



TOOLKIT OF PROMISING PRACTICES

that Assist in the Alignment of Skills and Education Systems with the Needs of the Labour Market



Forum of Labour Market Ministers



Forum des ministres du marché du travail



cmeC

Council of Ministers of Education, Canada

Conseil des ministres de l'Éducation (Canada)



Skills for the Future
Provincial and territorial education and labour market ministers

TABLE OF CONTENTS

INTRODUCTION	1
---------------------	----------

THEME ONE	
Upgrading the Skills of Canadians	3

1. Adult Basic Education – Essential Skills for the Workplace (Saskatchewan)	5
2. British Columbia Skills for Jobs Blueprint – Pillar 3 (British Columbia)	7
3. Community Training Funds (Yukon)	11
4. Financial Literacy Modules (Northwest Territories)	13
5. Motive-Action Youth Pre-Apprenticeship Trades Program (Alberta)	15
6. Northern Adult Basic Education (NABE) Program (Northwest Territories)	17
7. Northern Adult Basic Education (NABE) Program: Literacy and Essential Skills Courses (Northwest Territories)	19
8. One Journey Work and Learn (Nova Scotia)	21
9. Programme de soutien aux promoteurs collectifs pour le développement de la main-d'œuvre (Support program for collective promoters for workforce development) and Programme de soutien régionalisé pour le développement de la main-d'œuvre (Regionalized support program for workforce development) (Quebec)	23
10. Second Career Program (Ontario)	25
11. Sector Skills Training (Newfoundland and Labrador)	27
12. START (Nova Scotia)	29
13. Creativity-Innovation Initiative (Prince Edward Island)	31

THEME TWO

Aligning Secondary School Programming to Labour Market Demands	33
1. Apprenticeship Credits and Saskatchewan Youth Apprenticeship (Saskatchewan)	35
2. Career Development 2201 (Newfoundland and Labrador)	37
3. Dual Credits (Ontario)	39
4. Essential Skills Program (New Brunswick)	41
5. Futures in Skilled Trades and Technology Program (Newfoundland and Labrador)	43
6. High School Apprenticeship Program (HSAP)/Provincial Accreditation Through High Schools (PATHS) (Manitoba)	45
7. Inspire NB (New Brunswick)	47
8. Labour Market Information for K-12 Schools (New Brunswick)	49
9. Liquefied Natural Gas Corridor Skills and Careers Support (“Shoulder-Tappers”) (British Columbia)	51
10. Ministry Partnerships with Local Industry and School Divisions to Develop Curricula to Meet Local Labour Market Needs (Manitoba)	53
11. Options and Opportunities (O ₂) (Nova Scotia)	55
12. Ontario Youth Apprenticeship Program (Ontario)	57
13. Academy Diploma Program/Programme de specialization (Prince Edward Island)	59
14. Providing Career Development Information and Support to Saskatchewan Citizens (Saskatchewan)	61
15. Provincial Dual Credit Strategy (Alberta)	63
16. Reconnaissance des acquis et des compétences (RAC) en formation professionnelle (Recognition of prior learning and competencies (RAC) in vocational training) (Quebec)	65
17. Career and Technical Education Programs (Prince Edward Island)	67
18. Skilled Trades Centres (Nova Scotia)	69
19. Specialist High Skills Major (Ontario)	71
20. Student Graduation and Transition Planner Project (Prince Edward Island)	73
21. Youth Apprenticeship Program (Newfoundland and Labrador)	75

THEME THREE

Aligning Postsecondary Education Programming to Labour Market Demand	77
1. British Columbia Access Grant for Labour Market Priorities (British Columbia)	79
2. Co-op Student Hiring Incentive and Co-op Graduates Hiring Incentive (Manitoba)	81
3. Graduate Database for the Northwest (New Brunswick)	83
4. Le rôle de la Commission des partenaires du marché du travail et la priorisation des besoins du marché du travail (The role of the Labour Market Partners Commission and prioritization of labour market needs) (Quebec)	85

5. Les enquêtes Relance en enseignement supérieur (New Start in Higher Education surveys) (Quebec)	87
6. NEXT Network (Prince Edward Island)	89
7. Research Assistantship Initiative (New Brunswick)	91
8. Sandboxes (Nova Scotia)	93
9. Skills 4 Success (Northwest Territories)	95
10. Stay-A-Day (Yukon)	97
11. University of Regina Co-operative Education & Internships Programs (Saskatchewan)	99

THEME FOUR

Supporting the Labour Market Attachment of Target Populations	101
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1. Alberta Learning Information Service (Alberta)	103
2. Apprenticeship Co-op Training (ACT) Northern Pilot for Heavy Duty Equipment Technicians (Manitoba)	107
3. Foreign Qualifications Review of the Liquefied Natural Gas Sector (British Columbia)	109
4. Labour Market Framework (Yukon)	111
5. Labour Market Information (Yukon)	113
6. Labrador Aboriginal Training Partnership (Newfoundland and Labrador)	115
7. Partenariat régional d'intégration de la main-d'œuvre en secteur manufacturier et Fabrique ta carrière, Région de l'Estrie (Regional Partnership for the Integration of Workers in Manufacturing) and Fabrique ta carrière, Région de l'Estrie (Manufacture your career, Eastern Townships Region) (Quebec)	117
8. Saskatchewan Polytechnic Aboriginal Nursing Student Achievement Program (Saskatchewan)	119
9. Trades Work Program for Métis Persons (Alberta)	121
10. Youth Employment Fund (Ontario)	123
11. SYnC Youth Internship Program (Prince Edward Island)	125

APPENDIX	127
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1. Alberta	129	7. Northwest Territories	135
2. British Columbia	130	8. Ontario	136
3. Manitoba	131	9. Prince Edward Island	137
4. New Brunswick	132	10. Saskatchewan	138
5. Newfoundland and Labrador	133	11. Yukon	139
6. Nova Scotia	134	12. Quebec	140

INTRODUCTION

Skills for the Future Symposium: Toolkit of Promising Practices

PREAMBLE

A highly skilled workforce is essential to help businesses grow and compete in an increasingly knowledge-based economy and to secure Canada's economic future. All provinces and territories across Canada are committed to delivering effective education, training, and employment programs and supports that provide the skills individuals need to participate fully in society and the labour market. Our economies are stronger when we maximize the talents and abilities of all Canadians.

Provinces and territories have taken big strides in supporting individuals in achieving their employment goals. Promising practices of programs and initiatives that help align the education and training systems with the needs of the labour market have emerged in every province and territory. There is tremendous potential to increase the impact of these practices by sharing them with each other and strengthening the evidence-base of what works best to drive successful employment outcomes.

This toolkit was envisioned by the education and provincial-territorial labour market Ministers at the *Skills for the Future* Symposium in July 2014, held in a response to a request from premiers through the Council of the Federation. The toolkit is an opportunity for sharing promising practices amongst provinces and territories and with the many stakeholders leading and supporting our education, training and employment programs.

Best practices from education, postsecondary and labour market perspectives within provinces and territories are profiled in this toolkit. The practices are organized into four themes, based on the objectives they seek to accomplish. The themes represent the key areas where provinces and territories have focused some of their efforts to help ensure alignment of education and training systems with labour market needs.

These four themes reflect the biggest challenges and opportunities for provinces and territories:

- **Upgrading the Skills of Canadians:** supporting individuals at all skill levels in upgrading their skills to remain competitive in their current field of employment or obtain more rewarding employment in a new field.
- **Aligning Secondary School Programming to Labour Market Demands:** supporting high school students and their parents and teachers to assess their interest and skills, explore potential career options and pursue training or education that will ensure students can realize their full potential within the Canadian labour market.
- **Aligning Postsecondary Education Programming to Labour Market Demand:** supporting postsecondary students in obtaining the specific knowledge, skills and work-related experience required by employers so they can quickly transition into their desired field of employment after graduation.
- **Supporting the Labour Market Attachment of Target Populations:** supporting populations that experience challenges in obtaining or maintaining employment, by providing targeted programming that meets individuals' needs and the needs of the labour market.

The many innovative programs and initiatives from provinces and territories highlight the commonalities in the type of challenges experienced across Canada, and the opportunities available to overcome these challenges through collaboration between education, training and employment systems. At the same time, the promising practices demonstrate that each province and territory has unique characteristics that need to be acknowledged and addressed through customized programming.

By learning from each other, we can continue to find the right education and training approaches that serve the diverse needs of jurisdictions' labour markets, ensuring every Canadian has the knowledge, skills and experience needed for labour market success.



TOOLKIT OF PROMISING PRACTICES

THEME ONE

Upgrading the Skills of Canadians

In today's knowledge-based and digitally-heavy economy, it is paramount that individuals continuously update their skills to remain competitive. Individuals looking to enter the labour force, change their current jobs, or re-enter the labour force after a period of unemployment often require new or improved skills. Skills upgrading can require a significant commitment in financial resources and time that many individuals are not able to make on their own.

Provincial and territorial governments understand these challenges and the importance of skills upgrading for the long-term growth of our economies. We have invested in a range of programs that provide current and potential workers with information about the demands of the labour market, partnerships with employers for on-the-job skills upgrading, or financial supports. The promising practices profiled under this theme highlight such initiatives.



INITIATIVES

1. Adult Basic Education – Essential Skills for the Workplace (Saskatchewan)
2. British Columbia Skills for Jobs Blueprint – Pillar 3 (British Columbia)
3. Community Training Funds (Yukon)
4. Financial Literacy Modules (Northwest Territories)
5. Motive-Action Youth Pre-Apprenticeship Trades Program (Alberta)
6. Northern Adult Basic Education (NABE) Program (Northwest Territories)
7. Northern Adult Basic Education (NABE) Program: Literacy and Essential Skills (Northwest Territories)
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12. START (Nova Scotia)
13. Creativity-Innovation Initiative (Prince Edward Island)

INITIATIVE: Adult Basic Education – Essential Skills for the Workplace

PURPOSE: To transition unemployed, under-represented or low literacy learners to employment.



Saskatchewan

MINISTRY

Ministry of Economy, Apprenticeship and Workforce Skills, Government of Saskatchewan

DESCRIPTION

These programs are designed to provide adult learners with the essential skills needed to obtain entry-level or semi-skilled employment. Projects are delivered by publicly funded postsecondary institutions in partnership with First Nations/Métis organizations, community-based organizations, community schools, and employers.

Learners participate in a comprehensive intake and assessment process to determine their career and academic goals. Programming consists of classroom based learning intended to develop essential workplace skills including reading, document use, numeracy, writing, oral communication, working with others, thinking, computer use, and continuous learning. A work placement component enables learners to work in local businesses throughout Saskatchewan gaining valuable practical experience.

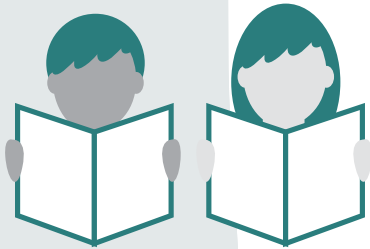
RESULTS

As of June 30, 2014, the program had a total of 1,679 participants since its launch in September 2010.

The requirement for employer partnerships providing work placement opportunities produces better employment outcomes for Aboriginal learners and employer partners benefit from access to potential employees who have the essential skills necessary to enter the workforce and maintain employment.

	Completion	Aboriginal Participation	Employment Rate
Adult Basic Education Level 1 & 2	69%	69%	15%
Adult Basic Education – Essential Skills for the Workplace	66%	91%	27%

1,679 LEARNERS



have participated in Adult Basic Education – Essential Skills for the Workplace

FURTHER INFORMATION

<http://www.economy.gov.sk.ca/abe/benchmarks>

<http://www.economy.gov.sk.ca/abe-eswp>

INITIATIVE: British Columbia Skills for Jobs Blueprint – Pillar 3

British
Columbia



PURPOSE: To strengthen partnerships with industry and labour to deliver training and apprenticeships.

To meet the growing demand for skilled workers, and position British Columbians as first in line for jobs.

MINISTRY

Ministry of Jobs, Tourism and Skills Training and Responsible for Labour, Government of British Columbia

DESCRIPTION

British Columbia's Skills for Jobs Blueprint: Re-engineering Education and Training is designed to match the skills that British Columbia's students acquire during their education and training programs with labour market requirements. The Strategy undertakes fundamental improvements to make education and training more effective and more relevant to the needs of industry and the workplace.

There are three pillars to the Blueprint:

- *A head-start to hands-on learning in our schools* – expand choices and supports for students in the K-12 system.
- *A shift in education and training to better match with jobs in demand* – encourage students to choose training that leads to high-demand jobs.
- *A stronger partnership with industry and labour to deliver training and apprenticeships* – target skills training to high-demand occupations, remove barriers, and increase the participation of industry and labour.

The *British Columbia Skills for Jobs Blueprint* was launched in April 2014. At the same time, the Government of British Columbia released the final report of an independent review of the Industry Training Authority called *The Industry Training Authority and Trades Training in British Columbia: Recalibrating for High Performance*, which included complementary recommendations and actions specific to British Columbia's trades training system. All actions and recommendations within these two documents have been initiated and are at various stages of implementation.

Target Group(s)

- Youth, women, Aboriginal people, apprentices and all others interested in pursuing the trades.
- Employers, industry, First Nations and community leaders.
- Trades training providers, both public and private, including the K-12 system.

Innovative Element(s)

1. Enhanced Engagement with Apprentices and Employers:

- 15 Regional Apprenticeship Advisors to provide on-the-ground resources for apprentices and employer sponsors, with six Aboriginal-focused Advisors in place throughout British Columbia.
- Four Managers of Industry Relations to better understand, communicate and respond to each industry's needs in British Columbia. This will help to ensure that the Industry Training Authority will remain connected to industry and provide British Columbia with the right skilled workers where they are needed.
- 11 Industry-led Sector Advisory Groups to provide advice to the Industry Training Authority and government on matters key to ensuring an effective and responsive skills training system for British Columbia.
- Consultation, research and recommendations to identify and implement new ways to reduce barriers and improve the outcomes of trades training, including: partnerships, training locations, scheduling, mobile training, technology or supports specific to students, employers or demographic groups.

2. Tools and Resources

- WorkBC.ca is the provincial government's access point to the world of work in British Columbia. It was created with one key goal – to help all British Columbians successfully navigate the labour market.
- Apprentice Job Match tool to connect apprentices with employers.
- Trades Training Seatfinder to show where available trades training seats are located.
- My Blueprint Builder, a one-stop career planning tool connecting users with skills-training, financial aid and local job-market information.
- Leveling The Field – A Best Practices Guide to Employing Women in the Trades to help employers with their overall hiring practices.

3. Awareness

- Connecting young people to opportunities in the trades through an interactive display called Find Your Fit – which travels through the province.
- Published 2014 Youth Trades Guide to encourage people looking to use head, hands and heart to find a career that fits.

RESULTS

Enhanced Engagement with Employers and Apprentices

- Currently in year one of implementation, with measures of success under development for each activity. Early feedback from employers and apprentices has been positive.

Tools and Resources

- Apprentice Job Match – Since launching in Fall 2014, over 3,000 apprentice job seekers have registered.
- Leveling the Field – Since launching in October 2014, there have been over 1,300 hits and downloads on the site. Print copies are regularly distributed at Industry Training Authority public and industry events.

Awareness

- Find Your Fit has visited 33 communities since May 2014, with over 56,000 participants (approximately 41,600 students and 14,400 adults).
- 2014 Youth Trades Guide – Since launching in October 2014, over 5,000 trades guides were distributed to schools in British Columbia, and 300 others downloaded from the Industry Training Authority's website. An additional print is underway due to the high demand. The guide is being used in classes and there is early discussion to create a trades career curriculum to support the guide in schools.

Enhanced Engagement with Employers and Apprentices



Apprentice Job Match – Since launching in Fall 2014, over **3,000** apprentice job seekers have registered



Leveling the Field



2014 Youth Trades Guide



5,000 trades guides were distributed to schools in BC



300 others downloaded from Industry Training Authority's website



Guide is being used in classes and there is early discussion to create a trades career curriculum to support the guide in schools

FURTHER INFORMATION

<https://www.workbc.ca/Job-Seekers/Skills-and-Training/B-C-%E2%80%99s-Skills-for-Jobs-Blueprint.aspx>

INITIATIVE: Community Training Funds



PURPOSE: To support training initiatives and employment projects for training, retraining, upgrading and improving the occupational skills of Yukon residents.

MINISTRY

Departments of Education and Advanced Education, Government of Yukon

DESCRIPTION

There are three Community Training Fund program streams:

1. Community Based

- Designed to put decisions about training in the hands of those best equipped to understand what is needed in their respective communities.
- These training funds are managed by regional committees which may include representatives from the local municipal government, First Nations communities, Yukon College community campus, and from the community-at-large.

2. Economic Industry Sectors

- Designed to assist the private sector to meet the training needs of specific industries important to the Yukon economy.
- Sector funds are hosted by sector organizations and managed by committees made up of representatives with expertise in the sector.

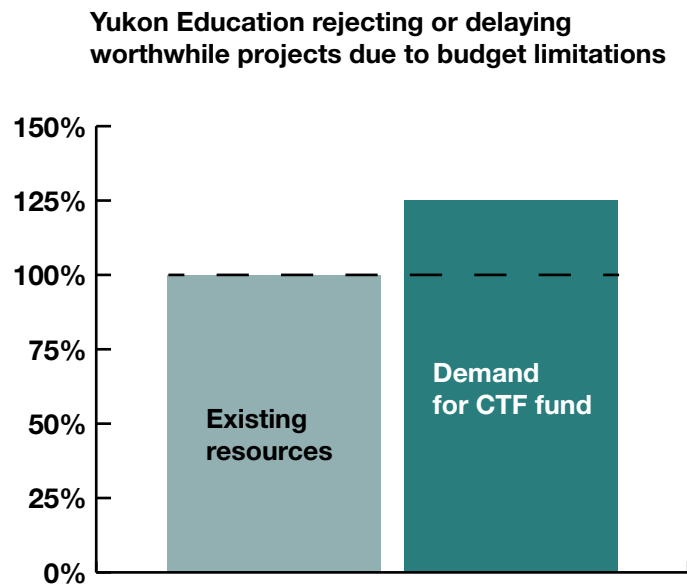
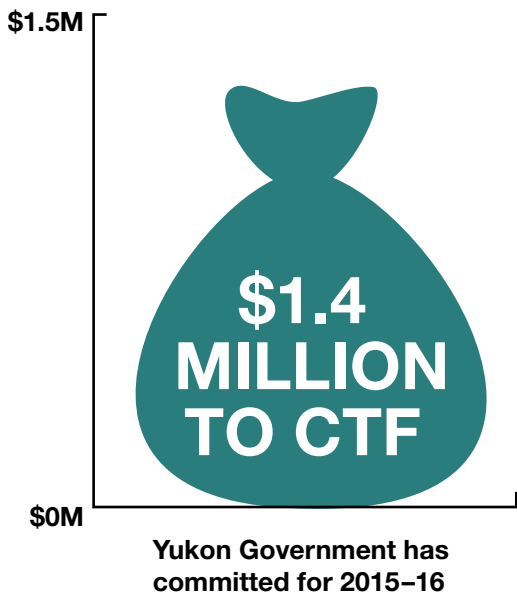
3. Project Based

- These funds respond to immediate and specific training needs in the community based on proposals that demonstrate a labour market need.

RESULTS

Yukon Government has committed \$1.4 million to the Community Training Fund for 2015–16.

Demand for the Community Training Funds is generally at least 25 per cent higher than existing resources in any given fiscal year, resulting in Yukon Education rejecting or delaying worthwhile projects due to budget limitations.



FURTHER INFORMATION

http://www.education.gov.yk.ca/employers/community_training_funds.html

INITIATIVE: Financial Literacy Modules



PURPOSE: To provide residents of the Northwest Territories with the knowledge, skills and abilities required to manage their finances from young adults through to retirement.

MINISTRY

Department of Education, Culture and Employment, Government of the Northwest Territories

DESCRIPTION

The Financial Literacy Modules are intended to support residents of the Northwest Territories at varying literacy levels to enhance their skills in personal financial management, understand their rights as consumers, and plan for financial security over their lifetime.

Many small communities in the Northwest Territories do not have banks so the modules also address online and phone banking as well as traditional banking methods.

The 11 modules include:

- Household Budgeting;
- Income and Taxes;
- Bank Accounts;
- Banking;
- Credit;
- Financial Planning Tools;
- Consumer Awareness;
- Managing Debt;
- Payday Loans;
- Mortgages; and,
- Retirement.

RESULTS

Delivery of the Financial Literacy Modules includes community organizations, other government departments, as well as delivery in Adult Basic Education. Organizations that have requested to be able to deliver the Financial Literacy Modules must be trained utilizing 'Facilitating Adult Learning,' which is a workshop developed by the Department of Education, Culture and Employment that aids delivery agents in understanding andragogy and the strategies utilized to deliver adult education. Results show that in Adult Basic Education, there is an 83 per cent completion rate. Secondary benefits of the modules have been that community organizations trained to deliver the modules have found that their staff are more confident in delivering other workshops as well.

Delivery partners for Financial Literacy Modules include:



Community organizations

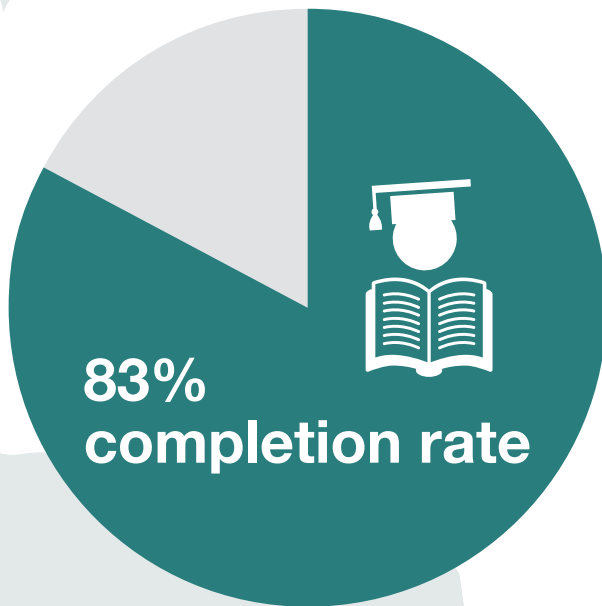


Other government departments

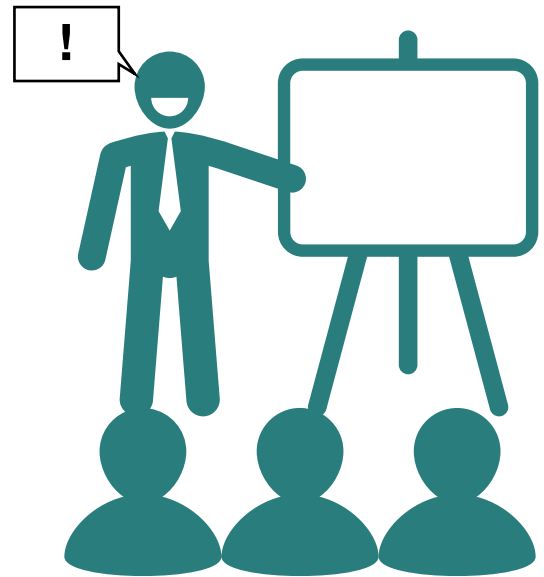


Adult Basic Education

In Adult Basic Education, there is an 83% completion rate for Financial Literacy Modules



Community organization staff trained to deliver financial literacy modules report increased confidence in delivering other workshops



FURTHER INFORMATION

<http://www.ece.gov.nt.ca>

INITIATIVE: Motive-Action Youth Pre-Apprenticeship Trades Program

PURPOSE: To provide unemployed youth with the opportunity to upgrade their qualifications, improve their essential life management skills and actively engage with industry employers to begin careers in the trades.



