

At-Sea Mentoring



A Step-by-Step Guide for Understanding and Participating in the At-Sea Mentoring Initiative



Fisheries and Oceans
Canada

Pêches et Océans
Canada

Canada

Published By:

Aboriginal Policy and Governance
Fisheries and Aquaculture Management
Fisheries and Oceans Canada
Ottawa, ON
K1A 0E6

Project Management:

Kevin Fram
Director, Special Projects,
Aboriginal Policy and Governance

**© Minister of Public Works and
Government Services**

Cat. No. 0-662-37803-2
ISBN Fs23-448/2004E-PDF

Table of Contents

INTRODUCTION	1
Rationale	1
Purpose of At-Sea Mentoring Initiative	1
SECTION 1: AT-SEA MENTORING INITIATIVE PROGRAM DESIGN	2
1.1 Multi-Year Training Plans	2
1.2 Approval of Chief and Council	2
1.3 Mentoring Advisory Committee for General Program Oversight	3
1.4 Cost Shared Funding Delivered Through Multi-Year Contribution Agreements	3
1.5 Service Provider(s) for Maintenance of Certified Mentor Pool, At-Sea and Vessel Maintenance Mentor Deployment	4
SECTION 2: STEP BY STEP PROCESS	5
SECTION 3: CONTACT INFORMATION	7
Appendix A: Training Plan Template	8
Appendix B: Training Plan Partner Statement of Work	10
Appendix C: Technical Advisory Committee Checklist	12
GLOSSARY	13

INTRODUCTION

The At-Sea Mentoring Step-by-Step Guide:

This guide provides information on the policies and procedures for participating in the At-Sea Mentoring Initiative (ASMI) offered by Fisheries and Oceans Canada (DFO). It explains the requirements for participating in the initiative, as well as additional information that will assist your community and the DFO in evaluating the training and mentoring initiatives under the *Marshall* Response Initiative.

Rationale of the Step-by-Step Guide:

The Step-by-Step Guide will be provided to every First Nation community that has expressed an interest in ASMI. The guide will help First Nation communities by:

- clarifying processes;
- summarizing what needs to be submitted and when; and,
- identifying who should receive documents and reports.

Purpose of the At-Sea Mentoring Initiative

The purpose of the First Nations ASMI is to provide First Nation communities with the foundation for developing a self-sustaining mechanism for continued fish harvesting, technology transfer and capacity building for the 34 Mi'kmaq and Maliseet First Nations in New Brunswick, Prince Edward Island, Nova Scotia, and the Gaspé region of Québec affected by the *Marshall* decision.

The objectives are:

- First Nations will learn the knowledge and skills required to fish safely and effectively and to maintain their vessels;
- First Nations will build the capacity needed to meet their future training requirements independently; and,
- First Nations will better use the access provided under the Fisheries Access Program (FAP) and enhance economic returns for the benefit of their communities.

SECTION 1: PROGRAM DESIGN

The program design will consist of the following components:

- Multi-Year training plans;
- Approval of Chiefs and Councils;
- Mentoring Advisory Committee (MAC) for general program oversight;
- Cost-shared funding delivered through multi-year contribution agreements; and
- Engagement of service provider(s) for at-sea mentor deployment, vessel maintenance mentoring, as well as maintaining a pool of certified mentors.

1.1 Multi-Year Training Plans

All First Nations affected by the *Marshall* decision will be contacted by DFO (Regional Coordinators will be responsible for establishing this DFO-to-Band contact.) to explain the new initiative and to encourage participation. As a prerequisite for participation in the mentoring initiative, each First Nation will be asked to develop a detailed, multi-year training plan based on the template (Appendix A) that identifies strategies to maximize participation of its First Nation fishers in specific fisheries, improve harvesting performance and maximize benefits accruing to the First Nation.

To assist with training plan preparation, First Nations will have access to a Training Plan Partner (TPP) (see Appendix B), an individual with specialized expertise to meet the particular needs and circumstances of the First Nation. Where it is possible, the TPP will be chosen using Regional Tribal Organizations. TPPs will work exclusively with First Nations -- in confidence.

A workshop will be held to familiarize the TPP with the training plan template developed by First Nation Fishery Coordinators who participated in a series of workshops held 2002-2003. A First Nation's training plan will form the basis of all subsequent mentoring activity under the initiative.

1.2 Approval of Chief and Council

Achieving success in First Nation fisheries will require the involvement and support of Band leadership. Each First Nation's Chief and Council will be asked to approve the detailed, multi-year training plan. A formal letter from the First Nation to the DFO Regional Coordinator will communicate that the First Nation:

- has completed its multi-year training plan; and
- wishes to receive support for mentoring activities in accordance with the terms and conditions of the initiative.

