

# **NORTHERN DEVELOPMENT MINISTERS FORUM**



## **EDUCATION TRAINING AND EMPLOYMENT**

**Priority Project Report 2005**

**Education Training and Employment  
Northern Development Ministers Forum  
2005 Priority Project Report**

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## **The Northern Development Ministers Forum**

The Northern Development Ministers Forum was established in 2000 to advance the diverse and common interests of northerners as well as to raise awareness of the accomplishments, contributions and potential of Canada's North.

### **Goals**

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- To identify, act and provide leadership on strategic actions to advance the socio-economic development of the North.
- To strengthen the position of the North in provincial, territorial and national priorities.
- To further enhance cooperation between northern provincial jurisdictions, territorial jurisdictions and the Government of Canada.
- To share information.
- To organize an annual conference as a forum for the Northern Development Ministers to set priorities.

### **Priority Projects**

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Each year the Northern Development Ministers establish priority projects to address distinct northern development opportunities and challenges.

The opportunities and challenges associated with Education, Training and Employment initiatives in northern regions and jurisdictions is the subject of the 2005 priority project proposed by Manitoba as host of the 2005 Northern Development Ministers Forum and is the subject of this report.

### **Member Jurisdictions**

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Yukon	Alberta	Québec
Northwest Territories	Saskatchewan	Newfoundland and Labrador
Nunavut	Manitoba	Canada – INAC
British Columbia	Ontario	

## **Executive Summary**

This report incorporates information provided by participating jurisdictions in response to a request for statistics indicative of educational achievement and employment and details of projects representing best practices related to improving high school graduation rates, increasing access to post-secondary education and training initiatives that provide a bridge to employment.

The list of best practices contained in the report is representative and not exhaustive and the data collected is presented as information and has not been subjected to rigorous analysis which is beyond the scope of the project. Comments have been limited to observations related to trends, challenges identified and lessons learned.

To provide context for the best practices being reported on, a number of publications were reviewed. This review included material from Human Resource Development Canada, Canadian Policy Research Networks, Provincial-Territorial Labour Market Ministers and the Council of Ministers of Education, Canada. Background papers from participants in the Lifelong Learning Sector of the Canada-Aboriginal Peoples Roundtable were also reviewed.

Current education policy in Canada is driven by a number of issues. The results of the 1994 International Adult Literacy Survey revealed that 42 per cent of Canadian adults had low or very low literacy skills and one in four high school graduates 16-25 years old had literacy skills falling below the generally accepted minimum for further learning. These findings along with relatively low levels of workplace-based training, changing demographics, new technologies and an overarching need for the workplace to be more inclusive and representative have necessitated action on the part of provincial, territorial and federal governments.

*Every province and territory faces growing demand for post-secondary learning and training. This demand is fueled by demographic changes, new technologies and evolving employer and individual needs.*

*Maintaining and improving post-secondary learning and labour market training services targeted to the unique needs of their provincial economies involves the cooperation of educational institutions, business and industry, skills training providers, communities, individual citizens and provincial and territorial governments.*

**- Working Together to Strengthen Learning and Labour Market Training**

The Council of Ministers of Education, Canada (CEMC), is composed of the ministers responsible for elementary-secondary and post-secondary education in every province and territory and is the voice of education in Canada and internationally. It serves as the forum in which jurisdictions can discuss

education on a pan-Canadian basis and share information and best practices to enhance the quality of education across the country.

The Council of Education Ministers, Canada and provincial/territorial Labour Ministers have identified four priorities:

1. Strengthening workforce development;
2. Enhancing post-secondary learning capacity;
3. Encouraging full labour market participation of underrepresented groups; and
4. Providing internet access for on-line learning across Canada.

These priorities are expressed in the current focus of the Council which is on Aboriginal education, literacy and post-secondary education capacity.

With some notable exceptions, educational achievement and employment in northern regions tend to be below national averages, and in jurisdictions that span northern and southern regions, rates for northern regions typically reflect poorer outcomes for education and employment as compared to the South.

The exceptions include education rates for colleges and trades which in some cases exceed provincial and national rates and are likely attributable to resource based development in the North that requires college and trades expertise. In terms of unemployment, rates for Alberta and Ontario are lower than the national rate, which again is likely linked to employment in the resource sector.

Overall findings from the data reported indicate a strong disparity in learning and employment between Aboriginals and non-Aboriginals living in northern regions.

Research suggests, and our findings corroborate, a number of best practices that improve educational and employment outcomes for northern and Aboriginal communities. These practices include:

- Community delivery (satellite campuses, CAP sites, e-learning)
- Access programs
- Partnerships between communities, educational institutions, industry and government
- Linkages between training programs and employers involved in local economic development
- Aboriginal perspectives and respect for traditional knowledge and values
- Student supports that address Aboriginal needs

There is a groundswell of activity directed to improving education and employment outcomes in northern regions and for Aboriginal people and progress has been made over the past ten years. It is obvious however that long-term commitment and determination are required to reduce the disparity that

continues to exist between outcomes for northern and southern populations and Aboriginal and non-Aboriginal populations.

## **Introduction**

At the 2004 Northern Development Ministers Forum held in Chibougamau, Québec the province of Manitoba proposed *Education Training and Employment* as the theme for the 2005 forum and the subject of the priority project for 2005.

Manitoba proposed this theme in the belief that education and training are critical to the objectives and goals of northern development. Skill shortages are not uncommon in the North and exist concurrently with chronic unemployment and underemployment among northern residents.

Improved social and economic outcomes for northern populations and their participation in development and the northern economy will depend on education and training as the bridge to employment and inclusion in the mainstream economy.

The Education Training and Employment project working group is chaired by Manitoba and includes members from Ontario, Québec, Newfoundland and Labrador and Canada. At a pre-conference meeting in January 2005, the working group members met to discuss the project and develop a detailed work plan. The work plan defined the approach and main objectives of the project which were to:

- Develop a template for reporting and analysis of initiatives to improve high school completion rates, those that improve access to post-secondary education and initiatives that link education and training to employment opportunities.
- Identify best practices in each province and territory that contribute to improve high school graduation, access to higher education and education and training that lead to employment.
- Identify priorities, trends, gaps and barriers related to the achievement of improved graduation rates and access to post-secondary education and training initiatives leading to employment.
- Prepare and present a report on best practices to the Northern Development Ministers Forum in September 2005.
- Propose to the Ministers a work plan for 2006-07 that targets best practices internationally as well as any follow-up emerging from the current project.

The project team wishes to thank and extend its appreciation to those individuals from member jurisdictions who worked on submissions for this project.

*Every province and territory faces growing demand for post-secondary learning and training. This demand is fueled by demographic changes, new technologies and evolving employer and individual needs.*

*- Working Together to Strengthen Learning and Labour Market Training*

## **Methodology**

This report incorporates information provided by participating jurisdictions in response to a request for information by the project sub-working group. The list of projects is intended to be representative and not exhaustive. A review of the positions and priorities of various education stakeholders based on published material is summarized in an environmental scan to provide context for the initiatives reported on.

The data collected for this report is presented as information and has not been subjected to rigorous analysis which is beyond the scope of the project. Comments have been limited to observations related to trends, challenges identified and lessons learned.

Early childhood development, the foundation for all further education, is not specifically examined in this report, although its importance to successful outcomes in later learning is recognized. We also acknowledge the importance of but have not explored the various socio-economic factors that influence education outcomes. Best practices of First Nation education authorities and Aboriginal education institutions are also beyond the scope of the present report, although we do comment on the Life Long Learning sector roundtable of the Canada-Aboriginal Peoples Roundtable.

Member jurisdictions of the Northern Development Forum were contacted by letter and asked to provide the following information relating to their jurisdiction:

1. Statistical data that is indicative of:
  - high school completion rates
  - highest levels of education achieved
  - unemployment and labour force participation rates
  - comparative data on Aboriginal and non-Aboriginal populations
  - comparative data on northern region vs provincial statistics
  - any other relevant data used in policy and program development
2. Examples of current and emerging best practices intended to improve high school completion rates, access to post-secondary education and training initiatives linked to labour markets. This would include:
  - A description of the best practice or initiative with background information and details of strategies used
  - Performance measurement information linked to the practice or initiative described and expected outcomes or impacts

- Challenges, both those that were overcome and those that persist
- Lessons learned and recommendations

Responses from participating jurisdictions have been included in the appendix to the report for the convenience of readers who may have an interest in details on specific practices. Best practices have been summarized in the body of the report by jurisdiction under the three areas of – high school completion, access to post-secondary education and initiatives that link education and training to employment.

