

ACR Aboriginal Programs Project Program Templates

Program Area:	2.0	Workforce Development
Sub Program:	2.1	Supporting Educational Opportunities
Template:	2.1.1	Aboriginal Education Awards Program
Sponsor(s):	<i>Husky Energy Inc.</i>	

1. Objective

To assist Aboriginal people in achieving greater career success by encouraging them to pursue an advanced education.

2. Description

Husky awards bursaries to seven new recipients each year under the Aboriginal Education Awards Program:

- Three awards of \$3,000 for university students, for a maximum of four years
- Two awards of \$2,500 for community or technical college students, for a maximum of two years
- Two awards of \$1,000 for secondary school students pursuing upgrading, for a maximum of one year

3. Implementation

Some of the key elements for implementation and management of this program include:

- All Aboriginal people (Inuit, Métis, status and non-status Indians) are eligible to apply for an Aboriginal Education Award.
- The Aboriginal Education Awards Program is communicated to high school guidance counsellors, First Nations student associations, Aboriginal career and employment centres and band offices. The program is also advertised in regional Aboriginal newspapers.
- A voluntary selection committee, comprised of a cross-section of Husky employees, selects the recipients based on:
 - Financial need
 - Proximity to Husky operations
 - Program of study and career objectives
 - Academic success
- In order to maintain funding throughout a student's academic career, recipients of the college and university bursaries are required to provide transcripts and proof of registration for the upcoming school year; they are not required to re-apply annually.

4. Timeframe for Results

The results of Husky's Aboriginal Education Awards Program are both immediate and long-term. In part, Husky seeks to provide bursaries to students in communities that are near its operations. This conveys to communities Husky's intention to support education and thus promotes a positive relationship between the community and Husky.

Depending on their academic path, Aboriginal students are able to cite completion of high school, college or university within one to four years. Husky follows the academic careers of bursary students and graduates are eligible for employment with the company. In the long-term, academic success equates to improved career success. Husky believes this positively impacts not only the current generation of Aboriginal people but generations to follow.

5. Measurable Criteria

Husky uses the following criteria to assess the success of the Aboriginal Education Awards Program:

- Number of applications received annually
- Number of applications received that meet or exceed the selection criteria
- Number of inquiries received from academic institutions and prospective students
- Number of bursary students who complete their program
- Number of students who, upon completion of their program, obtain employment
- Number of students who, upon completion of their program, are employed by Husky

6. Budget

Husky's annual budget for the Aboriginal Education Awards Program is \$48,000: \$16,000 per year for new students and \$32,000 for continuing students.

7. Partners and Sponsors

Husky Energy is the sole sponsor.

8. Experience with the Program

The Aboriginal Education Awards Program began in 1984 and was updated in 1998 to reflect the current approach, with particular emphasis on the upgrading bursary. As of 2005, 136 students had received financial support from Husky to pursue their academic goals.

9. General Applicability

The Husky Aboriginal Education Awards Program is generally transferable to other companies and industry sectors interested in increasing the number of Aboriginal students completing secondary and post-secondary education.

10. Additional Information or Support

Josie Pearce, Aboriginal Relations Administrator, Husky Energy Inc., 707-8th Avenue SW, Box 6525, Station D, Calgary, AB T2P 3G7
Telephone: (403) 750-1427

Email: Josie.Pearce@huskyenergy.ca

Date entered or updated: July 26, 2005

ACR Aboriginal Programs Project Program Template

Program Area:	2.0	Workforce Development
Sub Program:	2.1	Supporting Educational Opportunities
Template:	2.1.2	Building Futures Scholarships
Sponsor(s):	<i>Canadian Natural Resources Limited</i>	

1. Objective

To provide training and education scholarships at accredited institutions for students in communities where Canadian Natural has operations, as part of a broader Building Futures Program.

2. Description

Building Futures, Canadian Natural's training and education initiative, is part of a long-term commitment to contribute to the quality of life in the communities in Western Canada where the company does business. The Building Futures Program encourages young people to stay in school and promotes a variety of options related to trades and technical training in the oil and natural gas industry. The scholarships are open to students in communities near the company's operations, with a particular focus on Aboriginal students. The program also supports industry-community partnerships such as the regional Petroleum Employment Training (PET) initiative and stay-in-school programs.

