



Post-Secondary
Education and Skills
Training

BUILDING STRENGTH, REALIZING POTENTIAL

An Equity Policy Framework for Saskatchewan's Training System

Background Paper

October, 1998

DRAFT

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1. Introduction

Post-secondary education and training services and programs provide Saskatchewan people with services and programs to help them develop their skills and abilities and prepare for employment. All people should have opportunities to access, participate and succeed in post-secondary education and training programs. Policies and practices must promote and support equitable and accessible services and programs, free from barriers and inclusive of the diverse population of Saskatchewan.

In the provincial framework for university revitalization, *Public Interest and Revitalization of Saskatchewan's Universities*, equity is identified as a public priority. Through the university revitalization process, equity is the focus of discussion, policy and program development, as the universities respond to an increasingly diverse student population.

This paper discusses the context for, and proposes a policy framework and strategies to support the goals and objectives related to equity and fairness identified in *Bridges to Employment*, the implementation plan for the Saskatchewan Training Strategy. The framework will be congruent with, and support, equity policies and programs developed under the university revitalization framework, student financial assistance programs, the Saskatchewan Institute of Applied Science and Technology (SIAST) and the regional colleges.

Saskatchewan Training Strategy

 Saskatchewan
Training Strategy:
Bridges to
Employment

In 1997, the new Saskatchewan Training Strategy, "*Bridges to Employment*", was launched. The vision for the training strategy emphasizes the importance of access to training:

"Saskatchewan people will have access to flexible, relevant, quality training opportunities that respond to their needs and the needs of the labour market. Governments, institutions, industry and communities will work together to enable people to enhance their employability and to contribute to the economic and social development of the province."

The Saskatchewan Training Strategy is guided by three goals to:

1. Develop a skilled workforce relevant to Saskatchewan's labour market;
2. Enhance access and support opportunities for all learners; and
3. Create a coherent, effective and sustainable delivery system.

Equity, fairness
and diversity

The action plan for implementing the training strategy identified the following key components for promoting equity, fairness and diversity throughout the training system:

- Develop and implement a system-wide approach to education and employment equity throughout the training system, in consultation with training institutions, other service providers and equity groups to:
 - work towards representative participation levels for equity group members in training programs and labour market services;
 - require inclusive approaches so that programs and services fit the particular needs of learners from different groups;
 - identify and remove physical, cultural and gender barriers to successful participation;
 - require training institutions to have policies and undertake awareness activities related to sexual and racial harassment.
- Support the role of community based organizations in providing services to people with special needs.

The equity policy framework includes First Nations and Metis training institutions and programs. Equity policies, services and programs will link, work with, and support initiatives under the training strategy to expand partnerships with First Nations and Metis institutions and services.

Working towards representative participation levels in the training system includes involving members of equity groups in all levels of policy, planning, curriculum development, decision making, service and program delivery and evaluation.

Outline of the Discussion Paper

"There is a growing recognition that equality and human rights are everyone's business and should be part of the usual way of doing business"

1996-97
Saskatchewan
Human Rights
Commission
Employment Equity
Report, page 77

The paper describes the context for, and outlines an equity policy framework that will support the development of equity, fairness and diversity as identified in the Saskatchewan Training Strategy. It is based on the feedback provided during the consultations for the training strategy and feedback provided by training strategy partners in the development of the proposed equity policy framework. In addition, the equity task team undertook consultations with a number of organizations in developing this paper.¹ Following is an outline of the paper:

- The first section describes the current training system environment
- Following is a section outlining the rationale for building a fair and equitable training system.
- The next section describes current participation levels of equity groups in training and employment services and programs.
- Following is a description of existing services and programs to help adults access and participate in the training and employment system.
- The paper then looks at issues and barriers designated group members face in accessing the training they require to get and keep a job.
- Following is a detailed presentation of a proposed equity policy framework, describing the vision, principles, objectives and strategies.
- Finally, there is an outline of the next steps in the process of developing the equity framework.

¹ Adult Learning Centre; Provincial Apprenticeship Board and Trade Advisory Boards; Provincial Interagency Network on Disabilities; Saskatchewan Education; Saskatchewan Employment Equity Practitioners Association (SEEPa); Saskatchewan Human Rights Commission; Saskatchewan Intergovernmental and Aboriginal Affairs; Saskatchewan Labour Force Development Board (SLFDB); Saskatchewan Public Service Commission; Saskatchewan Women in Trade and Technologies (SaskWITT); SIAST Education Equity Co-ordinators; Women's Secretariat

Definition of Equity Used in Paper

Equity is equality of opportunity, access, and outcome; equity is characterized by the fair and respectful treatment of all people, regardless of inherent and social characteristics, including age, gender, race, religion, lifestyle, sexual orientation, creed. Equity hinges on equal rights, equal opportunities, and equal results. The concept of equity goes beyond equality of opportunity where everyone is treated the same, to fostering a barrier-free environment where individuals benefit equally. It recognizes that people need a role in decisions that affect their lives. It recognizes that some people require additional and specialized supports in order to achieve equal benefit.

Diversity is the recognition of any characteristic that helps shape a person's attitudes, behaviors, perspective and interpretation of what is "normal", including but not limited to: gender, race, age, ethno-cultural background, sexual orientation, disability, religion, education, class, marital and family status; and acknowledging differences that impact on the fair treatment of people (*Trevor Wilson in a presentation to JobStart/Future Skills, August 28 1997*)

Education equity is the fair and equal treatment of all members of our society who are entitled to participate in and enjoy the benefits of an education. All adults have the opportunity to participate fully and to experience success and respect while developing the skills, knowledge and attitudes necessary to contribute meaningfully to society.

Employment equity is equality of opportunity in the workplace. Its goal is to replace barriers to equality with positive measures that draw under-represented groups into the workplace and encourage their full participation at all levels of employment. (*Saskatchewan Human Rights Commission*).

A glossary of related terms is included for reference in **Appendix A**.

Groups Facing Barriers to Training and Employment

Designated groups identified under the Saskatchewan Training Strategy

The groups identified in the training strategy as being under-represented and/or facing barriers to accessing training and employment are:

- those groups currently designated by the Saskatchewan Human Rights Commission: Aboriginal people, visible minorities, women and people with disabilities;
- groups facing economic and systemic barriers to training, with a particular focus on social assistance recipients, youth, and the unemployed.


Members of other groups, such as seniors and the francophone community, have identified barriers faced by adults in accessing labour market and training services and programs. The training system continues to work to ensure that its services and programs are accessible to the broad diversity of users in the training system.

2. Context for Training and Employment Services

Demographics and Labour Force Participation

The demographic profile of the Saskatchewan labour force is changing, creating new pressures and challenges for the training system. The demographic profile of the working age population also provides information to help monitor how well different groups are accessing training and labour market services and programs.

Aboriginal People

 Saskatchewan
and Aboriginal
Peoples in the 21st
Century

The Aboriginal² proportion of the Saskatchewan labour force age population (sum of all employed and unemployed persons) in 1995 was 11 percent. However, the level of Aboriginal youth (15-24) is increasing in the population while the level of youth in the general population is decreasing. By the year 2001, one quarter of all labour-force entrants and one-third of all new school entrants will be Aboriginal³. By 2045 the Aboriginal labour-force age proportion in Saskatchewan will increase to 31 percent⁴.

At the same time, employment rates for Aboriginal people are lower than levels in the general population. According to 1991 Census data, the labour force participation rate for Aboriginal people was 49.8%, compared to 68.5% for the population as a whole. Improving access to, and success in training programs will help Aboriginal adults and youth develop the skills necessary to participate in the labour market, while ensuring a growing component of the province's labour force has the necessary skills to contribute to and benefit from the provincial economy.

² Aboriginal refers to First Nation and Metis peoples

³ *Aboriginal Economic Impact Study in Report on the Aboriginal Population of Saskatchewan*, SIAST Research and Development, October 1997

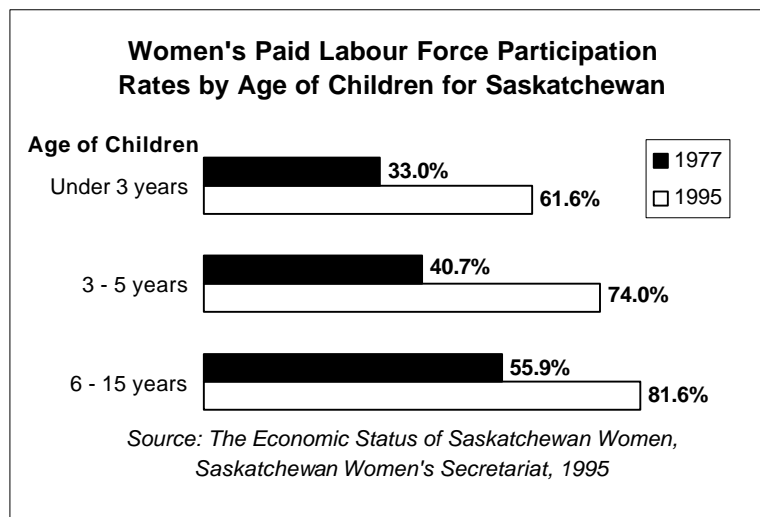
⁴ *ibid.*

In September 1997, the Federation of Saskatchewan Indian Nations published *Saskatchewan and Aboriginal Peoples in the 21st Century: Social, Economic and Political Changes and Challenges*. The report details the economic costs associated with not addressing the current high levels of unemployment of Aboriginal adults in Saskatchewan. The costs in lost human resources, lost productivity and increased levels of government support required over the next fifty years if the status quo is maintained. A key lever for change is improving access to post-secondary training/education for Aboriginal people. Addressing the education gap that currently exists between Aboriginal and non-Aboriginal adults is an important step in addressing the economic gaps and social costs identified in the report.

Women

The number of women participating in the paid workforce has increased dramatically in the last twenty years, particularly the number of women in the 25 - 54 age group. As Figure 1 shows, there is a corresponding increase in the number of women with young children in the labour force⁵.

Figure 1



Training programs need to become more flexible and “family friendly” to meet the training and re-training needs of women. Training programs also have an important role to play in breaking down barriers to occupations

⁵ *The Economic Status of Saskatchewan Women: Statistical Indicators, 1997*, Saskatchewan Women's Secretariat

such as technologies and trades where women are still significantly under-represented (Appendix B, Figure 4, Figure 6).

People With Disabilities

According to 1991 Census data, people with disabilities represent 16.6 percent of the working age population of Saskatchewan. Eighteen percent of people with disabilities in this age group have post-secondary certificate/diplomas, a lower level than 23% of non-disabled people. Similarly, 6.6% of people with disabilities have university degrees, compared to 11.6% of non-disabled people. At the same time, 47% of people with disabilities have secondary education, compared to 45.4% of non-disabled people. Improving transition processes from secondary training for students with disabilities supports better access and success in post-secondary training.

People with disabilities experience lower levels of employment than the general population. According to Statistics Canada 1991 census data, 58.2% of working age people with disabilities are employed, compared to 78.6% of non-disabled people. Thirty-five percent of people with disabilities are not in the labour force compared to 15.4% of non-disabled people. Improving access in post-secondary training is particularly important as employment opportunities and income levels are strongly linked to post-secondary education for people with disabilities.

Visible Minorities

Visible minority people represent 2.6% of the Saskatchewan working age population, with higher concentrations in Regina (5.1%) and Saskatoon (4.7%)⁶. Growing concerns about recognition for prior learning and foreign credentials and racism have been identified by members of this group⁷ as barriers to full participation in the Saskatchewan labour market. English language training, literacy programs and support services for immigrants help foster access to training. Ensuring that training programs model and provide racism-free training and support people in building on their skills and abilities are key elements in helping to address and remove barriers to training and employment.

