited to: language, life skills, cultural awareness etc.

Employability Dimension - Career Decision: Is an assessment by the employment counsellor of the skills demonstrated by the client to make an **informed** career choice. Informed choice means the client understands the physical and mental challenges associated with different occupations and is knowledgeable of labour market conditions (labour market supply and demand for the occupation, wage scale, competencies required by the occupation, etc). In making the assessment, the employment counsellor is required to review if the client has a realistic goal and the ability to research alternative occupational choices.

1. **Career Research and Exploration:** An activity or activities engaged in by the client at the direction of the counsellor intended to provide the client with background information and data on career opportunities, employment prospects, qualifications, requirements and benefits for different jobs and/or local and regional employers and employment opportunities in order to assist the client make informed career decisions. This can be done individually or through group sessions.

This intervention could include teaching a client how to find labour market information, the programs and services clients are eligible for, conducting self-discovery exercises to identify the values and interests of the client, taking non-diagnostic tests (ex: choices program), etc.

2. **Diagnostic Assessment:** Client is to take a specific test to assist in the determination of a career choice, such as: language, literacy, workplace essential skills (e.g. TOWES), Myers Briggs personality test, learning disability assessments, etc.

3. **Employment Counselling:** Providing the client, within the context of an Action Plan, with the advice and support of a designated employment counsellor to assist the client to arrive at a suitable career choice.

Note: Employment Counselling will not have a direct cost associated with it as it is paid through employee wages/salaries.

Employability Dimension - Skills Enhancement: Provides clients with the necessary skills and qualifications that are needed to enter and perform in a chosen occupation by enrolling them in the appropriate training or education program.

4. **Skills Development- Essential Skills:** A program of instruction designed to enhance one or more Essential Skills to a level required by the specific job or occupation that the client is seeking. Essential Skills provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change. ESDC has identified nine essential skills and has established essential skill levels required for each NOC occupation. ESDC's nine essential skills are:

1. *Reading Text:* Refers to reading material that is in the form of sentences or paragraphs and generally involves reading notes, letters, memos, manuals, specifications, regulations, books, reports or journals.
2. *Document Use:* Refers to tasks that involve a variety of information displays in which words, numbers, icons and other visual characteristics (e.g. line, colour, shape) are given meaning by their spatial arrangement. For example, graphs, lists, tables, blueprints, schematics, drawings, signs and labels are documents used in the world of work.
3. *Numeracy:* refers to the clients' use of numbers and their being required to think in quantitative terms.

4. *Writing*: Includes writing texts and writing in documents (for example, filling in forms) and non-paper-based writing (for example, typing on a computer).
5. *Oral Communication*: Pertains primarily to the use of speech to give and exchange thoughts and information by workers in an occupational group.
6. *Working with Others*: Examines the extent to which employees work with others to carry out their tasks. Do they have to work co-operatively with others or do they have to have the self-discipline to meet work targets while working alone.
7. *Continuous Learning*: Examines the requirement for workers in an occupational group to participate in an ongoing process of acquiring skills and knowledge. Continuous learning tests the hypothesis that more and more jobs require continuous upgrading, and that all workers must continue learning in order to keep or to grow with their jobs. If this is true, then the following will become essential skills: knowing how to learn; understanding one's own learning style; and knowing how to gain access to a variety of materials, resources and learning opportunities.
8. *Thinking Skills*: Differentiates between five different types of cognitive functions. However, these functions are interconnected.
9. *Computer Use*: Indicates the variety and complexity of computer use within the occupational group.

An Essential Skills program need not address all nine essential skills to be considered an Essential Skills program. Normally, such programs seek to enhance a client's abilities on a set of essential skills (e.g. literacy, numeracy and document use) to levels required by the job or occupation that the client is seeking to enter or for which he/she wishes to be trained. For more information on the nine essential skills, please visit the Canada.ca website.

5. **Skills Development – Academic Upgrading**: A program of instruction designed to enable the client to obtain high school credits or academic qualifications required to pursue further post-secondary instruction or training. Could be referred to as adult education, either to acquire a high school diploma or **General Educational Development (GED)**, or to acquire secondary school pre-requisites needed to enroll in vocational training and/or post secondary training programs.
6. **Work Experience - Job Creation Partnerships**: Is a financial assistance program that seeks to enable unemployed persons to gain work experience by creating temporary jobs. Project activities should benefit both the participant and the community and must therefore be limited to partnerships with public sector and non-profit employers; no private companies. This will also improve the client's long-term employment prospects.
7. **Work Experience - Wage Subsidy**: Is a financial assistance program that has as its objective encouraging employers to hire individuals in order to provide them with direct work experience and/or on-the-job training. The employer receives a wage subsidy to hire the client for a specific length of time, with the object of providing the client with sufficient skills to find employment at the end of this time either with the same employer or another.
8. **Work Experience – Student Employment**: Interventions designed to provide employment to students during school breaks or while still in school, such as the Student Summer Employment Program or the Internship Program. An individual student is provided with an opportunity to develop and enhance employability and occupational skills with practical, on-the-job experience. Employers are generally provided with a wage subsidy to encourage the hiring of these students. Students can be working during the school year or during the summer months and must be enrolled in full-time studies.