## **Environmental Scan**

To provide some context for the best practices being reported on, a number of publications were reviewed. This review included material from Human Resource Development Canada, Canadian Policy Research Networks, Provincial-Territorial Labour Market Ministers and the Council of Ministers of Education, Canada. Background papers from participants in the Lifelong Learning Sector of the Canada-Aboriginal Peoples Roundtable were also reviewed.

## **The National Agenda**

In a paper published in 2002, *Knowledge Matters - Skills and Learning for Canadians – Canada's Innovation Strategy*<sup>1</sup>, the federal government identifies three imperatives driving the education and training agenda:

1. *The knowledge-based economy means an ever increasing demand for a well-educated and skilled workforce in all parts of the economy and in all parts of the country.*
2. *There is a looming demographic crunch that will exacerbate these skill shortages.*
3. *Our learning system must be strengthened if we are to meet the skills and labour force demands of the next decades.*

These imperatives flow from the results of the 1994 International Adult Literacy Survey<sup>2</sup> which revealed that 42 per cent of Canadian adults had low or very low literacy skills and one in four high school graduates 16-25 years old had literacy skills falling below the generally accepted minimum for further learning. These findings along with relatively low levels of workplace-based training were a call to action.



That education is the key to labour market success is supported by statistics – the unemployment rate for youth without high school completion is over 20% compared to the unemployment rate for those with university degrees at 8%<sup>3</sup>.

In a report prepared by the Canadian Policy Research Network for the OECD (2005)<sup>4</sup>, Brisbois and Saunders note that new sources of skilled labour will need to come from among Canadians whose capacity to contribute to Canada's economic well-being has not been fully realized. This group includes Aboriginal Canadians, immigrants and persons with disabilities.

## **Aboriginal Canadians**

*The rapid growth of the Aboriginal population, especially in western Canada, underscores the importance of addressing access and outcome issues for Aboriginal people. The proportion of Aboriginal people with a post-secondary education credential is significantly smaller than the number of non-Aboriginal people with a post-secondary credential.*

**- Knowledge Matters Skills and Learning for Canadians**

The growth and development of the national and regional economies will require the participation of Aboriginal Canadians who are underrepresented in the workforce. A significant proportion of northern residents are of Aboriginal descent and issues of education within the Aboriginal community have a bearing on regional and national economic growth. There have been many barriers to participation by Aboriginal people in the economy. Many of the initiatives identified in this report are being implemented to address specific barriers.

*Aboriginal people often face multiple barriers to successful labour market participation. These include education related barriers such as low literacy and a lack of the mathematics, science and computer skills that many employers now require, both in emerging sectors and traditional resource-based industries. Another barrier is poor foundation skills. In addition, for many Aboriginal people living in remote locations, there are limited job opportunities and possibilities for career development. In the workplace problems may arise from a lack of understanding of cultural differences.*

**- Knowledge Matters Skills and Learning for Canadians**

In a report prepared for The Council of Ministers of Education, Canada – *Best Practices in Increasing Aboriginal Post-secondary Enrolment Rates*<sup>5</sup> the authors go into considerable detail describing the barriers to Aboriginal post-secondary success. Some of the barriers described would also have implications for early childhood development and primary and secondary education.

The barriers can be categorized as historical, social, cultural, family-related or individual and include:

- *A legacy of distrust in the Aboriginal community of the education system due to residential schools and other historic practices seen as having a negative and assimilative effect on Aboriginal communities;*
- *Lack of preparation for university or college at the secondary education level;*
- *Feelings of social discrimination, isolation and loneliness at post-secondary institutions;*
- *Unemployment and poverty in Aboriginal communities, which can make the financial obligations of post-secondary education difficult to meet;*
- *A lack of respect for Aboriginal culture and cultural differences at the post-secondary level;*
- *Significant family demands that act as financial and time restraints to post-secondary education.*

Positive education outcomes for Aboriginal people will depend on the extent to which these barriers can be addressed.

Best practices emerging from the above referenced report that were identified as being particularly effective in promoting Aboriginal post-secondary education included:

- Community delivery
- Access programs
- Partnerships between Aboriginal communities and mainstream educational institutions
- Aboriginal control of education
- Student support that addresses Aboriginal needs

There is considerable correlation between the best practices identified above and the practices reported for this report.

### **Council of Ministers of Education, Canada**

The Council of Ministers of Education, Canada (CEMC), is composed of the ministers responsible for elementary-secondary and post-secondary education in every province and territory and is the voice of education in Canada and internationally. It serves as the forum in which jurisdictions can discuss education on a pan-Canadian basis and share information and best practices to enhance the quality of education across the country<sup>6</sup>.

The Council of Ministers of Education, Canada in collaboration with Provincial-Territorial Labour Market Ministers issued a report entitled *Working Together to*

*Strengthen Learning and Labour Market Training*<sup>7</sup> which outlines the role of provincial and territorial governments.

*Every province and territory faces growing demand for post-secondary learning and training. This demand is fueled by demographic changes, new technologies and evolving employer and individual needs.*

*Maintaining and improving post-secondary learning and labour market training services targeted to the unique needs of their provincial economies involves the cooperation of educational institutions, business and industry, skills training providers, communities, individual citizens and provincial and territorial governments.*

**- Working Together to Strengthen Learning and Labour Market Training**

The report goes on to identify four key priorities and related strategies being pursued:

1. Strengthening workforce development;
2. Enhancing post-secondary learning capacity;
3. Encouraging full labour market participation of underrepresented groups; and
4. Providing internet access for on-line learning across Canada.

In a CMEC Update, June 2005 published on the CMEC web site, the ministers identify three aspects of Canadian education which are current priorities for them:

- Aboriginal education
- Literacy
- Post-secondary education capacity

These priorities are reflected in many of the best practices identified in our project.

## **Sector Councils**

The importance of partnering with industry to address training and employment issues was clearly articulated in submissions to the Education Training and Employment Project.

One of the keys to a competitive economy and economic security for the workforce is the renewal and upgrading of adult workers. Sector councils were first formed in 1980 through a partnership between Industry and Human Resources Development Canada. There are currently 29 sector councils in Canada.

These Councils each of which represent a defined area of economic activity are led by a partnership of representatives from business, labour, education, other professional groups and government. They work to identify and address current and anticipated human resource and skills learning challenges and to implement long-term, human resources planning and development strategies for their respective sectors<sup>8</sup>.

The objectives of sector councils are to define and anticipate skills requirements, promote lifelong learning in the workplace, facilitate mobility and labour market transitions and to help workers get the skills and knowledge needed to drive innovation and to sustain a competitive advantage in the changing economy.

Significant to the formation of partnerships with other stakeholders, sector councils encourage the private sector to take ownership and invest in solutions that address skill challenges. Best practices identified in our report include examples of private sector investment in training initiatives. The examples cited are typical of major companies operating in the resource sector. In addition to the resource sector, other sector councils represent traditional industries such as steel and textiles, emerging industries like environment and biotechnology and non-industry specific groups such as the Canadian Apprenticeship Forum.

### **Aboriginal Lifelong Learning Roundtable<sup>9</sup>**

In November, 2004, Canada convened one of six sector-specific national forums, the Aboriginal Lifelong Learning Roundtable, as part of the Canada – Aboriginal Roundtable process.

Background papers were submitted by the participants including Canada, the Assembly of First Nations, the Métis National Council, the Congress of Aboriginal Peoples, the Native Women's Association of Canada, Inuit Tapiriit Kanatami and the Government of Nunavut and Nunavut Tunngavik Incorporated.

Common issues raised in the background papers related to matters of jurisdiction, adequate resources to support education programming, access to education, sensitivity to and respect for traditional knowledge, values and skills, the importance of culture and identity and the need for a historical perspective and supports for Aboriginal learners.

Some of the concerns identified at the Lifelong Learning Roundtable are reflected in emerging best practices as reported by participants in the NDMF project.

## **Statistical Trends**

### **Highest Level of Schooling**

#### **Northern Region Analysis**

Overall, statistics show that northern regions attain a lower level of learning in comparison to provincial and national figures. Based upon data provided for *highest level of schooling*, high school completion rates were low compared to provincial statistics. It appears that northern regions have lower rates for university education as provinces, as a whole. In contrast, rates for college and trades are quite high and sometimes exceed those of provincial and national rates. This may be attributed to the high level of resource based development projects that often require trades and college expertise. As more development occurs in northern regions, this trend should continue.

