

DESIGNED TO WORK

An integrated approach to skills development

Strategic Partnerships Component

Each element is developed in five points:

- a. Key questions for context analysis
- b. Objectives and activities – short term
- c. Deliverables –short term
- d. Outcomes - -short term
- e. Expected outcomes – medium and long term

Goal: To build strategic partnerships that are transparent and efficient, in order to foster the creation of conditions required for job seekers to develop the multiple sets of skills they need to enter the local workforce within a nine-month period, and ensure the developed skills are recognized through professional qualification.

MAIN ELEMENTS

1. Partnerships with labour and employment stakeholders
2. Partnerships with employment support services
3. Partnerships with training organizations

1) Partnerships with labour and employment stakeholders

a. Key questions for context analysis

- Which partners from the labour market are most likely to work with us to develop skills among job seekers who have limited literacy skills (e.g. employers, economic development officers, employment support services, other community partners)?
- Alongside these partners, can we define some forms of qualification that are recognized for the program (certificate from a professional association or other government agency; professional qualification or

certification recognized by employers) within a specialized training path based on a process that fosters the improvement of literacy levels?

- How can we ensure the implementation of high-quality training programs for job seekers, which meet the needs of local employers?

b. Objectives and activities – short-term

- Consult/validate with employers:
 - labour needs for the targeted sector; work placements opportunities for learners;
 - how to promote the new training project.
- Examine with employers the profiles of tasks that must be accomplished by a new worker in a given position.
- Examine with employers forms of recognition tied to learning's or relevant professional qualification for the targeted employment sector.
 - Examine with employers the roles they could play in the training project (participating in committees, evaluating job placements, etc.).
 - Build strategic partnerships with local employers and economic development officers.

c. Deliverables – short-term

- Employers express interest in hosting trainees in their workplace during the training project (observation and integration).
- Recorded proceedings of meetings with partners from the labour market and documentation of decisions that were made.
- Project evaluation protocol describing the role of partners from the labour market.
- Model partnership protocols or partnership agreements with employers.

d. Outcomes – short-term

- Awareness rising among employers and economic development officers about the planned training project; new contacts established.
 - Required strategic partnerships with local employers and economic development officers;
 - Increased collaboration with partners from the labour market;
 - Better understanding of the role and responsibilities of each stakeholder within the integrated training project for the targeted job seekers.
- Employers are convinced of this training project's benefits for the targeted employment sector ("competent" trainees for this employment sector); local workforce available; recognition of professional qualification for the learner; validation of training components, etc.).
- Employers actively participate in evaluating learners during their work placement.

e. Expected outcomes – medium and long-term

- Build and maintain strategic relationships with local employers for the targeted employment sectors.
- Establish systematic links between local employers and job seekers.
- Improve access to local employment for job seekers (for instance, via the various integrated training projects developed through the years).

2) Partnerships with employment support services

a) Key questions for context analysis

- Are there any strategic partnerships that could be developed with some natural reference partners (income support, employability services, Workers' Compensation Board, etc.), which are likely to work with us in developing skills among job seekers with limited literacy skills?
- In the context of this integrated training project, which targets a specific employment sector, can we convince these partners to establish a shared system, for intake, registration evaluation of literacy levels, needs identification of job seekers, as well as a system to administer and maintain administrative and educational records?
- What are the needs of local job seekers with limited literacy skills? How do we deepen our knowledge of these needs (e.g. meeting with adults, focus group)? Are there specific integration needs that warrant our consideration (e.g. integration into employment sectors, needs in terms of skills to develop, needs related to functional knowledge of English, etc.)?
- What types of psychosocial, institutional, or situational barriers do job seekers with limited literacy skills face in my community (e.g. transportation, childcare services, availability of programs in the community, recognition of learnings by the environment)? Can we deepen our understanding of these barriers in order to consider them more efficiently in our interventions?
- How can we ensure the implementation of high-quality training programs for job seekers, which meet both the needs of job seekers and the obligations of employment support programs?

b) Objectives and activities – short-term

- Consult/validate with employment support services:
 - The needs of job seekers related to entering the local workforce;
 - The types of barriers to employability and training facing the targeted clientele.
- Examine with employment support services the role they could play in the training project (training role, participating in selection committee or other working committees, etc.).
- Building strategic partnerships with employment support services, in order to, among other things:
 - Develop an awareness-raising and recruitment process in the community to reach all job seekers who are potentially interested;
 - Develop a shared process for referring, guiding and evaluating job seekers who are likely to meet the needs of the targeted employment sector; also allowing the project to refer job seekers to other programs and services, if needed;
 - Develop a triage and selection process relevant to the training project's nature and to the targeted employment sector;
 - Develop an information/orientation process for preselected job seekers;
 - Develop an inter-agency support and follow-up system in order to maximize participation and attendance of selected learners and to ensure compliance with project participation norms;
 - Ensure confidentiality for learners during the whole process.

c) Deliverables – short-term

- For job seekers with limited literacy skills, description of their needs and barriers from the psychosocial point of view, (lack of confidence, etc.), institutional point of view (literacy levels or other academic barriers such as level of education) and situational point of view (transportation, etc.).
- Recorded proceedings of meetings with partners from employment support services and documentation of decisions that were made.
- Awareness raising and promotion plan about the training project.
- Shared protocol (inter-agency) for referring, guiding, and evaluating the targeted clientele.
- Protocol regarding orientation and preparation to the training program for preselected learners.
- Contract agreed with learners, explaining expectations and standards of conduct.
- Protocol to ensure confidentiality.