Alberta

MINISTRY

Ministry of Human Services, Government of Alberta

DESCRIPTION

This program is a competency-based Youth Pre-Apprenticeship Trades Program for auto servicing, auto body, heavy duty mechanics, welding and metal fabrication for unemployed youth ages 18-30. The program includes life management skills, occupational skills and work experience placements. The intent of the program is to:

1. Provide clients with applied/hands-on learning experiences and work experience placements;
2. Support the acquisition of competencies related to workplace knowledge, skills and behaviours in the automotive industry;
3. Build a common understanding about the specific skills, knowledge and behaviours that clients should master as a result of their learning experiences; and,
4. Address local labour market demand for occupational skills training.

RESULTS

Motive-Action Training Foundation has offered programs for youth in auto mechanics since 1985.

The current three year contract started in July 2012. A total of:

- 178 clients have started the program;
- 89 clients have successfully completed training; and,
- 54 clients are still in progress.

Overall contract outcomes based on completers are:

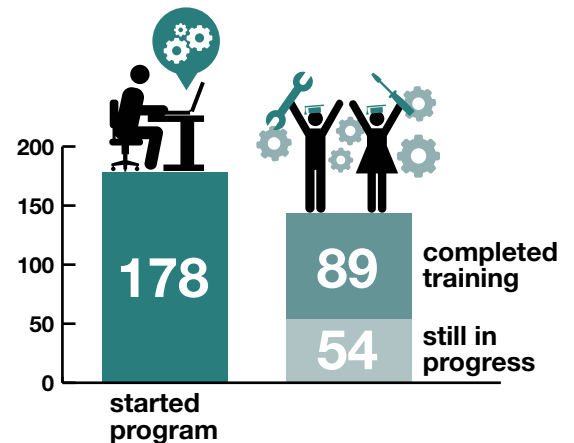
- At Exit – 67 per cent.
- Three Months – 68 per cent.
- Six Months – 71 per cent.

Over 200 employers provide practical work experience and employment opportunities to Motive-Action graduates.



has offered programs
for youth in auto mechanics
SINCE 1985

Current three year contract – July 2012



Over **200** employers provide practical work experience and employment opportunities to Motive-Action graduates.

FURTHER INFORMATION

<http://motiveaction.com>

INITIATIVE: Northern Adult Basic Education (NABE) Program



PURPOSE: To address the unique challenges faced by Northerners and to ensure that they have improved access to training and are better positioned to participate in the labour market.

PROGRAM PARTNERS

Aurora College and the Canadian Northern Economic Development Agency

DESCRIPTION

The Northern Adult Basic Education program (NABE) was created as part of *Budget 2011, the Next Phase of Canada's Economic Action Plan – A Low-Tax Plan for Jobs and Growth*.

This program will prepare working age adults to either enter the workforce directly, or to take vocational training before entering the workforce.

Northerners, including Aboriginal people, want to enjoy the same educational opportunities and ability to participate in the labour market as other Canadians. This initiative supports northern economic development by raising the basic skill levels of working age local residents. The program helps to ensure that more Northerners can apply for local jobs or take further vocational training. The Northern Adult Basic Education Program also builds capacity in the territories to offer increased adult basic education, which will help public and private employers hire locally.

From April 2011 to March 2016, the Government of Canada will invest \$27 million to expand adult basic education in the three northern territories. Funding was provided to tri-territorial colleges to improve adult basic education services. The funding was distributed based on each territory's adult basic education needs, and calculated according to each territory's share of working age Northerners lacking a grade 12 education, as follows:

- Aurora College – 37.1 per cent
- Nunavut Arctic College – 44.5 per cent
- Yukon College – 18.4 per cent.

Programming is being delivered through the Colleges to build capacity by increasing the number of instructors, improving educational materials, increasing capacity to assess student needs, and increasing the number, frequency and locations of course offerings.

RESULTS

The *Northern Adult Basic Education Strategy and Work Plan 2012–2016* identifies ten priorities to inform where Northern Adult Basic Education Program funding is allocated, and which are reported on to Canadian Northern Economic Development Agency on a quarterly and annual basis.

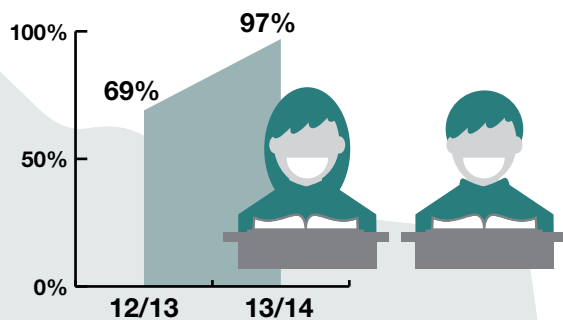
The cumulative results for the Northern Adult Basic Education Program, including CanNor's quantitative indicator results, can be found in the *2013-14 Northern Adult Basic Education Annual Report*. Highlights of the report also include Northern Adult Basic Education Priority 8.2 on Partnerships, where adult educators raised the satisfaction levels of partnerships from 69 per cent in 2012–13 to 97 per cent in 2013–14.

This partnership between Aurora College and Northwest Territories Aboriginal Skills and Employment Training Strategy holders has shown innovation and creativity by exploring and identifying funding options for adult learners, increasing awareness of services offered by the various partner agencies and offering new and additional courses in more communities, including Literacy and Embedded Essential Skills courses. The Partnership has since been nominated for the 2015 Premier's Collaboration Award.

In addition, the *2013–14 Northern Adult Basic Education Priority 10 Analysis of the Adult Literacy and Basic Education and Access SRS Data (Technical Report)*, provides a longitudinal context (pre and post Northern Adult Basic Education) to track student success within Aurora College and those who have progressed from the Adult Literacy and Basic Education and Access programs to other college programs.

Noteworthy is the Northern Adult Basic Education Priority 7.4 Literacy and Essential Skills courses being delivered 51 times in 23 communities from September – March 2015. This activity has also garnered media attention, through three videos and information has also been presented at various public forums.

Northern Adult Basic Education Program partnership satisfaction increased from **69%** in 2012–13 to **97%** in 2013–14.



The Partnership has since been nominated for the 2015 Premier's Collaboration Award



FURTHER INFORMATION

<http://www.cannor.gc.ca/eng/1386781838257/1386781934840>

INITIATIVE: Northern Adult Basic Education (NABE) Program: Literacy and Essential Skills Courses

Northwest
Territories



PURPOSE: To develop short courses that integrate literacy and workplace essential skills to increase the number of Northerners joining the labour market or entering the vocational training required to enter the labour market.

PROGRAM PARTNERS

Aurora College and the Canadian Northern Economic Development Agency

DESCRIPTION

Through funding from the Northern Adult Basic Education (NABE) Program, Aurora College has contracted the Northwest Territories Literacy Council to develop six embedded literacy and essential skills short courses that target the 120 Adult Basic Education level. These types of courses teach participants skills for a job, while, at the same time, increasing their literacy and essential skills. Each course is between six and eight weeks long. The intended outcomes of these courses are to:

- Provide participants with the opportunity to learn literacy and numeracy skills that will help them attain and keep a job or start their own small business;
- Provide participants with an opportunity to identify continued learning opportunities through Aurora College or other training programs; and,
- Build students' confidence in their learning ability.

In total, four courses have been developed, piloted and/or implemented since 2013–14, and have been delivered 54 times in 25 communities from September – March 31, 2015:

- Introduction to Office Skills
- Introduction to Early Learning and Child Care
- Start Your Own Small Business
- Small Business Funding and Marketing.

One course has been updated and two new courses are being piloted from August to December 2015:

- Ready to Work North (updated)
- Introduction to Retail & Customer Service
- Introduction to General Labour.

RESULTS

A total of 54 Literacy and Essential Skills Courses have successfully been delivered in 25 Northwest Territories communities. Students have developed both confidence and skills to either enter the workforce in an entry-level position, consider starting their own business or applying to a program at the College.

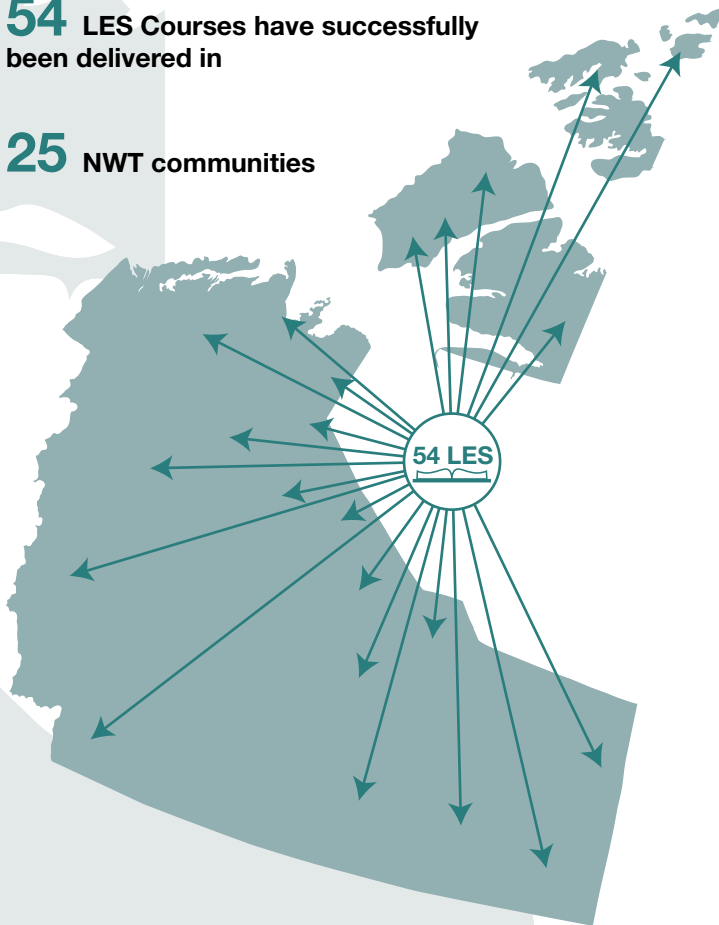
Students who have applied to the Literacy and Essential Skills (LES) courses are in most cases a different audience that the College has engaged through upgrading courses.

This activity has garnered an overwhelmingly positive response from Northwest Territories communities, education partners, and significant media attention, through three success story videos that were produced on the four courses.

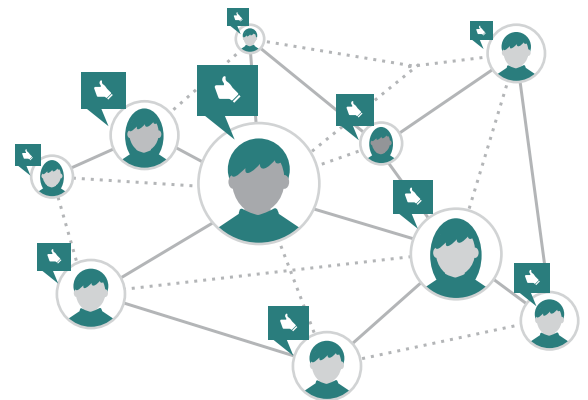
Information has also been shared through various public presentations.

54 LES Courses have successfully been delivered in

25 NWT communities



These courses have garnered significant media attention and overwhelming positive support from NWT communities and Aurora College education partners.



FURTHER INFORMATION

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Telephone: (867) 920-3050

INITIATIVE: One Journey Work and Learn

Nova Scotia



PURPOSE: To provide skill development and employment opportunities to unemployed or underemployed clients where there is an identified industry labour shortage.

MINISTRY

Department of Labour and Advanced Education, Government of Nova Scotia

DESCRIPTION

One Journey Work and Learn Projects begin with the identification of a skill shortage in a particular industry. Industry identifies the skill shortage and agrees to employ all eligible candidates who successfully complete the program.

Once a shortage is identified, an industry steering committee, including representatives from the Departments of Labour and Advanced Education and Community Services, is formed.

The process for planning, developing and implementing each project is determined by the challenges and opportunities within each targeted industry sector. Each project begins with a needs assessment to assist in establishing program criteria. The steering committee meets once a month to give ongoing advice on the program.

The critical element and success factor of the One Journey Work and Learn programs is the job offer that is made by industry to participants upon entry into the program.

One Journey Work and Learn is a responsive and 'hands-on' operational program for the employee and employer.

RESULTS

The program has a 90 per cent employee retention rate in hard-to-fill jobs.



FURTHER INFORMATION

<http://workplaceinitiatives.novascotia.ca/one-journey-work-and-learn>

INITIATIVE: Programme de soutien aux promoteurs collectifs pour le développement de la main-d'œuvre (Support program for collective promoters for workforce development) and Programme de soutien régionalisé pour le développement de la main-d'œuvre (Regionalized support program for workforce development)



PURPOSE: Offer financial support to eligible enterprises with a view to providing solutions, in the form of training and internship activities, to the problems of skills development and recognition.

MINISTRY

Commission des partenaires du marché du travail (Labour Market Partners Commission), Government of Quebec

DESCRIPTION

Offer financial support to eligible enterprises with a view to providing solutions, in the form of training and internship activities, to the problems of skills development and recognition. For example, the project must allow achievement of results in basic training, intergenerational transfer and implementation of learning strategies.

The component known as "Développement des compétences au moyen de stages rémunérés en entreprise" (Skills development through paid internships with enterprises) offers enterprises familiar with the difficulties of recruiting skilled personnel the possibility of on-the-job training of persons hired under a structured internship for acquisition of skills.

RESULTS

Nine projects accepted in the “Skills development through paid internships with enterprises” component, including two projects completed with an employment retention rate of 75 per cent.



75% employment retention rate

FURTHER INFORMATION

<http://www.emploiquebec.gouv.qc.ca>

INITIATIVE: Second Career Program

PURPOSE: To provide laid-off, unemployed individuals with skills training to help them find employment in occupations with demonstrated labour market prospects in Ontario



MINISTRY

Ministry of Training, Colleges and Universities, Government of Ontario

DESCRIPTION

The Second Career program provides up to \$28,000 in financial assistance, based on individual need, to assist eligible and most suitable individuals with some of the costs associated with participating in skills training (e.g. tuition, books, transportation, and a basic living allowance).

Exempted allowances beyond the \$28,000 cap may be available for disability accommodation, dependent care, living away from home and costs related to literacy and basic skills training. For persons with disabilities, both literacy and basic skills and the skills training duration may be extended to meet the special needs of the individual.

Clients are expected to contribute towards the cost of their skills training program. The level of contribution is determined based on household income and family size.

RESULTS

As of March 31, 2015, over 85,000 Ontarians have participated in training funded through Second Career since the program's inception in June 2008.

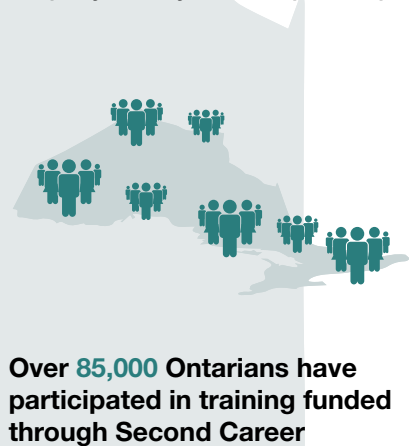
In 2014-15, over 9,200 individuals were approved to participate in the program and 95 per cent of clients said that skills training helped them with their future employment.

Second Career clients are contacted at the time of exit from the program, and again at three, six and 12 months after completion of their skills training.

As of March 31, 2015, follow-up results for 2014–15 show that 80 per cent of clients found employment and 73 per cent found employment related to their skills training program 12 months after program completion.

According to an evaluation of the program, approximately 68 per cent of participants who completed the program were, prior to training, employed in occupations that required less than a postsecondary credential.

Program participants have transitioned from jobs in fields such as retail into jobs such as truck drivers, accountants and early childhood educators. There is evidence that individuals who completed the Second Career program have moved into higher-growth industries. The program enhanced the employability of the participants for occupations that required relatively higher skills.



In 2014–15,



over 9,200 individuals were approved to participate in the program

95% of clients said that skills training helped them with their future employment

12 months after program completion



80% of clients found employment



73% found employment related to their skills training program

The program enhanced the employability of the participants for occupations that required relatively higher skills



FURTHER INFORMATION

<http://www.tcu.gov.on.ca/eng/secondcareer>

INITIATIVE: Sector Skills Training

PURPOSE: To meet the labour needs of specific industry sectors requiring entry level employees.

Newfoundland
and Labrador



MINISTRY

Department of Advanced Education and Skills, Government of Newfoundland and Labrador

DESCRIPTION

The Sector Skills Training program is a partnership between employers, training providers and the Department of Advanced Education and Skills.

The program provides employers with trained employees to meet labour demand.

Employers get workers and workers get valuable training and work experience.

All participants are primarily either applicants or recipients of the provincial Income Support Program.

The program has three distinct phases:

- Phase One (four weeks) is devoted to pre-employment training allowing for career self-assessment and work/life skills awareness;
- Phase Two (three weeks) is devoted to occupational awareness training in two occupational areas (i.e. Retail Sales and Food Service) as well as completion of certificates for First Aid, Back Injury Prevention, Workplace Hazardous Materials Information System and Occupational Health & Safety.
- Phase Three (four weeks) is devoted to one-on-one/group coached support to secure employment in one of the two occupational areas addressed in Phase Two. Participants could potentially start employment day one of Phase Three; however, the goal is to have all participants employed before the end of Phase Three.

Employers contribute to the occupational awareness portion of the training by identifying skills/tasks specific to their work place. Additionally, the four week work experience serves to elevate the participant's practical skill level specific to the employer's requirements. This phase enables participants to become proficient in the employer's required skill set which in turn contributes to the development of a strong, independent, committed employee.

RESULTS

As of December 31, 2014, 185 individuals participated in the Sector Skills Training program. There have been 10 offerings of the program at various locations across the province since June 2013. The sectors targeted during those offerings include Retail Sales, Food Services, Janitorial Services and Construction Labourer.

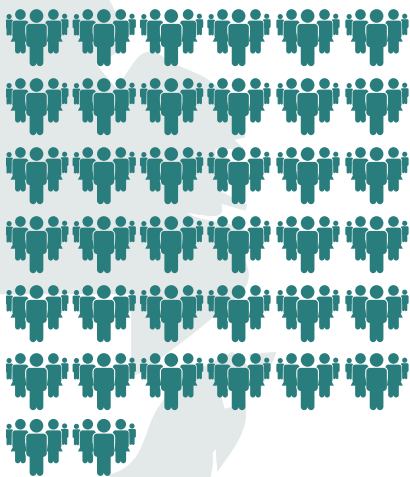
Program participants have transitioned from total dependence on income support to a reduced need for this support as a result of working in an occupational area of their choice.

Program surveys completed by participants indicate that the Sector Skills Training program enhanced their knowledge of their own skills, as well as those specific to an occupational area of interest and their ability to look for work in that sector.

Employer feedback on the program generally indicated participant's knowledge and ability as a strength. In terms of transferable skills, employers rated participants to be in the range from acceptable to strong in this area. Overall, the general message from the 10 program offerings indicate that the majority of employers felt the program was beneficial to the participants as it prepared them reasonably well for entry-level employment within their sector. Additionally, since the participants had already completed required safety training this was also seen as beneficial to employers.

The surveys found that the program had reduced dependency on income support:

- Immediately at the end of the program: 52 per cent
- Three months after completing the program: 70 per cent
- Six months after completing the program: 76 per cent



185 individuals have participated in the program

The sectors targeted include:



Retail Sales



Food Services



Janitorial Services



Construction Labourer

Reduced dependency on Income Support:

Immediately at the end of the program:

52%



3 months after completing the program:

70%



6 months after completing the program:

76%



FURTHER INFORMATION

<http://www.aes.gov.nl.ca/emp/services/default.html#sectorskills>

INITIATIVE: START

Nova Scotia



PURPOSE: To encourage employers to hire individuals needing work experience or apprenticeship support.

MINISTRY

Department of Labour and Advanced Education, Government of Nova Scotia

DESCRIPTION

The START program was designed to meet the needs of both employers and those seeking employment. Financial incentives are provided to employers with a labour need willing to support ready-to-work Nova Scotians. Incentives vary depending on the type of employment offered, the skill level of the employee and also include a retention bonus.

The program focuses on small-to-medium sized Nova Scotian businesses as a priority, but makes exceptions where labour market or economic conditions warrant.

Increasing amounts of incentives are negotiated with employers based on several factors including client skill levels; needs and barriers; representation in the workforce; the location of the employer; the sector; the job supports; the situation in the local labour market; and the need of the employer. START incentives may be spent on wages, training, or other costs associated with hiring a new employee.

The START program also focuses on increasing completion rates for apprentices in Nova Scotia. Employers who are signing a new apprenticeship agreement are eligible to apply and may receive incentives in each year for the duration of the apprenticeship agreement. This is dependent upon the apprentice progressing through the required work hours and classroom training.

This program is delivered through the Nova Scotia Apprenticeship Agency.

RESULTS

Since its inception in October 2012, the START program has supported 1,257 clients and 954 businesses.

An evaluation of the pilot period indicates that stakeholders uniformly support the broad client eligibility criteria established for the START program and the flexibility inherent in designing an intervention customized to both the client's present circumstances, as well as the employer's capacity to provide training. In addition, there is a tangible feeling that this program has been highly successful in changing the culture of wage subsidy programs.

By avoiding a 'one size fits all' approach and by enabling staff and service providers delivering the program to customize it to the circumstances necessary to achieve success, staff enthusiastically reported feeling empowered.

START has supported



1,257 clients



954 businesses



Stakeholders uniformly support the broad client eligibility criteria established for the START Program



This program has been highly successful in changing the culture of wage subsidy programs



Enabling staff and service providers delivering the program to customize as necessary to achieve success

FURTHER INFORMATION

<http://www.novascotia.ca/employmentnovascotia/programs/start.asp>

INITIATIVE: Creativity-Innovation Initiative

Prince Edward Island



PURPOSE: The fundamental purpose of our focus on Creativity and Innovation (CI) is to develop a mindset within our students in which creative problem solving is simply a way of approaching life—the way they think. Creativity embodies the qualities of inquisitiveness, persistence, imagination, collaboration, and discipline. Innovation is what students do with their creative abilities.

MINISTRY

Department of Education, Early Learning and Culture, Government of Prince Edward Island

DESCRIPTION

Aside from numerous benefits to the individual, development of a creative and innovative mindset in our students will prepare them for a complex, rapidly evolving world; enable them to compete intellectually, culturally and economically on a global level; enhance future economic sustainability; and promote social cohesion and cultural richness. Creativity and innovation are fundamental to an individual's success in the labour market of today and into the future, so development in this area is essential for all students.

Courses at the high school level that focus on creativity and innovation have been identified and grouped as a high school graduation requirement in PEI, beginning with graduates of 2018. To meet the creativity-innovation requirement, a course must focus on engaging students in the creative process to generate new and dynamic ideas, techniques and products. These courses must foster qualities such as imagination, ingenuity, flexibility, risk-taking, convergent and divergent thinking, originality, inventiveness, and reflection. Some of the approved creativity-innovation courses include areas such as robotics, creative writing, visual arts, music, welding, and environmental studies.

Through this initiative, creativity and innovation will be defined, identified, and fostered throughout our curriculum and instructional practices in all subject areas and at every grade level from K-12.

RESULTS

This is a new initiative. Our goal is to nurture creativity and innovation within

- every individual;
- the creative process;
- the creative product;
- our curriculum;
- our instructional practices;
- our environments.

