

Manitoba 2001 PLAR Policy Framework:

5 Years Down the Road

.....

October 16, 2006



Presenters:

- Sandi Howell
**Provincial Coordinator Essential Skills and PLAR
Manitoba Competitiveness, Training and Trade
Industry Training Partnerships**
- Lois Morin
**Program Consultant and PLAR Coordinator
Manitoba Advanced Education and Literacy
Adult Learning and Literacy**

Revised Goals

1. Promote the use and benefits of PLAR to internal and external partners, as well as to the general public.
2. To ensure that PLAR is part of all major Provincial activity to which it relates and is embedded into all provincial education and training activity.
3. To continue to support the capacity within post-secondary institutions and advisory services (Employment Centres and Adult Learning Centres) in order to maximize the impact of PLAR within the education and training system.
4. To build and promote the use of PLAR for workplace, labour, business organizations and regulatory groups.

Revised Goals

5. To continue the inclusion and enhancement of PLAR for Apprenticeship.
6. To identify, develop and communicate effective and feasible gap training response to common needs.
7. To increase the linkages between education and training partners to create an integrated education and service solution to clients and learners.
8. To identify and promote the linkage between PLAR and essential skills.
9. To continue the delivery of PLAR in a sustainable and accountable manner.

Provincial PLAR Program Team (P3T) - Objectives

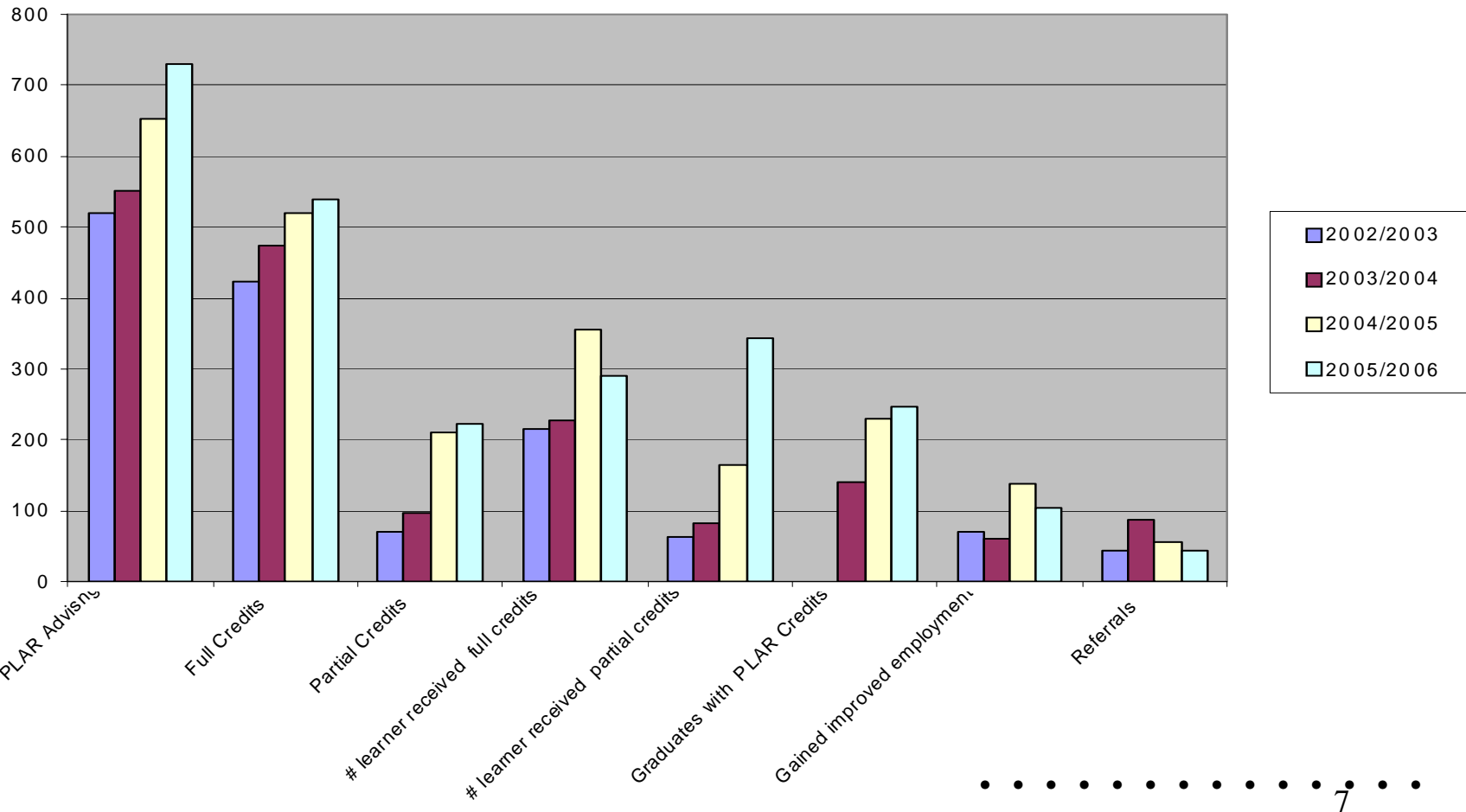
P3T is a coordinating committee with the following mandate:

- Facilitate networking with other government departments
- Provide a venue to share approaches, expertise and program plans
- Act as an advisory group
- Ensures the department promotes & works within the policy framework document
- Coordinate the collection of information on PLAR
- Liaise with Public Post-Secondary PLAR providers
- Liaise with the Essential Skills Working Group
- Establish working groups to address particular PLAR issues
- P3T supports the Department's PLAR Policy Framework