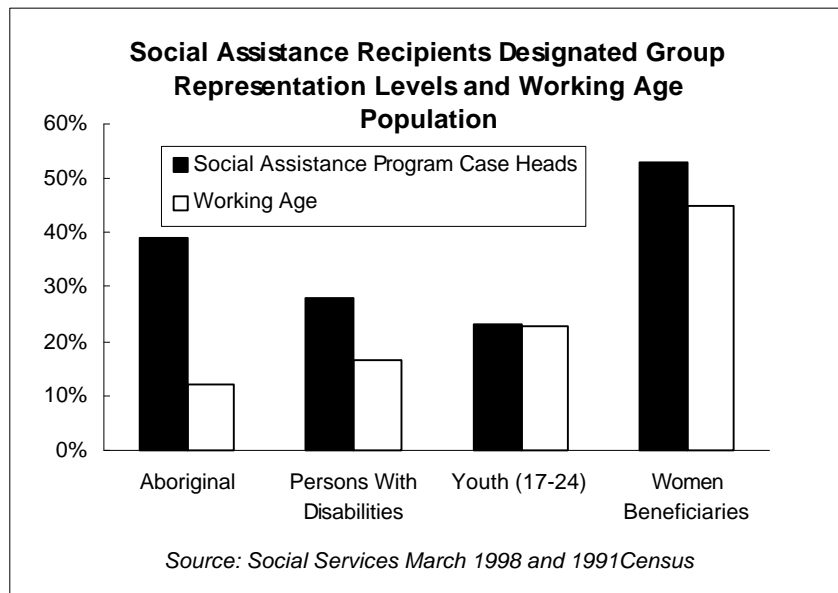
⁶ *1996-97 Saskatchewan Human Rights Commission Employment Equity Report*

⁷ SLFDB Visible Minority Reference Group; Immigrant Women of Saskatchewan; *SIAST 1996-97 Education Equity Program Annual Monitoring Report*, page 39

Social Assistance Recipients

All equity groups are over represented in social assistance statistics: Aboriginal people, 39.0%; people with disabilities, 27.9%; youth, 23.3%; and women 52.84%. Figure 2 shows the representative levels of equity group members receiving social assistance compared to their representation levels in the general population. Programs designed to assist people to enter or return to training or the workplace need to be inclusive and build in processes and practices to address attitudinal and systemic barriers faced by equity group members. Post-secondary training institutions and employers need to work with organizations delivering entry services and programs to develop effective transition mechanisms that provide a continuum of support and accommodation for people receiving social assistance.

Figure 2

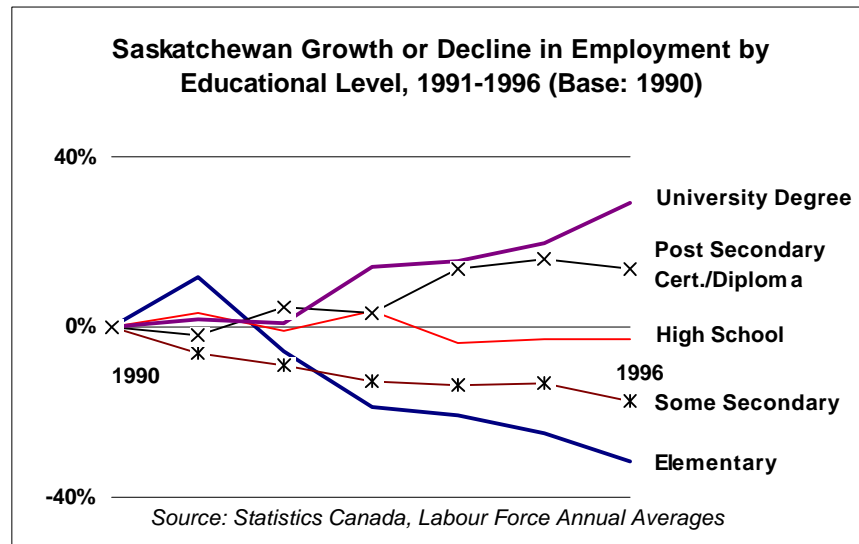


Saskatchewan Labour Market

Increasing demands for education and training

Saskatchewan's labour market is presenting new challenges and opportunities for all people seeking training and employment. Skills required by employers are changing, with the trend towards jobs requiring higher levels of education (Figure 3) and specialized qualifications and knowledge. This trend is expected to continue in the future.

Figure 3



Employment growth is creating new jobs in the province. In January 1998, there were 466,800 jobs, almost 20,000 more than in January 1997. Saskatchewan's economy is expected to create over 30,000 new jobs in the next five years. In addition, there will be over 70,000 job openings because of attrition.

Building a Fair and Equitable Training System

There are many reasons for building a fair and equitable training and employment system. The following points illustrate why this is an important area for action.

Moral Leadership

Training deliverers have a particular responsibility to demonstrate leadership in moving towards a fairer society. Training plays a crucial role in helping people acquire the skills necessary to participate in and contribute to social and economic benefits of society. Training transmits values as well as information and creates opportunities to break down stereotypes. Educators need to ensure that training is provided in an environment that is free from prejudice and discrimination. Training organizations need to model fairness and diversity by developing representative workforces that provide learners with a wide variety of role models.

A culturally diverse workforce is an advantage in a globalized and integrated world economy. A training system that is build on innovation,

flexibility and diversity and delivers new and more flexible programming options, helps build a competitive workforce for today's economy.

Education - an "enabling" force in society

The Minister of Post-Secondary Education and Skills Training identified that the first function of the training strategy is "to help people become fully participating members of society", noting that education helps people develop socially and culturally, as well as prepare them for employment⁸.

The *Report of the Royal Commission on Equality in Employment* clearly identifies the role of education and training in helping people participate fully in economic and social opportunities.

"By limiting, however unintentionally, the choices they [schools] enable students to make, they limit the human resources society expects them to produce. Society is deprived of fully participating adults, adults are deprived of the opportunity to maximize their talents and abilities. Everyone loses."⁹

Diversity - "the business case" for equity

More employers appreciate the "bottom-line" value of a diverse workforce. They are linking "equity" with the business advantages gained from having a larger, more diverse pool from which to recruit skilled workers. Increasingly, it makes good "business sense" to expand the scope and flexibility of current employees' skills, to respond more effectively to an increasing diverse customer base and to be better positioned to take advantage of global business opportunities.

The training system has an important role in helping employers diversify their workforce and achieve equity goals. Focusing on fairness and diversity in the training system helps debunk the myth that there are no qualified candidates from equity groups and links training for equity group students to the skill areas required by employers.

High costs to individuals and society

There are high costs to individuals and society when people are not able to fully participate in the social and economic opportunities of the province. The costs to individuals include loss of opportunities to develop skills and abilities, low self-esteem and lack of success in other areas in life. In a society that places a high value on people's contribution and "worth"

⁸ *Speaking Notes*, Minister of Education and Skills Training, delivered to the Saskatchewan Labour Force Development Board's semi-annual meeting, September 20, 1997

⁹ *Report of the Commission on Equality in Employment*, 1985, Page 138

through the work they do, the “human costs” of not being able to participate fully in training and employment opportunities have a ripple effect that can affect many lives beyond the impact on the individual.

There is a high cost to society when people are not able to access the training required to develop skills for employment, including increased demand for unemployment insurance, social assistance and other public services. Access to training plays an important role in helping to prevent the development of a polarized society of “haves” and “have nots” by providing people with the skills they need for today’s jobs.

3. Representation Levels of Equity Groups In Training and Employment Services and Programs

Provincial Representative Participation Levels

The training strategy is committed to working towards representative participation levels of equity group members in training and employment services and programs, and ultimately, the provincial workforce. Comparing the representation levels of equity group students or employees to their representative levels in the general population can identify the presence of barriers, and measure progress towards equity goals. Representative participation levels also indicate how well equity goals are being achieved.

For the purpose of equity programs, representative levels of equity groups are identified by the Saskatchewan Human Rights Commission and based on Statistics Canada demographics for the Saskatchewan working age (15-64) population. The representative participation levels for equity group members are as follows:

Long Term Goals for Provincial Equity Programs

Designated Group	Provincial Representation Level
Aboriginal People	70% (Northern Saskatchewan)
	20% (Prince Albert)
	12.2% (Provincial)
Women	45%
People With Disabilities	9.7% (see new definition of disability for equity programs ¹⁰)
Visible Minority People	4.7% (Saskatoon)
	5.1% (Regina)
	2.1% (Provincial)

¹⁰ see Glossary of Terms, Appendix A

The information provided in this section is based on statistics currently available about the representation levels of Aboriginal students, women, students with disabilities, visible minority students, youth and social assistance recipients in post-secondary training and employment services and programs. When reviewing this information, the following limitations must be considered.

- No comprehensive system wide collection of equity student participation levels currently exists. For example, SIAST collects equity data about basic education students, while the regional colleges do not consistently gather similar information. Some programs only collect data for particular groups, such as Aboriginal or people with disabilities or social assistance recipients. Equity data from some parts of the training system, such as private vocational schools, is not collected.
- A voluntary self-identification process is used and not all students choose to self identify. Statistics represent double counting when an individual identifies in more than one group. For example an individual may identify that she is of Aboriginal ancestry and a woman.
- Definitions used to identify equity group members are not consistent.

Representation Levels of Equity Groups in the Training and Employment System - General Indications

Following are general indications about overall representation levels of equity groups in the training and employment system. Detailed information is provided in **Appendix B**.

- Equity group members are generally under-represented in training programs leading to higher levels of skills and well paying employment. Students with disabilities and visible minority students are under-represented in all of the technical/vocational training areas.
- Participation levels in different occupational fields show under-representation equity group members. All equity groups are under-represented in apprenticeable trades. In addition, women are under-represented in technology and trade programs. Aboriginal students are under-represented in health, technology

and business programs. People with disabilities and visible minorities experience low enrolment levels in all occupation areas.

- Preparatory and job entry programs such as basic education, employment programs, and work-based training are helping to address specific needs of equity group members as shown by their over-representation in these programs. Aboriginal people, visible minorities, youth¹¹, and Social Assistance Recipients were over represented in JobStart/Future Skills programs, while women and people with disabilities were under represented in the programs. However, women and people with disabilities were represented at the provincial level in the Bridging program.
- The over-representation of equity groups in basic education and job entry programs and their under-representation in technical/vocational programs suggest that equity group members may face barriers in making transitions to technical/vocational training.
- Students from equity groups experience higher attrition rates and lower graduation rates in technical/vocational training.

¹¹ Youth make up 22.7% of the Saskatchewan population

4. Foundation to Build On

Equity is not a new objective for Saskatchewan's training and employment services system. There are many services and programs designed to help people facing barriers to training and employment, funded by governments and delivered by different agencies, including community based organizations (CBOs), education institutions, First Nations and Métis organizations and employers.

These services and programs are customized to best meet the needs of students, and are designed to create opportunities for people who would not otherwise access the training system or labour market, get the training they need for a job. Much has been learned about "what works". A renewed effort at integrating equity in the training system should build on these successes and incorporate best practices.

This section outlines the major strategies which have been used to improve equity and provides some examples and models that can help point the way for future action. **Appendix E** provides a detailed list of the services, programs and special initiatives offered through the training system.

Equity Programs

Systemic
processes for
change

Employment equity is a systemic process to change workplace practices that act as barriers and have a discriminatory impact on members of the equity groups. Employment equity programs include identifying and removing systemic barriers in employment practices and implementing measures to improve the representation of equity group members in the organization. The long term goal of employment equity programs is to achieve workplaces that reflect the diversity of the larger society.

Education and training play an important role in helping to prepare adults from equity groups to participate in the workforce. Through education equity programs, organizations delivering training identify and remove practices which act as barriers and have a discriminatory impact on people from equity groups.

Equity
Legislation

In 1979, provision to promote equality through equity programs was added in the *Saskatchewan Human Rights Code*. The Saskatchewan Human Rights Commission approves and monitors programs submitted by employers and education institutions who want to build equality in their workforce and their student body. As well, the federal government has employment equity legislation covering federally regulated employers and organizations with one hundred or more employees who receive two hundred thousand or more dollars in contracts from the federal government.

Strengths To Build On

Education
Equity
Programs

In 1990, SIAST implemented an education equity program, which seeks to achieve representational designated group student participation levels (Saskatchewan working age population) by identifying and removing barriers to training and implementing special measures to recruit and provide support for designated group students.