Assessment tools are being developed to address creativity and innovation in our curricula and classrooms.

Creativity and Innovation within



FURTHER INFORMATION

<http://www.gov.pe.ca/eecd/>



TOOLKIT OF PROMISING PRACTICES

THEME TWO

Aligning Secondary School Programming to Labour Market Demands

In today's competitive labour market, understanding education, skills and training options at a young age is an important factor. Provincial and territorial governments also recognize that knowledge of labour market opportunities and skills requirements can support career choices. Secondary schools provide an opportunity to deliver information to students through their families, teachers and counselors. Another opportunity to support high school students is through a variety of hands-on experiential learning options.

Provincial and territorial governments recognize that knowledge of labour market opportunities and skills requirements need to be available as early as possible so that individuals can begin making important education, training and work decisions starting in high school or earlier. We have invested in a range of innovative initiatives that provide high school students with labour market information and an understanding of pathways to employment. Additionally, we have invested in programming that allows graduates to immediately attach to the labour market. The promising practices profiled under this theme highlight such initiatives.



INITIATIVES

1. Apprenticeship Credits and Saskatchewan Youth Apprenticeship (Saskatchewan)
2. Career Development 2201 (Newfoundland and Labrador)
3. Dual Credits (Ontario)
4. Essential Skills Program (New Brunswick)
5. Futures in Skilled Trades and Technology Program (Newfoundland and Labrador)
6. High School Apprenticeship Program (HSAP) / Provincial Accreditation Through High Schools (PATHS) (Manitoba)
7. Inspire NB (New Brunswick)
8. Labour Market Information for K-12 Schools (New Brunswick)
9. Liquefied Natural Gas Corridor Skills and Careers Support ("Shoulder-Tappers") (British Columbia)
10. Ministry Partnerships with Local Industry and School Divisions to Develop Curricula to Meet Local Labour Market Needs (Manitoba)
11. Options and Opportunities (O₂) (Nova Scotia)
12. Ontario Youth Apprenticeship Program (Ontario)
13. Academy Diploma Program/Programme de specialization (Prince Edward Island)
14. Providing Career Development Information and Support to Saskatchewan Citizens (Saskatchewan)
15. Provincial Dual Credit Strategy (Alberta)
16. Reconnaissance des acquis et des compétences (RAC) en formation professionnelle (Recognition of prior learning and competencies (RAC) in vocational training) (Quebec)
17. Career and Technical Education Programs (Prince Edward Island)
18. Skilled Trades Centres (Nova Scotia)
19. Specialist High Skills Major (Ontario)
20. Student Graduation and Transition Planner Project (Prince Edward Island)
21. Youth Apprenticeship Program (Newfoundland and Labrador)

INITIATIVE: Apprenticeship Credits and Saskatchewan Youth Apprenticeship

PURPOSE: To provide students with the opportunity to obtain credits for high school graduation; to recognize student achievement in trades training and employment; to raise awareness of apprenticeship as a career option for high school students and, to assist in meeting the labour market needs of Saskatchewan employers.



Saskatchewan

MINISTRY

Ministries of Education and Economy, Government of Saskatchewan

DESCRIPTION

The *Saskatchewan Plan for Growth: Vision 2020 and Beyond* (October 2012) identifies that a well-educated and highly skilled labour force will be required to sustain Saskatchewan's growing economy and competitive advantage in the global marketplace. High school completion is foundational to further education, training and employment opportunities.

These programs offer opportunities that contribute to Saskatchewan's labour market. To meet the credit requirements for graduation, students employed under the supervision of a journeyperson, in a trade in which the hours worked are eligible for apprenticeship credit, may earn up to four secondary level apprenticeship credits on the basis of work completed by the student.

Besides getting a head start on career planning and having a record of achievements, youth who complete all three levels of the Saskatchewan Youth Apprenticeship Passport and register as an apprentice in a designated trade within five years receive the following benefits:

- Waiver of registration fee with the Saskatchewan Apprenticeship and Trade Certification Commission;
- No charge for first level of technical training tuition; and,
- Up to 300 hours of trade time credit.

Granting of credits for approved apprenticeships recognizes student achievement in trades outside of the regular high school program. Only students who are registered in a Saskatchewan high school and are working (employed) in a trade are eligible for apprenticeship credits.

RESULTS

Saskatchewan Youth Apprenticeship and apprenticeship credit opportunities have been positively received in schools and communities. There has been a consistent year-to-year increase in the number of credits awarded.

During the first year (2009–10), 115 credits were awarded. To date, a total of 1,176 credits have been awarded, with the most recent year (2013–14) seeing 340 apprenticeship credits being awarded.

In 2013–14, a total of 4,036 youth apprentices were registered in Saskatchewan Youth Apprenticeship in 287 high schools across the province. In addition, 103 Saskatchewan Youth Apprenticeship Industry Scholarships have been presented to Saskatchewan students completing Grade 12.

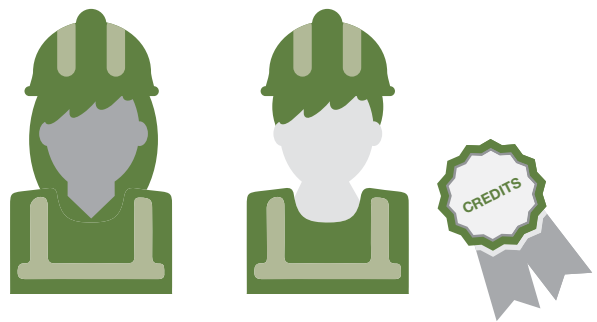
First year (2009–10)



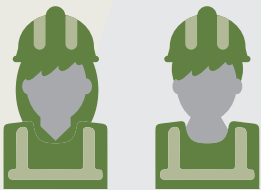
Total to date (2013–14)



340 apprenticeship credits awarded



In 2013–14, a total of **4,036** youth apprentices were registered in the Saskatchewan Youth Apprenticeship program



in **287** high schools across the province



103 Saskatchewan Youth Apprenticeship Industry Scholarships have been presented to Saskatchewan students completing Grade 12

FURTHER INFORMATION

<http://www.education.gov.sk.ca/core-principles-time-credit>

http://www.saskapprenticeship.ca/youth_apprentices

INITIATIVE: Career Development 2201

PURPOSE: To provide a mandatory career education course for high schools students.

Newfoundland
and Labrador



MINISTRY

Department of Education and Early Childhood Development, Government of Newfoundland and Labrador

DESCRIPTION

Career Development 2201 was a course introduced in 2006 to enhance student learning in the area of career development. The course helps students develop skills necessary to be good consumers of the labour market.

Based on the Blueprint for Life/Work Design, this course contains three main areas of study:

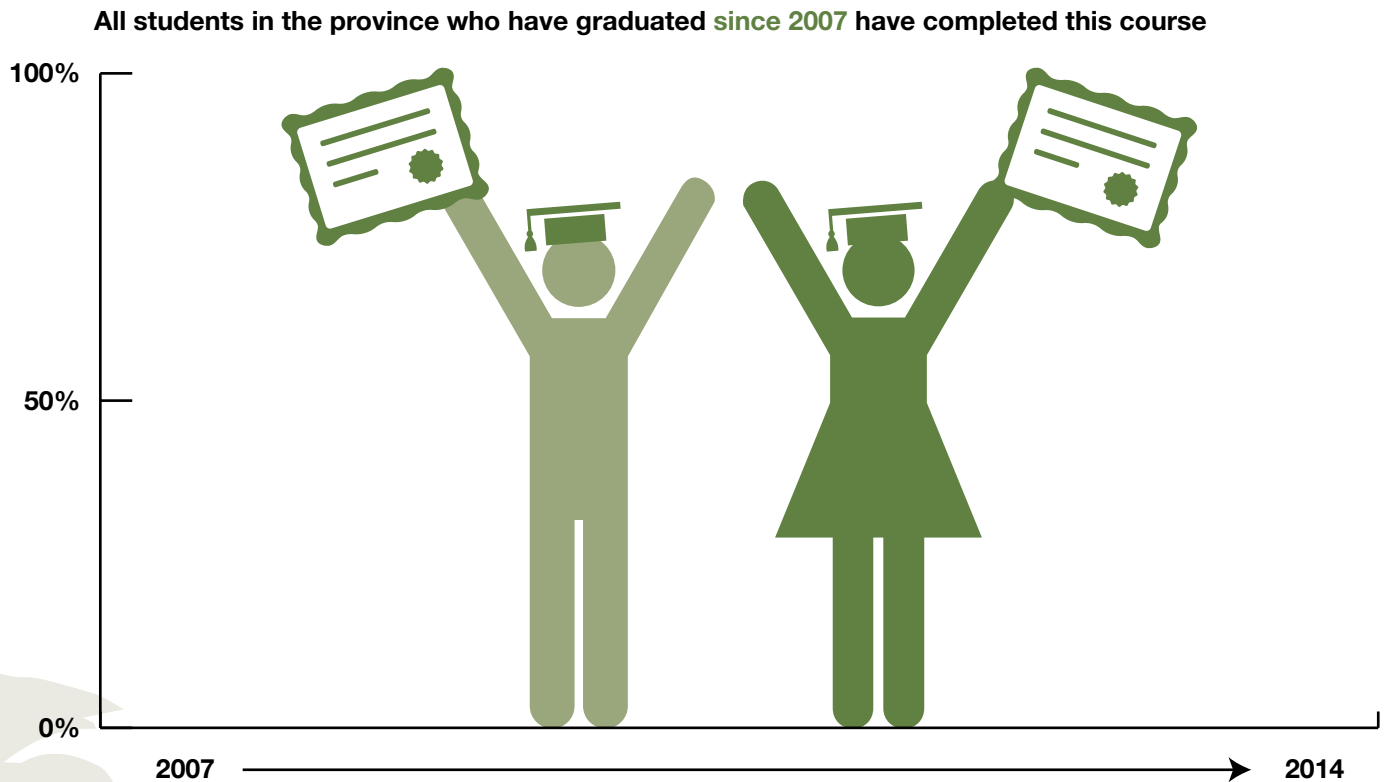
- Personal Management (including financial management);
- Career Exploration – Learning and Work (showing the significant linkages between school and work); and,
- Career Preparation – Life and Work Building (preparing students for the world of work they will be entering).

The course also includes a community contribution component of 30 hours required for graduation.

An intermediate module for career development was also introduced in 2012. This module sets the stage for high school while helping students build understanding about the career development process and their place in it.

RESULTS

All students in the province who have graduated since 2007 have completed this course.

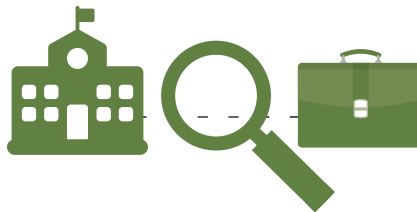


Three main areas of study:

Personal Management
(including financial management)



Career Exploration – Learning and Work (showing the significant linkages between school and work)



Career Preparation – Life and Work Building (preparing students for the world of work they will be entering)



FURTHER INFORMATION

http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/careered/careered2201/cd2201_full.pdf

INITIATIVE: Dual Credits

PURPOSE: To enable students to build on their strengths and interests in school and get a head start on their postsecondary education and training.



MINISTRY

Ministry of Education, Government of Ontario

DESCRIPTION

The Dual Credit program was introduced in Ontario schools in 2005 as part of the Ministry of Education's Student Success Strategy.

Dual credit programs are intended to assist secondary school students in completing their Ontario Secondary School Diploma and making a successful transition to college and/or apprenticeship programs. The primary focus is on students who face significant challenges in completing the requirements for graduation but have the potential to succeed and includes disengaged and underachieving students and students who left school before graduating. Some students in the Specialist High Skills Major programs and students in the Ontario Youth Apprenticeship Program also participate in dual credit programs.

Dual Credit courses count twice: once towards a postsecondary certification and once towards a secondary school diploma. They fall into two broad categories:

- College-delivered dual credit courses in which students take a college course or Level 1 apprenticeship program. The credit is recorded on the college record using college course codes, and also on the Ontario Student Transcript, using a special dual credit course code assigned by the Ministry of Education. Students may count a maximum of four dual credits as optional credits towards the diploma; and,
- Team-taught dual credit courses in which closely matched college or apprenticeship content and secondary school curriculum content is taught by both a college professor/instructor and a secondary school teacher.

It is a requirement of all dual credit courses that a secondary school teacher be assigned to provide a variety of supports to students.

Today, all 70 school boards that have secondary schools and all 24 Ontario colleges of applied arts and technology are involved in providing secondary school students with dual credit learning opportunities.

RESULTS

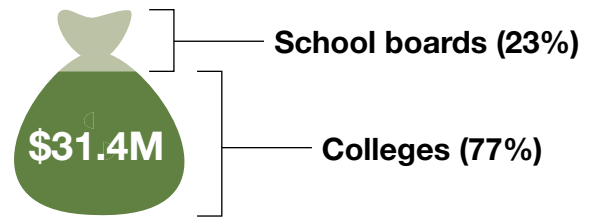
Approximately 22,000 students are participating in dual credits in 2014–15. Funding for this program (approximately \$31.4 million annually) flows to school boards (23 per cent) and colleges (77 per cent).

Achievement data from 2013–14 indicated a provincial retention rate (students who finished compared to those who started) of 88 per cent and a success rate (per centage of students who successfully completed their dual credit) of 88 per cent.

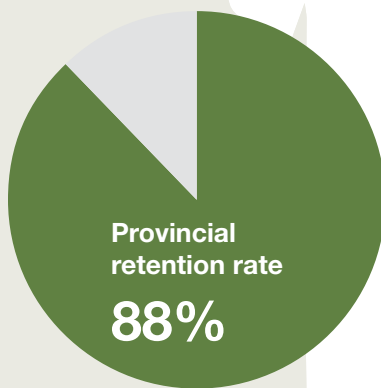
Approximately **22,000** students participating in dual credits



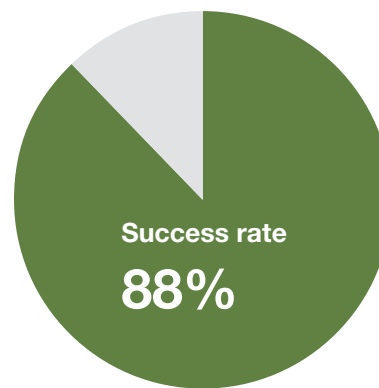
2014–15



Funding distribution for this program



2013–14



2013–14

FURTHER INFORMATION

<http://www.edu.gov.on.ca/eng/teachers/studentssuccess/dual.html>

INITIATIVE: Essential Skills Program



PURPOSE: To offer an alternative curriculum for a specific clientele of students which gives access to postsecondary programs.

MINISTRY

Department of Education and Early Childhood Development (Francophone sector), Government of New Brunswick

DESCRIPTION

A proportion of high school students who begin their educational career without displaying any special challenges experience some difficulties over the years either at school or at home, which affects their learning. In high school they find themselves more than four years behind in math and literacy. Since the regular high school schedule does not provide much opportunity to catch up academically, it is important to offer these students an alternative that will help provide access to postsecondary education.

The Essential Skills Program has the following objectives:

- Establish a career development plan:
 - Students have the opportunity to develop the skills needed to develop a meaningful career development plan; and,
 - Students have the support they need to develop their career development plan, such as discovering their strengths and interests, work placements, writing a resume, job interviews, etc.
- Offer a training program to achieve their career development plan:
 - Through individualized school programming, offer the guidance and support needed to help students acquire the essential skills that will grant access to postsecondary training at community college and other institutions that recognize the diploma;
 - Offer youth the opportunity to participate in work placements in settings of interest to them that will enable them to put their skills to work; and,
 - Recognize this training by issuing them an essential skills high school diploma.

The Essential Skills Program in New Brunswick high schools was inspired by the Employment and Social Development Canada (formerly Human Resources and Skills Development Canada) essential skills model and postsecondary education programs offered at the community colleges and private schools in the province of New Brunswick.

Students in this program receive a high school diploma when the expected level is attained in each skill. The transcript of marks differs from traditional transcripts in that there are no courses on the schedule. There is a list of competency blocks that the student has completed with the mark obtained.

A second essential skills-based program is being developed for students who do not have the ability to undertake postsecondary studies. These students will complete a career development plan to enter the labour market directly in employment that is consistent with their interests and strengths.

RESULTS

Graduates of the Essential Skills Program – 264

June 2015 graduates of the Essential Skills Program – 112

Postsecondary graduates – 92

Postsecondary institutions that accept program graduates:

- Collège communautaire du Nouveau-Brunswick
- New Brunswick Community College
- L'Institut Jon rayMond
- Chez Bernard
- Medes College
- BayTech College
- Amoura Aesthetics & Education
- Brenda's Academy
- CFP en foresterie de l'Est du Québec
- Oulton College
- Transport Training Centre of Canada

**Graduates of the
Essential Skills Program**



264

**June 2015 graduates
of the Essential Skills Program**



112

**Post-secondary
graduates**



92

FURTHER INFORMATION

<http://skillscanada.nb.ca/en/programs/essential-skills/facts>

INITIATIVE: Futures in Skilled Trades and Technology Program

PURPOSE: To provide a career exploration program in high school for skilled trades exposure.

Newfoundland
and Labrador



MINISTRY

Department of Education and Early Childhood Development, Government of Newfoundland and Labrador

DESCRIPTION

The Futures in Skilled Trades and Technology Program was introduced in 2006 to give students an opportunity to explore the trades in their high school years. As a career exploration program, it exposed students to the trades as a viable career option. Six courses were implemented, adjustments made for small schools, with 103 schools being resourced for all or part of the program.

Courses include:

- Skilled Trades 1201 (integrating six separate trades in interior residential construction);
- Design and Fabrication 1202 (Engineering based design and creation);
- Residential Construction 2201 (External residential construction);
- Design and Fabrication 2202 (CNC Design);
- Power and Energy 3201 (small engine and alternative energy); and,
- Robotics Systems Technology 3205 (electronics and robotics).

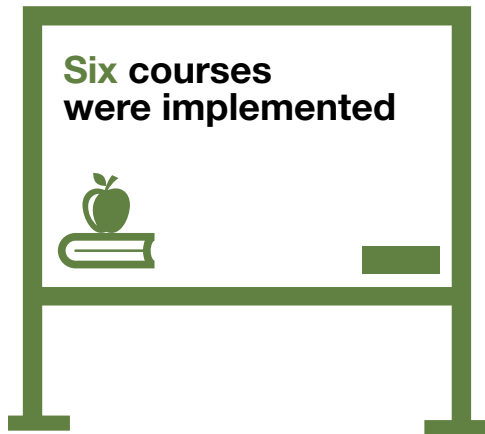
In 2012, a module was introduced in the intermediate grades that will expose students to the skilled trades courses available to them in high school. Revised from the existing Production Technology Module, it involves tool use and residential design concepts to enable students to experience trades related learning earlier in their academic career.

A women in skilled trades initiative also began as part of this program.

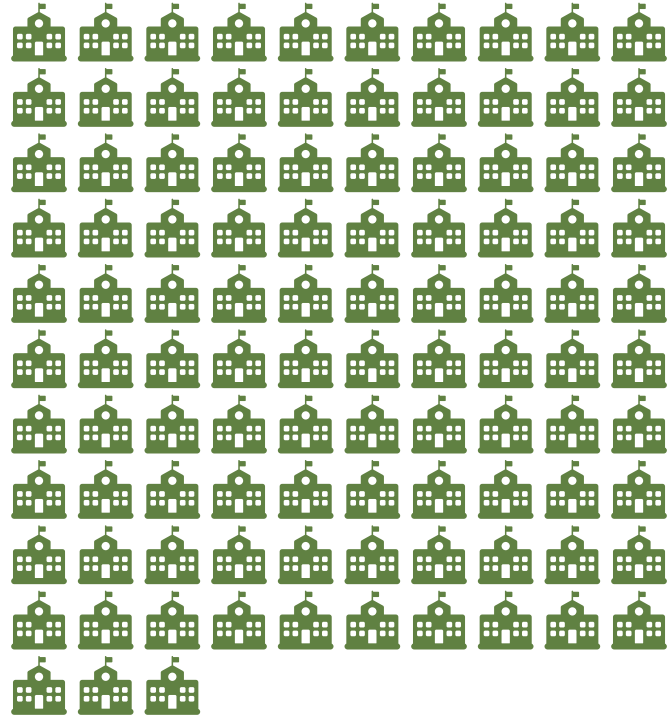
This program is annually reported as part of the Poverty Reduction Strategy.

RESULTS

Since its inception over 33,840 students have been registered in the program.



Adjustments made for small schools, with 103 schools being resourced for all or part of the program.



FURTHER INFORMATION

<http://www.ed.gov.nl.ca/edu/k12/highschool/skilledtrades.html>

<http://www.jumpstartnl.ca>

INITIATIVE: High School Apprenticeship Program (HSAP) / Provincial Accreditation Through High Schools (PATHS)

PURPOSE: The High School Apprenticeship Program (HSAP) provides high-school students with the opportunity to gain paid, on-the-job work experience in a designated trade for high-school credit as well as credit toward a postsecondary apprenticeship program. Students must be enrolled in Grades 10, 11, 12, or an equivalent program to be eligible to participate.



The Provincial Accreditation Through High Schools (PATHS) program is a pilot recognition process for technical training in skilled trades offered by high schools.

MINISTRY

Manitoba Jobs and the Economy

DESCRIPTION

HSAP is offered for more than 55 designated trades in Manitoba. Eligible high-school students can gain paid work experience with an employer in one of the designated trades. Students obtain high-school credit for their work experience as well as credit toward a postsecondary apprenticeship program. Students can also receive tuition exemptions for a postsecondary apprenticeship based on the number of hours worked during HSAP. The aim of the program is to provide an opportunity for early entry into the trades and to build interest among youth.

PATHS is currently being piloted for the Carpenter and Automotive Service Technician trades for the 2014–15 and 2015–16 academic years, with a planned rollout for all other designated trades in the 2016–17 academic year. Students who successfully complete the prescribed technical training with a cumulative average of at least 70 per cent are eligible to take the final exam for Level One for their trade. Students who pass the final exam with a minimum of 70 per cent will receive a certificate from Apprenticeship Manitoba giving them credit toward Level One of their postsecondary apprenticeship program.

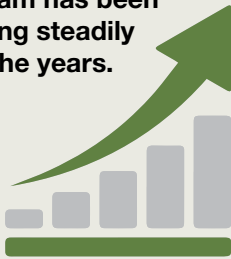
RESULTS

The High School Apprenticeship Program (HSAP) is considered very successful and has been growing steadily over the years. There were almost 1,200 participants during the 2014–15 fiscal year, which represents about 10.7 per cent of the total number of active apprentices for the same year.

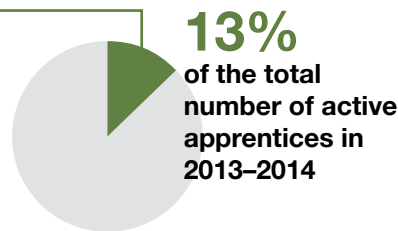
The HSAP Incentive provides tuition exemptions for those students who wish to continue their program after high school. For every 220 hours of on-the-job work experience gained as a high-school apprentice (to a maximum of 880 hours), students receive a tuition exemption for one level of technical in-school training taken in Manitoba (to a maximum of four levels).

The Provincial Accreditation through High School (PATHS) program was implemented in September 2014 for the Carpenter and Automotive Service Technician trades. A tripartite agreement was signed between schools offering these programs, Apprenticeship Manitoba, and Manitoba Education and Advanced Learning. Results will be known at the end of the first year of the pilot.

The High School Apprenticeship Program has been growing steadily over the years.