Adult Learning and Literacy

- PLAR has become a part of intake at Adult Learning Centres (ALCs)
- Increase in PLAR Advisory services at ALCs
- Increase in the number of credits
- Adult Learning and Literacy developed PLAR Policies and Procedures
- Development of 11 PLAR Resource Guides
- Adult Learning and Literacy provide PLAR training for practitioners
- 3 ALCs participated in the Canadian Adult Learner Friendly Institution Project

Adult Learning and Literacy: Statistical Overview



Industry Training Partnerships

- WPLAR continues to support business and labour to understand and develop workplace applications of PLAR
- Recent projects include:
 - entry-level construction occupations
 - Boeing – job descriptions and learning plans, and credit for high school
 - Bristol Aerospace – manufacturing process

Industry Training Partnerships

- Projects cont'd:
 - ePortfolio
 - Midwives
 - Security Guards
 - Pre-employment – Aboriginal communities –
Fisher River

Employment and Training Services

Advisory Services:

- Developed PLAR Advising Tools
- All the staff have participated in PLAR training (3 levels of training)
- Moving towards systematic change of dealing with all clients
- Developed a self-assessment tool for clients

Employment and Training Services

- Projects:
- 2004-2005, PLAR training was delivered to ETS staff across the province as three modules of training:
 - Module 1: Introduction to PLAR
 - Module 2: PLAR Advising, Assessment and Referral
 - Module 3: PLAR Practitioners at ETS
- Industry-based Project - Construction Industry Employer and Labour Committee
 - to look at training needs for heavy equipment operator in Manitoba.
 - committee is in developed industry training standards and includes ES and a PLAR process
 - skilled labourer is in development

Apprenticeship

Two categories:

1. Experienced trades people who are seeking to: a) gain advanced standing in an apprenticeship or to b) write the certification examination for a given trade.
2. For skills demonstrated during technical training and/or work experience and awarded as credits towards a Mature Student Diploma.

Apprenticeship cont'd

- In 2005-6, the Apprenticeship Branch initiated two projects to identify high school credits that could be earned either by apprentices in technical training or by experienced journey persons, focusing on the Carpenter trade. The aim was to explore opportunities for high school completion available to Mature Student apprentices and journey persons.
- The first project compared the math, reading and writing skills gained through the levels of accredited apprenticeship technical training with those gained through the high school curriculum. It was determined that, depending on the nature of an individual's work and volunteer experience, almost all of the high school outcomes would have been met by the end of either the third or fourth level of Carpenter technical training. This means that, once any gaps are identified, a Mature Student Carpenter apprentice could earn both a high school diploma and journey person status concurrently.

Apprenticeship cont'd

- The second project looked at ways of recognizing the Essential Skills developed through the work of experienced trades people. For experienced trades people who have been declared “TQ eligible” by the Apprenticeship Branch (ie. possessing enough skills and experience to challenge the certification exam), vocational credits could be awarded as a block. Math and Technical Language Arts credits could be awarded through more traditional demonstrations of skill (assignments, tests, work-based evidence).

Post-secondary Institutions

- PLAR positions at all of the public PSI
- Process of recording and reporting of activity
- Unique projects and activities at each PSI
- External partnerships
- Continued growth of PLAR within programs

Post-secondary Institutions: Highlights

- **University of Manitoba – Extended Education**

Focus on developmental issues and capacity building with faculties and departments

Audit of RPL practice

- **Winnipeg Technical College**

Increased demand for industry related RPL

All 230 courses offered within the 23 programs can be challenged

- **Red River College of Applied Arts, Science and Technology**

Developed the second PLAR Strategic Plan (2005-2010)

Now have over 12 years of compiled PLAR statistics

Post-secondary Institutions

- **College universitaire de Saint Boniface**

College-wide PLAR advisory committee

Primary programs with PLAR credits are Business Administration and Health Care Aid

- **University of Winnipeg**

Curriculum development: Learning outcomes

Received a PLAR award from Manitoba Prior Learning Assessment Network

- **Brandon University**

Participated in the Adult Learner Friendly Project

Development of PLAR Student guides

Aboriginal

- Igniting the Power Within
 - Levels 1 to 4 training in Essential Skills and PLAR for community advisors/counsellors
- Level 1 – 250 certified
- Level 2 – 125 certified

Hydro and Northern

- Pilot projects in two communities for ES and PLAR: Nelson House and Split Lake
- Nelson House is currently implementing exit portfolios for those going through training
- Split Lake has received training in transformational PLAR (FNTI) and is creating a community-wide initiative

Labour and Immigration

- The Labour Market Strategy Initiative is a joint action plan of Manitoba Advanced Education and Training (AET) and Labour and Immigration (LIM) to make it quicker and easier for immigrants to find and keep relevant employment in response to provincial labour market requirements.
- A major focus of the LMSI is internal coordination between the two departments to enhance the participation of immigrants in existing programs and services geared to the development of Manitoba's labour market.
- With funding from the Government of Canada, the LMSI will also develop new tools and capacities to improve qualification recognition processes and enhance linkages between immigrants and Manitoba employers offering job opportunities. LIM continues to address the issue of F

Lessons Learned

- PLAR has gradually become the way we do business versus a focused strategic initiative
- Coordinating committee is critical to keeping up momentum and identifying gaps
- PLAR takes many different forms in response to need and comes to be seen as the recognition of prior learning

Challenges

- Competing priorities
- Widely differing needs