3. Implementation

Some of the key elements for implementation and management of this program are:

- An advisory committee that includes representation from Aboriginal communities and Canadian Natural's production, operations and community relations staff determines how many scholarships are awarded and their amounts.
- Scholarships of up to \$5,000 each are awarded annually and may be used to cover expenses such as tuition, student fees, textbooks and supplies, and some living costs, particularly for students who attend educational institutions away from home. Costs such as day care, transportation, and clothing for special events may also be considered.
- Committee decisions are based on student needs as estimated in career plans submitted with applications.
- An application is required for each year or term of study.

4. Timeframe for Results

The committee reviews annually the number of scholarships allocated, the percentage of Aboriginal and non-Aboriginal awards, and the communities in which scholarships were awarded. Based upon this information, a strategy to increase participation from under-represented communities is developed.

5. Measurable Criteria

These include:

- Number of award recipients graduating from high school and continuing on to post-secondary training
- Number of recipients successfully graduating from oil and gas post-secondary programs
- Number of successful Aboriginal candidates

6. Budget

The budget varies according to the number of successful candidates. Scholarships are open to all community members.

7. Partners and Sponsors

This is a 100-per-cent company funded and managed program. The advisory committee includes representation from Aboriginal communities.

8. Experience with the Program

Since the program's inception in 2002, Canadian Natural has awarded scholarships in excess of \$300,000 to more than 200 students. Of these, about 60 scholarships have been awarded to Aboriginal students.

9. General Applicability

This program is generally transferable to other companies and industry sectors.

10. Additional Information or Support

Lynn McNeil, Manager, Stakeholder Relations, Canadian Natural Resources Limited, 2500, 855-2nd Street SW, Calgary, AB T2P 4J8

Telephone: (403) 514-7466

Email: lynnmc@cnrl.com

Date entered or updated: August 31, 2005

ACR Aboriginal Programs Project Program Templates

Program Area:	2.0	Workforce Development
Sub Program:	2.1	Supporting Educational Opportunities
Template:	2.1.3	Community E-Learning
Sponsor(s):	<i>Nexen Inc., ConocoPhillips Canada</i>	

1. Objective

To deliver high quality, comprehensive education choices and increase the academic success of Aboriginal students in order to create a pool of talented employees.

2. Description

Sunchild E-Learning Community Inc. is an instructional model using student-teacher interaction, technology, and classroom sites. The model is accessible, responsive, flexible and respectful of cultural differences. Students access education resources via website and are provided with a blend of real-time instruction, audio, video, whiteboard, and chat capabilities. An in-class teacher supports students on site. Students become computer literate and competent, which boosts their confidence and motivates them to continue learning.

A variety of courses can be delivered via community E-learning such as basic adult upgrading, high school courses, pre-apprenticeship readiness and post-secondary courses. The program is designed to meet the unique needs of Grades 9 to 12 Aboriginal students in remote and rural communities.

The Sunchild E-Learning students are offered Grades 7 through 12 Alberta Education-approved courses and apprenticeship and industry skills-related courses that apply to many of the potential careers that First Nations students may choose to pursue. The program fosters relationship building and partnerships between communities, their schools, corporations and post-secondary educational institutions that support the service and delivery of E-learning to Aboriginal students.

The program improves course completion and graduation rates, develops stronger student foundation skills, and increases Aboriginal students' opportunities for employment.

Nexen and ConocoPhillips have partnered with Fort McMurray First Nation and the Chipewyan Prairie Dene First Nation to bring the Sunchild E-Learning opportunity to their northern Alberta communities.

3. Implementation

Some of the key elements for implementation and management of this program are:

- The community and its leaders must create a vision that supports education as a fundamental value.

- The sponsoring company must dedicate adequate employee resources to develop the partnerships and facilitate implementation through regular on-site visitations.
- It is also the role of the corporate sponsors to ensure that site partners meet their financial obligations and to develop community relations with chief and council representatives and education authorities.

4. Timeframe for Results

The Sunchild E-Learning program was established in 1999, piloted in 2000, and expanded to include 312 students in 10 Alberta communities in 2005.

5. Measurable Criteria

These include:

- Course completion rates for each of the education programs offered
- Number of students graduating from their program of study
- Number of graduates undertaking further post-secondary education

6. Budget

Each corporate sponsor provides Sunchild E-Learning Community Inc. with a sponsorship fee that is determined in discussions between Sunchild E-Learning and the corporation. In addition, each community site requires the payment of an annual support fee of \$30,000. Responsibility for this fee is usually divided equally between the community and the corporate sponsor.