It is interesting to note that figures from Alberta and Newfoundland and Labrador are quite similar to the respective provincial statistics for their area, while other jurisdictional data is lower.

#### **Aboriginal Community Analysis**

With respect to *highest level of schooling*, education figures for Aboriginal communities in northern regions indicate lower levels of training. As with the northern region, Aboriginal rates are higher at the trades and college levels.

Some jurisdictions, such as Manitoba and Newfoundland and Labrador reported an increasing demand by Aboriginals at the trades and college levels. Manitoba has seen significant increases in graduation levels for Aboriginals in adult learning.

### **Labour Force**

#### **Northern Region Analysis**

Upon reviewing *labour force* data, employment rates varied from one jurisdiction to another. In northern Alberta and Newfoundland and Labrador employment rates were higher than the provincial rates, while Saskatchewan and Manitoba rates were lower in the northern regions versus those of the provinces. Québec's Nord-du-Québec employment rates were lower than all of Québec. Canada's overall employment rate for 2001 was 55.9%; most jurisdictions reported similar or lower figures. Alberta's figure was remarkably higher at 71%.

Unemployment rates were higher in all northern regions reported versus provincial rates. However, unemployment rates for the northern regions of Ontario and Alberta are lower than the national rate of 13.7%.

In Alberta and Newfoundland and Labrador, participation rates in northern regions were higher than for the respective provinces. For all other jurisdictions reported, participation rates were lower in the northern regions versus those of the provinces.

### **Aboriginal Community Analysis**

Overall findings from data reported, indicate a strong disparity in learning and employment between Aboriginals and non Aboriginals living in northern regions.

For jurisdictions that reported Aboriginal data, both employment and participation rates were lower than overall rates for the entire northern region; with the exception of the Inuit region of Québec.

Unemployment rates, were higher in all regions that reported Aboriginal labour force data. Both Newfoundland and Labrador and Ontario have Aboriginal unemployment rates approximately 15 percentage points higher than the northern region statistics for the province.

In Québec, labour force participation rates vary, even within the northern region. In the James Bay area, participation rates are better than national statistics; and are over 10 percentage points higher than in the Cree area.



## Summary of Best Practices

Each submission received from the jurisdictions was reviewed and best practices summarized in this section of the report. For a more detailed description of the best practices and those not included here, see the jurisdictions original submissions as included in the appendix to this report.

It is evident from the best practices reviewed that collaboration, partnering and a coordinated approach are key to success. As well, strong leadership and commitment of stakeholders is important to the success of any initiative. E-learning and distant technology is increasingly present for northern areas in all jurisdictions and this has provided northerners with enhanced opportunities.

The best practices have been categorized by those relating to improving high school completion rates, those targeted to improving access to post-secondary education, training initiatives and initiatives linking education and training to employment. Results in each category are reported by jurisdiction.

### **High School Completion:**

A common best practice found in this category is linking apprenticeships and granting credit for courses taken in high school. Where the statistics show there are low high school completion rates this greatly increases the need for Adult Education and Literacy Centres in those areas.

### **Yukon**

- ***New graduation program*** – for 2004 that gives students a wider range of opportunities to complete graduation requirement credits through external (non-classroom-based) approaches including broader availability of external credit courses, college courses for high school credit and independent directed studies.
- ***Teen Parent Program*** – assists young parents to finish high school and also teaches parenting skills, money management and job-search techniques.
- ***Youth Exploring Trades*** – young people aged 12-15 attend week-long camps in the summer months to explore the trades industry.

### **Northwest Territories**

- ***Dogrib Community Services Board (DCSB)*** – delivers education services to 5 Dogrib communities comprised mainly of Aboriginal students. The Tlicho language and culture is actively promoted as well as the employment of Aboriginal educators and the DCSB is experiencing strong success in senior secondary graduation.

### **British Columbia**

- ***University of Victoria Mini-university*** – five day summer camp for grades 8 to 11 Aboriginal students with the goal to increase number of

## High School Completion

Aboriginal students graduating from all of the universities faculties and to build on the relationship with First Nation communities. In 2004, there were 30 students. The program is a positive experience for the youth.

- **Douglas Aboriginal Mentor Support Program** – trained college students to work with elementary and high school students to stay in school and go on to post-secondary education.

## Alberta

- **Apprenticeship Programs** – encourages students to stay in school.
  - *Registered Apprenticeship Program (RAP)*
  - *Young Apprenticeship Program (YAP)*
  - *Alberta Aboriginal Apprenticeship Program (AAAP)*
- **Northern LINKS-** a program to encourage northern Alberta students to complete high school and make a successful transition to post secondary education by funding projects such as campus tours, student liaisons, workshops and speakers

## Saskatchewan

- **Northern Students Retention Program** – since its inception in the early 90's this program consists of targeted funding for northern school divisions and enhanced funding used to address unique needs of northern students. Programs include:
  - *Northern Saskatchewan Student Awards*
  - *Northern Aboriginal Language Program Development*
  - *School Social Worker Projects*
  - *Pahkisimon Nuye-ah Library System*
- **High School Carpentry Apprenticeship Program** – this unique pilot program is a southern program with northern applicability, offered in two urban high schools which provides opportunities to obtain first year standing toward a Carpentry Journey Person's Certificate. Students can earn five credits towards their high school diploma by taking classes in Wood Construction, Career Work Education and Entrepreneurship and acquire construction experience as they assist in the building of a new Habitat for Humanity home.

## Manitoba

- **Aboriginal Academic Achievement** – funding to support school and school division programming to strengthen the expected outcomes through provision of a categorical grant to school divisions.
- **Building Student Success with Aboriginal Parents** – funding in support of actions and programming to increase parent and community involvement in school programming.
- **Lighthouse** – program of Manitoba Justice to support recreational, educational and pro-social programs after school hours for youth. Program has been judged to be successful and is now expanding.



### **High School Completion**

- ***Future to Discover and Making Education Work*** – both projects fall under the Canadian Millennium Scholarship Foundation and are aimed at youth from underrepresented and Aboriginal communities to encourage high school completion and post-secondary enrollment.

### **High School Completion**

- ***Technical-Vocational Education Initiative*** – implemented in 2004/05 in northern and other schools. This is a three year initiative to revamp the tech-voc education system in Manitoba.
- ***Thompson Youth Build Program*** in the City of Thompson enhances opportunities for northern at risk youth to access higher learning opportunities and skills development in the trades area. There is a paid training component and an unpaid educational component. During the educational component students work towards obtaining high school credits for graduation and can access apprenticeship training throughout Manitoba via University College of the North satellite centres of excellence.

### **Ontario**

- ***Student Access Programs*** – consolidated program to lower drop out rates in Ontario high schools and includes expanded program choices for at risk students, e-learning strategy and new investments in technological equipment.

### **Québec**

- ***Remote Network School Project in Radisson*** – assess use of information and communication technologies to improve the educational environment of small village schools to ensure equal opportunities to all children. In 2004/05, there were ten new projects.

### **Newfoundland and Labrador**

- ***Aboriginal Education in Labrador*** – Schooling in Innu communities has not been successful. The Department of Education is recruiting a provincial level specialist for Fetal Alcohol Syndrome Disorder and a specialist in Aboriginal Education. An Education Committee has been established to review and prioritize recommendations from the Philpot report and to develop an implementation plan.

### **Indian and Northern Affairs Canada**

- ***Aboriginal Head Start Program*** is an early intervention strategy for First Nation, Inuit and Métis children and their families living in urban centres and large northern communities and those living on reserve. There are 126 sites across Canada.

### **Access to Post-secondary Education:**

In order to meet the labour shortages in the North it is clear that access to post-secondary education needs to be brought to the North. Northern jurisdictions are increasingly successful in this regard.

#### **Yukon**

- **Yukon College** – offers both diploma programs and some university level degree programs in affiliation with University of Regina.
- **Student financial assistance programs** available for Yukon to assist with post-secondary education costs.

#### **Northwest Territories**

- **Nursing Access Program** – provides students who do not have the academic pre-requisites from senior secondary schooling for direct entry into nursing to complete the required courses. Access programs run for one year and are closely linked to the actual nursing program although students are engaged primarily in academic preparation.

