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# GUIDELINES

## DIVERSIFICATION OF LEARNING PATHS IN SECONDARY SCHOOLS

WORK-ORIENTED TRAINING PATH

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## Diversification of Learning Paths in Secondary Schools

The guidelines for the Diversification of Learning Paths in Secondary Schools Program will come into force on April 1, 2010, and will apply to all First Nations beneficiaries and students as described below. The guidelines stipulate how the Program will be dispensed in First Nations secondary schools.

It should be noted that these guidelines apply only to the Diversification of Learning Paths in Secondary Schools Program.

## Introduction

A regulation amending Québec's *Basic School Regulation* came into force in September 2008. It stipulates that in the second cycle of secondary school, students shall choose, each year, the general education path or the applied general education path. The main purpose of this is to promote graduation and prevent students from dropping out of school by offering an education program in Secondary Cycle Two that focuses on the Work-Oriented Training Path.

The reform acknowledges the fact that not all students are the same, and that paths must be varied to reflect this diversity. The Work-Oriented Training Path allows students in difficulty to obtain renewed training leading directly to employment, and to leave school with a qualification.

This INAC-funded Program does not yet cover all the provisions of Québec's Basic School Regulation concerning the diversification of learning. It covers only the portion relating specifically to the Work-Oriented Training Path. Initiatives relating to other paths (e.g. science or mathematics) cannot be funded through this Program.

## General Description of Learning Paths

### Applied General Education Path

#### 1. Personal Orientation Project

The applied general education path differs from the general education path in that it includes a *Personal Orientation Project*. As a basis for their choice among the various paths available, students can use their Secondary Cycle One competency report, along with everything else they have learned about themselves and about the education system. This path leads to a Secondary School Diploma (SSD) and also provides access to vocational training and college education.

Students who complete Secondary Cycle One without meeting language and mathematics requirements have access to a different path known as the Work-Oriented Training Path, which combines general education with practical workplace training. It offers two options, namely Prework Training and Training for a Semiskilled Trade.

The Personal Orientation Project (POP) lasts for between 50 and 100 hours, and uses simulations and practical exercises to help the student become familiar with employment functions in different fields. Students, with assistance from the teacher, plan and carry out their own research over a period of several months, concentrating on a single sector or exploring a variety of sectors, as they wish. After each exploration, they explain their approach, findings and thoughts to the teacher and the rest of the class. Because the students explore different areas, they learn from one another's experiences.

## The Work-Oriented Training Path

The Work-Oriented Training Path is divided into two components, namely:

- Prework Training
- Training for a Semiskilled Trade

A student who is 15 years of age or older on September 30 of the school year may enrol for either of these components, provided his or her competency review or intervention plan shows that the component selected is the one that best responds to his or her interests, needs and abilities.

## 2. Prework Training

The Prework Training component covers a period of 1,800 hours and is intended for students who, at the end of Secondary Cycle One, have not achieved the objectives of the elementary-level programs of study. It allows students to pursue their general education as far as possible, while taking practical training that will, if they wish, prepare them for successful entry onto the job market.

Prework Training includes general education and practical training (Preparation for the Job Market, Introduction to the World of Work and Work Skills). The first part of the training takes place in the school, while the second part, a 900-hour Work Skills program, is based on a work-study format and consists mainly of practicums in different workplaces.

## 3. Training for a Semiskilled Trade

Training for a Semiskilled Trade is designed for students who have attained the objectives of the elementary-level programs in language of instruction and mathematics, but without obtaining the credits for Secondary Cycle One in these subjects. It allows students to pursue their general education as far as possible, while taking practical training that will, if they wish, prepare them for employment in a semiskilled trade.

The training lasts for 600 hours or more, and includes the following programs: Language of Instruction, Second Language, Mathematics and Preparation for the Job Market, plus 375 hours of Preparation for a Semiskilled Trade. This new path allows plenty of room for practicums, but the general education component is more developed.

## 4. Transition and Follow-up

This initiative is designed to meet the special needs of band schools that offer only Secondary Cycle One. It applies, for example, to projects submitted by band schools wishing to provide support and follow-up for students who must choose a learning path in a band secondary school or a provincial school, projects to set up practicums for students in a First Nations community, or visits to company premises.

Activities implemented under this initiative should be in the spirit of the Personal Orientation Project course and be appropriate for the students' vocational development stage (learning about themselves, exploring their work and training possibilities).

This initiative should not duplicate activities already covered by the Career Awareness Program, and therefore does not cover job search preparation (e.g. résumé preparation, interview techniques).

## The Indian and Northern Affairs Canada Approach

With this Program, Indian and Northern Affairs Canada (INAC) hopes to allow First Nations secondary schools to provide quality services in line with the new pedagogical trends of Québec's Ministère de l'Éducation, du Loisir et du Sport (MELS), and more specifically to provide financial support that will enable First Nations to diversify the learning paths available to secondary school students, develop opportunities for career exploration and offer the Work-Oriented Training Path and the Personal Orientation Project course required for the Applied General Education path. The Program provides special funding that can be used by band schools to make the curriculum changes required to offer the new training.

All funds granted must be used exclusively to help schools to implement POP laboratories and to develop and support appropriate educational activities and work-oriented training programs.

Activities funded by the Program can be divided into three main areas:

1. Preparation and dispensation, by band schools, of programs through which students will acquire the competencies required for successful entry into the job market.
2. Preparation and dispensation, by band schools, of programs through which students will acquire the competencies required to exercise a semiskilled trade.
3. Organization of a laboratory classroom to offer the POP course (excluding expenses covered by the capital program) and the ensuing educational activities required by the course (speakers, visits to company premises, etc.).