Submission of Proposals

The DFO Regional Coordinator will inform Headquarters (HQ) and the MAC of the First Nation's request to participate in the ASMI.

The Band coordinator, in collaboration with the service provider for the deployment, will prepare a proposal for the deployment of mentors in accordance with the training plan. The DFO Regional/Area Coordinator will participate in this process.

The proposal will be reviewed by the Technical Advisory Committee (see below) which will make the recommendations to DFO who give the final approval.

1.3 Mentoring Advisory Committee for General Program Overview

The Mentoring Advisory Committee (MAC) will consist of members drawn from First Nation Representatives, Industry Representatives and DFO staff. The MAC will meet semi-annually and as necessary, to provide general guidelines for and oversight to the service provider(s) operations and activities under the ASMI.

Reporting to the MAC will be two Technical Advisory Committees (TAC), one for the Québec/Gulf-area First Nations and the other for Scotia-Fundy-area First Nations. Each TAC will consist of 1-3 people possessing technical expertise in fisheries training.

The TAC's assessment of a First Nation's proposal for mentoring will be the basis on which funding decisions are approved.

1.4 Cost-Shared Funding Delivered Through Multi-Year Contribution Agreements

Following funding approval, a contribution agreement will be signed between the First Nation community and DFO covering the four year period 2004 to 2008. Subject to yearly revision, funding will be provided under the terms of this detailed multi-year contribution agreement based on needs presented in approved training plans. The agreements will be designed to ensure that DFO funding is released simultaneously with First Nation funding. First Nations may use funding from other sources, including governments, but "in kind" contributions from First Nations will not be acceptable. DFO Regional Coordinators will be asked to facilitate the formal arrangements concerning the signing of contribution agreements.

Making use of contribution agreements for is important for mentoring because the ASMI is cost-shared with First Nations and this approach will allow for accountability on the parts of First Nations and DFO.

The mentoring contribution agreements will contain information concerning the following:

- overall purpose of the agreement;
- roles and responsibilities of the mentor and trainee;
- roles and responsibilities of the service provider(s);
- learning objectives in accordance with the training plan and means of attaining such objectives;
- financial contribution and role of the parties;
- method of payment;

- role of Band Council;
- duration of the agreement; and,
- signatures.

1.5 Service Provider(s) for Maintenance of Certified Mentor Pool, At-Sea and Vessel Maintenance Mentor Deployment

A service provider(s) will manage the process in the field through coordination, monitoring, evaluation, and reporting on all deployment activities. An Expression of Interest was posted on DFO's website and a direct mailing was sent to known organizations in order to establish a list of approved service providers for use by First Nations.

The service provider(s) will report to First Nations and DFO and will attend meetings of the MAC which will be chaired by the DFO Program Authority.

Activities to be carried out by the service provider(s) will include:

- Maintenance of Mentor Pool
 - Maintain pool of mentors to cover attrition and provide upgrading as required; and
 - Deliver the existing first nation mentor training certification program for training deckhands and potential captains.
- At-Sea Mentor Deployment
 - Assess individual trainees to evaluate skill level at the onset to establish duration of training and to evaluate skill level on completion of their training under the initiative.
 - Work directly with each First Nation to develop the course material and mentor deployment schedule in accordance with the First Nation's approved multi-year training plan.
- Vessel Maintenance and Mentor Deployment
 - Provide onsite mentor training to participating communities on preventative maintenance, winterization procedures and spring start up; and
 - Appraisal of the condition of vessel.

The TAC will provide technical assistance to the service provider(s) on request or as required.

The Chief and Council of each First Nation's must approve the proposed training schedule, including the employment of specific individuals as mentors once the service provider(s) have made their recommendations.

SECTION 2: STEP-BY-STEP PROCESS

The following step-by-step process explains what the First Nation community needs to do to participate in the At-Sea Mentoring Initiative.

Step 1

DFO Regional Coordinators meet with First Nation communities to provide an overview of the initiative.

Step 2

The First Nation community expresses an interest in ASMI to its DFO Regional/Fisheries coordinator.

Step 3

The DFO Regional Coordinator will refer the First Nation community to a Training Plan Partner (TPP). The TPP is open to all First Nation whether they participate in deployment of mentors or not.

Step 4

The TPP will work with the First Nation community in developing their multi year training plan. The First Nation's training plan will form the basis of all subsequent mentoring activity under the initiative.

Step 5

The training plan will be submitted to the Technical Advisory Committee for a detailed review and recommendations. Decisions on funding will be based on the TAC's assessment of a First Nation's proposal for mentoring.