#### **British Columbia**

- **Medical School Initiative** – collaborative model involving three universities. The University of British Columbia's (UBC's) medical school has expanded and now includes a *Northern Medical Program* based in Prince George at the University of Northern British Columbia. The first 24 students started in January 2005, following their first semester at UBC.
- Since 2002, the goal of Kwantlen University College is to recruit and **improve access to health and education programs** at the post-secondary level for Aboriginal youth. In 2002/03, there were 73 participants and 67 in 2003/04.
- **Summer Forestry Program for First Nation Youth** – since 2003, the Faculty of Forestry from UBC helps prepare Aboriginal high school students for careers in forestry. This is a six day program for grades 8 and 9. In 2004, 20 youth participated.
- **Pesk'a Program** at Simon Fraser University – leadership program aimed at Aboriginal youth grades 10 to 11 to open up the world of post-secondary education. In 2004, 20 youth participated.
- **Transitional Program** – Weekend University Program between two northern universities which brings university degree opportunities to working members of 15 First Nation bands geared towards adults. In 2000/01, 497 students participated and 392 were successful.
- **Northern Collaborative Baccalaureate Nursing Program** – collaborative program between the college in Quesnel and the university in Prince George. Year 1 and 2 are taken in Quesnel and year 3 and 4 in Prince George.
- **Nurse Practitioner Program** – to be implemented in September 2005 and offer first two years of a four year Bachelor of Science and Nursing Program in Terrace.

## Access to Post-secondary Education

### Alberta

- **eCampus Alberta** – consortium of fifteen colleges and technical institutions to facilitate increased access to high quality online learning opportunities. This is a prime example of a collaborative effort.
- **Alberta North** – partnership of post-secondary institutions that brings courses and programs to students in northern BC, AB and NWT through a network of Community Access Points. This is a very unique cross jurisdictional partnership.
- **Northern Alberta Institute of Technology NAIT** – residents of northern remote communities are able to obtain post-secondary training and skills within their community. For instance, the NAIT in Motion program delivers training through the use of mobile tractor trailers which function as a classroom. This initiative is entirely funded by private sector partnerships.
- **Northern Alberta Development Council Bursaries** – The NADC bursary as well as the Medical, Pharmacy and other Partnership Bursaries all have a northern Alberta return service requirement. Funding is also available for health care students taking practicums in high needs locations.

### Saskatchewan

- **NORTEP** – a teacher education program designed specifically for northerners interested in obtaining a Bachelor of Education degree. Since 1976, graduated over 290 northerners as teachers of which 88% are currently employed as teachers/other educational professionals and 85% are located in the North.
- **Northern Professional Access Program (NORPAC)** – three year program that may lead to a Bachelor of Arts degree and the ability to transfer credits to programs leading to professional careers. Since 1989, over 220 students have registered and many have completed studies at post-secondary institutions, transferred to the NORTEP program or secured employment.
- **Northern Training Program** – offers special training programs in cooperation with many partners to prepare northerners for a variety of northern employment opportunities and respond to emerging needs of individuals, communities and industry. In 2004/05, provided 222 training opportunities and supported 72 apprentices.
- **Northern Health Science Access Program** – ten month access program to improve the recruitment, admission and retention of First Nations and Métis students in health professions with special emphasis in nursing.
- **Nursing Education Program of Saskatchewan** in Prince Albert – northern nursing program which follows provincial nursing program curriculum modified to include First Nations/Métis cultural, spiritual and health care needs. Preference is given to Aboriginal students and residents of northern Saskatchewan.

## Access to Post-secondary Education

### Manitoba

- **University College of the North (UCN)** – newly established institution which includes community-based training in key campus communities, rotating courses, distance education and the development of relevant

#### Access to Post-secondary Education

northern and Aboriginal programming needs. Previously, programs in the north were largely delivered by Keewatin Community Colleges which have now been amalgamated with UCN. There are ten regional sites.

- Increase **Student Aid** outreach services and enhance **Manitoba Student Loan Program** to increase access to an affordable post-secondary education.
- **Partners for Careers (PFC)** – employment services delivered in rural Manitoba through MB Association of Friendship centres offices in ten towns and cities. PFC agents register clients and assist them connect to employment, further training or post-secondary opportunities. In 2004/05, 43% of clients registered were either placed in employment or referred to continued education and training.

### Ontario

- **Contact North** – this is a collaborative approach which supports innovation in education and learning. It consists of 25 video links and over 100 audio teleconference sites.
- **Northern Ontario School of Medicine (NOSM)** – a new medical school, the Northern Ontario School of Medicine (NOSM) is a joint venture of Laurentian University, Sudbury and Lakehead University, Thunder Bay. With main campuses in Thunder Bay and Sudbury, the school will have multiple teaching and research sites distributed across Northern Ontario, including large and small communities. First class of 56 students begins fall 2005.
  - The innovative undergraduate or MD program will involve students learning in small groups, much of the time in distributed community-based learning sites supported by broadband communication information technology.
  - NOSM will also assist with Continuing Education and Professional Development for physicians in northern Ontario. Graduate Studies programs offered by distance learning will allow rural physicians to undertake higher university studies and career progression without leaving their towns or practices.

### Québec

- **Attestations D'études Collégiales (AEC)** programs offered in Nord-du-Québec to meet demand of the region. Program ranges between 450 and 1350 hours delivered to clientele who are either working or require a diploma to enter the labour market.

### **Access to Post-secondary Education**

- **Technical computer and nursing programs** were offered in the Nord-du-Québec region. The creation of specialized laboratories enabled the
- Centre d'études collégiales de Chibougamau to offer certain programs in conjunction with the companies and agencies of the region.

### **Newfoundland and Labrador**

- **Integrated Nursing Access Program** – in January 2005, the College of the North Atlantic (CNA) and Memorial University of Newfoundland (MUN) developed a program for BN training of Labrador Inuit students. A research program is being developed to evaluate this initiative which is funded by Health Canada.

### **Training Initiatives:**

Partnerships are key in implementing training initiatives in the North to ensure that northerners and residents living closest to the development are reaping the benefits of the training and future employment.

### **Yukon**

- **Yukon Training Strategy and Labour Market Development Agreement** are two major strategies that determine the direction for training Yukon's labour force.
- The Advanced Training Education branch provides education, training, employment and other services to prepare Yukoners for the labour force. Programs are developed and implemented by working closely with province departments, the federal government, business, labour organizations, Yukon college, First Nations and other provincial jurisdictions. Some of these programs include:
  - **Student Training and Employment Program (STEP)**
  - **Apprenticeship Training and Tradesperson Qualification**
  - **Women in Trades and Technology**
  - **Youth Internship Program**
  - **Labour Mobility Program**

### **Northwest Territories**

- **Child and Family Literacy Training** – an initiative designed to provide literacy development opportunities for young children through the active involvement of their parents. The NWT Literacy Council is a key partner in providing training to community literacy coordinators to work with families and is trained to provide supports to parents and families in developing literacy.

## Training Initiatives

### British Columbia

- **Ministry of Energy & Mines Education & Training Initiative (MEM)** – training programs funded jointly by MEM and industry including several initiatives to promote high school transitions to skill jobs in the oil & gas sector.
- **Aboriginal Careers & Trades** – industry training initiative to match Aboriginal talents with job opportunities in selected trades occupations through support systems for employers and Aboriginal employees.
- **Northern Lights College** – to create 250 new student spaces by 2010 and develop a new consortium composed of representatives from industry, post-secondary education sector, government and Aboriginal communities to lead oil & gas training initiatives under B.C.'s *Oil & Gas Development Strategy*. The goal is to ensure an adequate supply of trained workers in northeastern B.C.

### Alberta

- Four northern colleges and *NAIT* have entered into partnerships with communities, private industry and other post-secondary institutions to provide training to community members and to the labour force of various industries. One example is:
  - **Woodland Operations Learning Foundation (WOLF)** – training program designed to be industry-driven to meet the needs of the logging industry and many other specializations within the forestry industry. Training is standardized and consistent with the needs of forest workers and the industry as a whole.