SIAST was the first post-secondary training institution in Canada to undertake a coordinated, systemic approach to education equity that is monitored annually by an external agency (the Saskatchewan Human Rights Commission). SIAST has developed measures to encourage designated group students to self-identify for tracking their participation levels in programs.

The special measures for designated group students include seat allocation for qualified equity applicants, information about the equity program in recruitment materials, equity coordinators at each campus and access to a range of student support services. Staff support and awareness activities carried out under the education equity program help create a more supportive learning environment for designated group students. Each year SIAST allocates \$500,000 from its budget to support training, research, communications and services for designated group students.

The SIAST education equity program is creating a growing base of information and experience of what works and what does not work in identifying and removing systemic barriers and making technical/vocational training more accessible to designated group students.

Employment
equity
programs in
Saskatchewan

Implementing employment equity programs in training institutions helps create an inclusive, representative working and learning environment. Students have access to role models; training institutions model fairness and diversity to training partners; training programs benefit from the input and perspectives of a diverse workforce; acceptance and tolerance are valued and practised in the organization and the classroom; education equity programs are supported.

Post-Secondary Education and Skills Training participates in the Government of Saskatchewan employment equity program. This program is approved and monitored by the Saskatchewan Human Rights Commission. The department is also implementing the Aboriginal Employment Development Program to improve representation of Indian and Metis people in its workforce.

Currently, SIAST is developing an employment equity program for its employees.

The collective agreements of the nine regional colleges in the training system¹² contain a letter of understanding that each college will identify a joint College/Union committee to develop a comprehensive employment equity program. The colleges will further identify an employment equity advisor to support the committee in their work. To date, Northlands College is the only regional college to have implemented an Employment Equity Program (June 1995) and have identified an employment equity officer (July 1995).

Employment equity programs in Saskatchewan include more than forty employers representing in excess of fifty thousand employees¹³. Many employers who have equity programs work in partnership with education institutions to help develop and recruit qualified candidates from the designate groups. Activities include scholarships, mentorship programs, co-op work placements and inclusion of equity information in student recruitment programs.

¹² Carlton Trail, Cumberland, Cypress Hills, Lakeland, North West, Northlands, Parkland, Prairie West, and Southeast Regional Colleges

¹³ source: Saskatchewan Human Rights Commission and Human Resources Development Canada

Regional Career and Employment Services

The signing of the Canada-Saskatchewan Labour Market Development Agreement on February 6, 1998 enables the province to integrate services and programs for Social Assistance recipients and Employment Insurance clients. In addition the agreement provides the province with a unique opportunity to develop a broad spectrum of public career and labour market services accessible through regional Canada-Saskatchewan Career and Employment Services. The new centres will be developed over the next year and a half.

The regional services will include a wide range of new and enhanced career and employment services. Equity will be integrated into services provided to employers (development and promotion of building fair, equitable and diverse workplaces). Individuals facing barriers to training and employment will be able to access a comprehensive range of career and employment services and programs. The Canada-Saskatchewan Career and Employment Services will work with community based organizations to provide coordinated, timely delivery of specialized services and programs.

Anti-harassment and Anti-Racism Policies and Programs

Harassment and racism can have a devastating effect on individuals, students and staff in training institutions. Putting measures in place to prevent harassment and racism can help create an accessible, barrier-free learning and working environment. Harassment, including racial and sexual harassment is considered to be discrimination under the *Saskatchewan Human Rights Code*. Recognition of the impact of harassment and racism in the workplace has been incorporated into the *Saskatchewan Occupational Health and Safety Act*, which now classifies them as workplace hazards and requires employers to develop and implement anti-harassment policies.

Harassment policies in the training system

SIAST is in the process of implementing a comprehensive harassment program that covers harassment based on race, sex, disability, gender or sexual orientation, and personal or retaliation harassment. The policy applies to the SIAST Board of Directors, employees, students, as well as SIAST visitors, clients, business or training associates or employees of SIAST's academic partners.

The collective agreements for employees at the unionized regional colleges and Dumont Technical Institute include a harassment policy. In

addition some regional colleges have or are developing their own harassment policy for employees. Five regional colleges have harassment policies that cover students.

Northlands College has revised its harassment policy and has implemented a comprehensive harassment program. The policy now includes race, creed, religion, colour, sex, marital status, sexual orientation, family status, mental or physical disability, physical size and weight, age, nationality, ancestry or place of origin. The policy covers Board members, employees, and students. The policy also extends to employees of other agencies and the general public. A Harassment Officer has been identified and an extensive harassment training program and awareness campaign have been provided to staff. Information materials about the harassment policy have also been provided to Northlands College's students.

The Federation of Saskatchewan Indian Nations is in the process of finalizing a harassment policy that will cover employees at the Saskatchewan Indian Institute of Technologies (SIIT). There is consideration to extend the policy to cover students.

Staff and students in basic education programs are covered by the harassment policies in place in the institution delivering the training. Apprentices and students in work-study programs are covered by policy of the employer.

Government employees are covered by anti-harassment policies under Appendix H of the Collective Agreement. Government employees are provided with opportunities to participate in training sessions about racism and sexual harassment and the anti-harassment policies.

Aboriginal Training Institutions and Partnerships

Aboriginal training institutions provide a supportive learning environment and role models for Aboriginal learners. SIIT works with SIAST to deliver business and technical/vocational skills to First Nations people. As well, SIIT delivers basic education programs. The Dumont Technical Institute (DTI), federated with SIAST, delivers technical/vocational training and basic education programs for Métis people.


First Nations and Métis organizations have established new training partnerships with provincial institutions, industry and government to coordinate training needs assessment and delivery. Examples include the

Aboriginal Business Programs in the College of Commerce at the University of Saskatchewan; and the Multi-Party Training Plan in Northern Saskatchewan.

Strengths to Build On

Achieving a Representative Workforce - the Aboriginal Employment Development Program

The government established an Aboriginal Employment Development Program in 1992. The program is coordinated by Saskatchewan Intergovernmental and Aboriginal Affairs. The main objective of the partnership is to achieve a representative workforce by increasing the number of employed Aboriginal people through a focused approach of Aboriginal recruitment, training and retention. Employers are linked with qualified Aboriginal candidates through an employment inventory. Under the program, employers receive help in developing Aboriginal employment development plans. This may include consultation services and assistance in developing strategies to address barriers in recruiting and retaining Aboriginal employees, including developing support networks in the workplace for Aboriginal employees, and cross-cultural training for employees, supervisors and managers.

 Included in *Corporate Aboriginal Relations; Best Practice Case Studies*, 1995 by Pamela Sloan

An important aspect of the development program is the partnership agreements between the employer, the government, training institutions and the Aboriginal community, which are designed around a human resource development process. The employer identifies current and upcoming human resource development needs and a short and long-term action plan is developed that may include Aboriginal communities and training institutions. Partners monitor progress and make adjustments to the action plan. Outcomes focus on "real jobs" for Aboriginal people which meet employers' human resource needs. The program has developed successful partnerships with Health Districts and training institutions to meet the present and future human resource needs of the Health Districts. Agreements with the private sector include, most recently, Federated Co-operatives Limited and Crown Life.

Employability Assistance for People with Disabilities

Beginning April 1 1998, the Vocational Rehabilitation Program for People With Disabilities (VRDP) was replaced with a new five year cost-sharing agreement with the federal government called Employability Assistance for People with Disabilities (EAPD). EAPD will help people with disabilities prepare for, obtain and maintain employment.

The new cost-sharing agreement responds to needs identified by the Federal Task Force on Disability Issues and consultations with the provinces and territories for more appropriate programs and services to help people with disabilities overcome barriers to participating in the labour force. EAPD is developing a planning process, which includes feedback from stakeholders, and focuses on a coordinated approach to employment-related issues for people with disabilities. Activities under the cost-shared agreement include mechanisms for measuring and reporting results.

Strengths to Build On

EAPD provides more opportunities for people with disabilities to access services and programs in the training system. Consultations with disability groups have started, as part of the process to identify programs and services under the new agreement.

Community Partners

Community Based Organizations

Community based organizations (CBOs) deliver basic education and employment services and programs to people facing barriers to training. CBOs are successful in providing specialized, customized training and labour market services in a supportive environment. CBOs also serve as community partners, working with training institutions and employers to help students succeed in training and accessing employment.

The Saskatchewan Training Strategy recognizes the key role CBOs play in helping people facing barriers access training and employment. Under the training strategy, CBOs will continue to deliver services and programs; they will be part of the process to identify training needs through the regional services system and will provide support to training institutions and employers to facilitate successful transitions for people accessing training and employment. Issues of funding and support for CBOs need to be addressed to ensure they are part of the training system.

Strengths to Build On

Following are a few examples of programs, delivered by CBOs, that are successfully helping people overcome barriers to training and employment

Results from
community
based
organization
delivered
training

The Adult Learning Centre, a community based organization in Regina, has developed a program that successfully takes people facing significant barriers to employment through a comprehensive, intensive process to develop basic academic, literacy, career planning and job-ready skills. Effective partnerships with employers are developed to ensure students have relevant mentorship and work-placement opportunities

Saskatchewan Women in Trade and Technologies (SaskWITT) provides trades orientation and training for women, has developed a cooperative for women apprentices to gain work experience and delivers Girls Exploring Trade and Technology (GETT) summer camps for girls in grades 7 and 8 to help them become aware of career opportunities in these areas.

The Saskatchewan Association for Community Living delivers a supported employment program that helps people with developmental disabilities gain and keep competitive employment.

Strategic Initiatives

Saskatchewan and the Federal government have implemented pilot projects designed to improve access to labour market information, career services and skills training. The projects were developed in partnership with governments, training institutions, employers and the community. Information, programs and products from the pilot projects is providing valuable information, resources and support towards improving learner access in the training strategy.

The Work/Study Strategic Initiative tested a variety of new approaches to work and study aimed at helping students develop the skills required for sustainable employment. For example, a pilot project to train First Nation and Métis people for employment in the hospitality industry was delivered in a hotel, so that work experience and classroom training are fully integrated. The project included student supports such as an on-site day care facility and culturally relevant materials. Another project trained low income women to develop a micro business plan. Program participants were matched with business mentors and had access to loans for starting a new business.

There are many programs and activities that provide models and examples for making the training system more inclusive, more responsive to learners needs, resulting in more people accessing and succeeding in getting the training they need for employment. However, the representation levels of

equity group members in training programs discussed earlier in the paper, indicate that people still face barriers to accessing and participating in training. It is important to examine current programs and activities to identify "what is not working" and incorporate "lessons learned" into the equity policy framework for the training strategy.

The next section of the paper will look at some of the issues and barriers that have been identified.

5. Issues

An equity policy framework and action plan will have to address issues about how best to achieve change. There need to be mechanisms to identify the limitations of past approaches and incorporate “lessons learned into the training system. The following section discusses issues that have been identified through feedback from stakeholders about making the training system services and programs more accessible and responsive to people who face barriers to training and employment.

Separate or Integrated Services

During the consultations, the government heard that the system of targeted services and programs was fragmented, uncoordinated, and difficult to access. Regional services and the training system are being built around a more coordinated, comprehensive approach to deliver basic education, career and employment services, training programs and income support programs. The increased access and flexibility from such an approach will help people access the services and programs when they need them.

At the same time, groups representing people who need support to address training barriers have raised concerns about the need for targeted services that are designed to meet the specific needs of adults who might otherwise “fall through the cracks” in an “integrated” system. The training system recognizes the need for both inclusive, and specialized services and programs. Currently, the department is developing a framework which will provide a structure in which community based organizations participate in delivering a comprehensive continuum of specialized and integrated training and employment services and programs.

Making the Training System More Responsive to a Diversity of Learning Needs

During the training strategy consultation process, designated group members and the groups representing them recommended that the training strategy become more flexible and responsive in meeting a diversity of learning needs.

Following is a summary of barriers and suggestions for change identified by designated group members during the consultations.

Feedback from women

- Policies and programs are needed to accommodate the different responsibilities, experiences and learning styles women bring to the education institution and workplace.
- Training programs need to be flexible and responsive to the diversity of needs within this group.
- Income support programs should include provision for childcare and extra transportation needs.
- Education institutions need to have policies and practices to address sexual and racial harassment.