1,400 participants



Tuition exemptions for students continuing program after high school



Every 220 hours of on-the-job work experience (to a maximum of 880 hours)



Students receive a tuition exemption for one level of technical in-school training taken in Manitoba (to a maximum of four levels.)

SEPT 2014

Provincial Accreditation Through High Schools implemented

Results will be known at the end of the first year of the pilot.

FURTHER INFORMATION

<http://manitoba.ca/tradecareers>

INITIATIVE: Inspire NB

New
Brunswick



PURPOSE: To connect the future workforce with New Brunswick employers.

MINISTRY

Department of Education and Early Childhood Development, Government of New Brunswick

DESCRIPTION

Inspire NB brings education and industry together in order to help students achieve career goals as well as address communities' workforce development needs. In order to do this, the program is fully integrated with New Brunswick's online career development platform, Career Cruising.

Through the creation of New Brunswick company profiles and interaction with career coaches, students can:

- Receive targeted communication from employers and career coaches about opportunities that match their interests;
- Access local labour market information;
- Submit questions to real working people in many different careers and receive advice and encouragement;
- Learn about workplace training activities in their community; and,
- Link academics to local workplace opportunities.

RESULTS

Although Inspire NB is currently in the pilot stage, students in the participating Anglophone and Francophone districts have been able to

- Learn about New Brunswick companies that offer careers of interest;
- Participate in discussions with online mentors/career coaches; and,
- Participate in workplace learning activities, such as job-shadowing, co-operative education placements, company tours, and part-time employment.

Learn about New Brunswick companies that offer careers of interest



Participate in discussions with online mentor/career coaches



Participate in workplace learning activities



FURTHER INFORMATION

<http://inspirenb.ca>

<http://inspirenb.ca/wp-content/uploads/2014/04/InspireNB-QuickStart-Student-CareerCruisingAndInspireNBOverview.pdf>

INITIATIVE: Labour Market Information for K-12 Schools



PURPOSE: To familiarize students, educators and administrators in New Brunswick with labour market information.

MINISTRY

Departments of Post-Secondary Education, Training and Labour, and Education and Early Childhood Development, Government of New Brunswick

DESCRIPTION

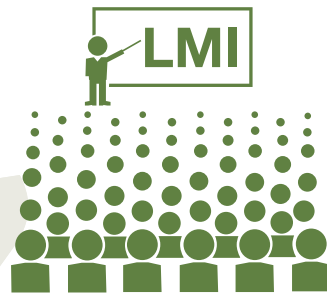
New Brunswick's K-12 and postsecondary education departments have partnered to deliver labour market information products to students (grade 10, aged 15-16), teachers and administrators in order to assist students in making informed decisions about postsecondary education and employment opportunities. Beginning in August 2014, economists and other officials began by delivering presentations to district administrators, building support for a wider roll-out to guidance counsellors and teachers. This allowed for a collaborative adaptation of materials designed to engage high school students enrolled in Personal Development/Career Development classes.

In collaboration with the University of New Brunswick's Renaissance College, participatory research is being conducted with students in order to refine information and delivery-models on an ongoing basis. Next steps include the development of additional training for provincial career/employment counsellors in order to integrate information on skills development and career pathway planning into student presentations.

RESULTS

Although early in its implementation, and still in a developmental stage, preliminary results are very positive. To date, presentations have been delivered to over 1,000 administrators, teachers and grade 10 students. Engagement has been strong and interest is high across all audiences. In particular, teachers and administrators are supporting the development of workshops to make labour market information more accessible to teachers during professional development days. Teachers are also integrating presentations into their course delivery models for Personal Development/Career Development classes.

Preliminary results are very positive



Presentations have been delivered to over 1,000 administrators, teachers and grade 10 students

Teachers are also integrating labour market information presentations into their course delivery models for Personal Development/Career Development classes



FURTHER INFORMATION

<http://nbjobs.ca>

<http://emploisnb.ca>

INITIATIVE: Liquefied Natural Gas Corridor Skills and Careers Support (“Shoulder-Tappers”)

British
Columbia



PURPOSE: To increase the skills training and recruitment capacity of school boards along the Liquefied Natural Gas corridor in northern British Columbia.

MINISTRY

Ministry of Education, Government of British Columbia

DESCRIPTION

British Columbia’s Skills for Jobs Blueprint: Re-engineering Education and Training is designed to match the skills that British Columbia’s students acquire during their education and training programs with labour market requirements. The Strategy undertakes fundamental improvements to make education and training more effective and more relevant to the needs of industry and the workplace.

There are three pillars to the Blueprint:

- *A head-start to hands-on learning in our schools* – expand choices and supports for students in the K-12 system.
- *A shift in education and training to better match with jobs in demand* – encourage students to choose training that leads to high-demand jobs.
- *A stronger partnership with industry and labour to deliver training and apprenticeships* – target skills training to high-demand occupations, remove barriers, and increase the participation of industry and labour.

The Ministry of Education established one-year agreements with 11 northern K-12 school districts along the Liquefied Natural Gas corridor to employ or contract recruitment specialists and career coordinators. They are referred to as “shoulder-tappers” because their role is to employ local knowledge to tap the shoulders of employers, students, and community members to raise awareness of specific skills training opportunities. In particular, shoulder-tappers focus their efforts on high-demand occupations identified for the Liquefied Natural Gas sector and other regional economic development opportunities. The financial support is intended to help districts change future career program practices from merely advising to active partnership development. A primary objective is to increase high school student participation in Secondary School Apprenticeship and dual credit trades training programs.

School districts were encouraged to include the approaches best suited to their individual district, student demographics, and local labour market needs. Activities include working closely with:

- Aboriginal Services and the Aboriginal Advisory Council of each district to ensure Aboriginal students have equal access to programs;

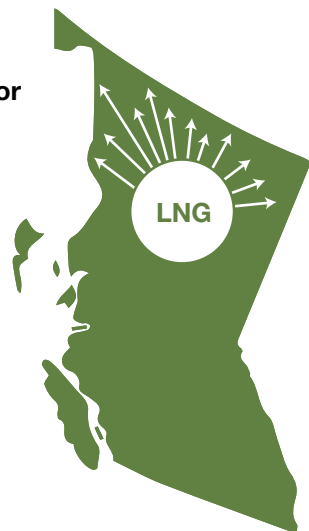
- Industry Training Authority, the Career Education Society, and other provincial and regional organizations to promote access and awareness of trades programs;
- Distributed learning schools to improve access for rural students; and,
- Regional colleges to create hands-on opportunities in college programs on the college campus.

RESULTS

Mid-project results are:

- 84 trades and skills training events have been held with about 10,000 students participating
- Nearly 1,500 students have enrolled in work experience, apprenticeship, and trades training programs
- There are 22 confirmed and 44 developing partnerships with employers and post-secondary institutions

12 northern K-12 school districts along the Liquefied Natural Gas corridor



OCT 2015

Final results available									

FURTHER INFORMATION

<https://www.workbc.ca/Job-Seekers/Skills-and-Training/B-C-%e2%80%99s-Skills-for-Jobs-Blueprint/Learn-about-B-C-%e2%80%99s-Skills-for-Jobs-Blueprint.aspx>

INITIATIVE: Ministry Partnerships with Local Industry and School Divisions to Develop Curricula to Meet Local Labour Market Needs

PURPOSE: To create programming in local high schools to meet labour-market needs. The aim of this initiative is to respond to the needs of local industry for trained and certified Manitoban workers in a number of trade sectors.



MINISTRY

Manitoba Education and Advanced Learning

DESCRIPTION

Labour market data indicated the need for skilled employees in the Plumbing and Pipefitting and Information Technology trades. Discussions between employers and school divisions in the province led to meetings with the Ministry of Education and Advanced Learning. Working both with school division personnel and representatives of local employers, Manitoba Education and Advanced Learning created a cluster of eight courses in both the Plumbing and Information Technology areas. These programs, Networking and Cyber Security (Sisler Cyber Security Academy – Winnipeg School Division) and Plumbing and Pipe Trades (Seven Oaks School Division) combine classroom theory and practical on-the-job training, allowing high-school students to receive real-world experience in both areas. As well, students in the Plumbing and Pipe Trades program leave high school with their Level One accreditation in this trade.

RESULTS

Both programs are in their first year; therefore, no data will be available before the end of the first year.

The Sisler High School Cyber Academy program is the first of its kind in Canada. Students from this program have competed in international competitions and have placed well.

The Sisler High School Cyber Academy program



FURTHER INFORMATION

<http://www.edu.gov.mb.ca>

<http://www.sislercyberacademy.org>

<http://www.7oaks.org/Programs/CooperativeVocationalEducation/Pages/PlumbingPipeTrades.aspx>

INITIATIVE: Options and Opportunities (O₂)

Nova Scotia



PURPOSE: To provide high school students with more hands-on learning experiences with a career focus.

MINISTRY

Department of Education and Early Childhood Development, Government of Nova Scotia

DESCRIPTION

O₂ is designed to prepare students for successful transitions from high school to work, a career path, or a postsecondary program.

The program was first established in 27 schools in the 2006–07 school year. In 2014–15, the program involves more than 2,500 students in 63 high schools.

The program focuses on students who may not be fully engaged with their learning and with school, are not achieving their academic potential, and are prepared to commit to a new approach to their learning. The program provides direction and support in developing career/life pathways. O₂ provides multiple opportunities for cooperative education, where students learn in community and workplace settings, link their in-school learning to the workplace, and enhance their employability skills.

Options and Opportunities Certificates of Achievement are awarded to graduating students enrolled in the O₂ program who meet the necessary course requirements.

RESULTS

A higher percentage of graduating O₂ students plan to continue their education (university, community college, apprenticeship) compared to the average number of high school graduating students overall. Additionally, schools report significant improvements in attendance, behaviour, and academic achievement. Students report that they are happier in school, are more confident, and more optimistic about their future.



GRADUATING O₂ STUDENTS



Plan to continue their education



Have significantly improved their academic achievement, attendance and behaviour



More optimistic about their future

FURTHER INFORMATION

<http://www.ednet.ns.ca/O2>

INITIATIVE: Ontario Youth Apprenticeship Program

PURPOSE: To increase the number of secondary students exploring the trades and set the groundwork for participants to successfully pursue careers in the trades, as well as to increase the number of students who graduate from secondary school.



MINISTRY

Ministries of Training, Colleges and Universities and Education, Government of Ontario

DESCRIPTION

The Ontario Youth Apprenticeship Program is a school-to-work transition program offered through Ontario secondary schools. It allows full-time students in Grades 11 and 12 to gain training in an apprenticeship trade of interest to them through cooperative education work placements in skilled trades.

To be eligible for the program, students must be enrolled full time in high school, be working towards an Ontario Secondary School diploma, be taking co-op, have successfully completed 16 credits and be at least 16 years of age.

Students in this program earn credits toward their Ontario Secondary School Diploma as well as complete part of the on-the-job training requirements of an apprenticeship. They may also acquire accreditation from the Ontario Ministry of Training, Colleges and Universities for part of the in-school training component of the apprenticeship program in which they are registered (i.e. Apprenticeship Level 1 programs).

RESULTS

The program is currently active in every school board in Ontario. With the support of an Ontario Youth Apprenticeship Program coordinator, over 21,000 high school students participated in the program by completing a co-op placement in an apprenticeable trade and over 1,400 participating apprentices attended Level 1 in-school apprenticeship training in 2014-15.

Over 21,000 high school students participated in the Ontario Youth Apprenticeship Program by completing a co-op placement in an apprenticeable trade in 2014-15

Over 1,400 Ontario Youth Apprenticeship Program apprentices attended Level 1 in-school apprenticeship training in 2013-14



FURTHER INFORMATION

<http://www.tcu.gov.on.ca/eng/apprentices/oyap.html>

INITIATIVE: Academy Diploma Program/Programme de spécialisation

Prince Edward
Island



PURPOSE: The Academy Diploma Program (ADP) and the Programme de spécialisation are provincially authorized programs that allow students to customize their high school experiences by focusing their learning on a specific economic sector (for example, arts and culture, business, aerospace or other industry) while meeting the requirements for obtaining a PEI High School Graduation Certificate..

MINISTRY

Department of Education, Early Learning and Culture, Government of Prince Edward Island

DESCRIPTION

ADPs are modeled after Ontario's Specialist High Skills Major, but have evolved to reflect PEI's unique community resources and economic sectors. In consultation with government, schools may choose which sectors most appropriately match the expertise and resources available in their particular communities. For example, some rural schools have an Agriculture and Bioscience ADP that allows students to focus on two major industries in PEI, while one urban school has a Business and Innovation ADP with pathways available for students in diverse areas such as business studies, computer programming, digital arts, and culinary arts. Francophone students in PEI are required to choose an area of specialization in high school.

Course requirements are planned by each school during the development of the ADP and include sector-specific courses, several courses in other subject areas that have links to the sector, two credits in cooperative education, and contextualized learning that links courses required for graduation to the sector of interest.

The ADP involves leaders in various economic sectors and industries collaborating with secondary and post-secondary educators to provide meaningful opportunities for students to participate in authentic learning experiences in their communities. This helps students develop essential skills and work habits, earn certifications, and make connections between curriculum and the real world.

An innovative partnership between Junior Achievement, Skills PEI, the Atlantic Canada Opportunities Agency and the Government of PEI has allowed the creation of a unique liaison position aimed at providing more sector-based and administrative support for ADP teachers and students.

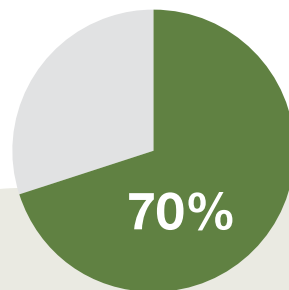
RESULTS

The ADP program began in 2010-2011 school year with one pilot program, the Aviation and Aerospace ADP. Currently, there are ADPs and Programmes de specialization representing a variety of sectors, and are active in close to 70% of PEI high schools. Approximately 200 students are involved and the program shows promise of expansion to other high schools.

Students pursuing an ADP have many opportunities to explore life beyond high school and connect their learning with potential post-secondary pathways (college, university, apprenticeship, or labour market), which helps them make informed choices about future occupations and next steps.

Graduates with the ADP designation who are employed in their sector are now involved in mentoring current ADP students, which helps young people to connect what they are learning in school with potential pathway options. This program has also led to increased collaboration and alignment and a more student-centered approach within related Government departments, the public school system, the post-secondary system, and business and sector groups in the province.

Program evaluation and student completion of components will be tracked through the Student Graduation and Transition Planner evaluation framework. Work is currently being done to develop agreements for recognition of the ADP at post-secondary institutions.



**ADPs and Programmes de specialization
are active in close to 70% of PEI high schools.**



FURTHER INFORMATION

<http://www.gov.pe.ca/eecd/>

INITIATIVE: Providing Career Development Information and Support to Saskatchewan Citizens

PURPOSE: To provide a career development tool intended to become a “one-stop” Saskatchewan-specific, comprehensive career development website which connects job seekers, youth, parents, educators and career practitioners to the right information about emerging occupations and careers in the Saskatchewan labour market.



MINISTRY

Ministries of Economy, Education, and Advanced Education; Government of Saskatchewan

DESCRIPTION

The *Saskatchewan Plan for Growth: Vision 2020 and Beyond* (October 2012) identifies that a well-educated and highly skilled labour force will be required to sustain Saskatchewan’s growing economy and competitive advantage in the global marketplace. SaskCareers.ca supports the Growth Plan objectives of growing and developing Saskatchewan’s labour force and promoting job opportunities in Saskatchewan with online tools.

Relevant, up-to-date career planning information is vital to job seekers, youth, parents and educators/ career practitioners to ensure sound education and training decisions that result in effective transitions to the workforce. SaskCareers.ca serves as an effective tool to provide information about emerging careers in the Saskatchewan economy with features that allow users to:

- Customize education and career transition plans that best suit individual goals and needs;
- Explore a variety of career opportunities; and,
- Consider local and provincial labour market, education and career information.

High school completion is foundational to further education, training and employment opportunities. In an effort to improve graduation rates and prepare students for successful careers following high school, students entering Grade 9 in 2015–16 will develop a graduation and transition from high school plan using SaskCareers.ca.

To support these outcomes, government has provided funding to SaskCareers.ca to support continued work on the development and quality assurance of the website, as well as testing and on-boarding of students, teachers and career practitioners. Pilots are currently underway with eight school divisions and two First Nations education partners. Remaining school divisions and First Nations schools will be on-boarded through the provision of professional development, educational resources and information technology support in the upcoming academic year.

Industry, business, education and government have collaborated on the SaskCareers.ca project which is managed by the Saskatoon Industry Education Council, a not-for-profit organization.

RESULTS

Since this is a new initiative that is currently in the pilot phase, results should be available in July 2016 following the first year of province-wide implementation.

JULY 2016

Results to come

Industry, business, education and government have collaborated on the SaskCareers.ca project



FURTHER INFORMATION

<http://www.saskcareers.ca>

INITIATIVE: Provincial Dual Credit Strategy

PURPOSE: To support secondary, postsecondary, and business/industry partnerships that expands and creates sustainable dual credit opportunities for Alberta students.



Alberta

MINISTRY

Ministries of Education (lead), Innovation and Advanced Education, Human Services and Jobs, Skills, Training and Labour, Government of Alberta

DESCRIPTION

The Strategy was announced in May 2013 with the vision that high school students would have access to more dual credit opportunities.

Dual credit opportunities support learner pathways and student success by enabling high school students to earn credits for high school and postsecondary coursework at the same time, including preferred placement (postsecondary course exemption) and/or workplace certification. This approach offers learners a seamless, personalized pathway as they transition from high school to postsecondary training to future employment.

The program directly aligns education and labour market needs with the goals of the Strategy, which are to:

- Increase the learner retention and completion rates of high school programs;
- Increase the participation of young adults in postsecondary programs;
- Assist young adults in making meaningful connections to the current and emerging labour markets; and,
- Expand local partnerships to offer dual credit programming.

The Strategy is ongoing and spans three years (2013–16), with the Government of Alberta having committed more than \$11 million to date, including \$5.35 million that went directly to dual credit partners (school authorities, postsecondary institutions, and business or industry).

These partnerships allow for dual credit opportunities for Alberta's students in the areas of agriculture, business and entrepreneurship, information technology, natural resources and environmental science, oil and gas, tourism and hospitality, health care, athletic development, health sciences, trades (e.g. automotive carpentry, cosmetology, electrical, and welding) and more.

Key areas for funding allocations include: Comprehensive Community Institutions to support regional partnerships and high school to postsecondary pathways, the AlbertaDualCredit.ca website on eCampus Alberta, maintenance of an arms-length Provincial Dual Credit Steering Committee and Dual Credit Coordinator (College of Alberta School Superintendents), education provincial dual credit pathways (including Career and Technology Studies Apprenticeship pathways), and student opportunities offered via system and community partnerships (largest source of funding).

Partnerships competed in an application process, with successful applicants receiving grants to be used to set up or enhance sustainable dual credit opportunities for students in Alberta. Alignment with labour market needs was one of the required criteria for proposals/funding. To date, 51 partnerships are in the process of receiving grant funding to provide a wide range of courses in identified program areas to students, including business, health care, liberal arts, tourism, and many trades.

Dual credit partnerships led by secondary, postsecondary, and business/industry provide students with more opportunities to earn postsecondary credits or workplace certification while completing high school. These unique partnerships are vital in providing Alberta's students greater learning opportunities while helping to build Alberta's workforce. Data will be collected from all partnerships and about the Strategy, with evaluation and information regarding next steps for dual credit in Alberta estimated to follow in 2016–17.

Related to the Strategy, a system-led Alberta Council on Admissions and Transfer Dual Credit Articulation Committee has also been approved by Council, with its first formal meetings as a committee in January and March 2015. Committee work is led by postsecondary, secondary, and business/industry dual credit voting members, focusing on closer relationships, communication, information sharing, and facilitation of dual credit learner pathways and student mobility. The Alberta Council on Admissions and Transfer Secretariat supports this work, with other non-voting ministry representatives/guests advising as needed.

RESULTS

A review of the implementation of the program is planned for year three. Meanwhile, planning and development for data collection tools and processes for all partnership grants and related stakeholders is in progress at this time. The Steering Committee is also contributing ongoing guidance. Results for the Strategy including recommendations and next steps are estimated to be available in 2016–17.



A review is planned for year 3



Planning and development for data collection tools in progress

FURTHER INFORMATION

<http://www.albertadualcredit.ca>

INITIATIVE: Reconnaissance des acquis et des compétences (RAC) en formation professionnelle (Recognition of prior learning and competencies (RAC) in vocational training)

Quebec



PURPOSE: Recognize officially, based on vocational studies programs, the competencies acquired outside the school system to accelerate graduation.

MINISTRY

Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (Ministry of Education, Higher Education and Research), Government of Quebec

DESCRIPTION

Recognition of Prior Learning and Competencies is a multi-stage approach conducted in educational institutions. This approach, which accounts for the person's official prior learning in school, makes it possible to evaluate and officially recognize extracurricular prior learning, i.e. what the person learned through various life or work experiences related to the competencies of the programs of study. At the end of the process, the recognition is recorded in an official document (transcript, attestation, diploma, etc.) attesting to all or part of the competencies specific to a program of study.

This approach makes it possible to:

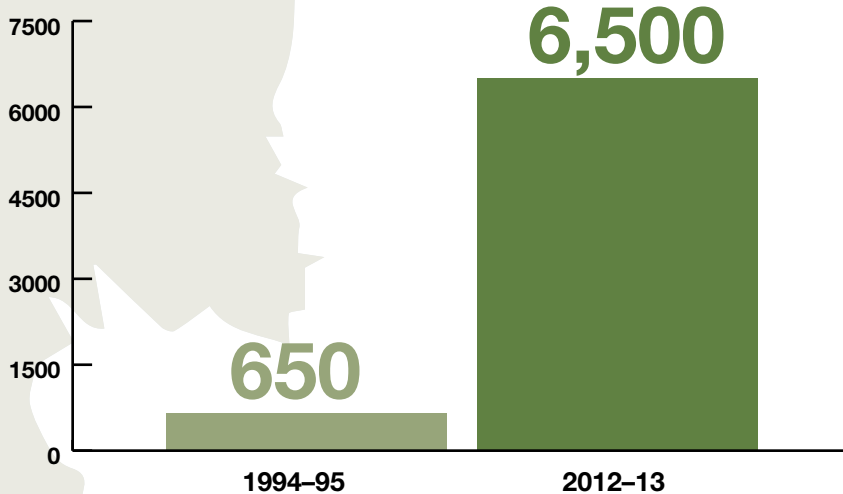
- facilitate the achievement of an employment objective of graduation, integration, maintenance or promotion in employment, by meeting the requirements to practice a trade or an occupation; and,
- identify, if applicable, the training content to be acquired regarding this objective and thereby reduce its duration.

RESULTS

After modest beginnings (650 people in 1994–1995), the Recognition of Prior Learning and Competencies in vocational training saw substantial growth beginning 2006–2007, which accelerated between 2009 and 2012. In 2012–2013, nearly 6,500 people used the Recognition of Prior Learning and Competencies's services. This approach, which is part-time, may be pursued over a few years. Annually, nearly 50 per cent of the people who participated in the Recognition of Prior Learning and Competencies approach obtain a diploma for this service.

The deployment of Centres of Expertise for Recognition of Prior Learning and Competencies (school boards with expertise in the field), with a mandate to support all the school boards with a view to improving and increasing the Recognition of Prior Learning and Competencies service offering to the clientele and contributing to the harmonization of practices in the network, will undoubtedly have a faster positive impact on the number of graduates.