### Saskatchewan

- **Northern Municipal Leadership Development Program** – provides training for municipal staff and elected officials to improve capacity to manage local affairs.
- **Northern Forest Protection Worker and Training Program** – five year agreement signed in 2002 to address looming skill shortage of forest protection workers. Participants expected to increase their education through enrollment in training programs during the winter months. During the winter of 2004, of the 15 crew members attending Adult Basic Education, 3 attended pre-trades courses and 1 attended university.
- **Social Housing Management Training Program** – aims to build the capacity of northern housing agencies to manage and administer housing services in their communities through a combination of practical classroom instruction and applied training. By recruiting northerners and holding training sessions in northern communities, the program seeks to build capacity and promote economic growth in northern communities.
- **Construction Careers** is a southern program with potential for northern applicability. It is a career and employment service that develops skills and provides opportunities for First Nation people, particularly low income

### Training Initiatives

- Aboriginal youth to establish careers in the construction industry and other trades.
- **Home Builders Trades Training Pilot Project** – model from *Construction Careers* in response to a labour shortage in the housing industry to develop trades training project focusing on Aboriginal youth.

### Manitoba

- **Hydro Northern Training Initiative** – Manitoba Hydro has developed partnerships with seven Aboriginal partners (five northern First Nations, Manitoba Keewatinowi Okimakinak and the Manitoba Métis Federation) and the federal (Aboriginal Skills and Employment Partnership, Western Economic Diversification and INAC) and provincial governments to provide pre-project training to northern Aboriginal people related to construction of two generating stations in northern Manitoba. The \$60 million, 5 year initiative is expected to train approximately 1100 Aboriginal people for approximately 800 jobs in generating station construction.
- Link Hydro training sites/communities as part of the distribution northern **Adult Learning Network** to be absorbed by the University College of the North.
- Education and Training Services is **integrating essential skills** into new and existing programs. This is an emerging area which aims to provide support for developing life skills and literacy skills which is often a barrier to client success in training and employment. A pilot project is underway for training of heavy equipment operators.

### Ontario

- **Apprenticeship programs** – to develop the skilled workers needed in key areas of the economy.
- **Sector Initiatives Fund** – assistance toward the development of curriculum and standards for workplace training.
- **Passport to Prosperity** – facilitates opportunities for students to gain work experience in an employment setting.

All these programs are developed to support employers and employees.

### Québec

- **Hydro Québec** – commitment to hire 150 people from Cree communities by March 31, 2017. Participants require a vocational or college diploma related to Hydro programs. Ten Cree graduated from Electromechanical Engineering Technology Program and were hired by Hydro.
- **Construction Trades Training** – training for Inuit spread out over six years and involving five professions in demand; heavy equipment operators, heavy equipment mechanics, construction electricity, plumbing, heating and carpentry joinery.
- **Agreement with Raglan Mining Corporation** to train the Inuit to work for the company and generate spin offs for their communities. In January

### **Training Initiatives**

- 2004, the company implemented an on-site learning program to mentor ore extraction and cooking.
- **Vocational Training** – in 2004/05 three different school boards in the North can offer 32 different programs. The Cree school board has \$19 million in funding to build a vocational training centre, residence for students and a residence for teachers in Waswanipi.

### **Newfoundland and Labrador**

- **Knowledge and Human Resources for Innu Language Development** – literary enhancement to develop a comprehensive tri-lingual (Innu, English, French) dictionary.

### **Linkages between Education, Training and Employment:**

The specific labour needs within a region for each industry sector in the North are what drives the various initiatives that take form. The social and economic benefits maximized from these initiatives are very evident from some of the outcomes identified. In areas where there are low literacy rates, the unskilled labour pool is hindered from accessing the training programs due to specific education requirements required prior to enrollment. Early childhood education plays a major role in alleviating this emerging trend.

### **Northwest Territories**

- **Petroleum and Operators Training** – is a training partnership between the oil and gas industry, Aboriginal organizations, federal and territorial governments to provide training for northerners to access employment in pipeline operations. In preparation for the proposed construction and operation of the Mackenzie Valley Gas Pipeline, government, industry and Aboriginal organizations have been working together on a number of training initiatives to prepare people for employment in the construction and operation of the pipeline. As the operational areas are where the longer term jobs will be for northerners, the POTC committee has focused a significant effort on identifying, recruiting and training northerners for operational types of occupations. Aurora College is a key partner in this arrangement as the delivery agent. Apprentices have been hired by respective industry partners and are receiving the required work experience before enrolling in theory training in 2005.

### **Yukon**

- **Summer Career Placement** – this program provides wage subsidies to employ Yukon youth providing students an opportunity to explore the workplace



## Linkages between Education, Training and Employment

### Alberta

- **Aboriginal Workforce Participation Initiative (AWPI)** – signed in March 2005 between the City of Grande Prairie, Aquatera Utilities Inc., INAC and the province with the goal to educate and inform employers about the advantages of hiring Aboriginal peoples by converging the efforts of Aboriginal peoples and employers. This initiative is aimed at raising awareness of Aboriginal employment issues, enhancing the capacity of employers to recruit, promote and retain Aboriginal employees and promoting information sharing and networking among stakeholders.
- **Bursary Partnerships** – a return service bursary co-sponsored by the Northern Alberta Council and a northern employer. The student agrees to work for the sponsor upon graduation.

### Saskatchewan

- **Keewatin Career Development Corporation** – is a partnership of 14 northern Saskatchewan career and educational service agencies. Its mission is to use information and communications technology for the social and economic benefit of residents of northern Saskatchewan.
- **Mineral Surface Leases with Socio-economic component of Human Resource Development Agreements** – all mining companies operating in northern Saskatchewan must negotiate Surface Lease Agreements with the province before development can occur. These agreements include clauses aimed at maximizing northern employment through training. Companies are committed to negotiating Human Resource Development Agreements with Saskatchewan Learning. The number of northern workers in the mineral sector workforce has tripled. In 2004, 41% of the northern workforce was employed in higher skill categories.
- **Multi-Party Training Plan (I, II, III)** – a collaborative partnership between stakeholders in northern development to coordinate training and promote employment initiatives that enable northerners to increase their participation in the mining industry. This initiative has won three national and provincial awards for innovation and partnership. Since its inception, the northern workforce representation has increased 11% with residents of northern Saskatchewan forming a greater proportion of all skill categories, particularly in the higher skills categories of trades, technical and supervision.
- **Forestry Sector Partnership Training** – a collaborative and partnership approach to planning, funding and delivering training that is linked to employment in forestry industry. Since 2000, Saskatchewan Learning has supported over 800 people (85% Aboriginal and 60% northerners) in forestry related training.
- **Oil Sands Subcommittee** – employment referral services in the oil sands industry expanded to include delivery of training programs within a larger service area. The goal of 50 job placements was exceeded in 2004/05 with 131 placements.

### **Linkages between Education, Training and Employment**

- **Northern Apprenticeship Committee** – this program recruits new apprentices and trades people from the North and links with potential employers. The program provides financial support while in training and for living away from home. In 2004/05, there were 75 placements.
- **Centennial Student Employment Program (CSEP)** – placement of high school/university students in full-time/part-time jobs relevant to their field of study through employer subsidies. This program is in its final year (five year program). Nearly 5000 (7% northerners) students in more than 100 communities were employed throughout the province.

### **Manitoba**

- **Community Based Apprenticeship Training** – training targeted at increasing the number of courses available, the number of northern Aboriginal apprentices enrolled, the number of northern Aboriginal certified trades people and to have this type of training delivered in an increased range of trades.
- **Prior Learning Assessment and Recognition (PLAR)** – Education and Training Services has implemented a multi-faceted approach to increase access to this program throughout the North. PLAR staff has received training to assist clients in a self-directed PLAR process.
- **Community-Based Employment Assistance Services** – funds projects which enable clients to prepare, find and keep employment. Projects are tailored to the particular needs of the client group and emphasize linking with available jobs, particularly in high demand occupations. Examples of specific project training include: emergency medical responders, LPN's, construction trades, early childhood educators/assistants, hospitality services and self-employment programs.

### **Ontario**

- **Job Connect** – career and employment preparation.
- **Literacy and Basic Skills** – prepares participants for employment upgrading.
- **Ontario Summer Jobs** – job search assistance, self employment opportunities and wage subsidies.
- **Training Hotline** – centralized access point for Ontario training and employment initiatives.
- **Northern Ontario Youth Internship and Coop Program** – new program funded through the Northern Ontario Heritage Fund.
- **Ontario Internship Program** – helps recent post-secondary graduates obtain hands on professional experience.
- **Summer Company Program** – helps youth start their own summer business and awards up to \$3,000.
- **My Company Program** – hands on business training and loans up to \$15,000 for young entrepreneurs.
- **Youth Opportunities Ontario** – website for youth to access resources.