Feedback from Aboriginal people

- A broad-based approach is required that addresses the legacy of past barriers faced by Aboriginal people to education and employment, and at the same time prepares Aboriginal youth for today's work force.
- Place emphasis on partnership models that focus on commitment to change at all levels in the organization, joint training and human resource planning, fostering role models for young people, cross-cultural awareness, and practices that address myths, stereotypes and prejudices about Aboriginal people.
- Acknowledge and support Aboriginal delivered training.
- Learn from the success of Aboriginal students in Aboriginal post-secondary training institutions.

Feedback from visible minority people

- Establish/support mechanisms to assess and recognize prior learning and work experiences in a meaningful way.
- Provide language training and cultural orientation and understanding.
- Implement/promote policies and practices to prevent and/or address racial and sexual harassment .

Feedback from people with disabilities

- Institute a comprehensive awareness/education process for staff and learners in the training system to address barriers created by attitudes and myths about people with disabilities.
- Review systemic processes (including recruitment, admissions, registration, facilities, program and curriculum design and delivery, methods) to identify and remove barriers for learners with disabilities.
- Develop/implement policies on accommodating students with disabilities.
- Ensure “arms-length” complaint/appeal processes for students and that students have the information required to lay complaints and the resources to participate in complaint/appeal processes.
- Work with the K-12 system to provide better coordination and transition processes for learners with disabilities.

Saskatchewan Labour Force Development Board

The Saskatchewan Labour Force Development Board (SLFDB), in its April 1997 report *Challenges in a Changing Workforce: Working Together Towards a Saskatchewan Training Strategy*, recommends that equity group members be part of in the decision-making processes affecting their training, including having opportunities for direct, meaningful input into program development , delivery, and evaluation; and to be linked to human resource and labour market planning through sectoral councils. The SLFDB also recommends giving higher priority and more recognition to approaches that have a proved to be effective in helping equity group members access and succeed in training and getting a job, including:

- training for real jobs which are linked to long-term careers and supported through human resource planning initiatives of industry sectors;
- developing long-term interventions for specific needs, such as support groups for people making transitions to the labour force;
- offering bridging programs to help people access training and employment;
- offering supported employment programs for people with disabilities; and

- linking employment and learning assessments, career planning and long-term supports for people facing multiple employment barriers.

Designing a training system to meet a broad range of training needs requires an inter-sectoral approach, building and working in partnership with community partners, training institutions, industry and business to deliver services that meet students needs. At the same time, the need to deliver more services and programs with limited resources puts pressure on the training system to find the best possible balance between specialized services and flexible, responsive, integrated delivery mechanisms.

Results from Equity Programs

Equity programs are designed to address systemic change over the long term. Outcomes from programs are measured in small increments in a variety of areas. Progress can be qualitative as well as quantitative. Results take time.

Designated group members express frustration that equity programs “do not work” or that the change achieved is too little and too slow. At the same time, equity programs produce resistance from people with a vested interest in the status quo. Too often equity programs are not integrated with organizational policies and programs, seriously limiting their potential for systemic change.

In its 1996-97 employment equity report, the Saskatchewan Human Rights Commission identified that one of the reasons for lack of progress in the equity programs it monitors was backlash to the concept of special measures for people from designated groups:

“Some people persist in the mistaken notion that everyone, regardless of ancestry or colour, sex, or disability has equal opportunity to obtain jobs and all the benefits of employment. Statistics show otherwise.”¹⁴

Equity programs focus on achieving fairness, in part by challenging our understanding of fairness. Many people feel that fairness means treating everyone the same. Equity programs recognize that fairness also means

¹⁴ 1996-97 Saskatchewan Human Rights Commission Employment Equity Report, page 2

treating people differently to achieve equality in outcomes. There is a strong backlash reaction to the equity programs around the concept of treating people differently to achieve equality of outcomes.

Trevor Wilson, in his book, *Diversity at Work* identifies some of the questions surrounding equity:

“Does equity mean correcting past inequities for selected groups or does it mean creating equity for all groups? Does it mean giving preferential treatment to black men, or removing preferential treatment for white men? Can equity in the workplace be legislated, or is it impossible unless legislated? Does equity remove white men’s unfettered access to economic opportunity, or does it mean white men need not apply?”¹⁵

Support for a mixed approach to equity

Feedback from the people consulted in developing the discussion paper supported the general ambivalence about how well equity programs work. Some people felt that there is no progress unless equity “has teeth” - regulations and “real” consequences for non-compliance. Others believe that inclusive policies eliminate the need for equity programs. However, most people agreed that a mixed approach, emphasizing incentives to encourage “buy-in” to equity was necessary.

Transitions

There has been considerable feedback about issues related to transitions from K-12 to post-secondary training, from training to employment. Finding ways to help the various services and programs of the training system work together to provide a training to employment continuum for students is crucial. The benefit of specialized programs and services can be limited if communication and transition processes to further training and employment opportunities are not in place. To ensure the full benefit of specialized services requires strategies that integrate accommodation for students at all levels of the training strategy.

¹⁵ Trevor Wilson, *Diversity at Work: the Business Case for Equity*, John Wiley & Sons, 1996, page 21

Counselling and Support Services

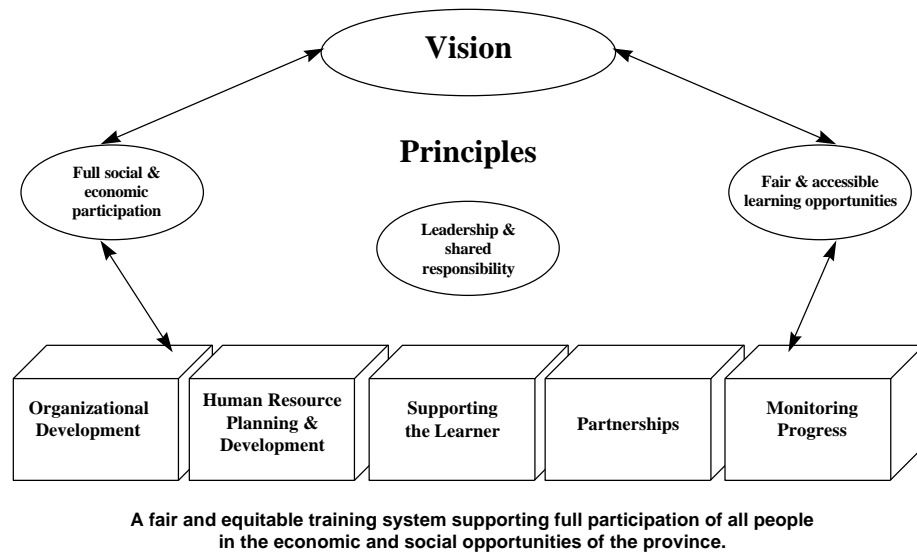
During the consultation process for the Training Strategy, concerns were expressed about access to timely, consistent counselling and support services. Existing counselling services are often over-extended, resulting in waiting lists for people to access information and support related to career and program planning. Over-extended services can also result in fragmented delivery and/or lack of awareness about the different services available.

Harassment and Racism

A more diverse student population increases opportunities for harassment and racism (both overt and systemic). As identified earlier in the paper, most training deliverers have some form of harassment policy. However, the policies are not consistently available throughout the training strategy, nor are they consistent from one training institution to another. Further, there is no comprehensive education and awareness process to support harassment policies for staff and learners.

6. A Policy Framework

Draft Framework



Following is a description of the proposed equity policy framework for the training system. The framework outlines **the vision, principles and building blocks of an equity policy framework for the training system**. Within the framework, training service deliverers and partners will develop and implement actions based on identified needs and available resources.

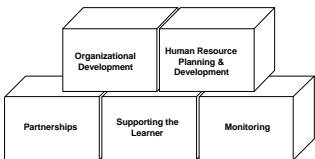
Vision

A fair and equitable training system supporting full participation for all people in the economic and social opportunities of the province

Principles

Following are principles that guide the equity policy framework:

- **supports full social and economic participation:** building a training strategy based on equity and fairness for all individuals supports full participation of everyone in the social and economic opportunities of the province;
- **leadership and shared responsibility:** the inter-related process of creating a fair, equitable, barrier-free training system requires commitment and shared responsibility from the department and training system partners;
- **fair and accessible learning opportunities:** learners are encouraged and supported in accessing, participating and succeeding in training programs and labour market services that are accountable to the individual and to the public for outcomes and results.



To realize the vision requires a coordinated, integrated approach. The approach can be organized around five key building blocks.

1. **Organizational Development:** working towards representative participation levels in the training system and the workforce by:
 - i. identifying and removing procedural and attitudinal barriers currently facing individuals;
 - ii. developing and implementing policies, procedures and programs that support an inclusive learning environment; and
 - iii. promoting innovation and integration of “best practices” into the training system.
2. **Human Resource Planning and Development:** advancing equity policies and processes in regional and sector planning under the training and labour market services system to increase participation levels of equity group members in the labour force.
3. **Supporting the Learner:** providing an inclusive, seamless training system by:
 - i. improving integration between all levels in the education and training system;
 - ii. developing and implementing accommodation policies and guidelines;

- iii. building partnerships with employers that will support equity group members transition from training to work;
 - iv. reviewing appeal processes; and
 - v. integrating feedback from individuals using training and labour market services and programs to help develop a responsive, supportive environment for equity group members.
4. **Partnerships:** training system partners include community based organizations, Aboriginal institutions and employers, where all partners share responsibility for creating a fair and equitable training system.
5. **Monitoring Progress:** equity results are linked to the accountability framework for the training strategy. Ongoing evaluation will include:
- i. analysis and critical review of results of special measures and initiatives under the equity policy framework; and
 - ii. tracking levels of participation and success of under represented-groups to measure progress towards achieving representative participation levels in the training system and the work force.



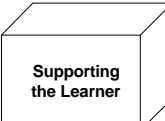


Strategies

Within each building block, strategies are needed that will help guide the training strategy in building a system that is fair and equitable for all individuals and support the development of Saskatchewan's labour market. Because this is an interactive process, it is important to remember that actions taken in one area will affect other areas under the equity framework. Communication and coordination are key over-arching strategies within the framework.

Description of Strategies Included the Proposed Equity Policy Framework

The strategies are **summarized in Table 1**, followed by a brief description of each strategy.

Table 1 - summary of proposed strategies for the training system equity policy framework

Area	Strategies
 <p>Organizational Development</p>	<ul style="list-style-type: none"> ◆ PSEST and public organizations delivering training and labour market services will: <ul style="list-style-type: none"> work to identify and remove systemic and attitudinal barriers; implement measures to attract and retain equity group members in programs; develop representative workforces; develop and implement anti-harassment and anti-racist policies; and establish mechanisms to integrate “best practices” into the training system. <p>The government will ensure equity groups are represented on government appointed Boards.</p>
 <p>Human Resources Planning and Development</p>	<ul style="list-style-type: none"> ◆ Equity group members and CBOs will be included in regional and sectoral training needs assessment and planning processes. ◆ Based on the Aboriginal Employment Development Program, PSEST and public organizations delivering training and labour market services will work with employers to identify job opportunities for equity group members; jointly address barriers to employment; identify training needs. ◆ PSEST will implement the Aboriginal Employment Development Program to improve the representation of Indian and Metis people in its workforce. ◆ Business and industry training partners will undertake activities to improve diversity in their workforces.
 <p>Supporting the Learner</p>	<ul style="list-style-type: none"> ◆ PSEST and public organizations delivering training and employers will work to improve transitions between all levels in the education and training strategy. ◆ Equity students will have formal opportunities to provide input and feedback into program development and delivery. ◆ PSEST and public organizations delivering training and labour market services will implement policies on accommodation to support access and participation in services and programs. ◆ PSEST and training institutions will respond to the Visible Minority SLFDB Reference Group review of the Prior Learning Assessment and Recognition (PLAR) as it applies to foreign credentials; and support SIAST in implementing its PLAR policy. ◆ PSEST will review how well existing training system appeal processes serve equity groups and identify areas for change.
 <p>Partnerships</p>	<ul style="list-style-type: none"> ◆ CBOs will deliver specialized services and programs, participate in regional and sectoral training needs assessment and planning processes, and serve as a resource to education institutions and employers on integrating equity group members in training and employment. ◆ Partnerships with Aboriginal training institutions and organizations will be developed and strengthened to improve access and success of Aboriginal people in the training system.
 <p>Monitoring Progress</p>	<ul style="list-style-type: none"> ◆ Tracking equity group levels of participation in the training system will be supported by a comprehensive self-identification process. ◆ Equity will be integrated into the accountability framework, including employment statistics measuring outcomes of the training strategy. ◆ Activities to improve representation levels of equity group members in the training system will undergo regular and ongoing evaluation and critical analysis.