7. Partners and Sponsors

The founding corporate sponsors are Burlington Resources, ConocoPhillips Canada, Nexen Inc., and TransCanada PipeLines Limited. They were joined by Suncor Energy, Syncrude Canada Ltd., and Shell Albian Sands to bring the program to a planned 20 communities in the 2005-2006 school year.

Sunchild E-Learning works with the following educational partners: Athabasca University, Red Deer College, Southern Alberta Institute of Technology, and Cisco Systems. These partnerships have resulted in the development of a broad spectrum of learning opportunities for the E-learning students.

8. Experience with the Program

The program has a high rate of success. Its 80-per-cent graduation rate is four times the national average for on-reserve students. Participants achieve competency in math, science, reading and computers. The flexibility of the program allows students to re-enter school, thus assisting in retention and success rates.

9. General Applicability

This program is transferable to other companies and industry sectors interested in supporting completion of secondary education in Aboriginal communities.

10. Additional Information or Support

Martin Sacher, CEO and Program Administrator, Sunchild E-Learning Community Inc., Box 1149,
Rocky Mountain House, AB T4T 1A8

Telephone: (403) 872-0587

Email: sacher@sccyber.net

Tom Hunter, Manager, Aboriginal Partnerships, Nexen Inc., 801-7th Avenue SW,
Calgary, AB T2P 3P7

Telephone: (403) 699-4884

Email: tom_hunter@nexeninc.com

Date entered or updated: September 6, 2005

ACR Aboriginal Programs Project Program Template

Program Area:	2.0	Workforce Development
Sub Program:	2.1	Supporting Educational Opportunities
Template:	2.1.4	Workplace Literacy and Learning Program
Sponsor(s):	<i>BHP Billiton Limited</i>	

1. Objective

To improve the literacy of employees with very low literacy levels, using this as a stepping stone to increasing job skills and opportunities.

2. Description

BHP Billiton Diamonds Inc. is committed to building a sustainable Aboriginal and Northern workforce. Through signed agreements with the Government of the Northwest Territories, the North Slave Métis Alliance, the Inuit of Kugluktuk, the Tli Cho Government, the Yellowknives Dene First Nation and the Lutsel K'e Dene Council, the company has committed to Aboriginal hiring preferences.

The population of the NWT is 42,000, of whom 21,000 are Aboriginal. Almost 30 per cent of the Aboriginals in the small communities that form the potential workforce have less than a Grade 9 education. BHP Billiton initially did not have a minimum education requirement for entry-level positions. As a result, low literacy levels are common in the entry level positions. As the mine expands, the company plans to continue to hire employees based on aptitude as opposed to education level for entry-level positions.

The Workplace Learning Program ranges from pre-literate to pre-apprenticeship levels. The program includes individual literacy assessment and one-on-one and group instruction; computer-based literacy training is also used. The program content is designed in collaboration with team leaders to ensure lessons are relevant to the worker's job duties. Workplace documents are used in the program design. Both immediate and long-term needs of employees are considered.

A major impetus for this program was safety, which is the main priority in the planning and execution of all activities. Improving the literacy skills of the employees was imperative to keep them safe.

Over 80 employees are currently taking part in the program. All employees are invited to participate. The company has employees from all over the NWT as well as Kugluktuk in Nunavut.

3. Implementation

Some of the key elements for implementation and management of this program are:

- The company allows significant segments of this training to take place during normal work hours. Over the long term, employees and their families need to see the benefits both in the workplace and at home of increased literacy. Hopefully this will encourage children to stay in school.
- While literacy is an issue that should be dealt with by government, the company has had to take this issue on by itself to make the program happen.
- Most established adult basic education programs target only higher-level learners and demand regular attendance, both of which are barriers for most of our employees. The type of workplace literacy program offered by the company is a better way to improve literacy.
- This program is part of a culture of acceptance and support for non-literate workers. Other techniques used by the company to support non-literate employees include having them work with a "buddy" and having teachers work alongside the worker in the mine.

4. Timeframe for Results

The program started in January 2001. It will continue as long as a need exists. However, the levels of education are increasing rapidly in the local communities, and with time this program will evolve and eventually may not be needed.