## Linkages between Education, Training and Employment Newfoundland and Labrador

- **Employee of the Future Mining Technician Program** – in response to industry demand, the College of the North Atlantic has developed a two year program to train individuals for employment demand in Labrador mines. 77% of program students have secured employment. Students can transfer credits to school of engineering programs.
- **Joint Voisey's Bay Employment & Training Authority (JETA)** – a collaborative partnership funded by HRSDC to provide work experience, education and training programs to develop the Labrador Aboriginal workforce for Voisey's Bay mine and contractor project.
- **Voisey's Bay Adjacency Employment Monitoring** – implemented by the province to ensure the adjacency principle is being met with respect to employment. Also, the company developed impact agreements with both the Innu Nation and Labrador Inuit Association.

*A significant portion of the population reaches adulthood without having acquired all the skills needed to participate or advance in the labour market. In response, provinces and territories have developed alternate approaches to meet the needs of this group. This includes adult literacy and numeracy training in the community and workplace education programs.*

*- Working Together to Strengthen Learning and Labour Market Training*

## Challenges

Common challenges noted in the submissions received include:

- the large area and small dispersed population typical of the North
- the under-representation of Aboriginal peoples in the workforce
- a lack of employment opportunities and opportunities for work placements
- high unemployment
- youth migration to the South
- funding for infrastructure, equipment and programs
- entrepreneurship programs to support start-up of Aboriginal businesses
- recruitment of students from smaller communities
- logistics and coordinating training with partners
- sustainability of programs
- identifying, recruiting and assessing candidates

## **Lessons Learned**

- Partnerships between and among post-secondary institutions, communities, business, industry, the non-profit sector and governments are essential and are working to address training and labour market needs
- Programs that combine education and work experience appear to be successful
- Training that meets industry standards is needed to ensure transition to work
- Satellite campuses, CAP sites, mobile classrooms and on-line and distance learning provide post-secondary education and training opportunities to remote northern regions
- Open communication, community consultation, collaboration and involvement will strengthen community support and participation
- Multi-year funding arrangements enable long-term planning by community-based organizations and governments
- Aboriginal perspectives must be incorporated throughout school activities and educators must possess cultural awareness
- When developing curriculum and delivery of education/training programs for Aboriginal communities, success rates are much higher when culture, learning style and environment are considered
- Aboriginal people use organizations operated for and by Aboriginal people
- There is a need for community agencies to collaborate and coordinate their services considering the geography and population dispersion of the North
- It takes a multifaceted approach (local trained educators, support to students, strong school leadership and community supports) to build success
- Work with partners at the community level
- It is important for students to establish a relationship with employers providing work experience
- A strong belief and commitment to the long term vision, strong partnerships and leadership are essential to success
- Incorporate access as an integral part of programs
- Allow extra time to promote, recruit and select candidates for training programs

## **Summary of Findings**

- Northern regions attain a lower level of learning generally in comparison to provincial and national figures
- Achievement rates for college and trades are quite high in the North and in some cases exceed provincial and national statistics. This may be attributable to the high level of resource based development projects.

- Unemployment rates were higher in all northern regions reporting versus provincial rates
- There is a strong disparity in learning and employment between Aboriginals and non-Aboriginals living in northern regions
- E-learning and distance technology is increasingly present for northern areas in all jurisdictions reporting
- There is considerable focus on early engagement of secondary school students to prepare them for careers and for post-secondary learning
- Local delivery of post-secondary education increases prospects for success. More post-secondary education is being delivered in the North.
- Partnerships are key to successful implementation of training initiatives in the North to ensure that northerners and those residing closest to the development are reaping the benefits of the training and future employment
- Specific labour needs within a region for each industry sector in the North are what drive the various initiatives that take form

### **Proposed Work Plan for 2006-07**

- Follow-up on selected initiatives
- Identify best practices of First Nation education authorities and Aboriginal educational institutions
- Track outcomes of the Lifelong Learning Sector of the Canada-Aboriginal Peoples Roundtable and the CMEC's agenda for Aboriginal education
- Focused review of industry partnerships and best practices

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<sup>1</sup> Human Resources Development Canada, *Knowledge Matters Skills and Learning for Canadians*, 2002. <http://www.innovationstrategy.gc.ca> .

<sup>2</sup> Statistics Canada and the Organization for Economic Cooperation and Development (OECD), *International Adult Literacy Survey, 1994-95*.

<sup>3</sup> Statistics Canada, *Labour Force Survey*, 2001.

<sup>4</sup> Brisbois, Richard and Saunders, Ron, *Skills Upgrading Initiatives in Canada: Regional Case Studies*, Canadian Policy Research Networks, 2005.

<sup>5</sup> R.A.Malatest & Associates Ltd., *Best Practices in Increasing Aboriginal Post-secondary Enrolment Rates*, 2002.

<sup>6</sup> The Council of Ministers of Education, Canada, *CMEC Update*, June 2005, <http://www.cmec> .

<sup>7</sup> Provincial-Territorial Labour Market Ministers and Council of Ministers of Education, Canada, *Working Together to Strengthen Learning and Labour Market Training*, 2002.

<sup>8</sup> <http://www.sdc.gc.ca/en/hip/hrp/corporate/sector/sectorcouncil.shtml> .

<sup>9</sup> [http://www.aboriginalroundtable.ca/sect/lrng/index\\_e.html](http://www.aboriginalroundtable.ca/sect/lrng/index_e.html) .

## STATISTICAL TRENDS BY JURISDICTION

Table of Highest Level of Education and Labour Force Statistics (%'s) based upon Northern Jurisdictions (Census 2001)

	<b>CAN.</b>	<b>AB</b>	<b>SK</b>		<b>MB</b>		<b>ON</b>		<b>QC</b>				<b>NL</b>		<b>NU</b>
<b>Highest Level of Education</b>			North	Abor.	North	Abor.	North	Abor.	Nord	James Bay	Inuit	Cree	North	Abor.	
less than grade 9							11.8	28.5							
grade 9 - 13							35.4	31.8							
Less than high school	17.4	24	48.5	56.1	48.2	59.6			50.4	38.8	61.7	60.4	37.2	42.3	38.1
High school certificate and/or some post secondary	25.3	12	18.7	15.7	24.8	16.2			19.8	24.5	14.1	15.7	19.7	16.6	20.2
Trades and College Certificate or Diploma	28.9	33	*26.3	*24.5	*25.4	*20.5	37.3	33.5	22.2	27.8	15.4	18.1	35.1	*38.8	29.8
University	16.8	13	6.5	3.7	7.8	3.6	15.6	6.2	7.6	8.9	7.4	5.6	8	2.3	11.8
<b>Labour Force</b>															
Employment Rate	55.9	71	40.7	32.5	49.9	39.2			55.2	59.4	56.6	48.2	54	39.1	
Unemployment Rate	13.7	6	24.2	31.7	17.1	22.8	9.8	24.7	14.6	13.1	14.4	17.3	19.1	33.9	
Participation Rate	66.4	76	53.6	47.7	60.3	50.8	61.4	57					66.7	59	

\* also includes university diploma

**TABLE OF NORTHERN COLLEGES AND UNIVERSITIES BY JURISDICTION**

<b><i>Jurisdiction</i></b>	<b><i>Colleges</i></b>	<b><i>Universities</i></b>
<b><i>British Columbia</i></b>	<ul style="list-style-type: none"> <li>- <i>College of New Caledonia</i></li> <li>- <i>Northern Lights College</i></li> <li>- <i>University College of the Cariboo</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>University of Northern British Columbia in Prince George</i></li> </ul>
<b><i>Alberta</i></b>	<ul style="list-style-type: none"> <li>- <i>Grand Prairie Regional College</i></li> <li>- <i>Keyano College</i></li> <li>- <i>Northern Alberta Institute of Technology (NAIT)</i></li> <li>- <i>Northern Lakes College</i></li> <li>- <i>Portage College</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Athabasca University in Athabasca</i></li> </ul>
<b><i>Saskatchewan</i></b>	<ul style="list-style-type: none"> <li>- <i>Northern Professional Access College (NORPAC)</i></li> <li>- <i>Northlands College</i></li> </ul>	
<b><i>Manitoba</i></b>	<ul style="list-style-type: none"> <li>- <i>University College of the North (UCN) in Thompson</i></li> </ul>	
<b><i>Ontario</i></b>	<ul style="list-style-type: none"> <li>- <i>Confederation College</i></li> <li>- <i>Northern College</i></li> <li>- <i>College Boréal</i></li> <li>- <i>Sault College</i></li> <li>- <i>Canadore College</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Nipissing University in North Bay</i></li> <li>- <i>Lakehead University in Thunder Bay</i></li> <li>- <i>Laurentian University in Sudbury</i></li> </ul>
<b><i>Québec</i></b>	<ul style="list-style-type: none"> <li>- <i>Centre d'études collégiales à Chibougamau</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Université du Québec en Abitibi-Temiscamingue in Rouyn-Noranda</i></li> </ul>
<b><i>Newfoundland and Labrador</i></b>	<ul style="list-style-type: none"> <li>- <i>College of the North Atlantic (CNA)</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Memorial University of Newfoundland (MUN) in St. John's</i></li> </ul>