### **Other potential areas for intervention:**

Transition and follow-up

1. Preparation of projects or action plans to meet special needs for diversification of secondary-level learning paths in band schools that offer only Secondary Cycle One.

Preparation for vocational training

2. For schools that have received special permission from the MELS to provide specific individual students or groups of students with a path towards vocational training, the special funding available from the regional INAC office may be used to cover the cost of dispensing the mandatory "Preparation for Vocational Training" course.

## The Program Goals

The Program's main goals are:

- To provide a range of good-quality educational services to students in band schools, in order to meet their various needs;
- To improve the academic success of young First Nations people;
- To improve the ability of band schools to develop their students' employability competencies.

To achieve these goals, communities may set up projects related to the programs presented above.

## Eligibility

### Beneficiaries

The reform targets Secondary Cycle Two, and only those communities that have secondary schools may benefit from the Program. The funds are granted to regional organizations, which then redistribute them to eligible projects presented by their member bands.

### Client base

The target client base is composed of Secondary Cycle Two students (up to 21 years of age). However, the main aim of the reform is to prevent students from dropping out of school. Some paths are therefore open to students who have not met the requirements of Secondary Cycle One, but nevertheless wish to obtain practical training that will prepare them to enter the job market.

In addition, measures may be introduced for students from schools that offer only Secondary Cycle One, in order to provide support as they select a learning path for the next phase of their education at a provincial school.

### Declaration of student numbers

To facilitate follow-up and ensure that the Program objectives have been achieved, community officers are asked to register students enrolled for the Work-Oriented Training Path (Pework Training and Training for a Semiskilled Trade) as part of the nominal list census, taking care to indicate the program for which they are enrolled.

### Delegation of service delivery

Although funding for this Program is transferred to regional organizations, the beneficiaries are nevertheless accountable directly to INAC for all their obligations under the funding agreement.

## Funding

INAC's current programs do not cover delivery of the services described above because the Diversification of Secondary School Learning Paths Program is specific to the Québec education system. The Québec Regional Office of INAC has therefore taken the administrative steps required to release funds to support the implementation of the provincial education reform in some First Nations schools in Québec.

An amount will be set aside each year for the implementation of approved learning path diversification projects for all of Québec's communities.

### - Funding method

The special funding available from this Program is distributed on the basis of proposals. Funding will be allocated to regional First Nations organizations using a regional allocation methodology based on the population of young people aged 15 to 21 who normally live on-reserve, for all communities that have a First Nations secondary school.

Financial support for eligible projects will be paid in the form of a contribution. The "contribution" method of funding for this Program means that the entire budget must be spent no later than March 31 of the current financial year.

## Admissible and Inadmissible Expenses

The program conditions used by INAC to distribute funds to organizations for the Diversification of Secondary School Learning Paths Program are those applicable to New Paths for Education (NPE). Therefore, to be considered admissible, expenses must meet the conditions of the NPE program.

Admissible expenses for this Program are as follows:

- Costs relating to pedagogical activities and educational trips relating to the diversification of learning paths in secondary schools.
- Costs relating to the purchase and design of didactic material for the diversification of learning paths in secondary schools.
- Costs relating to the purchase and maintenance of computer equipment used to implement the diversification of learning paths in secondary schools.
- Costs relating to the purchase of perishable material for the courses required by the new Education Program (e.g. toolbox components).
- The transportation expenses of eligible participants, incurred as a direct result of their participation in an eligible activity that is not already covered by elementary and secondary education program funding.
- Expenses relating to staff training activities as part of the diversification of learning paths in secondary schools.

### Admissible expenses:

The salaries and fees that are admissible for this contribution are:

- The salaries of teachers and professionals, for the preparation of programs and action plans associated solely with the goals of these programs.
- The fees of consultants, for the preparation of programs, professional development activities for staff and action plans associated solely with the goals of these programs.
- Only the salaries of additional personnel will be covered by the contributions allocated as part of the Diversification of Secondary Schools Learning Paths Program.

### Inadmissible expenses:

The following expenses are not admissible for this contribution:

- Construction, operation and maintenance of school facilities, in particular expenses covered by the capital program.
- Salaries and fringe benefits of teachers and other professionals that are already provided for under the terms of the Education Program, including INAC funding granted for elementary and secondary education (e.g. POP teacher).
- The salaries of students on practicums.

## Requirements for Proposals and Reports

To establish eligibility, proposals must contain the following elements:

- The learning path (POP, Pework Training, Training for a Semiskilled Trade).
- A clear statement of the project's goals and the anticipated results.
- The target client group.
- The duration of the project.
- The amount requested (per project) and a budget breakdown into the following items:
  - Salaries
  - Fees
  - Training
  - Transportation for student practicums
  - Equipment and materials
  - Travelling expenses (including transportation)
  - Preparation, adjustment and acquisition of programs of study
  - Administrative costs

The deadline for the submission of project presentation forms is the same as that set for NPE projects, namely January 31.

### Reporting requirements

The NPE reporting requirements, as described in the INAC national reporting guide, are the primary reference for this Program's reports.

However, to support the program and assess the recurrent cost of implementing this component of the provincial reform in band council schools, the final report must also include a breakdown of expenses using the same item headings as in the proposal.

In addition, the final report must contain indicators for each project, showing the extent to which the goals have been achieved. The indicators must reflect the following elements:

- Classroom presence
- Practicum presence
- Academic progress
- Graduation (local certificate or provincial attestation)