- Partnership agreements with employment support services clarifying complementary roles and responsibilities of each partner within the context of the integrated training project for targeted job seekers.
- Creation of a project management committee, including key representatives from employment support and adult education services.
- Creation of a working group related to referrals, recruitment, and guidance, including key representatives from employment support and adult education services.
- Project evaluation protocol describing the role of partners from employment support services.

d) Outcomes – short-term

- Awareness raising among employment support agencies/services about the planned training project; new contacts established.
- Required strategic partnerships with employability agencies/services:
 - Increased collaboration with partners from employment support services;
 - Better understanding of the role and responsibilities of each stakeholder within the integrated training project for the targeted job seekers.
- Employment support agencies/services are convinced of this training project’s benefits for job seekers (training job seekers in order to quickly improve their skills, making them “competent” for the targeted employment sector); local workforce available; recognition of professional qualification for the learner, etc..
- Employment support services and job seekers recognize this integrated training project as an efficient means of integrating the local job sector targeted, with a view to long-term and stable employment.

e) Expected outcomes – medium and long-term

- Build and maintain strategic relationships with employment support agencies/services.
- Establish systematic links between local employers and job seekers.
- Improve access to local employment for job seekers.
- Develop training projects that are adapted and flexible for job seekers.
- Improve employability services for job seekers with limited literacy skills who are motivated to enter local employment sectors.

3. Partnerships with training organizations

a) Key questions for context analysis

- Which partners from the field of adult education are most likely to work with us to develop skills among adults with limited literacy skills (e.g. community college, school boards, community organizations, other community partners)?
- Alongside these partners, can we define some types of formal certification or qualification, which are recognized for the program (college certificate; academic certification linked to obtaining a high school diploma) within a specialized training path based on a process that fosters the improvement of literacy levels?
- What resources/programs are available, adaptable, and likely to meet the needs of job seekers with limited literacy skills? How can we maximize the use of existing resources in the area in order to provide high quality, low-cost training that leads to qualification for job seekers with limited literacy skills?
- Drawing on these resources, can we develop andragogical schemes based on partnerships that lead to formal recognition of the learnings that job seekers with limited literacy skills need, and that take into account some

of the barriers to training and employment?

- How are referrals currently working among programs and organizations? What is their history with regard to collaboration? How do relations work among programs and organizations?
- How can we ensure the implementation of high-quality training programs for job seekers, which meet the administrative and andragogical obligations of training organizations?

b) Objectives and activities – short-term

- Consult/validate with training organizations:
 - The needs of job seekers with regard to integration into the workforce;
 - The types of barriers to employment and training that this clientele is facing.
- Examine with training organizations various types of formal recognition or professional qualification linked to learnings relevant to the targeted employment sector, based on an andragogical framework that would allow for such recognition.
 - Build strategic partnerships with training organizations (and employment support services), in order to, among other things:
 - Develop an awareness-raising and recruitment process in the community to reach all job seekers who are potentially interested;
 - Develop a shared process for referring, guiding and evaluating job seekers who are likely to meet the needs of the targeted employment sector; also allowing the project to refer job seekers to other programs and services, if needed;
 - Develop a triage and selection process relevant to the training project's nature and to the targeted employment sector;
 - Develop an information/orientation process for preselected job seekers;
 - Develop an inter-agency support and follow-up system in order to maximize participation and attendance of selected learners and to ensure compliance with project participation norms;
 - Ensure confidentiality during the whole process;
 - Within the context of the training project, develop an andragogical scheme that takes into account the needs and obligations of all partners and of the targeted clientele;
 - Develop a financial package that takes into account the needs of learners and partners, as well as funders' obligations.

c) Deliverables – short-term

- Recorded proceedings of meetings with partners from training organizations and documentation of decisions that were made.
- Partnership agreements with training organizations clarifying complementary roles and responsibilities of each partner within the context of the integrated training project for targeted job seekers.
- Creation of a project management committee, including representatives from adult training organizations.
- Creation of a working group related to referrals, recruitment, and guidance, including key representatives from employment support and adult education organizations.
- Creation of a project andragogical committee including key representatives from adult training organizations.
- Project evaluation protocol describing the role of partners from the training field.

d) Outcomes – short-term

- Awareness raising among adult training organizations about the planned training project; new contacts established; improved awareness about training opportunities that the local labour market provides based on its needs.

- Required strategic partnerships with adult training organizations:
 - Increased collaboration with partners from the training field;
 - Better understanding of the role and responsibilities of each stakeholder within the integrated training project for the targeted job seekers.
- Adult training organizations are convinced of this training project's benefits for job seekers (training job seekers in order to quickly improve their skills, making them "competent for the targeted employment sector); local workforce available; recognition of professional qualification for the learner, etc.
- Training agencies, job seekers, and funders recognize the integrated training project as an efficient means of integrating the local job sector targeted, with a view to long-term and stable employment.

e) Expected outcomes – medium and long-term

- Build and maintain strategic relationships with adult training organizations.
- Improve access to local employment for job seekers.
- Develop training projects that are adapted and flexible for job seekers and for the local labour market.