# **DETAILED SUBMISSIONS BY JURISDICTION**



**YUKON**

# Education, Training and Employment Priority Project

## Data Sheet

### YUKON

#### Statistical Data/Trends

##### High School Data/Trends

- Yukon does not report 'completion rates' per se, however, we do track and report secondary school graduation rates. Over the past eight years, these rates have averaged around 89%.
- Further details can be found in our Public Schools Annual Report at <http://www.education.gov.yk.ca/pdf/AR-2003-2004.pdf>, in the section on Graduation

##### Highest level of Education attained:

- Yukon does not track this data specifically, however it is available through Census data presented on Statistics Canada's web site [http://www40.statcan.ca/101/ind01/13\\_1821.htm?hili\\_none](http://www40.statcan.ca/101/ind01/13_1821.htm?hili_none)
- From this data, it is reported that 35% have at least a secondary school education, 34% have a college education and 28% have a University degree or higher.

##### Unemployment and Labour Force participation

- The Department of Education does not specifically track this information
- However, the Yukon Government's Bureau of Statistics does have territorial information on unemployment and labour force participation.
- Monthly and annual reports are available through the YBS web site at <http://www.gov.yk.ca/depts/eco/stats/index.html>

##### Aboriginal and non-aboriginal comparative data:

- Yukon reports a variety of indicators on aboriginal and non-aboriginal comparisons.
- Such indicators are enrolment data by school and community, achievement and success rates for our Yukon Achievement Test and Provincial examinations, high school graduation rates, attendance (absence) rates, as well as Special Programs (IEP) designations.
- Further detail can be found in our Public Schools Annual Report at <http://www.education.gov.yk.ca/pdf/AR-2003-2004.pdf>

##### Northern Region (Yukon) vs. provincial comparative data:

- The specific indicators relative to inter-provincial comparisons are specifically related to achievement data.
- Comparisons of Yukon performance relative to Alberta is made for our Yukon Achievement Tests in grade 3, 6 and 9.
- Comparisons of Yukon performance relative to British Columbia is made for our Provincial Exams in grade 12.
- Comparisons of Yukon performance relative to all of Canada, and to other provinces is made for the SAIP (School Achievement Indicators Program) results.
- Further detail can be found in our Public Schools Annual Report at <http://www.education.gov.yk.ca/pdf/AR-2003-2004.pdf>

<b>Best Practices/Initiatives (both current and emerging)</b>	<b>Success Rates/Outcomes</b>	<b>Contact Name/Number</b>
<p><b>High School Completion Rates (Graduation Rates for the Yukon)</b></p> <ul style="list-style-type: none"> <li>▪ New graduation program for 2004</li> <li>▪ Allows students a wider range of opportunities to complete graduation requirement credits through external (non-classroom based) approaches</li> <li>▪ Some examples of this are broader availability of External Credit courses, College courses for high school credit, Independent Directed Studies, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ First year of new graduation program</li> <li>▪ Yet to be determined</li> </ul>	<p>Doug Kelsch, Coordinator, Student Information and Assessment 867-667-3707</p>
<p><b>Access to Post Secondary Education</b></p> <ul style="list-style-type: none"> <li>▪ Local Yukon College, offering both Diploma programs as well as some University level degree programs, in affiliation with University of Regina</li> <li>▪ Many Student Financial Assistance programs available for Yukon students to assist with post secondary costs: <ul style="list-style-type: none"> <li>○ Yukon Grant</li> <li>○ Student Training Allowance</li> <li>○ Yukon Excellence Awards</li> <li>○ Canada Student Loan Program</li> <li>○ Various Scholarships, Bursaries and Awards</li> </ul> </li> </ul>		<p>Yukon College 867-668-8800</p> <p>Advanced Education Branch, Student Financial Assistance 867-667-5929</p>
<p><b>Training Initiatives and the Linkage between education, training and employment</b></p> <ul style="list-style-type: none"> <li>▪ The Advanced Education Branch provides education, training, employment and other services to prepare Yukoners for the labour force. They develop and implement programs by working closely with other YTG departments, the federal government, business, labour organizations, Yukon College, First Nations and other provincial jurisdictions.</li> <li>▪ Some of these programs are as follows: <ul style="list-style-type: none"> <li>○ Student Training and Employment Program (STEP)</li> <li>○ Apprenticeship Training and Tradesperson Qualification</li> <li>○ Women in Trades and Technology (WITT)</li> <li>○ Youth Internship Program (youth at risk)</li> <li>○ Labour Mobility Program</li> </ul> </li> <li>▪ More information on these programs can be found at <a href="http://www.education.gov.yk.ca/advanceded/index.html">http://www.education.gov.yk.ca/advanceded/index.html</a></li> <li>▪ The <a href="http://www.education.yk.ca/pdf/YukonTrainingStrategy.pdf">Yukon Training Strategy</a> (<a href="http://www.education.yk.ca/pdf/YukonTrainingStrategy.pdf">http://www.education.yk.ca/pdf/YukonTrainingStrategy.pdf</a>) and the Yukon's <a href="#">Labour Market Development Agreement</a> are two major strategies that determine the direction for training Yukon's labour force</li> </ul>		<p>Advanced Education Branch 867-667-5131</p>

<b>Challenges/Lessons Learned in Implementing Best Practices/Initiatives</b>
<b>Recommendations</b>

# **NORTHWEST TERRITORIES**

**EDUCATION, TRAINING & EMPLOYMENT PRIORITY PROJECT**

**Data Sheet  
Federal/Provincial/Territorial Jurisdiction NWT**

<b>Statistical Data/Trends</b>		
Done by RWED		
<b>Best Practices/Initiatives (Both current and emerging)</b>	<b>Success Rates/ Outcomes</b>	<b>Contact Name/Number</b>
<p>High School Completion Rates (ECE)</p> <p>Dogrib Community Services Board (The DCSB delivers education services to 5 Dogrib communities comprised mainly of Aboriginal students. The Tlicho language and culture is actively promoted as well as the employment of Aboriginal educators and the DCSB is experiencing strong success in senior secondary graduation). The DCSB is experiencing good success in graduating students from its senior secondary school system. The number of graduates in the past couple of years has improved greatly over previous levels. While the rate is still below the overall territorial graduation rate of 45%, it is a marked improvement with 18 graduates for a graduation rate of 35%.</p>	<p>There are now over 100 students from the Tlicho communities attending post-secondary studies.</p>	<p>Pauline Gordon Assistant Deputy Minister, Education and Culture 867-920-8061</p>
Access to Post Secondary Education (ECE)		
<p>Nursing Access Program (The Nursing Access Program began in 1993 and provides students with one year of academic preparation to enter a nursing diploma program through Aurora College...the program is now a degree program).</p> <p>Access programs provide students who do not have the academic pre-requisites from senior secondary schooling for direct entry into nursing to complete the required courses. Access programs run for one year and are closely linked to the actual nursing program although students are engaged primarily in academic preparation.</p>	<p>270 students enrolled in Nursing Access since 1993. Of that 93 have enrolled in the Nursing program.</p>	<p>Dan Daniels Assistant Deputy Minister, Advanced Education and Careers 867-873-7252</p>
Training Initiatives (ECE)		
<p>Child and Family Literacy Training (this is an initiative designed to provide literacy development opportunities for young children through the active involvement of their parents. The NWT Literacy Council is a key partner in providing training to community literacy coordinators to work with families). Family Literacy Coordinators from the communities are trained to provide supports to parents and families in developing literacy skills with their children.</p>	<p>250 Family literacy coordinators have been trained since 2001. Over 100 family literacy projects have been managed in 28 communities since 2001. The outcomes of these initiatives will be seen in future years as the children enter the school system</p>	<p>Pauline Gordon Assistant Deputy Minister, Education and Culture 867-920-8061</p>
Linkage between education, training and employment (ECE)		
<p>Petroleum and Operators Training (this is a training partnership between the oil and gas industry, Aboriginal organizations, federal and territorial governments to provide training for northerners to access employment in pipeline operations). In preparation for the proposed construction and operation of the Mackenzie Valley Gas Pipeline, government, industry and Aboriginal organizations have been working together on a number of training initiatives to prepare people for employment in the construction and operation of the pipeline. As the operational areas are where the longer term jobs will be for Northerners, the POTC committee has focused a significant effort on identifying, recruiting and training Northerners for operational types of occupations. Aurora College is a key partner in this arrangement as the delivery agent. Students who complete the Pre-technology Program at</p>	<p>6 apprentices 13 Pre-technology students started their programs in 2004.</p>	<p>Dan Daniels Assistant Deputy Minister, Advanced Education and Careers</p>