Program growth



FURTHER INFORMATION

<http://www.mels.gouv.qc.ca/rac>

http://inforoutefpt.org/ministere_docs/dossiers/RAC_CadreGeneralTechnique.pdf

http://inforoutefpt.org/ministere_docs/dossiers/ASTConseillerRAC.pdf

<http://www.mels.gouv.qc.ca/references/publications/resultats-de-la-recherche/detail/article/reconnaissance-des-acquis-et-des-competences-instrumentation>

INITIATIVE: Career and Technical Education Programs



PURPOSE: To provide students with rigorous and relevant technical programming designed to engage their hands and activate their minds

MINISTRY

Department of Education, Early Learning and Culture, Government of Prince Edward Island

DESCRIPTION

Career and Technical Education (CTE) Programs are designed to provide students with the opportunity to develop skills and knowledge in skilled trade and technical programs that will help them transition to the labour market and/or postsecondary training opportunity through Apprenticeship, College or University.

Students enrolled in CTE programs earn high school credits toward graduation and can accumulate apprenticeship hours within particular skilled trade programs.

The CTE Programs are designed to develop students' skills, knowledge and competencies in skilled trade and technical environments while at the same time providing a context to enhance their literacy and numeracy skills.

RESULTS

Since 2011, 23 new CTE Programs have been implemented in all senior high schools in PEI.

6 CTE- Automotive Technology *(students completing this program have the opportunity to challenge the Block 1 Auto Service Technician Apprenticeship Exam)*

6 CTE- Carpentry Technology *(students completing this program have the opportunity to challenge the Block 1 Carpenter Apprenticeship Exam)*

2 CTE - Culinary

1 CTE - Design Technology

1 CTE - Robotics Technology

6 CTE - Welding Technology *(students completing this program have the opportunity to challenge the Block 1 Welder Apprenticeship Exam)*

Curricula development in CTE has also been supported by significant investment in CTE facilities and equipment in all senior high schools.



23 new CTE Programs have been implemented in all senior high schools in PEI.

FURTHER INFORMATION

<http://www.gov.pe.ca/eecd/>

INITIATIVE: Skilled Trades Centres

Nova Scotia



PURPOSE: To provide students with programs and resources that will help them transition smoothly into the workforce and postsecondary education.

MINISTRY

Department of Education and Early Childhood Development, Government of Nova Scotia

DESCRIPTION

Skilled trades courses are the starting point for Nova Scotia high school students who want to explore the skilled trades as a possible career option. These courses promote career exploration and skill development in the trades, and cater to a wide variety of learning styles. These courses are based on curricula that immerse students in the realities of skilled trades work. They were designed by high school teachers and experienced trades educators from the Nova Scotia Community College in consultation with industry representatives.

The first Skilled Trades Centres began to offer programming in 2009. Skilled trades courses provide a mixture of theoretical and practical workplace activities. Students spend approximately 80 per cent of their time completing actual tasks and projects in the skilled trades using the basic tools of industry professionals. Skilled trades courses currently comprise Skilled Trades 10, Construction Trades 11, Transportation Trades 11, Manufacturing Trades 11, and Skilled Trades 12 Co-op. Skilled Trades courses are designed to be taught by certified journeypersons. Students receive apprenticeship hours, upon registration, based on the actual time in class while under the supervision of a certified journeyperson teacher.

RESULTS

There are 13 Skilled Trade Centres across Nova Scotia high schools offering programming in 2014–15. Students who participate in Skilled Trades education come away with new transferrable skills and better knowledge of workplace health and safety practices no matter what career choice they might make. Partnerships with industry are strengthened to expand opportunities for students to explore the skilled trades as a career option through in-class presentations, visits to the worksite, and co-operative learning experiences.



Students who participate in Skilled Trades education come away with:



FURTHER INFORMATION

<http://www.ednet.ns.ca/skilledtrades>

INITIATIVE: Specialist High Skills Major

PURPOSE: To provide a specialized pathway program that enables Ontario students in grades 11 and 12 to focus their learning on a specific economic sector, while meeting the requirements for the Ontario Secondary School Diploma.



MINISTRY

Ministry of Education, Government of Ontario

DESCRIPTION

The program was first launched in 2006–07 in eight economic sectors. There are now Specialist High Skills Majors offered in 19 economic sectors such as Agriculture, Manufacturing, Construction, Transportation, Hospitality and Tourism, Energy, and Information and Communications Technology. Specialist High Skills Major sectors are launched after extensive consultation with the sector’s major employers, postsecondary education representatives, and relevant provincial ministries. These consultations are designed to:

- Elicit the knowledge, skills, and industry-recognized certifications and training valued by the sector;
- Ascertain the potential for employment opportunities for graduates in all four pathways (apprenticeship training, college, university and the workplace); and,
- Identify the sector’s responsiveness to providing opportunities for experiential learning.

Students who fulfill all the requirements of the Specialist High Skills Major and graduate receive the Specialist High Skills Major seal on their diploma indicating their accomplishment. Each student receives a Specialist High Skills Major Record indicating their specific Specialist High Skills Major-related achievements including industry-recognized certifications and training programs. The requirements for the Specialist High Skills Major Red Seal on the Ontario Secondary School Diploma are:

- a minimum bundle of 8-10 courses in specific high-skill areas of concentration that lead to employment, apprenticeships or postsecondary destinations
- 6-7 sector recognized certifications
- experiential learning: job shadowing, work experience, cooperative education (2 credits minimum)
- the Ontario Skills Passport to document demonstration of essential skills and work habits

- 'reach ahead' experiences: allow students to experience learning in the postsecondary destination of their choice.

RESULTS

Specialist High Skills Major programs are offered in all Ontario school boards with secondary schools. The program started in 2006–07 with 600 students in 27 programs in 44 schools. In the 2014–15 school year there are over 44,000 students in over 1,680 programs in over 660 schools. Funding to school boards (\$25.3 million annually) is provided to support the delivery of the required components.

Achievement data indicates that approximately 95 per cent of all credits attempted by students enrolled in Specialist High Skills Major programs were achieved compared to 93 per cent by non-Specialist High Skills Major students with the greatest impact on students taking college and workplace courses in grades 11 and 12:

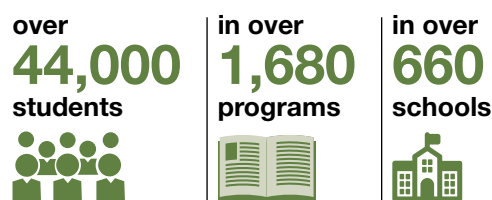
- Specialist High Skills Major students taking 'workplace' courses achieve their credits at a rate of 94 per cent as compared to non-Specialist High Skills Major students' rate of 86 per cent; and,
- Specialist High Skills Major students taking 'college' courses achieve their credits at a rate of 94 per cent as compared to non participating students' rate of 89 per cent.

In August 2013, Specialist High Skills Major was awarded the Gold Innovative Management Award from the Institute of Public Administration of Canada.

The program started in 2006–07



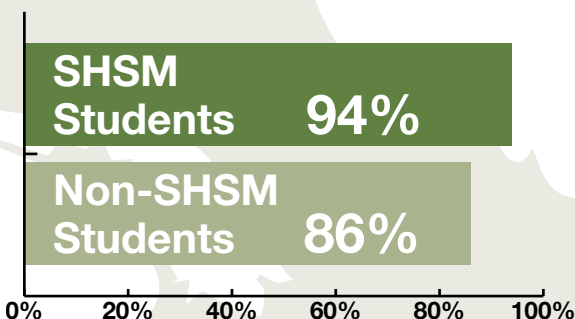
In the 2014–15 school year



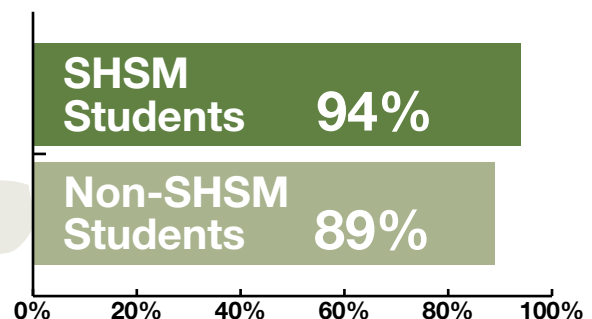
Funding to school boards (\$25.3M annually) is provided to support the delivery of the required components



Credit achievement rate for 'workplace preparation' courses:



Credit achievement rate for 'college preparation' courses:



FURTHER INFORMATION

<http://www.ontario.ca/SHSM>

INITIATIVE: Student Graduation and Transition Planner Project



PURPOSE: To assist all secondary students, beginning in grade 9 through to high school graduation, with planning their graduation pathways, postsecondary transitions and transitions to the labour market.

MINISTRY

Departments of Education and Early Childhood Development & Innovation and Advanced Learning, Government of Prince Edward Island

DESCRIPTION

The Student Graduation and Transition Planner will provide the foundation to empower students to engage in a comprehensive, personalized three year planning process.

It will guide and support students in the development of personal and career goals during their secondary school years and creation of plans for life and employment after graduation.

The project comprises the following components (2014–18):

1. Professional learning program (2014–18)

- Support teachers and school counsellors in developing the knowledge, skills, and attitudes so they can:
 - Analyze current Labour Market Information;
 - Facilitate the career development process with students;
 - Correlate career development processes with student high school pathway planning; and,
 - Apply financial literacy to the career planning process.
- Support school administrators so they:
 - Understand the social and economic imperative of career education; and,
 - Lead the creation of a school culture that ensures that students have opportunities to participate in career education and community-based learning curricula and programs throughout their school years.

2. Parent/guardian coaching program (2015–18)

- Support parents and guardians to better assist students in making informed and successful education and career choices.

3. Interactive online *Student Graduation and Transition Planner* with accompanying hard copy user's guide (2015–18)
 - Customized for both English and French school systems to reflect provincial graduation requirements, options for earning credits towards graduation, student financial services information, along with links to helpful web sites such as those focusing on occupational and sector specific information.
 - Informs and encourages students to participate in community-based learning courses or programs, including Career Explorations and Opportunities/Éducation à la carrière, Academy Diploma or Specialization Programs, Accelerated Secondary Apprenticeship Program, Cooperative Education, Designing Your Future, External Credentialing, Independent Study, Transitions Program, and UPEI High School Enrichment Program.
4. Policy Piece (in development)
 - Will be informed by the June 2015 Council of Atlantic Ministers of Education and Training (CAMET) document, *Future in Focus – Atlantic Career Development Framework for Public Education: 2015-2020*.

RESULTS

An extensive evaluation framework has been developed and runs through all components as they unfold over the life of the project. The program evaluation tracks activities and outcomes to measure effectiveness and inform improvements. Results will be reported regularly on an on-going basis.



FURTHER INFORMATION

<http://www.gov.pe.ca/eecd>

INITIATIVE: Youth Apprenticeship Program

PURPOSE: To provide high school students with an opportunity to gain paid work experience in a skilled trade that is credited towards their first year of postsecondary apprenticeship training.

Newfoundland
and Labrador



MINISTRY

Department of Advanced Education & Skills, Government of Newfoundland and Labrador

DESCRIPTION

The Youth Apprenticeship Program provides high school students ages 16-19 with an opportunity to explore and begin a career in the skilled trades as many students struggle with choosing a career path and are often unaware of the apprenticeship options available to them.

Other benefits include:

- Increased employment opportunities;
- Direct work experience in the skilled trades;
- Ability to earn credit hours for entry-level apprenticeship while in high school and reduce the time required to complete an apprenticeship program;
- Increased awareness of the apprenticeship system and early exposure to the skilled trades to assist with a smooth transition to postsecondary apprenticeship training;
- Paid work after school, weekends, and during summer vacation; and,
- Priority placement in a skilled trades training program at the College of the North Atlantic for students entering directly after high school.

RESULTS

The program is currently in the pilot stage in nine high schools in Newfoundland and Labrador.

Approximately 30 students have participated in the program since 2012.

A review of the pilot program in 2014 identified the benefits and challenges currently being experienced by students, employers and school administrators.

The review included a survey with participating school administration and faculty.

Based on the feedback obtained through the pilot review, full implementation of the program has been recommended to transfer from a pilot program to a regular program within the department. A response is expected soon.

Program currently in the pilot stage

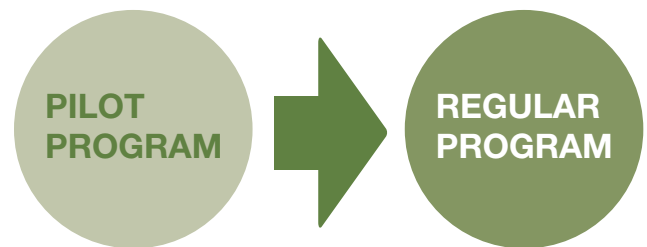


in 9 high schools in Newfoundland and Labrador

Approximately 30 students have participated in the program since 2012.



Full Implementation Recommended



FURTHER INFORMATION

<http://www.gov.nl.ca/app>



TOOLKIT OF PROMISING PRACTICES

THEME THREE


Aligning Postsecondary Education Programming to Labour Market Demand

Canada has world-class postsecondary institutions educating our future labour force. These institutions provide a platform to ensure postsecondary students graduate with the right mix of knowledge, skills and work-related experience required by the labour market. Partnerships between employers and postsecondary institutions are one way to achieve this alignment.

Provincial and territorial governments understand the challenges experienced by today's youth and the importance of aligning the postsecondary system with the needs of the labour market. We have invested in a variety of postsecondary programs that combine education with on-the-job training, ensure students have access to labour market information, or provide targeted financial aid for students who are seeking employment in high-growth industries. The promising practices profiled under this theme highlight such initiatives.



INITIATIVES

1. British Columbia Access Grant for Labour Market Priorities (British Columbia)
 2. Co-op Student Hiring Incentive and Co-op Graduates Hiring Incentive (Manitoba)
 3. Graduate Database for the Northwest (New Brunswick)
 4. Le rôle de la Commission des partenaires du marché du travail et la priorisation des besoins du marché du travail (The role of the Labour Market Partners Commission and prioritization of labour market needs) (Quebec)
 5. Les enquêtes Relance en enseignement supérieur (New Start in Higher Education surveys) (Quebec)
 6. NEXT Network (Prince Edward Island)
 7. Research Assistantship Initiative (New Brunswick)
 8. Sandboxes (Nova Scotia)
 9. Skills 4 Success (Northwest Territories)
 10. Stay-A-Day (Yukon)
 11. University of Regina Co-operative Education & Internships Programs (Saskatchewan)
- 

INITIATIVE: British Columbia Access Grant for Labour Market Priorities

British
Columbia

PURPOSE: To encourage students to access targeted in-demand programs at postsecondary institutions with capacity to help meet British Columbia's labour market needs now and in the future.

MINISTRY

Ministry of Advanced Education, Government of British Columbia

DESCRIPTION

British Columbia's Skills for Jobs Blueprint: Re-engineering Education and Training is designed to match the skills that British Columbia's students acquire during their education and training programs with labour market requirements. The Strategy undertakes fundamental improvements to make education and training more effective and more relevant to the needs of industry and the workplace.

There are three pillars to the Blueprint:

- *A head-start to hands-on learning in our schools* – expand choices and supports for students in the K-12 system.
- *A shift in education and training to better match with jobs in demand* – encourage students to choose training that leads to high-demand jobs.
- *A stronger partnership with industry and labour to deliver training and apprenticeships* – target skills training to high-demand occupations, remove barriers, and increase the participation of industry and labour.

British Columbia's Skills for Jobs Blueprint: Re-Engineering Education and Training includes a commitment to realign student financial aid to support labour market needs and priorities. Student aid criteria is used to determine eligibility and financial need for students who are not yet apprenticed to an employer (sponsored) and are taking Foundation, pre-apprentice and Level 1 program training. These students do not qualify for the multiple funding supports that exist for apprentices; therefore, the British Columbia Access Grant for Labour Market Priorities helps fill this gap by reducing financial barriers to accessing training in high demand occupations for these students.

Eligible students can receive up to \$16,400 in upfront grants and loan reduction. There are four program elements:

1. Relocation component

- Up to \$4,000 for students who are required to move more than 100 kilometres to attend studies.
- Incentives for student mobility to fill vacant seats outside of the lower mainland.
- To date, \$62,000 was issued to 25 students.

2. Tools component:

- A \$500 grant is available to offset the cost for tools.
- To date, \$240,000 was disbursed to 480 students.

3. Loan component:

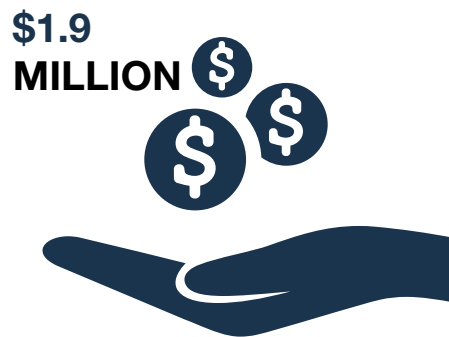
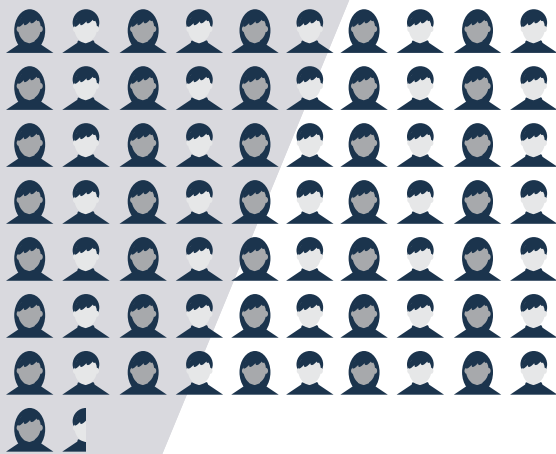
- Up to \$2,000 is available for students without dependants.
- Up to \$5,400 is available for students with dependants.
- This Grant provides funding to repay British Columbia student loans.
- To date, 479 students have been identified as eligible with the disbursement of \$1.5 million planned for 2015–16.

4. Unmet need component:

- Up to \$6,500 may be provided to students who have received the funding maximum for StudentAid BC and have demonstrated additional need.

RESULTS

To date, 715 students have received \$1.9 million in upfront grants.



To date, 715 students have received \$1.9 million in upfront grants

FURTHER INFORMATION

<https://studentaidbc.ca/news/grants-scholarships/new-bc-access-grant-labour-market-priorities>

<https://studentaidbc.ca>

INITIATIVE: Co-op Students Hiring Incentive and Co-op Graduates Hiring Incentive



PURPOSE: To offer incentives for employers to provide work placements for students in co-operative education programs and/or to hire recent graduates.

MINISTRY

Manitoba Finance and Manitoba Education and Advanced Learning

DESCRIPTION

The Co-operative Education and Apprenticeship Tax Credit (CEATC) is a family of programs that provide tax incentives to employers who offer work experience to students. Two of these programs are examples of “promising practices”:

- **Co-op Students Hiring Incentive (COS-HI):** Employers who provide work placements for students enrolled in approved postsecondary co-operative education programs may claim a 10 per cent credit toward Manitoba corporate income tax of up to \$1,000 for each student work placement.
- **Co-op Graduates Hiring Incentive (COG-HI):** Employers who provide full-time employment to students who graduate from a recognized postsecondary co-operative education program may claim 5 per cent of wages and salaries paid to the graduate in each of the first two full years of employment, to a maximum of \$2,500 per year (employment must commence within 18 months of graduation).

While co-operative education programs combining classroom-based instruction and workplace-based experiential learning have long been a mechanism to support the alignment of skills and education systems with the needs of the labour market, incentive programs such as these are a more recent development.

RESULTS

Institutions indicate that ensuring that adequate work placements are available for students can be a challenge. Moreover, one of the benefits for students of co-operative programs is the potential of being hired by the employer following the placement, and, while this occurs in some cases, employers may not always be in a position to do so. While financial incentives can encourage employers' participation in providing opportunities for students either during or following their programs, it is difficult to determine to what extent these incentives impact their decision to participate.

There are currently 48 certified co-operative education programs in Manitoba, of which just under half actively participate in the incentive program on a yearly basis. Since the program's introduction in 2003, participation has fluctuated somewhat from year to year, showing a slight increase overall. The highest annual number of students (367) and graduates (25) benefiting from these incentives was seen in 2014, the most recent year for which data are available.

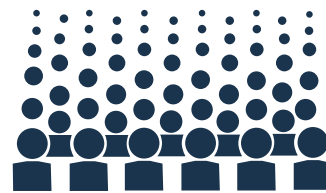
48

certified co-operative education programs in Manitoba



Students and graduates benefiting from these incentives in 2014:

367 students



+

25 graduates



FURTHER INFORMATION

http://www.edu.gov.mb.ca/ald/tax_credit/index.html

INITIATIVE: Graduate Database for the Northwest

PURPOSE: To create a link between postsecondary graduates (college and university) and the available work within the Northwest Region of New Brunswick.



MINISTRY

Department of Post-Secondary Education, Training and Labour, Government of New Brunswick

DESCRIPTION

A multi-sectoral partnership in Northwest New Brunswick has created a database containing key information about high school, college and university graduates in the region. The graduates captured in the database are from the region but can either be currently working outside of the region (other provinces or territories or in the United States) or are unemployed/underemployed within the region. Graduates are contacted by email, phone and/or mail.

This database is also used to communicate information around regional economic development, social and cultural information as well as available programs and services.

Employers may register as well to indicate the positions that are available. Once this happens, the job posting is sent to graduates with an education level suitable for the advertised job.

RESULTS

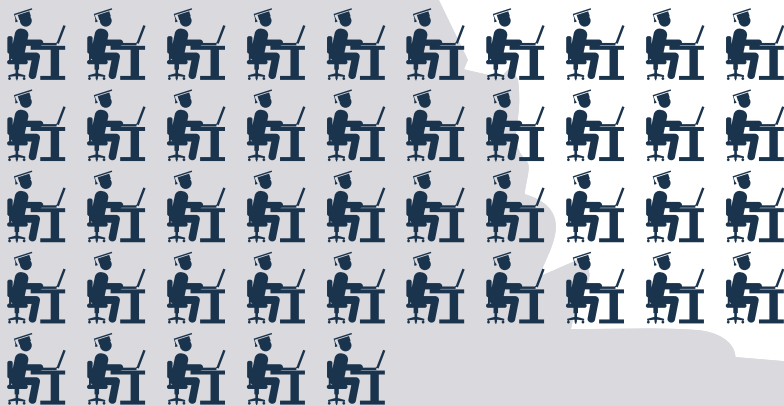
Since this project began in 2004, approximately 4,500 graduates have registered in the regional database.

The database has not only created a synergy between recent graduates and employers in the region, but also between the economic development partners within the region, supporting a project that meets a common need.

Success is not only defined by the number of youth and graduates that are linked to the Northwest region through this system, but the number of employers who have successfully filled their vacancies with qualified candidates.

In 2013, a new service provider took over the database (Edupol). They will continue to monitor use with both graduates and employers.

4,500
graduates have registered
in the regional data base



The data base has created a synergy between recent graduates and employers in the region, and between the economic development partners within the region



FURTHER INFORMATION

<http://www.bdn.ca>

INITIATIVE: Le rôle de la Commission des partenaires du marché du travail et la priorisation des besoins du marché du travail (The role of the Labour Market Partners Commission and prioritization of labour market needs)

PURPOSE: The mission of the Labour Market Partners Commission is to oversee the development and optimum use of human capital – human skills, experience and knowledge – by concerted action of labour market players, in a perspective of growing Quebec’s prosperity.