Brief Description of the Proposed Strategies

1. **Organizational Development**

- ◇ The department and public organizations delivering training and labour market services review training current policies, practices and procedures (formal and informal) to identify systemic barriers facing under-represented group members and develop action plans to remove the barriers. In addition, these organizations identify and implement policies, practices and procedures that will attract and support the participation of under-represented group members.
- ◇ The department and public organizations delivering training and labour market services undertake strategies to increase diversity in their workforces, at all levels in the organization.
- ◇ The department and public organizations delivering training programs and labour market services develop and implement anti-harassment and anti-racist policies, supported by comprehensive education awareness programs for all staff and students.
- ◇ The department and public organizations delivering training programs and labour market services establish mechanisms to foster innovation and develop “best practices”, including a research and best practices advisory committee, with representatives from under-represented groups, which supports and integrates “what is learned” into the training system.
- ◇ Government ensures equity group members are represented at community levels in government board appointments.

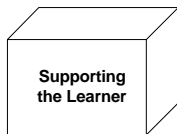


1. **Human Resource Planning and Development**

- ◇ Equity group members and CBOs are included in the joint regional and sectoral training needs assessment and planning processes.
- ◇ Building on experience and the government’s Aboriginal Employment Development Program (AEDP), apprenticeship, training and employment programs include a human resources development component that involves working with individual employers and has three major components:
 - i identify job opportunities for designated group members (e.g. through succession planning or expanded job opportunities);
 - ii identify barriers to employment and develop strategies to work in partnership to address barriers; and

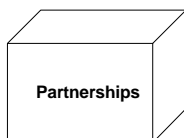
iii communicate training needs identified through human resource development activities to all levels of the education and training system.

- ◇ The department is implementing the Aboriginal Employment Development Program to improve representation of Indian and Metis people in its workforce. This program will compliment the department's current employment equity program.
- ◇ Partnerships with business sectors and employers include goals, objectives and activities that work towards achieving representative employment levels of equity group members in Saskatchewan's labour market.



1. Supporting the Learner

- ◇ The department and public organizations delivering training programs and labour market services work together to develop ways to improve transitions between all levels in the education and training system.
- ◇ Public organizations delivering training programs and labour market services provide mechanisms for equity participants to provide ongoing feedback, advice and timely input into program delivery.
- ◇ Public organizations delivering training programs and labour market services develop policies and guidelines on accommodating individuals that support their participation in regular training programs. The policies include education, training and support for administrators, instructors and staff.
- ◇ The department will undertake a review of existing appeal processes in the training system to determine how well they serve members from equity groups and identify areas for change.
- ◇ The department and training institutions will respond to the results the Visible Minority Saskatchewan Labour Force Development Board (SLFDB) Reference Group review of the Prior Learning Assessment and Recognition (PLAR) as it applies to foreign credentials; and support SIAST in implementing its PLAR policy.



1. Partnerships

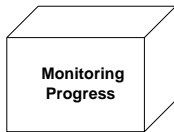
- ◇ CBOs are supported in the training system to provide specialized services and programs; participate in assessment and planning processes related to training needs and provide support to training

institutions and employers in helping members from equity groups access and succeed in training and employment.

- ◇ Partnerships with Aboriginal institutions, organizations and employers are developed and strengthened to support access and success of Aboriginal people in the training programs and employment.
- ◇ Partnerships with employers are developed and strengthened to address transition issues from training to the workplace.
- ◇ The training system works with employers to foster training opportunities for equity group members, including work-based training and mentoring programs.

1. **Monitoring Progress**

- ◇ Tracking participation and success levels of equity group students is developed within a comprehensive self-identification program, supported by an education awareness process for senior managers, staff and students.
- ◇ Equity is integrated with the accountability framework for the training system, including monitoring employment outcomes from the training strategy.
- ◇ Activities to improve representation levels of equity members in the training system undergo regular and ongoing evaluation and critical analysis.



7. Next Steps

A one day planning session has been proposed, led by the Minister, and involving Board Chairpersons, senior representatives from training institutions and organizations and the department to:

- seek involvement in, and endorsement of the equity policy framework;
- raise awareness about the priority for action on implementing the equity policy framework and integrating it into institutions' business plans;
- discuss the process for implementing the equity policy framework; and
- generate ideas about building on the equity services, programs and resources currently in place in the training system.

The implementation process will include:

- defining roles and responsibilities under the equity policy framework;
- incorporating activities under the equity policy framework into budget planning processes.
- identifying action plans with measurable outcomes and monitoring for results; and
- developing a comprehensive communication process and education awareness program to support the implementation of the equity policy framework.

Appendices

Appendix A

Glossary of Terms

- **Disability (new definition for equity)** was adopted in June 1996 by the Saskatchewan Human Rights Commission that applies to all equity programs, as follows.
 - For equity purposes, persons with disabilities are persons who:
 - (a) have a persistent physical, intellectual, mental, psychiatric, sensory or learning condition that:
 - (i) requires a technical device and/or personal support or service to do the essential functions of the job; or
 - (ii) requires a modification job site, job responsibility, adjustment of work hours, extra rest breaks or time off/leave to obtain treatment as necessary; and
 - (b) consider themselves to be, and have reason to believe an employer or a potential employer would consider them to be disadvantaged in finding, retaining or advancing in employment because of that condition
- **Discrimination** is the unequal treatment of non-dominant groups or individuals, either by a person, or a group, or an institution with dominant identity. Through the denial of certain rights, discrimination results in inequality, subordination and/or deprivation of political, educational, social, economic and cultural rights. (*Minors, Mukherjee & Posen, 1995*)
- **Diversity** is the recognition of any characteristic that helps shape a person's attitudes, behaviors, perspective and interpretation of what is "normal", including but not limited to: gender, race, age, ethno-cultural background, sexual orientation, disability, religion, education, class, marital and family status; and acknowledging differences that impact on the fair treatment of people (*Trevor Wilson in a presentation to JobStart/Future Skills, August 28 1997*)

- **Gender** refers to the socially-constructed roles and responsibilities of men and women and the relationship between women and men in a society. (*Saskatchewan Women's Secretariat*)
- **Harassment:** any unwanted or unwelcome behavior that offends or humiliates. It may be verbal, physical, visual or psychological. It may be one incident or a series of incidents. Harassment is conduct that has been objected to or that a reasonable person should know would be unwelcome (*Saskatchewan Women's Secretariat*)
- **Labour Force related terms - refers to people 15 years of age and older (from Statistics Canada):**
 - **Employed** consists of all people employed.
 - **Employment/Population Ratio** is the number of people employed to the number of people 15 years of age and older.
 - **Labour Force Population** sum of all employed and unemployed persons.
 - **Part-Time Employment** is the number of people whose main job is less than 30 hours a week.
 - **Part-Time Employment Rate** is the part-time employment to total employment.
 - **Participation Rate** is the rate of number of people in the labour force to the total population aged 15 years and older. It includes people who consider themselves part of the working population even if they are not working at the time.
 - **Unemployed** people who are looking for work, including those who:
 - (a) have never worked before;
 - (b) might be receiving social assistance while looking for work;
 - (c) might be supported by relatives while looking for work;
 - (d) worked in a declining industry (such as fisheries).
 - **Unemployment Rate** is the rate of those unemployed to the total labour force.

- **Prejudice** is a set of opinions about or attitudes toward a certain group, or individuals within it, that casts that group and its members in an inferior light and for which there is no legitimate basis in fact. The term is derived from the word prejudice. Prejudicial attitudes are very resistant to change because concrete evidence that contradicts the prejudiced view tends to be dismissed as the exception to the rule. (*Ontario Ministry of Education and Training, 1993*)
- **Racism** is a set of assumptions, opinions, and actions stemming from the belief that one race is inherently superior to another. Racism may be evident in organizational and institutional structures and programs as well as in the attitudes and behaviors of individuals (*Ontario Ministry of Education and Training, 1993*).
- **Sexism** is discrimination or prejudice based on gender, stereotyping people by gender. (*Strauss, 1992*)
- **Systemic discrimination** results from systemic policies, practices and procedures that have an exclusionary impact on different groups of people with shared identities, such as race, age and/or gender. A general condition, practice or approach that applies equally to everyone but negatively affects opportunities or results for specific groups of people. (*Minors et al., 1995*)
- **Visible minority** refers to people who are non-Caucasian in ancestry or non-white in colour. This definition is not based on citizenship or religion.

Appendix B

Representation Levels of Equity Groups in the Training and Employment System - Details

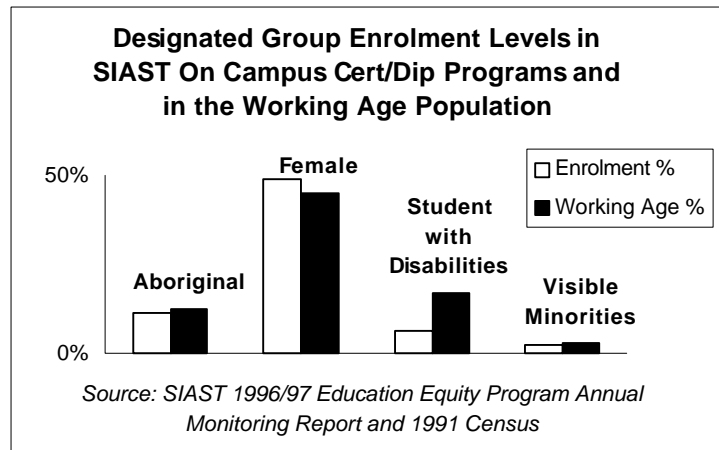
1. SIAST TECHNICAL/VOCATIONAL TRAINING

Enrolment

On-Campus
Certificate and
Diploma
Programs

Enrolment levels of Aboriginal students, female students, students with disabilities and visible minority students are tracked to measure progress towards the goal of achieving representative participation levels of designated students in SIAST programs. Figure 4 shows the SIAST 1996-97 enrolment levels of Aboriginal students, women, visible minority students and students with disabilities in on-campus certificate and diploma programs. Overall, Aboriginal students represented 11% of the student population; female students represented 49% of the student population, students with disabilities represented 6% of the student population and visible minorities represented 2% of the student population.

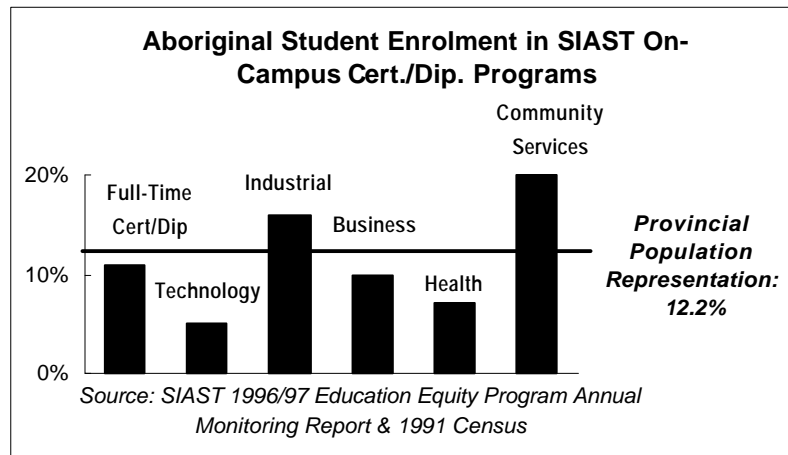
Figure 4



The following figures (Figures 5-8) show the 1996-97 representation levels of equity group students by business, technology, industrial, health and community services programs¹⁶, comparing the levels to the working-age representation level for each group.