5. Measurable Criteria

These include:

- Employee participation in the program (80 currently participating)
- Progression to other job levels and levels of education
- Safety records

6. Budget

This program is wholly subsidized by BHP Billiton Diamonds Inc. Estimated program start-up costs were \$750,000. Ongoing costs average \$400,000 annually. This does not take into consideration lost production time while workers attend the program. There was a contribution by the Government of the Northwest Territories Department of Education of approximately \$120,000 to help bring on an instructor to work with people preparing for apprenticeship training and those in apprenticeship programs.

7. Partners and Sponsors

Collaboration with industry groups such as the Workers' Compensation Board, Diavik Diamond Mines Inc., Government of the Northwest Territories, and educational providers was important in the development and implementation of this program. The company also worked with the NWT Literacy Council to get advice in the developmental stages. Bow Valley College in Calgary and Skillplan in British Columbia were contracted to assist in test development and essential skills identification.

8. Experience with the Program

The program is proving successful and valuable to the individuals and to the company. Some of the benefits include:

- **An increased awareness of the importance of education.** Employees are now promoting the importance of an education back in their communities. Workers talk about how their wives and children help them with reading and writing while they are home. One worker said that he had never written a story or letter before.
- **Improved self esteem.** Workers want lessons on calculating interest for purchases, access to information and maps for planning vacations, assistance with writing down their life stories and family history, and reviewing band council meeting minutes so they have a better understanding of community events. One of the engineering technicians noticed an improvement with one worker, saying: "He has been doing very well on WENCO (on-board computer system in heavy equipment). His data for the 11th of June is perfect and his log sheet is easier to read than most of the operators."
- **Increased motivation to learn and progress.** Many of our Aboriginal employees get discouraged watching co-workers move through progression plans to earn higher wages and take on more challenging positions. They are held back because they cannot read and write. As they gain successes in the program, employees become more motivated to participate. They can see that, one day, they too will be able to take part in our progression plans and develop a career path. One worker attends the morning class for two hours, works his remaining 10-hour shift, and returns after dinner to work at the computer on his own time for another two hours. One instructor reported: "I have been observing a low-level worker who is very reluctant to write anything. He doesn't know the alphabet letters. He holds the pen so tightly, making circular motions for a long time before forming a letter. He was pressing so hard that he was leaving imprints on the pages underneath. After two months, he started writing more freely. He has been practicing the alphabet letters and sight words. He recently wrote out his children's names so he could send them birthday cards."
- **An increased awareness of safety.** A major impetus for this program was the first Core Guiding Principle: Safety is the #1 priority in the planning and execution of all activities. Teaching employees to read was imperative to keep them safe. Workers can now read road signs and participate in PASS meetings. One team leader noted that a member of his team participated in a PASS meeting for the first time in over a year. After practicing phrases and scenarios in class, he had the confidence to contribute. After a lesson on the importance of log books and referencing vehicle walk-around checks to the Mines Health and Safety Act, another employee's supervisor said that the worker's safety attitude had improved and he was now taking time to do a proper walk-around check prior to using his truck.
- **A close working relationship with local community adult educators.** This relationship has developed since the start of the program and ensures that workers have support when they return from the mine site to their home community.
- **Improved communication skills.** This allows the individual to work more closely with his team, relay problems with machinery, participate in crew meetings, and understand instruction more clearly.

9. General Applicability

This program provides a valuable model for integrating literacy and learning with work experience for companies with potential employees who cannot meet the minimum requirements for trades or employment.

10. Additional Information or Support

Trevor Weir, Training Superintendent, EKATI Diamond Mine, BHP Billiton Diamonds Inc., #1102,
4920 - 52nd Street, Yellowknife, NT X1A 3T1

Telephone: (867) 880-2298 (EKATI office)

(867) 880-5106 (EKATI cell)

Email: trevor.j.weir@bhpbilliton.com

Date entered or updated: September 29, 2005

ACR Aboriginal Programs Project Program Template

Program Area:	2.0	Workforce Development
Sub Program:	2.1	Supporting Educational Opportunities
Template:	2.1.5	Youth Stay-in-School and Work Experience Program
Sponsor(s):	<i>ConocoPhillips Canada</i>	

1. Objective

To expose interested students to local business, oil and gas, and service industries and to implement youth work experience programs.