With a view to improving the fit between training and labour market needs, the Labour Market Partners Commission, every two years, establishes a prioritization of vocational and technical training to be offered on the basis of labour market needs.



MINISTRY

Commission des partenaires du marché du travail (Labour Market Partners Commission), Government of Quebec

DESCRIPTION

Established in 1997, the Labour Market Partners Commission is a national concerted action body that brings together the main decision-makers representing the employers, labour, education, community organizations and certain government departments with a social and economic vocation.

The labour market requires special interventions depending on the region, the economic sector and the clientele. To accomplish its actions, the Labour Market Partners Commission can count on a network made up of different partners, particularly based on regions, sectors and clientele.

The exercise of prioritizing labour market needs consists of identifying the occupations for which vocational and technical training should be increased. These priorities serve as a Quebec-wide reference regarding labour market needs by supporting the government departments and agencies, including the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (Ministry of Education, Higher Education and Research), in the decisions intended to improve the training-employment fit.

The model used is based on labour market data, such as the forecasted employment growth rate by industry (economic sector according to the North American Industry Classification System and the Emploi-Québec employment outlooks by occupation.

It accounts for the economic sector that will see major workforce needs due to retirements. It also integrates construction occupations practised outside the construction industry and health occupations not covered by the prioritization exercise of the Ministère de la Santé et des Services

sociaux (Ministry of Health and Social Services). Also note that it does not automatically exclude occupations with a high turnover rate, but the analysis of the causes of this turnover could result in the exclusion of some of these occupations.

RESULTS

The Labour Market Partners Commission's mission makes it possible to:

- favour concerted action to ensure that public policies on employment respond to the fit between the labour market and the clientele*;
- publish activity reports of results concerning the Workforce Skills Development and Recognition Fund and the Act to promote workforce skills development and recognition.

In 2013–14, the training needs prioritization exercise led to the establishment of a two-part list:

- 14 occupations for which the supply of training should be increased;
- 23 occupations for which increased efforts to promote the occupation or the training program are relevant.

Following the distribution of the 2013–14 prioritization list, 12 applications for authorization to offer programs corresponding to the occupations targeted by Part 1 of the list were submitted to the Ministry of Education, Higher Education and Research.

The new 2015–16 prioritization exercise for vocational and technical training needs based on the labour market's needs has been in progress since fall 2014 with the consultation of the Conseils régionaux des partenaires du marché du travail (Regional Councils of Labour Market Partners), in collaboration with the regional directorates of Emploi-Québec and the Comités sectoriels de main-d'œuvre (Sectoral Workforce Committees). The finalization of the exercise is scheduled for June 2015.

Training needs priorities

14 occupations for which the supply of training should be increased



23 occupations for which increased efforts to promote the occupation or the training program are relevant



FURTHER INFORMATION

<http://www.cpmt.gouv.qc.ca>

<http://www.emploi.quebec.gouv.qc.ca>

INITIATIVE: Les enquêtes Relance en enseignement supérieur (New Start in Higher Education surveys)

Quebec



PURPOSE: La Relance à l'université (New Start at University) seeks to describe and make known the situation of technical training and university graduates after they obtain their degree or diploma.

MINISTRY

Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (Ministry of Education, Higher Education and Research), Government of Quebec

DESCRIPTION

Annual surveys (Cégeps) or biennial surveys (universities) on the integration into the labour market of new graduates from vocational training, technical training (Attestations of College Studies, Diplomas of College Studies) and university education (Bachelor's, Master's and doctoral degrees).

RESULTS

Since their deployment, the Relance surveys have favoured a fit between job training with technical training in the Cégeps and better calibration of the training offered. In university, the Relance surveys allow future graduates to identify the labour market sectors that offer the best employment possibilities.

La Relance à l'université (New Start at University) meets a need for reliable and up-to-date information on the integration of new Bachelor's or Master's graduates into the job market, by discipline, by field of study and for all of Quebec.

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La Relance à l'université (New Start at University) meets a need for reliable and up-to-date information on the integration of new Bachelor's or Master's graduates into the job market, by discipline, by field of study and for all of Quebec



FURTHER INFORMATION

<http://www.mesrs.gouv.qc.ca/relance>

<http://www.education.gouv.qc.ca/index.php?id=35285>

INITIATIVE: NEXT Network



PURPOSE: To provide students and young adults with career planning information using original videos, blog posts, feature articles, labour market information and social media.

MINISTRY

Department of Innovation & Advanced Learning, Government of Prince Edward Island

DESCRIPTION

The NEXT Network is an online destination for young people to seek out career planning information customized for the Prince Edward Island labour market.

Users have access to over 150 professionally produced videos featuring up close and behind the scenes footage of work sites and postsecondary educational programs in Prince Edward Island plus interviews with employers, workers and students.

The site also features daily blog posts on work, school, finance and related topics as well as profiles of careers and postsecondary institutions from across Canada.

RESULTS

The NEXT Network:

- Won the 2013 Prince Edward Island Inter-Departmental Award for Innovation in Government.
- Was nominated for a 2010 National Digi Award for Best Educational Video Series.
- Has been presented to hundreds of Prince Edward Island students, teachers, guidance counsellors and administrators through its school outreach program.
- Has hundreds of site members and enjoys an active following on popular social media networks.

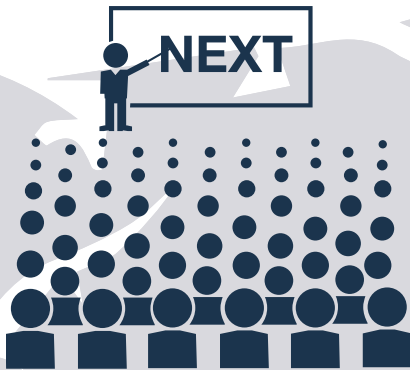
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Has hundreds of site members and enjoys an active following on popular social media networks



FURTHER INFORMATION

<http://www.nextnetwork.ca>

INITIATIVE: Research Assistantship Initiative

PURPOSE: To support students as they develop their skills through research employment and strengthen strategic partnerships between the private sector and universities.

New
Brunswick



MINISTRY

Department of Post-Secondary Education, Training and Labour, Government of New Brunswick

DESCRIPTION

The Department of Post-Secondary Education, Training and Labour provides annual funding to support the New Brunswick Innovation Foundation's Research Assistantship Initiative. The New Brunswick Innovation Foundation is an independent corporation which makes targeted investments in research to stimulate innovation and improve productivity.

The Research Assistantship Initiative aims to expand funding and work experience opportunities for postsecondary education students while also strengthening private sector-university partnerships. Assistantships are provided to undergraduate and graduate students working with professors or researchers conducting applied research projects linked with strategic industries in New Brunswick (e.g. Energy and Environment, Biosciences, Aerospace and Defence, Industrial Fabrication, Value-Added Wood, and Value-Added Food).

The funding provided for the Research Assistantship Initiative allows researchers to attract and retain students and secure further funding from Federal Granting Councils. In addition, students gain valuable experience in laboratory and industry settings leading to the development of a highly skilled workforce which advances and sustains research and innovation activities in New Brunswick.

RESULTS

Since 2003, over 1,050 students have been supported through the Research Assistantship Initiative while studying at the undergraduate or graduate level in New Brunswick's universities.

Over **1,050** students



FURTHER INFORMATION

<http://nbif.ca/en>

<http://nbif.ca/fr>

INITIATIVE: Sandboxes

Nova Scotia



PURPOSE: To foster an entrepreneurial culture and create environments that are conducive to innovation.

MINISTRY

Department of Labour and Advanced Education, Government of Nova Scotia

DESCRIPTION

The Sandbox initiative is a three year pilot program, aimed at creating partnerships among postsecondary institutions and the private sector that help young people develop entrepreneurial skills and knowledge.

Sandboxes are collaborative spaces hosted by universities and colleges that bring together students, mentors and external advisors to take business concepts from ideation to execution. They are designed to help leverage the human resource and research capacity of the province's universities and colleges to create knowledge-based businesses, while also providing new educational opportunities for students.

Six sandboxes have been launched as part of this three year pilot program:

- ICT Sandbox – focused on information and communications technology
- Cultiv8 Sandbox – focused on agricultural innovation
- Island Sandbox – focused on clean technology and social enterprise
- IDEA Sandbox – focus on developing entrepreneurs
- Spark Zone Sandbox – focused on business and social enterprise
- Launch Box Sandbox – focused on developing entrepreneurs

Programming within the sandboxes typically includes:

- An educational or curricular element that provides foundational knowledge and training about business, entrepreneurship and social enterprise;
- Extracurricular programming including seminars, webinars, speakers series, and access to specialized resource people with knowledge related intellectual property management, business regulatory affairs, business finance, the law as it applies to business, and accounting;
- Exposure to business as mentors and potential investors; and,
- Learning to undertake pitch competitions to present the business idea or business plan and participation in events like start-up weekends and other competitions.

RESULTS

A report on early Sandbox results is currently being developed. It is expected that the report will be completed in late-spring or early-summer 2015.

Six sandboxes have been launched as part of this three year pilot program:

ICT Sandbox –
focused on information and
communications technology



Cultiv8 Sandbox –
focused on agricultural
innovation



Island Sandbox –
focused on clean technology
and social enterprise



IDEA Sandbox –
focus on developing
entrepreneurs



Spark Zone Sandbox –
focused on business and
social enterprise



Launch Box Sandbox –
focused on developing
entrepreneurs



SPRING/SUMMER 2015

Report to come

FURTHER INFORMATION

<http://novascotia.ca/lae>

INITIATIVE: Skills 4 Success

Northwest
Territories



PURPOSE: To improve employment success for Northwest Territories (NWT) residents, close skill gaps for in-demand jobs, and more effectively respond to employer skill needs..

MINISTRY

Department of Education, Culture and Employment, Government of the Northwest Territories

DESCRIPTION

The Government of the Northwest Territories (GNWT) is leading the Skills 4 Success Initiative to take a system-wide look at adult and postsecondary education and skills training programs, supports and pathways, and determine strategies to improve education and employment outcomes.

The four key objectives of the Skills 4 Success Initiative are to:

1. Better understand current and future labour market demands;
2. Ensure that supports and incentives are relevant, effective and aligned with evolving labour market demands;
3. Ensure that NWT residents have access to adult and postsecondary education and skills training programs and pathways that lead to workforce attainment; and,
4. Strengthen economic diversification and growth by ensuring that employer and business skills needs are met.

The GNWT is taking a continuum of education approach to skills development. Skills 4 Success builds on efforts to improve early childhood development and K-12 education system outcomes, through *Right from the Start: A Framework for Early Childhood Development*, and *the Education Renewal and Innovation Framework: Directions for Change*.

RESULTS

As part of this initiative, the *Skills 4 Success 10-Year Strategic Framework* was developed to ensure that the education and training system keeps pace with the changing dynamics of the labour market so that NWT residents, students and workers gain the skills required in a 21st century economy and labour market.

This Framework was developed with the advice and guidance of a Steering Committee and Advisory Group, and informed by the collective knowledge of four working group teams. It incorporates input received from stakeholders at regional engagement sessions, a territorial symposium event and through online surveys.

The GNWT also partnered with the Conference Board of Canada to examine the forecasted labour demand in the NWT over the next 5, 10 and 15 years. Forecast results indicate that, over the next 15 years, approximately 75% of job openings will require a postsecondary education credential.

The Framework is the first step in a 10-year process. The next step will be to develop a corresponding Action Plan to achieve the vision, goals and priorities of the Framework, and a Monitoring, Evaluation and Accountability Plan to track outcomes and monitor progress.

FURTHER INFORMATION

<http://www.skills4success.ca>

INITIATIVE: Stay-A-Day

Yukon



PURPOSE: To provide students with an orientation at Colleges and postsecondary institutions.

MINISTRY

Department of Education, Government of Yukon

DESCRIPTION

Grade 7 classes are invited to Yukon College for a day of hands-on activities led by College instructors. Two topic areas are offered, often with an outside component. Subjects can include courses such as: chemistry, GPS, water resources, biology, first aid, carpentry, health, physics, geology, and research.

Chemistry was the first session topic offered and has been offered since at least the mid-1990s. The Chemistry instructor at the College created a hands-on session for the Grade 7 curriculum that had a combination of hands-on activities and demonstrations covering a range of topics including metals, salts, ions, solutions and reactions.

The official Stay-A-Day at Yukon College program was sparked by a teacher in 2003 who wanted to make the most of bussing costs. He asked if there was anything else that could be done at the College when they came for Chemistry.

The topics to date have been Biology, Chemistry, First Aid, Research, Health, GPS, Water Resources and Carpentry.

Each session is led by College instructors and more recently, the Nursing and Research instructors have successfully engaged their own students to help run the sessions.

RESULTS

In the last 12 years we have had on average two full days of sessions each spring, With two classes per day, that adds up to well over 1,000 Grade 7 students reached.

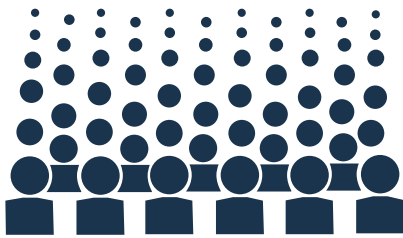
We have had successful partnerships over the years with staff members from the Yukon Government Health & Social Drug and Alcohol, Yukon Government Forestry and the Yukon Archives have all helped to lead sessions.

Teachers and the presenters are asked to fill out feedback forms after each session. Invariably, teachers comment on the engagement of the students and the sustained interest. They want to keep coming back!

Classes are exposed to the College environment; they learn about potential future instructors and they are given the “space” to start thinking about postsecondary learning.

There is potential to expand to Physics, Mining, Geology, Culinary, Heritage, Electrical and Fisheries. Our only limitation is the availability and time for preparation of the College instructors.

1,000 Grade 7 students reached



Yukon Government Health & Social Drug and Alcohol, Yukon Government Forestry and the Yukon Archives have all helped to lead sessions



Teachers comment on the engagement of the students and the sustained interest. They want to keep coming back!



FURTHER INFORMATION

[http://www.yukoncollege.yk.ca/research/pages/science_adventuresReport\(s\)](http://www.yukoncollege.yk.ca/research/pages/science_adventuresReport(s))

INITIATIVE: University of Regina Co-operative Education & Internships Programs

PURPOSE: To provide programs that incorporate productive work experience as a regular and integral part of the student learning process.



Saskatchewan

MINISTRY

University of Regina in partnership with the Ministry of Advanced Education, Government of Saskatchewan

DESCRIPTION

Established in 1969, the University of Regina is a pioneer in co-operative education in Canada. Co-op students apply what they learn in the classroom to the workplace and then in turn become stronger students by applying what is learned in the workplace to academic studies.

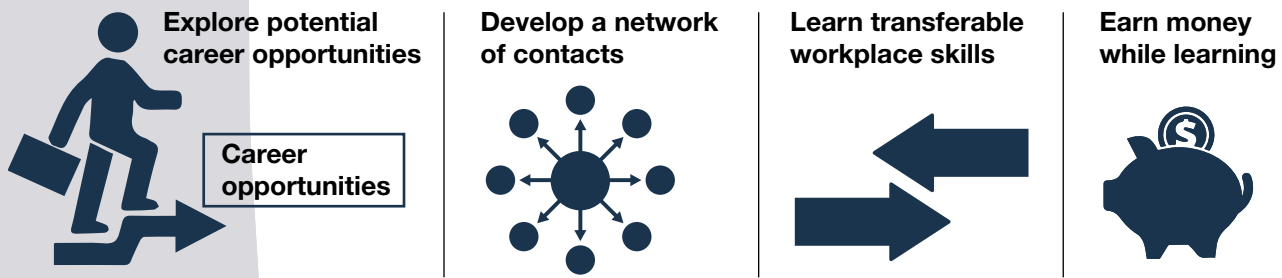
The co-op format is an option in the faculties of Business Administration, Arts, Engineering & Applied Science, and a number of programs offered by the Faculty of Science (Biology, Computer Science, Chemistry, Biochemistry, Mathematics & Statistics, and Physics).

RESULTS

The ability to explore potential career opportunities, develop a network of contacts in the field, learn transferable workplace skills and earn money while learning has made the co-op program successful. Most co-op students have job offers before they graduate, often with a previous co-op/internship employer, while others find employment more quickly after graduation. The co-op program also plays an important role in University of Regina's UR Guarantee Program, which guarantees undergraduates in the program career related employment following graduation or they receive an additional year of university free.

Co-op programming continues to expand at the University of Regina with increasing numbers of international and Aboriginal students participating. Internship programs have been added to better serve the evolving needs of students and employers. In 2014, the University of Regina had a record number of co-op and internship students studying/working – a 55 per cent increase over the last 10 years. Through paid co-op placements students in the program earned over \$10 million in 2014 that helped to offset their tuition and living expenses.

The ability to:



has made the co-op program successful

In 2014, the University of Regina had a record number of co-op and internship students studying/working –

55% ↑

over the last 10 years

Students in the program earned over \$10M in 2014 through paid placements



FURTHER INFORMATION

<http://www.uregina.ca/careercentre>

<http://www.uregina.ca/urguarantee>



TOOLKIT OF PROMISING PRACTICES

THEME FOUR

Supporting the Labour Market Attachment of Target Populations

Equity is a cornerstone of our education, skills and training systems. However, some populations experience challenges in entering or re-entering the labour market because of their unique characteristics such as their level of experience and skills or access to appropriate opportunities. These individuals require more supports than the general workforce in order to overcome the challenges they face.

Provincial and territorial governments are committed to supporting all individuals to fully participate in the labour market based on their skills and aspirations. We are keenly aware of the barriers faced by some populations. We have invested in a range of practices that provide targeted supports to these populations, while respecting their unique circumstances. These initiatives support Aboriginal populations, immigrants, youth, older workers, and others. The promising practices profiled under this theme highlight such initiatives.



INITIATIVES

1. Alberta Learning Information Service (Alberta)
2. Apprenticeship Co-op Training (ACT) Northern Pilot for Heavy Duty Equipment Technicians (Manitoba)
3. Foreign Qualifications Review of the Liquefied Natural Gas Sector (British Columbia)
4. Labour Market Framework (Yukon)
5. Labour Market Information (Yukon)
6. Labrador Aboriginal Training Partnership (Newfoundland and Labrador)
7. Partenariat régional d'intégration de la main-d'œuvre en secteur manufacturier et Fabrique ta carrière, Région de l'Estrie (Regional Partnership for the Integration of Workers in Manufacturing) and Fabrique ta carrière, Région de l'Estrie (Manufacture your career, Eastern Townships Region) (Quebec)
8. Saskatchewan Polytechnic Aboriginal Nursing Student Achievement Program (Saskatchewan)
9. Trades Work Program for Metis Persons (Alberta)
10. Youth Employment Fund (Ontario)
11. SYnC Youth Internship Program (Prince Edward Island)

INITIATIVE: Alberta Learning Information Service

PURPOSE: To provide career, learning, employment and workplace information and tools to help Albertans make informed decisions regarding their career journey. 



MINISTRY

Ministry of Jobs, Skills, Training and Labour, Government of Alberta

DESCRIPTION

The Alberta Learning Information Service seeks to help Albertans engage in lifelong career and education planning so they can make informed decisions, take appropriate action and succeed in the labour market.

Managed by the Government of Alberta's Ministry of Jobs, Skills, Training and Labour, the Alberta Learning Information Service is a partnership between the ministries of Innovation and Advanced Education; Education; Human Services; and Jobs, Skills, Training and Labour. The Alberta Learning Information Service supports programs, services and shared outcomes.

The Alberta Learning Information Service provides online, print and video information resources that use Alberta's career and labour market information as a foundation for helping Albertans plan their career, education and employment.

These resources are distributed through a multi-channel access network (online, by phone or in person) in keeping with a client-centered service delivery model. This includes the Government of Alberta delivery services such as Alberta Works Centres, the Career Information Hotline, career and employment counsellors and third-party service providers. The initiative's resources are also used by postsecondary institutions and high schools, where some resources are authorized by Alberta Education for curriculum use.

Target Group(s)

The Alberta Learning Information Service site is targeted for high school and postsecondary students, youth in transition, job seekers, workers, newcomers, individuals with literacy barriers, mature workers, teachers, counsellors, parents, employers and career and human resources practitioners.

Innovative Element(s)

Alberta Learning Information Service includes the following innovative elements:

- OCCinfo combines occupational profiles and videos, labour market information, wage and salary data, occupations in demand, educational programs and pathways, and certification requirements for Alberta specific occupations, providing an integrated, one-stop-shop for this information.
- CAREERinsite takes Albertans through the career planning process with interactive self-assessments, an exploration of their options, and the development of a career action plan.
- Alberta Work Search Online takes a holistic approach to the work search process, focusing on helping Albertans develop core capacities such as effective work search strategies, resume-writing and interviewing skills, and handling job offers.
- A wide range of Alberta Learning Information Service online and print resources address related topics such as planning for post-secondary, workplace safety, staying positive following a job loss and assessing whether entrepreneurship is right for you.

Timelines

The area responsible for this multi-ministry career planning work within government has existed for many years and has persisted through ministry and economic changes as well as technological transformations. Print resources came first, followed by the establishment of the Career Information Hotline in 1991, and the launch of the initial Alberta Learning Information Service website in 1997. The website has grown continually since then, both in terms of the amount of tools and content provided as well as the amount of traffic it receives.

How it Helps Align

The Alberta Learning Information Service both in print and online, provides a centrally-aligned foundational resource for the work of its four contributing ministries who, together, are responsible for the full spectrum of careers, education and employment. With all four ministries directing clients to the same evidence-based resources, government can reach out to Albertans with one connected voice.

RESULTS

Key Lesson(s) Learned

- The Alberta Learning Information Service has proven instrumental in promoting effective, lifelong career planning. The goal is to have the public view careers, learning and employment as part of a connected spectrum or journey, not as a series of disparate life events.
- Building and maintaining a robust, full-spectrum resource takes time, commitment and extensive collaboration.
- The inter-related aspects of occupations, labour market data, high school curriculum, postsecondary programs, professional certification, and industry information are very complex and there are many competing standards that constantly need to be aligned.

Detailed satisfaction surveys are performed every three years. In the 2013 survey, 94.2 per cent of respondents reported overall satisfaction with the Alberta Learning Information Service in providing online career planning, education and employment information and services. This metric remains largely stable.

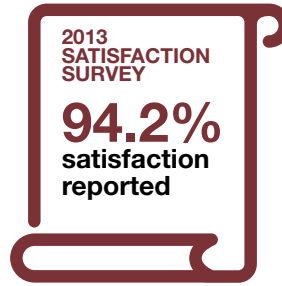
Web traffic is monitored. Over the 2013–14 fiscal year, the Alberta Learning Information Service saw 4,895,403 visits, making it the most utilized Government of Alberta web service.

Orders for print content are monitored. Over the 2013–14 fiscal year, the Alberta Learning Information Service distributed 495,240 print publications. In addition, the Alberta Learning Information Service had 321,231 PDF downloads.

First launched in 2011, the CAREERinsite career planning tool now has 135,000 registered users most of whom are Alberta junior and high school students.



**EVERY
3 YEARS**



Web traffic

2013–14 fiscal year,
4,895,403 visits



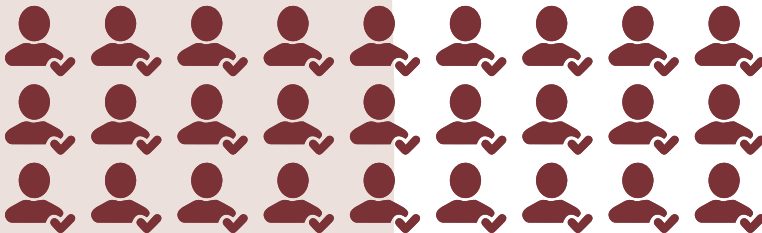
Orders for
print content

2013–14 fiscal year,
495,240 print publications
distributed



321,231 PDF downloads

135,000 registered users



FURTHER INFORMATION

<http://alis.alberta.ca>

INITIATIVE: Apprenticeship Co-op Training (ACT) Northern Pilot for Heavy-Duty Equipment Technicians

PURPOSE: To focus on adapting a traditional apprenticeship training model to address barriers to training Heavy-Duty Equipment Technician apprentices in Northern Manitoba.