Step 6

Each First Nation's Chief and Council will be asked to approve the detailed, multi-year training plan and send their formal notification to the DFO Regional coordinator stating that they:

- have completed its multi-year training plan; and
- wish to receive support for mentoring activities in accordance with the terms and conditions of the initiative.

Step 7

The First Nation will select Service Providers from the established list provided by DFO.

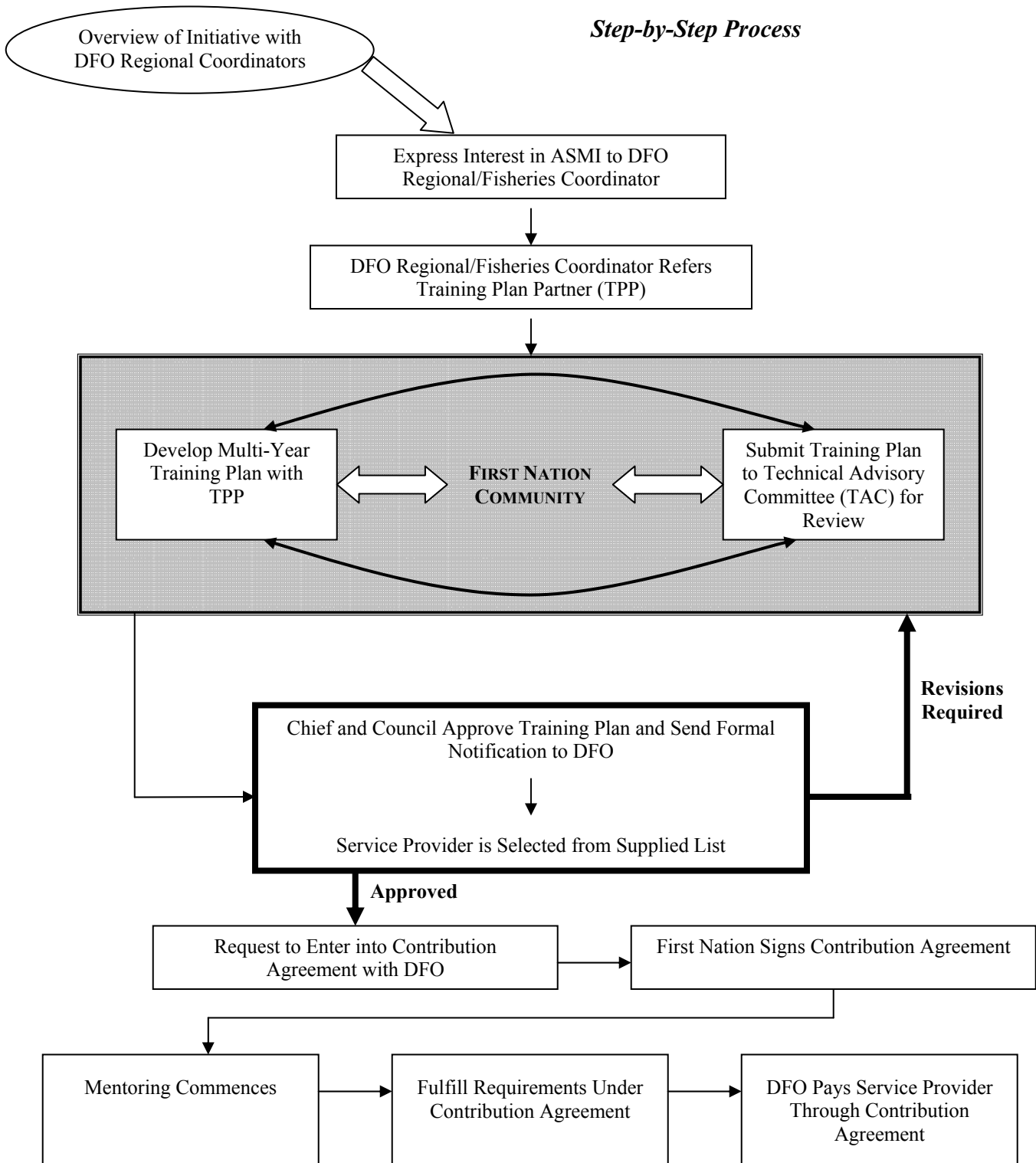
Step 8

Once a First Nation's request for mentoring is approved by DFO it enters into a Contribution Agreement based on cost sharing and agreed upon requirements. The contribution agreement is signed.