<p>9. *Occupational Skills Training – Certificate: Interventions related to a program of study leading to a certificate from a provincially recognized university, college, institute or school, either public or private. A certificate program is distinguished from a diploma program primarily by the amount of time the client takes to earn the certificate. A certificate program is typically one academic year in length and, in cases where it is less than an academic year; there are typically minimum length requirements that vary from jurisdiction to jurisdiction. The Colleges and Institutes Canada has a searchable program database that describes programs delivered by its member institutions, which can be located at https://www.collegesinstitutes.ca/our-members/list-of-degrees. Please note that the program listing may not be current at any given time and that many colleges do not indicate the level of certification in the program title. Workshops and short courses that are recognized by a certificate of attendance or some similar document are not included in this category.</p>
<p>10. *Occupational Skills Training – Diploma: Interventions related to a program of study leading to a diploma from a provincially recognized university, college, institute or school, either public or private. A diploma program, in addition to be non-degree in nature, is distinguished from a certificate program primarily by the amount of time the client takes to earn the diploma. A diploma program is typically greater than one academic year in length. The Colleges and Institutes Canada has a searchable program database that describes programs delivered by its member institutions, which can be located at https://www.collegesinstitutes.ca/our-members/list-of-degrees. Some universities award non-degree recognition in the form of certificates that recognize learning outcomes from programs that are greater than one year in length.</p>
<p>11. *Occupational Skills Training – Degree: Interventions related to a program of study leading directly to an undergraduate or graduate degree from a recognized degree-granting institution.</p>
<p>12. *Occupational Skills Training – Apprenticeship: Interventions related to pre-apprenticeship training or apprenticeship technical training in a designated trade. This intervention does not cover the practical training of an indentured apprentice that occurs on the job. It also does not cover a pre-employment training intervention that is not recognized as credit towards a designated trade. A listing of all designated trades in Canada is available at http://www.ellischart.ca/. Also a list of definitions relating to apprenticeship can be found in Annex A of this document.</p>
<p>13. Occupational Skills Training – Vocational / Industry Recognized: Interventions related to formal skills instruction that may provide certificates of completion, tickets and/or licenses which may be professionally recognized, but are not normally recognized by post-secondary institutions or counted as academic credits in post-secondary programs or apprenticeship programs. Examples include: driver’s training, First Aid/CPR training, safety training, customized pre-employment training (e.g. Mining Essentials) and some professional accreditation programs offered by the private sector (e.g. Microsoft, Canadian Securities Institute).</p>
<p>14. Self-Employment: An intervention that provides direct financial assistance, business training or professional support to enable a client start his/her own business or continue in a career of self-employment. Assistance may include providing support for training in</p>

* **Occupational Skills Training Investments:** Investments in occupational skills for clients through formal training are categorized according to the level and/or type of certification earned by the client. It is the responsibility of the counselor/case manager to be able to distinguish between the various types of training interventions in order to categorize any particular intervention. Generally, formal training is delivered by public and private universities, colleges, institutes and schools that are created and/or recognized by their respective province or territory. It is the combination of academic credentials and occupational preparation that allow for the use of five different types of interventions.

business start-up and development from accredited business school, assistance with business plan development, for professional advice for marketing, accounting and financial management and for office location (e.g. **incubators).

**Incubators are designed to accelerate the development of a small start-up business by partnering the start-up business within a bigger business, thus leading to reduced start up costs, access to expert opinions and lateral contributions (ex: office supplies, furniture, phones, etc).

Employability Dimension - Job Search: This employability dimensions seeks to help clients who want to find a job by providing them with the tools, skills, information, etc they need to attain employment. In essence the job search employability dimension seeks to facilitate the match between the client and the employer and entails the client to be actively engaged in a planned job search.

15. **Job Search Preparation Strategies:** This intervention is to be utilized when a client is preparing to seek and attain employment and requires support from an employment counsellor or a job finding club. Activities within this intervention can include: resume and cover letter writing, labour market research, interview skills, etc.

Note: This may or may not include clients who utilize the minimal levels of service: (i.e. independent use of job search resources such as computers, phones, fax machines, and printers).

16. **Job Starts Supports:** In order to seek and attain employment, clients may receive assistance to purchase work equipment, work clothing, bus tickets to look for work, etc.

17. **Employer Referral:** A client is referred to an employer to seek information on the company, the occupation of interest and/or an employment opportunity within the company.

Employability Dimension - Employment Maintenance: This employment dimension asks whether the client has issues with keeping a job. As such, it is relevant both to clients who are currently employed and who need assistance keeping that employment and to clients who are currently unemployed and who clearly have problems keeping a job (e.g. have a history of failing to keep employment for any reasonable length of time).

18. **Employment Retention Supports:** An intervention that provides some sort of funded assistance to enable a client with a job to continue working in that job. Assistance should be extraordinary and temporary in nature and not lead to continuing dependence on the program. Examples include: paying for work boots and equipment; purchasing a driver's license, providing bus fare or paying daycare on a limited/emergency basis, or providing re-location expenses if that is necessary to keep a job. Note that interventions relating to skills development for persons with a job should be identified under the appropriate skills development intervention type and not as an employment retention support.

19. **Referral to Agencies:** An intervention that refers a client to a responsible agency or agencies, as part of the client's Action Plan, to address one or more employment barriers (e.g. referral to social housing authority, drug treatment program, and subsidized daycare center, transportation for persons with disabilities, household finances and budgeting program). Depending on the circumstances, the agreement holder may have to fund this intervention, but normally program costs would be borne by referral agency, employer, or not lead to any costs at all.