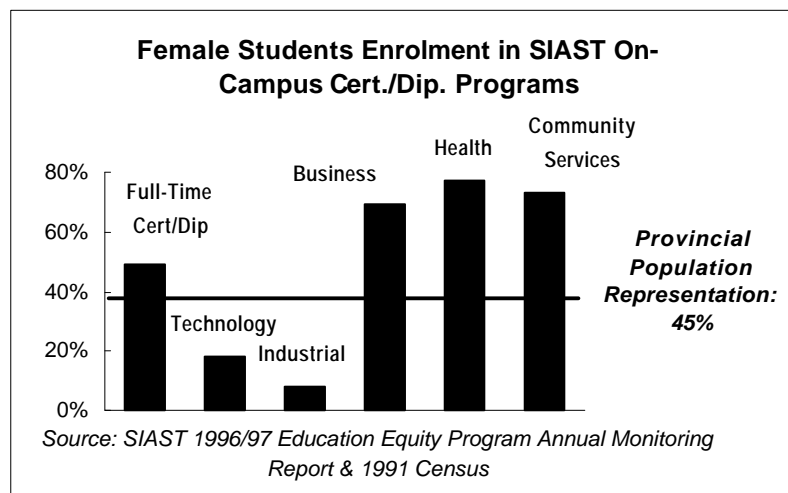
¹⁶ Appendix C lists the programs included under the broad categories of Industrial, Technology, Health, and Community Services Programs

Figure 5



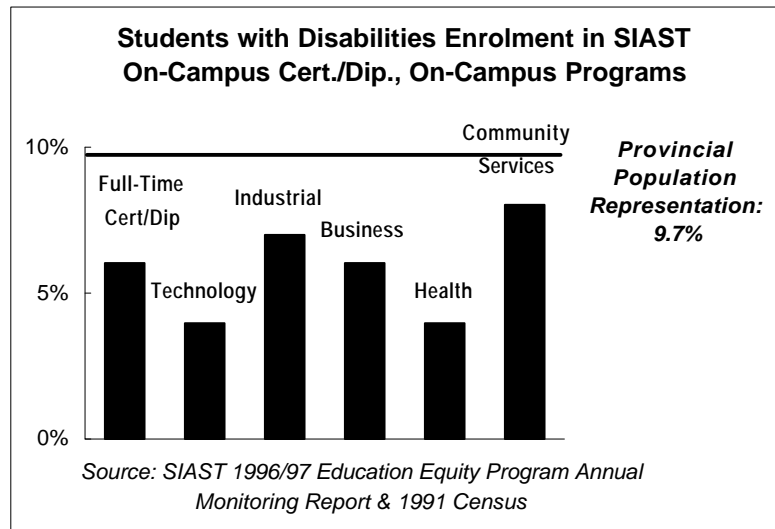
Aboriginal students are over represented in industrial (16%) and community services (20%) programs, and under represented in technology (5%), business (10%), and health (7%) programs.

Figure 6



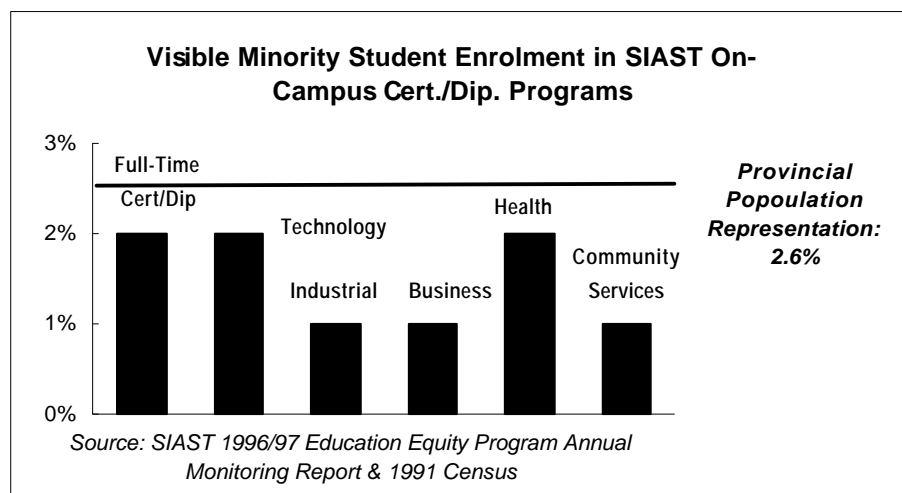
Female students are over represented in community services (73%), health (77%) and business (69%) programs, and under represented in technology (18%) and industrial (8%) programs.

Figure 7



Students with disabilities (Figure 7) and visible minority students (Figure 8) are under represented in all program areas.

Figure 8



Application, Graduation and Leaver Levels

Just getting into a program is not enough. Success for designated students, as for all students, is staying in the program, graduating and getting a job. Along with enrolment levels, the *SIAST 1996/97 Education Equity Annual Monitoring Report* identifies equity group student application (Table 2) and graduation levels (Table 3). Detailed breakdown by SIAST campus and division areas is available in **Appendix D**.

Table 2 - Designated Equity Group Applicant Representation Levels as Percentage of 1996/97 Applicants in SIAST, On-Campus Certificate/Diploma Programs

Designated Group	Kelsey	Palliser	Wascana	Woodland	Provincial Representation Levels
Aboriginal	8%	4.5%	9.1%	46.8%	12.2%
Students with Disabilities	7.9%	2%	4.8%	4.1%	9.7%
Visible Minority Students	7.9%	2.5%	2.9%	.4%	4.7% (Saskatoon) 5.1% (Regina) 2.1% (Provincial)
Women (in technology and industrial programs)	9.6%	15.4%	14.3%	11.2%	45%

1996-97 SIAST equity students application levels

Space is allocated in programs where equity group students are under represented for qualified applicants. The *SIAST 1996/97 Annual Education Equity Monitoring Report* notes that even with special measures in place, designated group members are not applying to most SIAST programs at the provincial representation levels. The report goes on to suggest that more support is required from community associations, the K-12 system and the public to improve awareness about training opportunities at SIAST for equity members.

1996/97 SIAST equity students graduation levels

The *SIAST 1996/97 Education Equity Annual Monitoring Report* provides a comparison of equity group student graduation rates to those of all students (Table 3). SIAST calculates graduation rates by taking the number of graduates as a percentage of all enrolled students in a program. This means that first, second and third year students may be included in the calculation of the graduation rate. As a result, graduation rates appear low for longer programs.

Graduation rates for women tend to be comparable to the overall graduation rate. However, graduation rates for the other designated groups tends to be lower. The monitoring report notes that graduation rates have improved for Aboriginal students when compared to 1995/96 graduation rates, in Kelsey (33.3% to 40.7%) and Wascana (31.8% to 55%) health programs.

Table 3 - Comparison of 1996-97 Graduation Rates for Designated Group Students in On-Campus and Extension Certificate/Diploma Programs

Campus	All	Aboriginal	Stds/W Dis	Vis Minority	Women
Kelsey	59.3%	36.7%	41.7%	53.8%	61.6%
Palliser	35.4%	28.7%	21.3%	20.0%	34.7%
Wascana	53.2%	33.8%	43.0%	38.6%	55.1%
Woodland	48.9%	29.4%	27.1%	-	43.2%

SIAST Equity group graduate employment levels

SIAST undertakes an annual employment graduate survey. Since 1992, the SIAST employment graduate survey includes information about designated group graduate employment rates (Table 4). Female students enjoy a comparable employment rate (81.4%) to all graduates (83.7%). Aboriginal graduate employment rates have increased since 1992 (65.2% to 77.5%) but remain below the level for all graduates (83.7%). The employment level for graduates with disabilities is returning to the level it was in 1992 (66.7%). However, the 1996 employment level (63.6%) is below that of all students (83.7%) and the lowest for the four designated groups. Tracking visible minority students has only been in place since 1995. However the 1996 employment level for graduates (85.3%) has increased since 1995 (71.4%) and exceeds the level for all students (83.7%).

Table 4 - Employment levels of designated group graduates and all graduates, 1992-96 (SIAST presentation to the CIRPA Annual Conference, Toronto, October 21 1997)

Year	1992	1993	1994	1995	1996
Aboriginal	65.2%	67.5%	71.4%	73.5%	77.5%
Female	77.7%	76.7%	78.2%	82.7%	81.4%
Students w/Disabilities	66.7%	53.3%	57.7%	53.5%	63.6%
Visible Minority Students	N/A	N/A	N/A	71.4%	85.3%
All SIAST Students	73.9%	75.8%	78.3%	82.4%	83.7%

Extension Certificate Diploma programs

SIAST is starting to report equity data for students enrolled in extension certificate and diploma programs. The 1996-97 participation levels of equity groups in certificate/diploma extension programming is shown in Table 5.

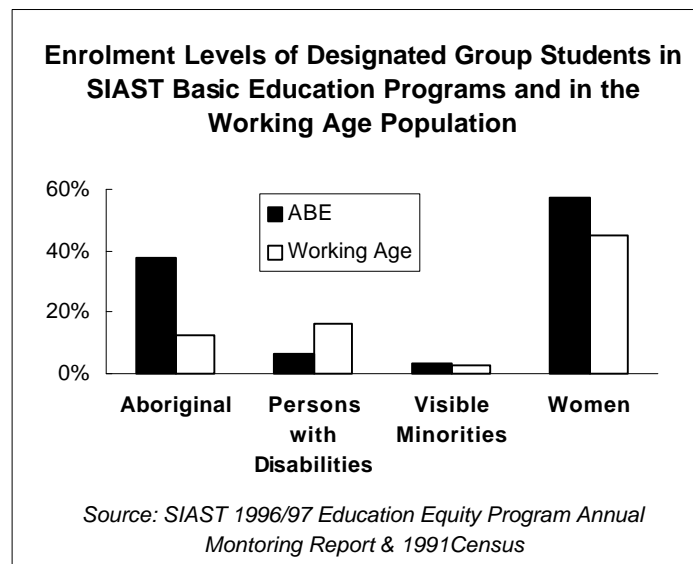
Table 5 - Equity Group Students Enrolled in SIAST Extension Certificate/Diploma Programs

Equity Group	Participation Level
Aboriginal (SIIT and DTI students represent 75% of the Aboriginal 31% participation level)	31%
Women	68%
Students with Disabilities	1%
Visible Minority Students	1%

2. BASIC EDUCATION

Basic Education

Figure 9

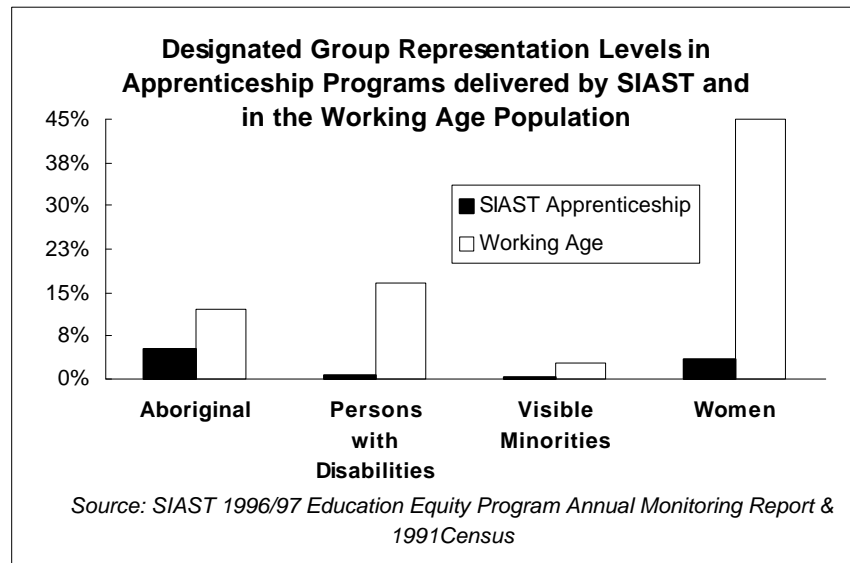


In SIAST basic education programs, 1996-97 participation levels (Figure 9) of all designated group students (Aboriginal, 37.8%; women, 57.5%; visible minority people, 3.3%), with the exception of students with disabilities (6.7%), exceed provincial representation levels.