Step 9

Mentoring commences accordingly

Step-by-Step Process



SECTION 3: CONTACT INFORMATION

Title	Contact Person	Telephone Number & E-mail Address
Headquarters Aboriginal Policy and Governance, Director, Special Projects	Kevin Fram	(613)993-3096 framk@dfo-mpo.gc.ca
Quebec Region Aboriginal Fisheries, Director	Daniel Gagnon	(418) 648-5883 gagnond@dfo-mpo.gc.ca
Maritimes Region Aboriginal Fisheries, Director	Kathi Stewart	(902) 426-4011 stewartk@dfo-mpo.gc.ca
Gulf Region Acting Director of Aboriginal Fisheries	Bernard Thériault	(506) 851-3336 theriaultb@dfo-mpo.gc.ca

APPENDIX A

TRAINING PLAN TEMPLATE

STEP 1 NEEDS ASSESSMENT/SITUATION ANALYSIS

“Where we are”

A. Present Fishery Assets

- Define Licences
- Licences – Fished/Unfished
- Vessels – Size/Construction/Age/Condition
- Equipment (gear) - Construction /Age/Condition
- Zones – Inshore/Midshore
- Wharfs – Available Space/Distance from Community/Environment
- Storage/Bait Buildings – Space/Condition
- Other

B. Present Workforce

- Operational – Existing Level of Skills – Upgrading of Skills
- Harvesting Skills – Training Formal – Fishery School/Informal – At-Sea
- Maintenance of Assets – Skills
- Unfished Quota – Licences/Reason Lack of Gear/Skills/Revenue
- Administrative – Required Support and Training for Administrative Staff/Training Managers
- Other

“Where we want to be”

C. Projected Assets Over a 2 to 5 Year Period

- Define Future Licences
- Future Licences – Fished/Unfished
- Future Vessels – Size/Construction/Age/Condition
- Future Equipment (Gear) – Construction/Age/Condition
- Future Zones – Inshore/Midshore
- Other

D. Projected Future Workforce

- Number of Workers Required
- Positions Needed

E. Determine the Gap Between Where We Are and Where We Want to Be

F. Determine Priorities and Constraints

STEP 2 JOB ANALYSIS (SECTOR COUNCILS)

Job analysis identifies the tasks to be performed, the machines and equipment utilized and the training, skills, knowledge and personal traits required to perform the job successfully.

- Job Descriptions
- Job Specifications

STEP 3 IDENTIFY GOALS AND OBJECTIVES (LONG- AND SHORT-TERM GOALS)

Broad goals to direct training

Specific objectives

- Short-Term 1-2 Years
- Medium Term 2-4 Years
- Long-Term 4+
- Other

STEP 4 IDENTIFICATION OF LEARNERS

- Select Workforce (Present and Potential Workforce – High School Programs)
- Screen Trainees (Through Testing, Interviews, Mentor Process – At-Sea Screening)
- Conduct any Needed Testing (Motor Skills)
- Determine Suitability
- Other Considerations

STEP 5 CHOOSE OR MODIFY EXISTING TRAINING PROGRAM(S) OR DEVELOP NEW TRAINING PROGRAM

Determine Approach

- Certified Mentors
- Fisheries Training Schools
- Apprenticeships – On the Job
- Combination of Above

Choose Program

- Does it Meet Established Goals?
- Does it Meet Need as Specified in Job Analysis?
- Does it Focus on Specific Content?
- Is it Culturally Sensitive?
- Does it Incorporate Key Principles of Learning (Reinforcement, Feedback, transfer of Learning and Practice?)
- Do Methods Vary?

STEP 6 DELIVER/MONITOR TRAINING

- Choose Institution (Fisheries) or Group (e.g. Mentors)
- Ensure Cultural Perspective
- Does it Meet Schedule?
- Are Methods Appropriate?
- Is There an Ongoing (Summative) and Final Evaluation?

STEP 7 SCHEDULES FOR TRAINING PLAN STEPS

- Determine What Happens and When
- Determine Schedule for Each Component
- Determine Schedule for Any Subcomponents
- Assign Priority
- Assign Responsibility (Who Ensures Work Completed to Get This Off the Ground)

STEP 8 BUDGET

Expenses

- Operational
- Development

Revenues

- Marshall
- HRDC (METS)

STEP 9 EVALUATION

- Examine Training Program to Evaluate if Meets Community Needs
- Trainees Reaction to the Program
- Appropriateness of Program Itself (Content, Methods)
- Learning Absorbed by Trainees
- The Contribution of Training to On-the-Job Performance and the Achievement of Organizational Effectiveness
- Other

APPENDIX B

TRAINING PLAN PARTNER STATEMENT OF WORK

Once a final selection of the qualified Training Plan Partner has been made, the following outlines the work to be undertaken:

- A protocol note to notify member communities re choice of the TPP and their function to assist the communities in developing their training plans- related to the harvesting under their licences.
- The TPP to attend an orientation program about developing training plans to become completely familiar with the concepts and design of plans such that they can assist member communities to develop their own plan and training strategies over the next one to four (1-4) years.
- TPP to make contact with the fishing coordinators of member communities to set-up a schedule of work. This includes sending out an advance note outlining the work to be done and requesting preparatory work by the participating community to gather basic information on current fishery assets and workforce, prior to the site visit by the TPP.
- In collaboration with the Community Fishery Coordinator and other appropriate community members, assist in the development of the training plan for a one to four (1-4) year period.
- The completed plan is given to the Chief and Council for approval.
- DFO notified on completion and approval of the plan.
- Weekly Progress Reports to be submitted to DFO.

Notes:

The time required to be spent working with each participating community may vary depending on the number of vessels, licences, and personnel engaged in the fishery etc.

It is important that the preparatory work be completed by the participating community prior to the visit by the TPP. This must be verified prior to the site visit.

Contract with DFO

A. The Proposal:

- Prior to the submission of the proposal for the TPP the *Statement of Work* must be prepared together with an estimate of the number of days required to complete the task.
- The resume of the selected TPP is included.
- The proposed submission should include related project work conducted by the [organization] to substantiate the request.

B. Contract Details:

- As in all contracts issued by DFO, agreement will be reached re the project costs. This task is to be carried out following review of the proposal by the TAC.

Job Description Outline:

Position: Training Plan Partner

Reporting to: The Director of [organization] who will submit the Progress Report to DFO

Duties:

- Attend the orientation workshop
- Liaise with community fishery representative to set up work schedules
- Ensure preparatory work is completed prior to site visits.
- Assist community fishery officials in development of training plan encompassing one to four (1-4) year period.
- Report results of work on weekly basis to Director of [organization].
- Assist community in devising training strategy.
- Ensure the completed work is approved by the Chief and Council.
- Any other matters related to completion of the project.

Qualifications – Skills:

- Previous experience in project work in the field
- Knowledge of the fishery (an asset).
- Demonstrated communication skills e.g. giving presentations, report writing etc.

Confidentiality:

A clause respecting the confidential nature of the information given to the TPP by a community must be inserted in the contract and made known to the community in question.

APPENDIX C

TECHNICAL ADVISORY COMMITTEE CHECKLIST

The TAC comprising 2-3 people with administration and technical expertise in fisheries training will review proposal or deployment of mentors associated with the At-Sea Mentoring Initiative.

There will be two TACs:

- St. Lawrence Estuary and Gulf Area First Nations
- Scotia-Fundy Area First Nations

Reporting to the DFO they will advise the MAC and service provider(s) on their decisions.

The role of the TAC will be to assess and make recommendations on each proposal submitted by First Nations communities for deployment of mentors.

Proposal Title: _____

Date Received: _____

First Nations Community: _____

TECHNICAL ADVISORY COMMITTEE EVALUATION

- Review the training plan
 - Cross check components of the training plan to ensure information available
- Review the objectives and strategies
- Make recommendations to meet the objective to the service provider, First Nation and DFO.

GLOSSARY

Co-Management:

The sharing of authority and responsibility for fisheries management, and of accountability for results, between DFO and resource users

Fishery Management Plan:

The layout of how a part or region; locality, place, tract or stretch of water where fish may be taken is administered

Project:

Activities described in the schedules set out in the mentoring agreement

Project Descriptions:

A statement of the activities described in the schedules in the mentoring agreement

Training and Mentoring Programs:

Development of curricula and training programs to address identified needs associated with fisheries management and fisheries based economic development.

Training Plan Partner (TPP):

An individual with specialized expertise that meets the particular needs and circumstances of a First Nation. **Where it is possible, the TPP will be chosen using Regional Tribal Organizations.** TPPs will work exclusively with First Nations -- in confidence.

Training Plan

Identifies strategies to maximize participation of First Nation fishers in specific fisheries, improve harvesting performance and maximize benefits accruing to the First Nation.

Mentoring Advisory Committee (MAC)

A committee consisting of representatives drawn from First Nations, industry and DFO HQ staff to provide general guidelines for and oversight to the service provider(s) operations and activities under the At-Sea Mentoring Initiative.

Technical Advisory Committee (TAC)

The TAC, comprising of 2-3 people with administration and technical expertise in fisheries training, will review proposals for deployment of mentors associated with the At-Sea Mentoring Initiative.