MINISTRY

Manitoba Jobs and the Economy

DESCRIPTION

In response to requests by northern employers to adapt the traditional apprenticeship training process to address barriers to training apprentices in Northern Manitoba and increase participation by northern residents in the trades, an integrated response team from the Department of Jobs and the Economy was developed in partnership with the Northern Manitoba Sector Council, Workplace Education Manitoba, and Assiniboine Community College.

Placing an emphasis on Aboriginal participants, the pilot was coordinated by the Northern Manitoba Sector Council and focused on co-op apprentice work placements to achieve practical work experience in the Heavy-Duty Equipment Technician trade. The department and sector council collaborated to recruit apprentice trainees.

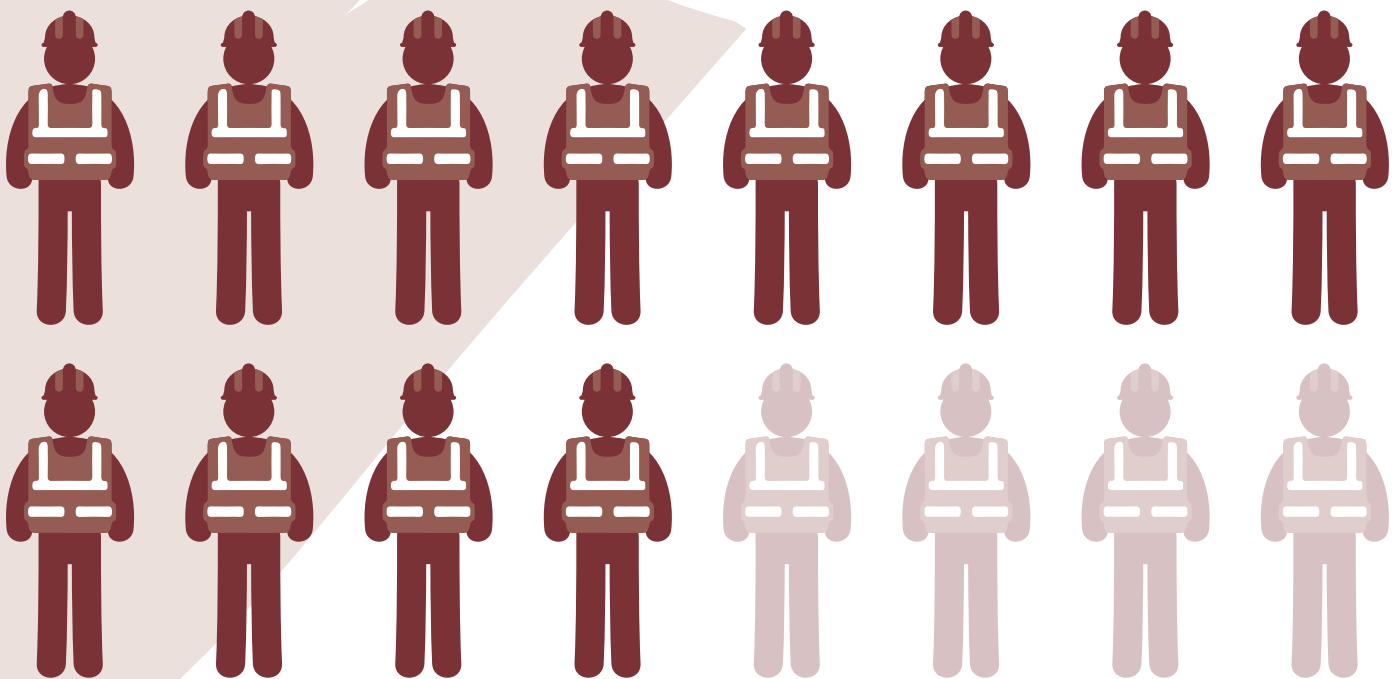
Technical training was also delivered in the northern city of Thompson, Manitoba, by Assiniboine Community College using a community-delivered approach that allowed apprentices to remain in their communities. The sequencing of training was amended to incorporate essential skills and upgrading training and ensure that Level One technical training occurred before their first day on the job.

All apprentices were registered to the Northern Manitoba Sector Council in a consortium model, and the sector council assumed the role of the employer. Apprentices rotated to multiple job sites so as to build relationships with employers and ensure they received the full scope of training for the trade. By the end of the pilot, participants had found employers and the apprenticeship agreement was transferred to the new employer to complete Level Three.

RESULTS

As of July 25, 2014, 12 of 16 participants (75 per cent) had successfully completed the program with advanced standing in Level Three technical training and either found employment or continued on with their existing employment. Moreover, participating employers in the region have expressed their satisfaction with this co-op program in addressing skills shortages and are looking forward to similar initiatives.

Based on this successful model, the Northern Construction Trades Training Project began in 2015. This five-year project will provide pathways for 32 Aboriginal people to become apprentices in the Industrial Electrician, Industrial Mechanic and Steam/Pipefitter trades.



75 per cent of participants successfully completed the program with advanced standing in Level Three technical training and either found employment or continued on with their existing employment.

FURTHER INFORMATION

<http://manitoba.ca/tradecareers>

INITIATIVE: Foreign Qualifications Review of the Liquefied Natural Gas Sector

British
Columbia



PURPOSE: To improve employment outcomes for skilled and internationally trained workers.

MINISTRY

Ministry of Jobs, Tourism, and Skills Training, Government of British Columbia

DESCRIPTION

British Columbia's Foreign Qualifications Recognition Review process is unique in the national context and has resulted in directly improving employment outcomes for skilled immigrants.

British Columbia initiated its first Foreign Qualifications Recognition Review in 2012 to investigate real and perceived barriers to qualifications recognition and successful labour market outcomes. The 2012 Review, conducted in direct collaboration with regulatory bodies, focused on nine high-demand occupations and provided a quantitative and qualitative basis for 24 concrete recommendations to improve foreign qualifications recognition processes in British Columbia. It is well regarded across Canada as an innovative approach to improving employment outcomes for skilled immigrants. The Ministry of Jobs, Tourism, and Skills Training worked directly with regulatory bodies to access their data to evaluate whether perceived barriers to certification identified by stakeholders were accurate. This collaborative, evidence-based approach formed the guiding methodology for the 2014 Review.

In 2014, British Columbia undertook a Foreign Qualifications Recognition review of the Liquefied Natural Gas sector to investigate both certification and labour market attachment barriers in seven high-demand occupations in the liquefied natural gas sector. Working in direct collaboration with industry partners and regulators, the objective of this review was to ensure that where skilled, domestically trained workers were not available to fill vacant positions, effective and timely foreign qualifications recognition assessments of international education, knowledge, skills, and work experience would provide employers with access to internationally trained workers to support liquefied natural gas investments. The project scope includes both permanent residents and citizens with international qualifications as well as prospective immigrants.

The Review included five main components:

1. Analysis of labour market information;
2. A literature review;
3. Analysis of foreign qualifications recognition applications and outcomes data;
4. Interviews with 28 stakeholders; and,
5. Four collaborative and action-focused panel review meetings.

The occupations selected included: steamfitter/pipefitter; industrial instrument mechanic; rig technician; truck driver; oil and gas well worker; process operators and power engineers.

Stakeholder engagement was key to ensuring future partners in action plan implementation were supportive and accountable, including the Ministry of Natural Gas Development, Citizenship and Immigration Canada, liquefied natural gas proponents, regulatory bodies, the Immigrant Employment Council of British Columbia and Professional Immigrant Networks. The main regulatory bodies that will be involved throughout the implementation are the Industry Training Authority; the British Columbia Safety Authority and the Insurance Corporation of British Columbia.

Out of the Review came 11 recommendations that the government is working to implement which will support having the workforce necessary to capitalize on natural resource opportunities.

RESULTS

Actions underway include:

- Engaging in a research project to identify potential policy options regarding a foreign qualifications recognition process for Power Engineers to allow for improved recognition of Internationally Trained Workers' existing skills and experience in the certification process.
- Addressing the lack of information for employers on certification and regulatory requirements in the industry by developing a guide covering regulated occupations in the natural resource sector and making it available in print, web and poster formats.
- Researching the potential for expanding flexibility in truck driver licensing under controlled circumstances, providing additional opportunities for internationally trained workers to work as truck drivers in the liquefied natural gas sector.
- Initiating a project to research employer preference to hire individuals with Canadian work experience and identify options for alternatives.

FURTHER INFORMATION

<http://workbc.ca>

INITIATIVE: Labour Market Framework

Yukon



PURPOSE: To ensure an inclusive and adaptable labour market that meets the demands of a strong diversified economy.

MINISTRY

Departments of Education and Advanced Education, Government of Yukon

DESCRIPTION

Yukon has taken a collaborative approach to guide labour market activities for both employers and employees over the next ten years through the development of Yukon's Labour Market Framework. In 2009–10, working groups were formed comprised of key labour market stakeholders, which included representatives from the business/industry sector, non-governmental organizations, the Government of Canada and First Nation organizations.

These working groups developed five strategies and accompanying action plans:

- Comprehensive Skills and Trades Training Strategy
- Immigration Strategy
- Labour Market Information Strategy
- Recruitment Strategy
- Retention Strategy

Evaluation of the strategies and accompanying action plans are supported by stakeholder committees, which are composed of approximately 70 different stakeholders representing 50 organizations.

Making the process unique is that all participants have ratified the strategies and taken ownership and responsibility of the development of the strategies, their implementation, monitoring, and evaluation.

RESULTS

Recruitment and Retention, Immigration, and Labour Market Information committees are in the process of finishing the updates to their respective 2014–17 Action Plans.

The Comprehensive Skills and Trades Training Strategy Action Plan was approved in November 2014.



Working groups developed five strategies and accompanying action plans



FURTHER INFORMATION

<http://www.labourmarketframeworkyukon.com>

INITIATIVE: Labour Market Information



Yukon

PURPOSE: To provide relevant, high-quality and timely labour information for users to make informed decisions regarding the labour market in Yukon by:

- Generating and updating labour market information;
- Increasing awareness of labour market information; and,
- Increasing access to labour market information

MINISTRY

Departments of Education and Advanced Education, Government of Yukon

DESCRIPTION

Labour Market Information Strategy is part of Yukon's Labour Market Framework. Yukon Education uses the following labour market information initiatives as tools to make informed decisions about funding dollars and training projects:

- Using the National Occupations Classification codes, Yukon Occupational Modeling System forecasts top occupations in demand based on macro-economic scenarios.
- The Yukon Labour Supply and Migration Study provides an analysis of Yukon labour force and migration data.
- The Yukon Business Survey focuses on updating the business registry information in Yukon, specifically regarding the information on business operations, labour demand, tourism, mining and construction impact, and future activities of businesses.
- The Labour Market Information Study identifies the best options for efficiently disseminating labour market information to stakeholders.

RESULTS

Yukon Occupational Modeling System assists Yukon Education in prioritizing funding allocation for training to meet the skills and trades in demand.

Report results of Yukon Labour Supply and Migration study are encouraging:

- Employment demand is anticipated to be strong in the medium and long term, with a need for 3,683 additional employees by 2021.
- When retirements and other factors are included, projected employment demand increases to 6,308 positions.

The Labour Market Information Study concluded that there was a need for a unification of Yukon – specific information through an online tool that is accessible to all audiences.

- A Labour Market Information Web Portal is currently in development and is expected to launch in July 2015. This will play a critical role in generating and updating labour market information and increasing the awareness and accessibility of labour market information.
- The portal will disseminate Yukon-specific labour market information from a variety of sources such as Statistics Canada, Yukon Bureau of Statistics, Canada Job Bank, Yukon WorkFutures, and Yukon Occupational Modeling System.

A Labour Market Forum was held in May 2014 to disseminate results of the Labour Market Information Study to stakeholders.

Employment demand is anticipated to be strong in the medium and long term, with a need for **3,683** additional employees by 2021



When retirements and other factors are included, projected employment demand increases to **6,308** positions



A Labour Market Information Web Portal is currently in development and is expected to launch in July 2015



FURTHER INFORMATION

http://www.education.gov.yk.ca/pdf/Yukon_Labour_Market_Supply_and_Migration_Study

<http://yukonworkfutures.gov.yk.ca>

<http://yukoncommunities.yk.ca>

INITIATIVE: Labrador Aboriginal Training Partnership

PURPOSE: To prepare Aboriginal peoples living in Labrador for employment opportunities created through resource development throughout Labrador.

Newfoundland
and Labrador



MINISTRY

Department of Advanced Education and Skills, Government of Newfoundland and Labrador

DESCRIPTION

The Labrador Aboriginal Training Partnership is a not-for-profit corporation and is a partnership between the three Labrador Aboriginal Organizations: Innu Nation, Nunatsiavut Government, and NunatuKavut Community Council. The partnership also includes Nalcor Energy as an industry partner.

Through investments from all Labrador Aboriginal Training Partnership partners, the Provincial Government through the Department of Advanced Education and Skills, and funding leveraged through the Federal Government, this partnership facilitates the delivery of training to support the labour market requirements of resource developments throughout Labrador.

Phase I: From 2009–12, the partnership focused on core training and essential skills training. A wage subsidy program was also established to encourage the hiring of Labrador Aboriginal Training Partnership Clients.

Phase II: From 2013 to March 2016, the partnership's training plan focused on the labour market requirements for the Lower Churchill Project. The investment supports the delivery of labour market relevant training programs including: Construction Craft Worker, Occupational Health and Safety Fundamentals, Environmental Monitor, Rebar, Tower Steel Assembler, Cement Truck Driver, Commercial Transport, Scaffolding, Construction Craft Worker/Concrete Finisher, Concrete Form Worker, Carpentry Apprenticeship Pre-Block Preparations, Food Safety/Kitchen Helper, Housekeeping, Union Training and Shop Steward Training. A new wage subsidy program was also established to encourage the hiring of Labrador Aboriginal Training Partnership Clients.

RESULTS

The partnership has reporting requirements to its Board, its partners, the Federal Government and the Provincial Government.

In Phase I, approximately 973 clients were assessed during the two year period, and over 2,000 interventions were completed. Of those assessed, over 400 were involved in core training and essential skills training, 400 were in skills development training and approximately 320 received some form of employment services. Approximately 180 individuals were given the opportunity to enhance their pre-employment training skills by participating in a wage subsidy program. As a result, a total of 398 Aboriginal clients obtained employment.

To date, in Phase II, the partnership has over 990 clients and confirmation of 471 employed.

Newfoundland and Labrador continues to view this program as successful in its mandate.

IN PHASE I

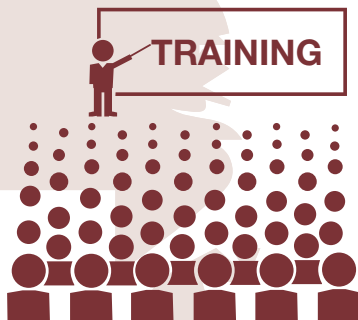


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400 were involved in core training and essential skills training

400 were in skills development training

320 received some form of employment services

180 individuals were given the opportunity to enhance their pre-employment training skills

398 Aboriginal clients obtained employment

FURTHER INFORMATION

<http://www.latp.ca/home>

INITIATIVE: Partenariat régional d'intégration de la main-d'œuvre en secteur manufacturier et Fabrique ta carrière, Région de l'Estrie (Regional Partnership for the Integration of Workers in Manufacturing) and Fabrique ta carrière, Région de l'Estrie (Manufacture your career, Eastern Townships Region)

Québec



PURPOSE: The measures deployed are mainly intended to attract students to targeted vocational and technical programs, integrate them into the work environment during their education and provide them with a job in the region once they graduate.

Ensure a skilled workforce in sufficient quantity to meet the manufacturing needs of the Estrie (Eastern Townships) region.

MINISTRY

The Regional Partnership for the Integration of Workers in Manufacturing project brings together partners from the Estrie region, in the education field, the employment sector, the Estrie manufacturing sector and the main central labour organizations. More specifically, the manufacturing enterprises are represented by the Maison régionale de l'industrie. Among the education partners are Cégep de Sherbrooke, the region's four school boards, the Table estrienne de concertation formation-emploi (Estrie Job Training Concerted Action Table), Emploi-Québec Estrie and the Carrefours Jeunesse Emploi de l'Estrie (Estrie youth employment centres) from the employment sector.

DESCRIPTION

The Regional Partnership for the Integration of Workers in Manufacturing project began in spring 2007 with a study conducted of 67 manufacturing enterprises in the region, thanks to financial support from the Maison régionale de l'Industrie and the Estrie Job Training Concerted Action Table. Due to the active participation of the enterprises and all the partners involved, youth and adult clientele can be attracted and accept to enroll in training programs that are in demand on the labour market but less popular with students.

The partners have changed their approach, particularly to offer updated training and favour the development of the succession in the manufacturing sector. Several measures are applied to attract youth and adults to these programs and create dynamism around manufacturing jobs, such as:

- observation internships in work environments to validate a career choice;
- work-college studies coexistence program and pairing of two students holding a full-time position half-time each;

- in-company demonstrations of certain processes;
- offer of workshops on employment and training in the manufacturing field and,
- new businesses offering in-company internships under a trainer's guidance.

RESULTS

The Regional Partnership for the Integration of Workers in Manufacturing project has generated very positive spinoffs since it was established. The number of enrollments is up significantly in three of the nine programs concerned. Over 400 students have been hired in manufacturing enterprises for summer jobs. In addition, the implementation of PRIMOM led the partners to develop an innovative formula by creating positions intended for students and allowing them, year round, to study at the same time they are working for a business and being paid. In addition, the Regional Partnership for the Integration of Workers in Manufacturing project has received several awards: in 2010, the Prix d'excellence de l'administration publique (Excellence Award in Public Administration) and in 2012 the IPAC/Deloitte Public Sector Leadership Award (Bronze) in the Education category. The Regional Partnership for the Integration of Workers in Manufacturing project excelled on that occasion among 100 cases presented from all of Canada, particularly for its daring and innovative approach, the tremendous cooperation it generated and the conclusive results it provided.

Over 400 students have been hired in manufacturing enterprises for summer jobs



Implementation of the Regional Partnership for the Integration of Workers in Manufacturing led the development of an innovative formula by creating positions intended for students and allowing them, to study while they work



FURTHER INFORMATION

<http://www.fabriquetacarriere.com/accueil>

INITIATIVE: Saskatchewan Polytechnic Aboriginal Nursing Student Achievement Program

PURPOSE: To provide a holistic approach to nursing education for First Nations and Métis people, which will support the development of skills and knowledge to participate fully in Saskatchewan's economy.



Saskatchewan

MINISTRY

Saskatchewan Polytechnic in partnership with the Ministry of Advanced Education, Government of Saskatchewan

DESCRIPTION

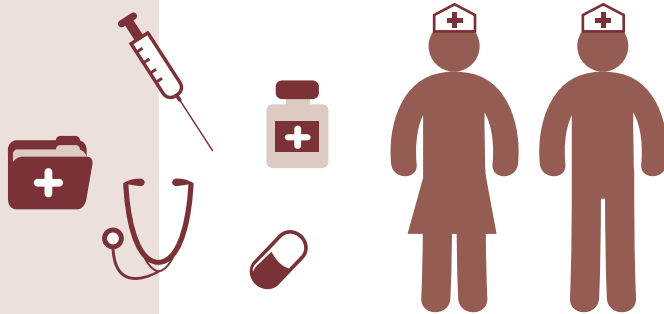
Saskatchewan Polytechnic's Aboriginal Nursing Student Achievement Program offers a range of support and counselling services focused on recruiting and retaining Aboriginal nursing students with the objective of improving education attainment and increasing labour market attachment.

Saskatchewan Polytechnic Aboriginal student advisors lead the program by providing customized support plans to individuals based on their needs along the way. This may include selecting a nursing program, assisting with bursary applications, housing/child care, providing study circles, and access to elders and employment to lifelong learning opportunities. As dedicated role-models and coaches, these advisors are familiar with the challenges students face and understand the importance of Aboriginal culture and traditions in a nursing education journey.

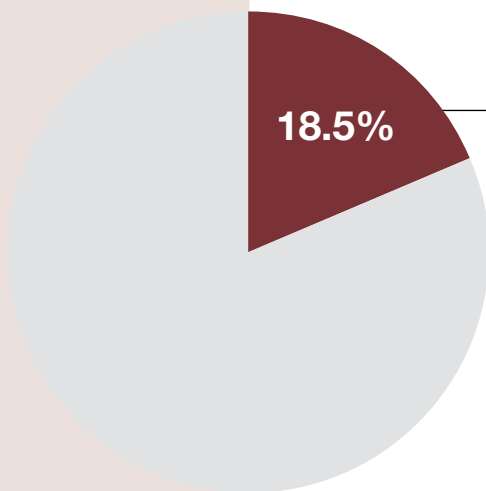
The program is a multi-year initiative and is linked to Saskatchewan Polytechnic's institution-wide Aboriginal Student Achievement Program that promotes welcoming campuses and culturally appropriate learning environments.

RESULTS

The Aboriginal Nursing Student Achievement Program has contributed to the increase in enrolment at Saskatchewan Polytechnic. In January 2015, the institution reported total Aboriginal enrolment was up 7 per cent (almost 3,300 students from last year.) in the most recent student census Aboriginal students represent 18.5 per cent of the student population.



Institution reported total Aboriginal enrolment was up **7%** ↑ (almost 3,300 students from last year)



In the most recent student census Aboriginal students represent 18.5 per cent of the student population

FURTHER INFORMATION

<http://saskpolytech.ca>

INITIATIVE: Trades Work Program for Métis Persons

PURPOSE: To increase the number of Métis individuals employed in designated trades, and to provide employers with access to individuals seeking employment.

Alberta



MINISTRY

Ministry of Human Services, Government of Alberta

DESCRIPTION

The Trades Work Program for Métis Persons is a 10-week program, comprised of both employability and basic technical skills training and a two-week trades related work experience placement, leading to employment. After the placement, clients receive follow up job maintenance supports for up to six months.

The purpose of the program is to offer a mix of skill-building opportunities to provide Métis individuals with the skills, knowledge, and experience required to secure and maintain entry-level employment in the trades. Métis women were given first priority for acceptance into the program with provision to accept other Aboriginal clients into the program should space permit.

Training provided includes employability skills, shop training, safety courses, occupational fitness, employment preparation, and occupation-related skills training. In addition, off-site program components such as worksite tours, job shadowing and job search supports complement the two-week work experience placements.

Alberta Human Services partnered with the Rupertsland Institute to fund this program in 2014–15. The contractor, Carlson & Company, used a local training provider, Grande Prairie Regional College (Fairview campus) to deliver some program components such as shop training.

RESULTS

All 11 participants who started the program completed it. Of these, 10 participants identified as Métis and one as First Nations. There were 11 participants, seven of which were female.

Clients completing the program were successfully placed in a variety of trades-related positions, including Heavy Equipment Technician, Automotive Service Technician, Carpenter, Electrician, Site Security, Instrument Technician, Worksite Industrial Cleaner/Labourer, and Parts Technician.