More information about equity participation levels in basic education programs delivered by other organizations in the training system is needed to develop a full demographic profile of basic education participants.

3 . A P R E N T I C E S H I P

Figure 10



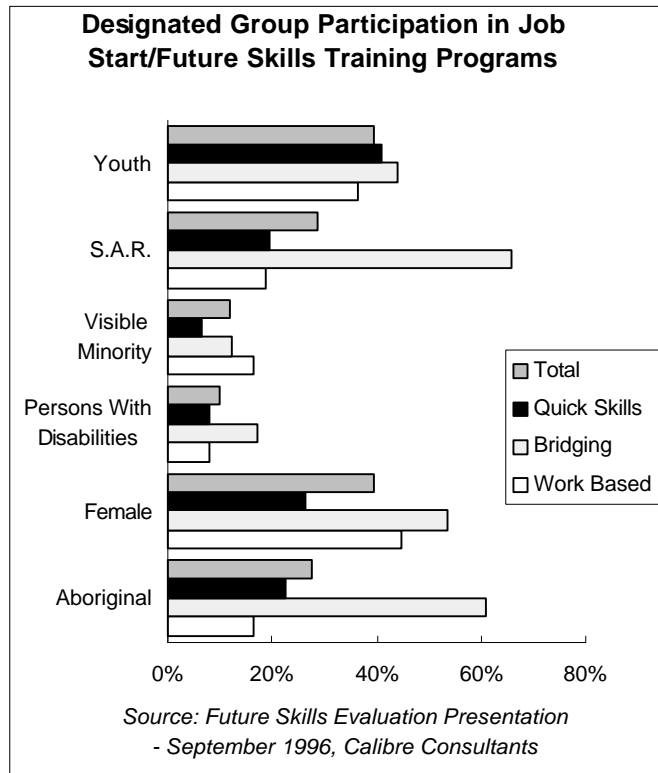
SIAST is starting to track equity participation levels in the apprenticeship programs it delivers. Figure 10 shows the 1996-97 representation levels of designated group members in apprenticeship programs. All designated groups are under represented in apprenticeship programs: Aboriginal people, 5.2%; people with disabilities, .7%; visible minority people, .5%; and women, 3.5%.

Currently, there are 560 women registered in apprenticeship programs, 149 of whom are registered in trade areas that have a predominantly male work force. This represents an overall 20% increase in 1996/97 in the number of women apprentices, from 1995/96; and a 41% increase in the number of women in trades that have a predominant male work force, from 1995/96.

The Apprenticeship & Trades Certification Branch has a self declaration portion on their application form for equity group members to self-identify. Low level of completion of the self-identification area means that other equity data is incomplete.

4 . WORK - BASED TRAINING

Figure 11



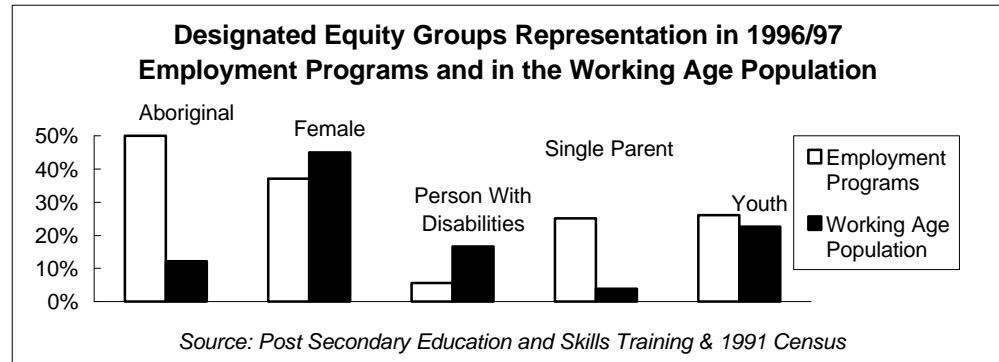
JobStart
FutureSkills

The JobStart/Future Skills program provides a range of skills training programs to help people get and keep a job and for assisting employers develop and maintain a skilled workforce. The program is delivered in partnership with training deliverers, business, industry and job seekers. People facing barriers to employment are targeted under the program. Figure 11 shows the 1996 equity group participation levels in JobStart/Future Skills programs. Overall, Aboriginal people (28%), visible minorities (12%), youth¹⁷ (42%) and Social Assistance Recipients (29%) were over represented in JobStart/Future Skills programs, while women (40%) and people with disabilities (10%) were under represented in the programs. However, women (54%) and people with disabilities (17%) were represented at the provincial level in the Bridging program.

¹⁷ Youth make up 22.7% of the Saskatchewan population

5. EMPLOYMENT PROGRAMS

Figure 12



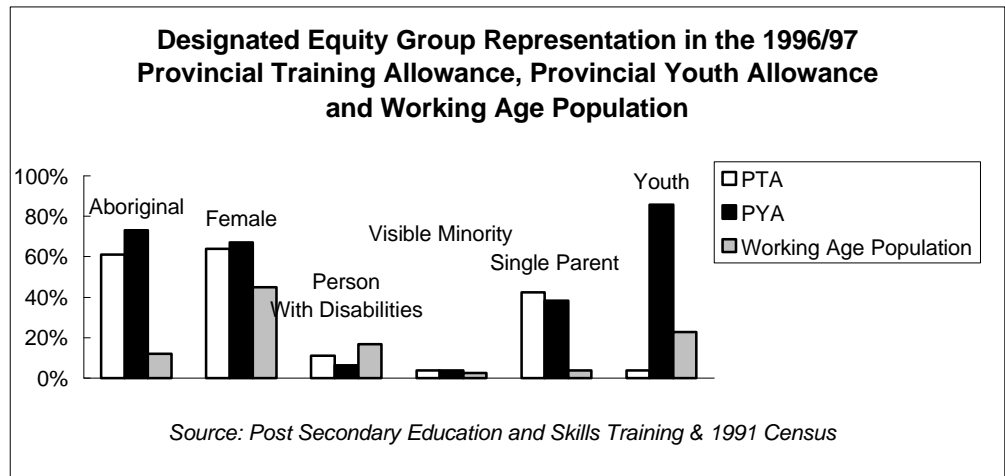
Employment services and programs for social assistance recipients have been redesigned as client focused programs to assist people in increasing their employability and achieving a long term attachment to the labour force. As shown in Figure 12, Aboriginal people (50%), single parents (56%), and youth (26%) are over represented in employment programs. People with disabilities (5.6%) are under represented in employment programs.

6. PROVINCIAL TRAINING ALLOWANCE

The Provincial Training Allowance (Figure 13) is a grant provided to low income adult students enrolled in basic education, related studies, bridging programs or quick skills/short skills training, to assist with their costs of living. The Provincial Youth Allowance is a grant to assist low income youth (ages 18-21), participating in the Prince Albert Youth Futures pilot project, with living costs.

As shown in (Figure 13), Aboriginal people (PTA 61%, PYA 73%), women (PTA 63.8%, PYA 67.2%), and youth (PYA 85.7%) are over represented in the income assistance program. Visible minority people (PTA 4%, PYA 2.6%) are represented at the community level, and people with disabilities are under represented (PTA 11.1%, PYA 6.3%) in the income assistance program.

Figure 13



Appendix C

SIAST Programs By Major Occupation Category

Kelsey

Business

Community Services

Early Childhood Education
 Food Services Adm.
 Home Care/Special Care Aide
 Hotel and Restaurant Adm.
 Library Technician
 Professional Cooking
 Recreation and Leisure
 Retail Meatcutting
 Rehabilitation Worker Cert.
 Rehabilitation Worker Dip.
 Youth Care Worker Cert.
 Youth Care Worker Dip.

Health

Animal Health Technology
 Biological Sciences
 Technology
 Certified Combined Technician
 Chemical Technology
 Diploma Nursing
 Nursing
 Pharmacy Technician

Industrial

Auto Body Technician
 Heavy Equipment
 Mechanics
 Machine Shop
 Power Engineering
 Power Engineering III
 Class
 Parts Management
 Technician
 Refrigeration/Conditioning
 Welding

Technology

Agricultural Machinery
 Technology
 Automotive Service
 Technician
 Automotive Service
 Technology
 CAD/CAM Engineering
 Technology
 Computer Systems
 Technology
 Industrial Electronics
 Technician
 Industrial Electronics
 Technology
 Industrial Mechanics
 Mechanical Engineering

SIAST Programs By Major Occupation Category (continued)

Palliser

Business

Accountancy
 Administration
 Business Year 1
 Computer Info. Systems
 Marketing
 Office Autom./Adm.
 Office Education
 Public Adm.

Community Services

Health

Industrial

Auto Body Technician
 Automotive Service
 Technician
 Advanced Video Systems
 Carpentry
 Electrician
 Electronics Service
 Technician
 Welding
 Professional Cooking

Technology

Architectural Engineering
 Computer Aided
 Design/Drafting
 Computer Engineering
 Civil Engineering
 Technology
 Electrical Engineering
 Electronics Engineering
 Environmental
 Engineering
 Geomatics Engineering
 Technology
 Instrumentation
 Engineering
 Surveying Engineering
 Water Resources
 Engineering

SIAST Programs By Major Occupation Category (continued)

Woodland

Business

Business Adm.:
 Accountant
 Business Administration,
 Certificate
 Business Administration:
 Manager
 Business Computer
 Programmer
 Computer Systems
 Support
 Office Education
 Office Tech: Accounting
 Clerk
 Office Tech: Computer
 Clerk
 Office Tech: Clerk Typist
 Office Tech: Legal Steno
 Office Tech: Medical
 Steno
 Office Tech: Stenographer

Community Services

Early Childhood Education

Health

Dental Assisting
 Dental Hygiene
 Diploma Nursing
 Emergency Medical
 Technician
 EMT Paramedic
 Health Record Technician
 Health Record Technology
 Nursing
 Occup/Physical Therapist
 Assistance
 Psychiatric Nursing
 Practical Nursing

Industrial

Agriculture Production
 Farm Mechanics
 Pork Production
 Technician
 Auto Body Technician
 Automotive Service
 Technician
 Building Systems Operator
 Major Appliance Servicing
 Machine Shop Practice
 Outdoor Power Equipment
 Welding

Technology

Agriculture Production
 Beef Management
 Building Systems
 Technician
 Pork Production
 Technician
 Applied Photography
 Drafting Technician
 Electronic
 Communications
 Technician
 Graphic Arts Production

SIAST Programs By Major Occupation Category (continued)

Wascana

Business

Office Education
Farm Business
Management

Community Services

Early Childhood Education

Health

Dental Assisting
Dental Hygiene
Diploma Nursing
Emergency Medical
Technician
EMT Paramedic
Health Record Technician
Health Record Technology
Nursing
Occup/Physical Therapist
Assistance
Psychiatric Nursing
Practical Nursing

Industrial

Agriculture Production
Farm Mechanics
Pork Production
Technician
Auto Body Technician
Automotive Service
Technician
Building Systems Operator
Major Appliance Servicing
Machine Shop Practice
Outdoor Power Equipment
Welding

Technology

Agriculture Production
Beef Management
Building Systems
Technician
Pork Production
Technician
Applied Photography
Drafting Technician
Electronic
Communications
Technician
Graphic Arts Production

Appendix D

Designated Equity Groups Representation Among Applicants, Enrolled and Graduates

Table D 1 - SIAST-Wide Students of Aboriginal Ancestry, 1996/97 Applicants, Enrolled, Graduates - Percentage of Total