2. Description

The program promotes staying in school by increasing awareness of and interest in employment opportunities available following graduation.

Interested students who live near ConocoPhillips' operations are invited to attend presentations which take place over five days at their school and focus on employment in the oil and gas and service industries, local businesses, RCMP, and other areas of opportunity.

This program was not run in 2005. In previous years, the presentations were followed by one week of full days at worksites, with students rotating sites each day. As part of the original program, a pre-apprenticeship training program was provided at the school including H2S, WHMIS, TDG, and First Aid.

3. Implementation

Some of the key elements for implementation and management of this program are:

- Company staff mentor students throughout the program.
- Students indicate interest and are approved for the program by their school principal based on certain criteria.

4. Timeframe for Results

At present the program only runs for two-week periods, but when the pre-apprenticeship training was involved, students were in the program for a two-year cycle.

5. Measurable Criteria

These include:

- Number of students successfully graduating from high school
- Increased level of understanding of business

- Level of trust and networking between community and local businesses
- Level of communication between community and local businesses
- Ability of graduates to find employment in their chosen career path upon completion of the program
- Drop-out rate for trainees; number of junior operators successfully completing the training

6. Budget

Full program not operating at this time so budget is not applicable.

7. Partners and Sponsors

ConocoPhillips Canada, local businesses and schools

8. Experience with the Program

The program was run for three years and was considered successful. Programs have been applied in the communities of Trout Lake and Peerless Lake. However, the two-year cycle program, including pre-apprenticeship training, was not run in 2005 for a number of reasons. However, ConocoPhillips continues to engage in initiatives such as providing two-week practicum training for students enrolled in Lakeland College's oil and gas training programs and providing funding for qualified candidates to enrol in these courses.

9. General Applicability

This program is generally transferable to other companies and industry sectors interested in encouraging young people to stay in school in Aboriginal communities.

10. Additional Information or Support

Kevin Schaupmeyer, ConocoPhillips Canada, P.O. Box 610, Wembley, AB T0H 3S0

Telephone: (780) 766-4003

Email: Kevin.K.Schaupmeyer@conocophillips.com

Date entered or updated: October 3, 2005

ACR Aboriginal Programs Project Program Template

Program Area:	2.0	Workforce Development
Sub Program:	2.2	Supporting Employment-Related Training
Template:	2.2.1	Aboriginal Capacity Building Program: Apprenticeship Training
Sponsor(s):	<i>Alberta-Pacific Forest Industries Inc.</i>	

1. Objective

To assist Aboriginal people and communities in developing the qualifications needed to participate in skilled job opportunities available in Alberta's resource-based industries.

2. Description

The program was designed by Alberta-Pacific Forest Industries Inc. to employ Aboriginal persons at the mill site for a 4-year term, while providing them with training on an identified career path. Eligible candidates are selected through a screening process from Aboriginal residents of the Forest Management Area including Wabasca, Calling Lake, Janvier, Ft. McKay, Heart Lake and Ft. Chipewyan. Minimum academic requirement is a high school certificate.

AI-Pac has partnered with NAIT and Portage College (located at Lac La Biche) to deliver the training which is in three areas: (a) In-house millwright and/or pipefitting apprenticeship, (b) Electrical and Heavy Duty Technician and (c) Power engineer certification. Candidates must have an interest and aptitude in one of these areas to qualify for the program.

Once accepted, the company enters into a 4-year contract with the person to provide training and "hands on" experience. The person completes a series of training modules for their specific career path and basically "job shadows" with identified company staff. The company pays the student a salary and picks up all training-related costs.

The program began in 1999 and at the present time, there are approx. nine Aboriginal people enrolled (5 millwright apprenticeship, 2 power engineering and 2 heavy duty technician).

Beginning in July of 2005 and working with Careers Next Generation as well as the Calling Lake School, AI-Pac initiated a modified Registered Apprenticeship Program (RAP). The program is similar to a regular RAP program except in timing. Students are encouraged to continue school on a full-time basis and work at AI-Pac in the summer months of July and August, earning High School Credit and also time credit toward the first year of apprenticeship.

3. Implementation

Some of the key elements for implementation and management of this program are set out below:

- AI-Pac does not guarantee employment at the end of the 4-year program. Rather it is