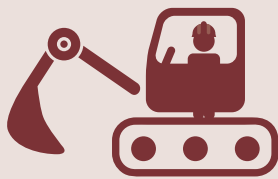
Seven of the participants are now registered apprentices. All participants continue to take training to be successful in their chosen occupations.

Although the Government of Alberta has funded similar initiatives in the past, 2014–15 was the first year this specific client group was identified as targets for this training. It has proved highly successful to date, and the province intends to fund similar projects in 2015–16. The Government of Alberta believes one of the reasons for success is that clients easily related to one another and worked well together, while the contractor spent considerable time working with employers to ensure a positive transition into the workplace for each client.

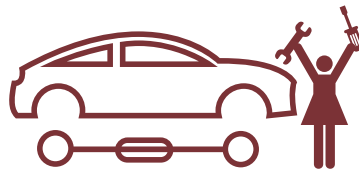
To date, the program has enabled participants to find employment related to their training:

- At Completion: 100 per cent
- At Three Months after Completion: 82 per cent
- At Six Months after Completion: 91 per cent

Clients completing the program were successfully placed in a variety of trades-related positions



Heavy Equipment Technician



Automotive Service Technician



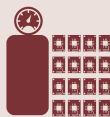
Carpenter



Electrician



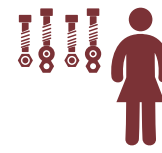
Site Security



Instrument Technician



Worksite Industrial Cleaner/Labourer



Parts Technician

FURTHER INFORMATION

<http://humanservices.alberta.ca>

INITIATIVE: Youth Employment Fund

PURPOSE: To provide young people with an entry point to long-term employment through job placements that offer the chance to learn work skills while earning income.



MINISTRY

Ministry of Training, Colleges and Universities, Government of Ontario

DESCRIPTION

As part of the Youth Jobs Strategy, the Ontario government launched the Youth Employment Fund in September 2013.

The program has exceeded its goal by providing more than 29,600 youth with an entry point to long-term employment. Client intake ended on March 31, 2015, but we will continue supporting existing clients until September 2015.

The Youth Employment Fund provided up to \$7,800 to support each young worker. Clients could receive supports of up to \$1,000 to assist with job-related costs such as tools and transportation to work. Employers could receive up to \$6,800 (plus any unused portion of the individual supports of \$1,000) to offset training and wage costs linked with a job placement. The program supported on-the-job training and offset the risk of hiring youth employees with less experience. Incentives were flexible and there was no set formula for whether funding was used for training and/ or for wages.

While the program was available to all youth in Ontario, a key focus of the Youth Employment Fund was to create employment opportunities for youth facing barriers to work and youth living in high needs communities, including:

- At-risk youth;
- Aboriginal youth;
- Recent immigrants;
- Visible minorities;
- People with disabilities;
- Rural and Northern populations; and,
- Youth leaving care or on social assistance.

Training focused on general skills that are transferable, such as communications, health and safety, administration, computer or technological skills. Some eligible training may lead to certification or a credential. Training could be provided by the employer, or by trainers outside of the workplace.

For employers, the program helped address immediate and long-term skills gaps, shortages, and other workforce development needs.

RESULTS

As of March 2015, the Fund exceeded its initial goal by helping more than 29,600 young people access job opportunities, develop skills and gain valuable work experience.

The program provided youth with an entry point to long-term employment with 85 per cent of participants being retained by their employer or going on to other employment upon exiting the program.

Ontario is currently undertaking an evaluation of the Youth Employment Fund, which will provide more information on participants' post-program employment outcomes. It will also inform future investments in employment support programs for youth.

Ontario is committed to ensuring that young people continue to have access to a comprehensive suite of youth employment services, and is exploring opportunities to best support youth.

Budget 2015 renewed our commitment to the Ontario Youth Jobs Strategy with an investment of an additional \$250 million over two years to provide employment and skills development opportunities for up to 150,000 youth.

As of March 2015, the program helped **29,600** youth with an entry point to long-term employment

Youth Employment Fund provided up to **\$7,800** to support each young worker



Clients could receive supports of up to **\$1,000** to assist with employment-related costs such as transportation and tools



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85%

who had participated in the program had either been retained or gone on to further employment elsewhere upon exiting the program



FURTHER INFORMATION

<http://www.tcu.gov.on.ca/eng/employmentontario/youthfund>

INITIATIVE: SYnC Youth Internship Program



Prince Edward Island

PURPOSE: Created in 2013, the SYnC Youth Internship Program is a partnership between the Department of Workforce and Advanced Learning, Industry Canada, and local community and not-for-profit organizations to provide Island youth ages 15-30 with relevant and valuable work experience. The program offers flexible programming in response to the needs of youth and employment sectors unique to Prince Edward Island (PEI).

MINISTRY

Department of Workforce and Advanced Learning

DESCRIPTION

SYnC is a youth internship initiative delivered by Industry Canada, funded through Employment and Social Development Canada's Youth Employment Strategy (YES), and administered by the Department of Workforce and Advanced Learning. The SYnC Program guides the development of youth programs in targeted growth industries, including information and communications technology, aerospace and culture. Three very successful programs have come out of the program:

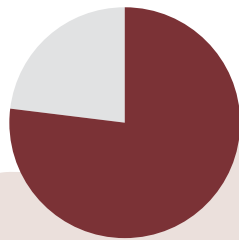
1. The IT Garage is a video game and software development incubator that provides interns with experience in developing a video game or business software application. The Garage facilitates industry mentors to present and work with the interns to encourage and foster new IT start-ups. It also provides an excellent opportunity for interns to network and showcase their skills to potential employers.
2. The Propel PEI initiative is a career exploration program that provides interns with an opportunity to explore career possibilities in the aerospace sector on PEI. Interns engage in research and explore state-of-the-art 3D modeling and drone operation. Interns visit work sites, receive mentorship from field professionals and are guided on career pathways in their area of interest.
3. The Hive is designed for emerging artists and other cultural workers who are looking to set up a sustainable business. Interns work full time on business start-up with the guidance of peers and industry leaders. Interns also participate in Culture PEI's Business of Art Boot Camp, a series of eight intensive weekly workshops designed to teach artists valuable entrepreneurial skills.

RESULTS

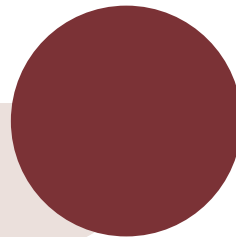
SYnC worked with 15 different partners throughout the year, placing 43 interns into challenging work placements in 2014-2015. A follow-up survey on the first three cohorts of the IT Garage illustrated that of those surveyed, 77% indicated they were now employed in an IT-related field and 100% indicated they viewed the program as beneficial to un(der)employed youth.

Through the success of the 2014-15 programming year, SYnC managers are assisting the bioscience and skilled trades sector in developing pilot programs for 2015-16 year. Continued partnership with IT sector will assist in expanding the IT Garage to new locations across Prince Edward Island. The projected number of interns has grown to 64 due to the success of the 2014-15 programming year.

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**You're
hired!**

FURTHER INFORMATION



TOOLKIT OF PROMISING PRACTICES

APPENDIX

- 
- A stylized map of Canada is shown in the background, overlaid with a semi-transparent red layer. The map is set against a background of a dense forest with tall evergreen trees. The map shows the outlines of the provinces and territories, with a red line indicating a specific path or boundary. The list below the map identifies the provinces and territories in order.
1. Alberta
 2. British Columbia
 3. Manitoba
 4. New Brunswick
 5. Newfoundland and Labrador
 6. Nova Scotia
 7. Northwest Territories
 8. Ontario
 9. Prince Edward Island
 10. Saskatchewan
 11. Yukon
 12. Quebec

To address the economic and social challenges facing the province, Alberta requires a skilled workforce that includes individuals that have a wide array of skills including:

- Professional skills;
- Technical skills; and
- Literacy and essential skills.

In July 2015, Alberta's population was approximately 3.36 million and the unemployment rate was 6 per cent. As a resource rich economy fueled by the oil and gas industry and influenced by global trends, the province has unique opportunities and challenges. Alberta is expected to face forecasted labour shortages of approximately 96,000 people in the coming decade.

Cooperation and ongoing partnership across government ministries, between government and various stakeholder groups, and among stakeholders in the community are crucial to aligning skills and education with the needs of the labour market. The Government of Alberta works with employers, educators, and communities to provide pathways along the learning continuum that support Albertans to be successful in education, society, and the labour market.

Alberta recognizes the need to identify skill requirements and shortages and develop programs to improve access to post-secondary education and the labour market for all Albertans, including youth and groups traditionally under-represented in the labour force.

Partnerships between school jurisdictions, post-secondary institutions, business and industry, and community agencies help engage students in learning, increase high school completions, and facilitate transitions from high school to post-secondary and/or the workplace.

Timely, accurate and relevant labour market information (LMI) is another critical component to achieving improved outcomes for Alberta's economy. Alberta continues to expand our robust LMI system with enhanced data collection and analysis, available to the public in a user friendly format.

Highlighted in this toolkit are some promising practices in connecting learning and work that enable citizens to reach their full potential by providing career information, facilitating processes for high school students to earn credit for post-secondary coursework, and providing pathways to workplace certification and the trades.

British Columbia



It is expected that there will be one million job openings by 2022 in British Columbia. Over 78 per cent of the jobs will require some post-secondary education and 45 per cent will be in trades and technical occupations.

Government launched the BC Skills for Jobs Blueprint to match the skills that British Columbia's students acquire during their education and training programs with labour market requirements. The strategy undertakes fundamental improvements to make education and training more effective and more relevant to the needs of citizens, industry and the workplace.

There are three pillars to the Blueprint:

- *A head-start to hands-on learning in our schools* – will expand choices and supports for students in the K-12 system so they are better prepared to find meaningful jobs and careers.
- *A shift in education and training to better match with jobs in demand* – will encourage more students to choose training that leads to high-demand jobs and consider relocating to areas of the province where work and training are readily available.
- *A stronger partnership with industry and labour to deliver training and apprenticeships* – will target skills training to high-demand occupations, remove barriers that limit labour mobility, and increase the participation of industry and labour in the skills training system.

- Results to date can be found at: [BC Skills for Jobs Blueprint - results](#)

Further information can be found at:

- [Work BC](#)
- [BC Skills for Jobs Blueprint](#)

Manitoba



The promising practices instituted in Manitoba are supported by a number of provincial priorities related to growing the labour force, strengthening career education for children and youth, strengthening Manitoba's postsecondary system, and creating new employment opportunities for youth. Manitoba's objective is to add 75,000 new entrants to the labour market by 2020. Key to this is preparing our young people for future careers by building awareness of in-demand occupations and effective pathways to get there.

The Manitoba government has launched a comprehensive skills strategy to provide students access to state-of-the-art programming and equipment that will create a pathway to postsecondary education and good jobs. Building on this strategy, the aim of the new Manitoba First Jobs Strategy is to prepare young Manitobans for their critical first job and connect them to employers to put them on the road to a career. In addition, Manitoba's Strategy for Sustainable Employment and a Stronger Labour Market plays an important role by targeting investments to encourage the participation of those who are unemployed and underemployed.

Manitoba has also recently released *Manitoba's Post-Secondary Education Strategy: A Partnership for Excellence and Student Success*. This strategy emphasizes a deepening of province-wide partnerships and closer integration of the education system. Strategic priorities are: raising the Indigenous postsecondary education participation level to the provincial average; transition supports for all high-school students; developing a "pathways" approach of multiple routes to advanced-education credentials; leadership in teaching innovation, research, and student experience; and building an integrated, collaborative education system.

Lastly, Manitoba's high level of economic and industrial diversity, low unemployment rates, strong labour force, and high participation rates, combined with a steady population growth mainly in the immigrant and Aboriginal populations, have sustained the province's growth in recent years.

New Brunswick



The Government of New Brunswick, in collaboration with its stakeholders, is working to strengthen the alignment between our public school system, the post-secondary education sector and the labour market. With an aging workforce and a number of natural resources and infrastructure projects on the horizon, government is taking a proactive approach to ensuring we prepare today for tomorrow's labour force needs.

By providing students with accurate labour market information, informing them about future career opportunities, and connecting them with experts and mentors in their fields of interest, students can develop personalized plans for transitioning between education systems and into the labour force. These steps also promote targeted skills development to ensure every individual has the education and training they will need to succeed in their chosen field.

Also critical to these efforts is the promotion of experiential learning for an increasing number of students. Not only do such opportunities provide individuals with the chance to develop new skillsets, but it also forges important connections between students and future employers. The benefits are numerous for the employer too, as students bring with them the latest ideas and innovative concepts for working effectively and producing results more efficiently.

By aligning our education systems and the labour market, and promoting continuous learning with new and targeted supports at all levels, government is helping our students to become successful members of the labour force and meaningful contributors to their communities.

Newfoundland and Labrador

Newfoundland and
Labrador



Newfoundland and Labrador has reshaped its public policy to maximize labour force participation and deliver programming relevant to the labour market's evolving needs. This alignment of labour supply and demand is critical to: support maximized growth in sectors of opportunity; drive an innovative, productive and knowledge-based economy; and to ensure all citizens can benefit from economic growth. Newfoundland and Labrador has seen general improvement in its provincial labour market conditions in recent years with its strongest labour force, participation, and employment rates in the past four years (2011-2014) since the 1970s.

The Government of Newfoundland and Labrador is delivering education and training programs and supports that provide individuals with the knowledge and skills needed to participate in the economy. Some programs enhance individual supports needed to attach to the labour force and maintain that attachment while others target certain groups to break down barriers to employment and education. The Youth Apprenticeship Program (a pilot project in select high schools), [Sector Skills Program](#), and the [Labrador Aboriginal Training Partnership](#) were implemented to further these goals. The provincial high school program's mandatory [Career Development 2201 course](#) and the [Futures in Skilled Trades and Technology Program](#) provide high school students opportunities to consider career options and plan for post-secondary education and employment.

In June 2015, the Government of Newfoundland and Labrador announced its [Workforce Development Action Plan](#) as part of the [Population Growth Strategy for Newfoundland and Labrador](#). The plan identifies 22 actions to support labour market alignment, enhance labour market information sharing between government and education and training institutions, expand school-to-work transitions, and strengthen training supports for older residents and others facing challenges in joining or remaining in the workforce.

Nova Scotia



As in most provinces, Nova Scotia's population is shrinking and aging. We have the third lowest fertility rate and the third highest median age in the country. Immigration has not increased since 1994-95 when it peaked. In addition, the lack of economic growth in past years has led to increased youth outmigration and workforce attachment challenges. In response to the demographic and economic situation in Nova Scotia and the current labour market climate, it is critical to align our educational resources and extensive post-secondary and Apprenticeship systems with our private sector growth priorities to improve the business climate thus creating jobs and opportunities.

In Nova Scotia, provincial government departments have embarked on a number of initiatives to ensure our educational efforts are aligned internally as well as with our educational stakeholders to best support our growing economy. A major priority of government is focus on youth initiatives ranging from ensuring they are prepared to enter the workforce or access post-secondary training to connecting them with the critical business networks offering workplace experience through co-operative opportunities, and engaging the private sector in playing a key role in supporting youth workforce development.

To advance this goal, government is actively engaged in a number of activities and initiatives. For instance, a solid working relationship has been built with our 10 universities and community college system. Through the creation of Innovation Teams, we are working to improve post-secondary education in Nova Scotia and address youth attraction and retention challenges. Additionally, government signaled its commitment to strengthening its relationship with the trades by offering skilled trades courses to high school students and by creating the Nova Scotia Apprenticeship Agency. This new agency is focused on improving employer engagement within apprenticeship resulting in better opportunities for Apprentices in Nova Scotia. Government is establishing a Transition Task Force comprised of educators, post-secondary leaders and business to identify the challenges and provide solutions to ensure students leaving high school have the skills, knowledge and opportunities to successfully transition to the workforce or post-secondary education, including apprenticeship training.

Northwest Territories

Northwest Territories



While there has been territory-wide progress in education and employment levels over the past 15 years, segments of the Northern working-age population remain under-educated, under-skilled, and unprepared for the range of employment opportunities in the Northwest Territories (NWT). We continue to see high unemployment rates and significant differences in postsecondary education and income levels across the North. These trends are typically more pronounced in small communities and amongst our Aboriginal population.

This is coupled with increasing pressures on governments, industry, and businesses to meet growing labour market demands due to demographic shifts at a local and national level. The NWT has a declining population, an aging workforce, a shrinking working-age population amongst our youth (aged 18 - 35), and strong competition for skilled labour from other jurisdictions across Canada.

Through the Skills 4 Success (S4S) initiative, the GNWT aims to close education and employment gaps and address recruitment and retention challenges. The GNWT recently partnered with The Conference Board of Canada to examine the NWT labour demand over the next 5, 10 and 15 years and it is forecasted there will be 27,230 to 33,900 job opportunities. Approximately 75% of these jobs will require college, apprenticeship training or university education. The S4S Initiative will ensure that the education and training system keeps pace with the changing dynamics of the labour market so that NWT residents, students and workers gain the skills required in a 21st Century economy and labour market.

Ontario



Ontario's highly skilled, diverse and adaptive workforce provides a competitive advantage for the province. It is the key reason why, despite global challenges and uncertain market conditions, Ontario continues to create jobs.

The Ontario government is committed to building an education system that is innovative and responsive to labour market demands, producing graduates ready for today's jobs and tomorrow's opportunities. A key component of Ontario's Kindergarten – Grade 12 system is an increased emphasis on education and career/life planning, and experiential learning in the community so that students are able to make better informed decisions and be prepared for entry to one of the four pathways after graduation: apprenticeship training, college, university, or directly to the workplace. Apprenticeship training and postsecondary education programs are preparing their graduates to become part of a highly skilled workforce in the new economy. The province is also building a modern and cohesive employment and training services network to help people find jobs and employers find workers.

Government investments in education and training aim to address the key challenges experienced by Ontarians who are looking to find the best employment opportunities that match their skills and passions:

- Youth employment – Young Ontarians face particular challenges in finding rewarding, permanent jobs. In 2013, the province launched the \$295M Ontario Youth Jobs Strategy and renewed it in 2015.
- Apprenticeship completion rates – The government has demonstrated a strong commitment to the skilled trades by significantly increasing available apprenticeship training opportunities since 2003. To support the completion of trade certifications, Ontario invested approximately \$164.5 million in 2014–15 and will continue to provide supports to promote access to and completion of apprenticeships and to raise the profile of the skilled trades. These outcomes are also supported by the new College of Trades.
- Labour market changes – Ontarians need to continuously improve their skills to remain competitive in today's labour market. Ontario is investing in supports to individuals who require retraining or additional credentials to transition to different jobs after a period of unemployment.

Prince Edward Island

Prince Edward Island



Prince Edward Island is experiencing a shift in demographics. Lower birth rates, increased out-migration rates, and an aging population are all placing pressures on the province's economy. Despite these pressures, PEI continues to strive to increase growth and capacity in our knowledge-based industries through continued development of our skilled workforce. PEI believes that advancing our education systems and ensuring it aligns with future labour market requirements will be the foundation of a successful economy.

Building a strong educational foundation begins in early childhood. The government of PEI is proud of its support for early childhood education. A strategic approach to career planning and development for public education students in Atlantic Canada is outlined in the June 2015 document, *Future in Focus – Atlantic Career Development Framework for Public Education: 2015-2020*. Informed by this CAMET framework, the government of PEI is developing a provincial strategy that will promote improved career futures for public school students. This Strategy will help equip students with life-building skills and resilience to become intentional learners, and to effectively navigate educational and employment choices. As part of this strategy, and through the Transitions Task Group of the PEI Post-secondary Task Force on Transitions, public post-secondary institutions and government are collaborating to develop and implement the Student Graduation and Transition Planner Project. Furthermore, post-secondary institutions are partnering with industry and are becoming increasingly focused on market-oriented research.

Lastly, PEI is collaborating with stakeholders on resolving the challenges faced by young Island post-secondary students and recent graduates in today's competitive labour market. Training opportunities are encouraged in areas of economic growth, including aerospace, information and communication technologies, health, trades and bioscience sectors. PEI recognizes the challenges experienced by today's youth and are pursuing further workplace experiences that provide opportunities of aligning youth into the workforce.

Saskatchewan

The Saskatchewan Plan for Growth outlines Government's vision for a thriving province of 1.2M people by 2020. It is an economic plan that builds on the strength of people, resources and innovation to ensure Saskatchewan is capturing the opportunities and meeting the challenges of a growing province.

The purpose of growth is to improve health care and education outcomes and secure a better quality of life for all Saskatchewan residents. Growth will be a result of continued efforts in six core activities including:

- Investing in the infrastructure required for growth;
- Educating, training and developing a skilled workforce;
- Ensuring the ongoing competitiveness of Saskatchewan's economy; and
- Supporting increased trade, investment and exports through international engagement.

Key goals and actions have been identified for each of the six core activities and some of these directly relate to Saskatchewan's K-12 education system, post-secondary education system and the provincial labour market.

K-12 education

- Implement the Education Sector Strategic Plan, which was developed in co-operation with education sector partners, approved by the 28 school boards and accepted by the Government, in order to:
 - Improve education attainment and graduation rates while producing high student achievement;
 - Ensure Saskatchewan leads the country in graduation rates; and
 - Ensure the graduation disparity between First Nations and Métis students and their non-Aboriginal peers is reduced by 50%.

Post-secondary education

- Develop programs to address employers' current and future needs;
- Help First Nations and Métis students in their pursuit of jobs and educational opportunities; and
- Increase international student engagement and institutional partnerships.

Labour market

- Align skills provision to the needs of the economy;
- Engage under-represented groups in the Saskatchewan workforce; and
- Attract skilled workers to the province.

Yukon



The Yukon Bureau of Statistics reported an average territorial population of 37,183 in December 2014, a record high and an increase of 1.9%, or 700 people, compared to December 2013. The majority of residents, or 28,455 people, resided in Whitehorse. The remainder, 8728 people, lived in 17 small rural communities.

Statistics Canada indicated that the average unemployment rate in the Yukon for 2014 was 4.3 per cent, the second lowest in Canada. This marks the eleventh consecutive year of Yukon's unemployment rate being below the national rate. The average unemployment rate over the past 10 year period was 5.5% in Yukon and 7.0% in Canada.

As a result of the lower-than-average unemployment rate, Yukon continues to see high program demand from groups identified as under-represented in the labour market. These groups are youth, Aboriginal people, older workers, persons with disabilities and women in the trades. This makes it essential that Yukon Government continue to develop programs that are flexible and adaptable to these groups while at the same time responsive to the needs of employers in the Yukon labour market. As described earlier in this report, the Labour Market Framework for Yukon sets the strategic direction for Yukon's labour market stakeholders when addressing labour market issues.

Quebec



Since the 1990s, the Government of Quebec has actively worked to match training to labour market needs through training programs developed using a skills-based approach, as well as through measures to recognize prior learning and skills, and the activities of the Commission des partenaires du marché du travail (Labour Market Partners Commission [CPMT]).

An estimated 1.4 million jobs will need to be filled in Quebec between 2013 and 2022, just as the working-age population is shrinking. Faced with the challenges of population aging and the growing scarcity of qualified labour, the Government of Quebec has made it a priority to improve the balance between labour market supply and demand, focusing especially on making the training system more responsive to employers' evolving needs, and on fostering greater labour market participation of under-represented groups.

To that end, the Québec Economic Plan provides for an enhanced match between training and employment, in order to increase the proportion of the workforce that is able to meet employers' labour needs, and for an increase in the number of available workers, especially by integrating immigrants into the labour market. These objectives will be reached through a number of measures, including pilot projects for on-the-job training periods within certain vocational and technical training programs, as well as the Objectif Emploi (Objective : Job), a new, intensive and customized job search assistance program for new social assistance applicants.