Campus and Division	Applicants	Enrolments	Graduates
KELSEY			
Health Sc - Community Service	9.1%	7%	6%
Industrial & Engineering Tech	6.5%	6%	5.6%
Total	7.9%	6.4%	5.8%
PALLISER			
Business	4.9%	4%	1.6%
Technology	3.8%	3%	5.3%
Industrial	4.5%	3%	1.4%
Total	4.5%	3.5%	2.3%
WASCANA			
Agriculture	26.3%	5%	0%
Health Sciences	7.2%	6%	4.6%
Industrial/technology/Business	9.8%	10%	6.5%
Total	9.1%	8.2%	5.1%
WOODLAND			
Business/Community Services	47.1%	32%	22.6%
Industry/Resources	41.9%	33%	30.3%
MEADOW LAKE			
Business/Community Services	61.5%	56%	42.8%
Industry/Resources	62.9%	64%	38.8%
Total	46.8%	35%	26.1%
TOTAL SIAST	13.6%	10.6%	8.0%

Table D 2 - SIAST-Wide Students With Disabilities, 1996/97 Applicants, Enrolled, Graduates - Percentage of Total

Campus and Division	Applicants	Enrolments	Graduates
KELSEY			
Health Sc - Community Service	3.3%	6%	4.9%
Industrial & Engineering Tech	4.9%	5%	4.0%
Total	4.1%	5.6%	4.5%
PALLISER			
Business	2.6%	3%	1.6%
Technology	1.3%	2%	2.6%
Industrial	1.8%	2%	0.9%
Total	2.0%	2.7%	1.8%
WASCANA			
Agriculture	0%	0%	0%
Health Sciences	3.7%	5.0%	4.6%
Industrial/technology/Business	6.6%	13%	10.6%
Total	4.1%	9.2%	6.7%
WOODLAND			
Business/Community Services	5.5%	6%	4%
Industry/Resources	2.5%	5%	2.8%
MEADOW LAKE			
Business/Community Services	0%	0%	0%
Industry/Resources	0%	0%	0%
Total	4.6%	5.5%	3.3%
TOTAL SIAST	3.8%	5.7%	4.5%

Table D 3 - SIAST-Wide Students of Visible Minority, 1996/97 Applicants, Enrolled, Graduates-Percentage of Total

Campus and Division	Applicants	Enrolments	Graduates
KELSEY			
Health Sc - Community Service	1.5%	2%	1.9%
Industrial & Engineering Tech	2.0%	2%	1.2%
Total	1.7%	1.7%	1.6%
PALLISER			
Business	2.6%	2%	1%
Technology	3.1%	2%	0%
Industrial	1.3%	2%	1.4%
Total	2.5%	1.8%	0.1%
WASCANA			
Agriculture	1.3%	3%	0%
Health Sciences	2.5%	2%	1.7%
Industrial/technology/Business	3.6%	3%	1.3%
Total	2.9%	2.3%	1.5%
WOODLAND			
Business/Community Services	1%	0%	0%
Industry/Resources	0%	0%	0%
MEADOW LAKE			
Business/Community Services	0%	0%	0%
Industry/Resources	0%	0%	0%
Total	0.4%	0.2%	0%
TOTAL SIAST	2.0%	1.6%	1.1%

Table D 4 - SIAST-Wide Women Students, 1996/97 Applicants, Enrolled, Graduates - Percentages of Total

Campus and Division	Applicants	Enrolments	Graduates
KELSEY			
Health Sc - Community Service	73%	76%	79%
Industrial & Engineering Tech	9.6%	10%	7.2%
Total	43.5%	49.2%	45.4%
PALLISER			
Business	58.3%	57%	63.1%
Technology	19%	16%	12.3%
Industrial	10.5%	13%	16.2%
Total	35.7%	37.7%	40.8%
WASCANA			
Agriculture	17.5%	15%	13.8%
Health Sciences	75.5%	77%	74.9%
Industrial/technology/Business	46.3%	50%	54.2%
Total	60.4%	60.7%	64.9%
WOODLAND			
Business/Community Services	73.7%	75%	75%
Industry/Resources	11.2%	9%	6.4%
MEADOW LAKE			
Business/Community Services	79.5%	89.7%	85.7%
Industry/Resources	1.6%	3%	5.5%
Total	50.9%	52.8%	52.8%
TOTAL SIAST			

Appendix E

Post-Secondary Education and Skills Training Programs and Services

Apprenticeship

Post-Secondary Education and Skills Training supports the provincial apprenticeship program which trains journeypersons in approximately 40 trades through a combination of classroom instruction and training on-the-job. Industry input in program operations comes through a *Provincial Apprenticeship Board* and *Trade Advisory Boards* appointed for each apprenticeable occupation.

Basic Education

Design and delivery of basic education programs include one or more of the following components: basic literacy; traditional academic training such as ABE 10, GED 12 and Adult 12; and English as a Second Language (ESL), life skills and employability skills training. Provision of basic education services is facilitated through **three** main funding sources:

1. **Basic Education Fund** was introduced to identify and address learner needs through an integration of community and provincial resources; to increase access for persons most in need of basic education; to support flexibility in delivery of basic education; to be more effective in preparing and linking trainees to employment; to improve administrative efficiency and program delivery; and to establish a framework for monitoring and assessing results for improvement.
2. **Links to Employment** was designed to increase access and effectiveness of basic education services through regional partnerships and to improve direct links to employment for all learners. The regions (including DTI) receive an allocation for the Links program, and the regions decide through the involvement of Community Panels how best to use the funds to serve the basic education and related needs of individuals within the region.

Ideally, the provisions will be linked to employment and/or skill training, including apprenticeship, for both the unemployed and those presently employed who need to upgrade basic skills. Public institutions, DTI, community based organizations are encouraged to form partnerships to facilitate the objectives through regionally-based delivery mechanisms and work-based training with basic education/essential skills components.

3. **Basic Education Counselling Fund** is made available to regional colleges and SIAST to assist in the improvement of counselling support for basic education students.

Career Counselling

Beginning in 1997-98, work has commenced on a new enhanced delivery system for career employment services. The new design will build on the network of existing services (such as those available from regional colleges, SIAST, New Careers Corporation and a variety of community based organizations) and will emphasize the strengthening of coordination, service integration and partnership building. This new delivery system will begin implementation in 1998-99.

As well, there is a provincial toll free career information Hotline (1-800-597-8278), which was introduced to answer questions from callers regarding education and training, and career and labour market information. As well, the Hotline has developed a comprehensive career and labour market Website, SUCCESS (<http://www.sasked.gov.sk.ca>). This site can be accessed by school and employment counsellors, teachers, as well as anyone who is connected to the internet.

In addition, to the developments mentioned above, the department continues to produce and distribute to schools and other agencies a variety of career resource publications intended to make us aware of education, training and employment opportunities. These publications include:

- ◆ “*What to Study*” - A Guide to Saskatchewan Post-Secondary Education Training Opportunities;
- ◆ “*Saskatchewan PROSPECTS*” - A career newspaper with articles on career planning, job search, financial planning, labour market trends and many other career development topics; and,

- ◆ “*Saskatchewan Scholarships, Bursaries, Awards, Loans*” - A booklet of financial resources for prospective post-secondary students.

Employment Programs (Pilot Projects)

The redesign of employment programs and services for social assistance recipients is intended to produce a set of client focused programs that will assist people in increasing their employability and achieving a long term attachment to the labour force.

Bridges to Employment provides a flexible range of programs, services and supports that enable clients to become job ready. This could include assessment, counseling, job readiness, life skills, basic education, entry level skills, work experience, mentoring and supports such as child care and transportation. Programs would be designed to meet the particular client groups such as Aboriginal youth or single parents.

Work Placement provides unsubsidized placements with supports to the employer and subsidized placements in the private sector. This is intended to increase the likelihood of sustainable employment.

Community Works provides unsubsidized and subsidized placements with non-government organizations and local governments for short-term job-creation projects. Local organizations would be expected to provide the supervision for projects but some of those costs may be covered. Project sponsors would be expected to provide sufficient on-the-job and job search assistance for clients to improve their employability and move to sustainable employment.

Self-Employment provides a flexible range of supports for clients to develop their own employment.

Job Development Services PSEST staff would be used to work with employers, non-government organizations, local governments and communities to develop job opportunities for clients and identify the skills needed for those jobs. While in most cases an unsubsidized placement would occur, other employment could be used to prepare clients for the opportunities available.

Job Start/Future Skills:

The program provides work based training opportunities for unemployed people entering new jobs and for existing workers needing retraining to accommodate workplace change or new technology. It was implemented in partnership with registered Saskatchewan businesses, industry, individuals and public training institutions. The components of the JobStart/Future Skills program include:

- **Work-based Training Option** - provides employers with up to 50 per cent of approved training costs for each trainee to maximum of \$5,000 per Trainee.
- **Quick Skills Training Option** - provides short term training through public training institutions to a maximum of 20 weeks. Training must meet industry needs for skilled workers.
- **Bridging Program Option** - provides funding to community groups and public training institutions to develop programs and deliver to groups, such as First Nations and Metis peoples, women, youth, social assistance recipients, people with disabilities and visible minorities.
- **Sector Partnerships** - provides financial assistance to industry sectors that are important to the province's ability to compete in external markets. Funding is provided to implement partnership with trainers and communities for human resource planning and the development of training approaches to meet industry skilled employment needs. Priority is given to Sector Partnerships proposals where sectors include partnerships with communities, geographic and communities of interest, including Metis and/or First Nations.

Multi-Party Training Plan:

A northern-wide, co-operative training strategy to prepare residents of northern Saskatchewan for permanent jobs within the mining industry, with a focus on trade and technical positions.

Northern Training Program:

Provides funding for basic education and skills training offered through Northlands College. Skills training-programs are in the areas of forestry, mining, mineral exploration, health services, wild rice production, trapper training, and apprenticeship.

Partnerships Summer Employment Program:

The program supports the creation of summer jobs for returning students through a wage subsidy to employers. Employers indicating a willingness to hire a student of Aboriginal ancestry are given priority status. Additional funding may be available if the student has a disability that requires special workplace adaptations.

Income Support/Financial Assistance

Saskatchewan Student Loans -is a needs based program which provides financial assistance for qualified Saskatchewan residents enrolled in approved post-secondary courses of study. It should be noted that, in 1993 First Nations students were able to access the Saskatchewan Student Loans Program in addition to assistance already available to them under the Canada Student Loans Program (repayable loans), and from Indian and Northern Affairs Canada (non-repayable grant assistance through First Nations or tribal councils).

Special Incentive Plan (SIP) provides loan remissions to high need adult students who have Saskatchewan student loans and are enrolled in post-secondary education programs. Under this program, students who are eligible (i.e. Metis, disabled persons, custodial single parents and Northerners) may apply for remission of the repayment portion of their Saskatchewan Student Loans upon successful completion of each study period.

Forgivable Loan - is provided for high need students enrolled in post-secondary education. Under this program a portion of their Saskatchewan Student Loan is forgiven for the first five years of post-secondary education.

Provincial Training Allowance - is a grant provided to low income adult students enrolled in basic education, related studies, bridging programs or quick skills/short skills training, to assist with their costs of living.

Provincial Youth Allowance - is a grant to assist low income youth (ages 18-21) with living costs in the Prince Albert Youth Futures project who are enrolled in K-12 education, basic education, related studies, bridging programs, community service/work experience, other activities or quick skills/short skills training

Skills Loans and Grants

Beginning April 1 1998, the **Vocational Rehabilitation Program for Disabled People (VRDP)** was replaced with a new five year cost-sharing agreement with the federal government called **Employability Assistance for People with Disabilities (EAPD)**. EAPD helps people with disabilities prepare for, obtain and maintain employment. The new federal/provincial cost-sharing agreement responds to needs identified by the Federal Task Force on Disability. Issues and consultations with the provinces and territories were held to identify for more appropriate programs and services to help people with disabilities overcome barriers to participating in the labour force. EAPD is developing a planning process which will include feedback from stakeholders and focus on a coordinated approach to employment-related issues for people with disabilities. Activities under the cost-shared agreement include mechanisms for measuring and reporting results.

Youth Futures (Pilot Project in Prince Albert):

Under the Youth Futures Program, youth (18-21) are required to re-enter school, accept a work experience or training placement, participate in volunteer community service work, or combine school or work with community service, to be eligible. The program was designed to support young adults currently on welfare in actively planning and working towards social and economic independence. Community partners will work to provide a supportive community environment for young adults, to enhance opportunities for participation in education, community activities, and work experience leading to jobs.