<p>Aurora College will be able to enter technology diploma programs at the Northern Alberta Institute of Technology in Edmonton or the Southern Alberta Institute of Technology in Calgary. Apprentices have been hired by respective industry partners and are receiving the required work experience before enrolling in theory training in 2005.</p>		
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<p><b>Challenges/Lessons Learned in implementing Best Practices/Initiatives</b></p>		
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| <p>(ECE)</p> <ol style="list-style-type: none"> <li>1. DSCB – it takes a multifaceted approach (local trained educators, support to students, strong school leadership, community supports) to build success.</li> <li>2. Nursing Access Program – Recruitment of students from smaller communities can be a challenge that can be overcome by providing supports like accommodation. Helping the access students to feel like they are part of the nursing program helps them to stay focused on the outcomes of access i.e. entry into nursing.</li> <li>3. Child and Family Literacy Coordinators – challenge of dealing with logistics to provide training, need for sustainability of training. Working closely with a partner like the Literacy Council is important as they have the capacity for providing training on supports at a community level.</li> <li>4. Petroleum and Operator Training – there is a challenge of identifying, recruiting and assessing candidates for a limited number of training positions like apprenticeship early enough for plans to be made to attend school. It is important for collaboration by partners to select candidates students can establish a relationship not only with the educational institute but also with the employers who are responsible for providing the work experience.</li> </ol> |  |  |
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<p><b>Recommendations</b></p>		
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| <p>(ECE)</p> <ol style="list-style-type: none"> <li>1. DSCB – have a strong philosophy base and commitment to the long term vision, strong partnerships and leaderships are essential</li> <li>2. Nursing Access Program – ensure access is a part of the main nursing component rather than a separate program</li> <li>3. Child and Family Literacy – work closely with key partners who have the capacity to support your efforts and programs.</li> <li>4. Petroleum and Operator Training – allow more time than you think you need you may need to promote, recruit and select candidates for the training programs.</li> </ol> |  |  |
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NUNAVUT

**Number of people aged 25 to 64 by sex and by highest level of schooling, Nunavut, 2001**

	Both sexes	Men	Women
Total - Detailed highest level of schooling	11,410	5,870	5,540
Less than high school graduation certificate	4,350	2,110	2,245
High school graduation certificate only	555	315	240
Some postsecondary education	1,745	875	870
Trades certificate or diploma	1,495	1,015	475
College certificate or diploma	1,910	880	1,025
University certificate or diploma below bachelor's degree	160	70	90
University degree	1,190	590	595

**Proportion of people aged 25 to 64 by sex and by highest level of schooling, Nunavut, 2001**

	Both sexes	Men	Women
Less than high school graduation certificate	38.1%	35.9%	40.5%
High school graduation certificate only	4.9%	5.4%	4.3%
Some postsecondary education	15.3%	14.9%	15.7%
Trades certificate or diploma	13.1%	17.3%	8.6%
College certificate or diploma	16.7%	15.0%	18.5%
University certificate or diploma below bachelor's degree	1.4%	1.2%	1.6%
University degree	10.4%	10.1%	10.7%

**Source: Statistics Canada, 2001 Census**



**Note: Confidentiality and Random Rounding - The figures shown in the tables have been subjected to a confidentiality procedures known as random rounding to prevent the possibility of associating statistical data with any identifiable individual. Under this method, all figures, including totals and margins, are randomly rounded either up or down to a multiple of "5", and in some cases "10". While providing strong protection against disclosure, this technique does not add significant error to the census data. The user should be aware that totals and margins are rounded independently of the cell data so that some differences between these and the sum of rounded cell data may exist. Also, minor differences can be expected in corresponding totals and cell values among various census tabulations. Similarly, percentages, which are calculated on rounded figures, do not necessarily add up to 100%.**

**Number of people aged 25 to 64 by Inuit/Non-Inuit and by highest level of schooling, Nunavut, 2001**

	Total	Inuit	Non-Inuit
Total - Detailed highest level of schooling	11,410	8,410	3,005
Less than high school graduation certificate	4,350	4,160	195
High school graduation certificate only	555	255	295
Some postsecondary education	1,745	1,445	315
Trades certificate or diploma	1,495	1,160	340
College certificate or diploma	1,910	1,210	695
University certificate or diploma below bachelor's degree	160	75	90
University degree	1,190	105	1,090

**Proportion of people aged 25 to 64 by Inuit/Non-Inuit  
and by highest level of schooling, Nunavut, 2001**

	Total	Inuit	Non-Inuit
Less than high school graduation certificate	38.1%	49.5%	6.5%
High school graduation certificate only	4.9%	3.0%	9.8%
Some postsecondary education	15.3%	17.2%	10.5%
Trades certificate or diploma	13.1%	13.8%	11.3%
College certificate or diploma	16.7%	14.4%	23.1%
University certificate or diploma below bachelor's degree	1.4%	0.9%	3.0%
University degree	10.4%	1.2%	36.3%

**Source: Statistics Canada, 2001 Census**

**Note: Confidentiality and Random Rounding - The figures shown in the tables have been subjected to a confidentiality procedures known as random rounding to prevent the possibility of associating statistical data with any identifiable individual. Under this method, all figures, including totals and margins, are randomly rounded either up or down to a multiple of "5", and in some cases "10". While providing strong protection against disclosure, this technique does not add significant error to the census data. The user should be aware that totals and margins are rounded independently of the cell data so that some differences between these and the sum of rounded cell data may exist. Also, minor differences can be expected in corresponding totals and cell values among various census tabulations. Similarly, percentages, which are calculated on rounded figures, do not necessarily add up to 100%.**

**Age:** Refers to the age at last birthday (as of the census reference date, May 15, 2001). This variable is derived from date of birth.

**Sex:** Refers to the gender of the respondent.

**Highest level of schooling:** Refers to the highest grade or year of elementary or secondary (high) school attended, or to the highest year of university or college education completed. University education is considered to be a higher level of schooling than college education. Also, the attainment of a degree, certificate or diploma is considered to be at a higher level than years completed or attended without an educational qualification.

**Some postsecondary education:** Excludes persons with a postsecondary certificate, diploma or degree.

**College certificate or diploma:** Referred to as 'Other non-university certificate or diploma' in previous censuses, this sector includes non-degree-granting institutions such as community colleges, CEGEPs, private business colleges and technical institutes.

**Labour force characteristics for people aged 15 and over by sex, Nunavut, 2001**

	Both sexes	Men	Women
Population 15 years of age and over	16,680	8,620	8,060
Employed	9,380	5,005	4,370
Unemployed	1,975	1,125	855
Not in labour force	5,325	2,490	2,840
Employment rate (%)	56.2	58.1	54.2
Participation rate (%)	68.1	71.2	64.8
Unemployment rate (%)	17.4	18.3	16.3

**Labour force characteristics for people aged 15  
and over by Inuit and Non-Inuit, Nunavut, 2001**

	Total	Inuit	Non-Inuit
Population 15 years of age and over	16,680	13,220	3,445
Employed	9,380	6,265	3,125
Unemployed	1,975	1,875	90
Not in labour force	5,325	5,080	250
Employment rate (%)	56.2	47.4	90.7
Participation rate (%)	68.1	61.6	93.3
Unemployment rate (%)	17.4	23.0	2.8

**Source: Statistics Canada, 2001 Census**

**Note: Confidentiality and Random Rounding -**  
**The figures shown in the tables have been subjected to a confidentiality procedures known as random rounding to prevent the possibility of associating statistical data with any identifiable individual. Under this method, all figures, including totals and margins, are randomly rounded either up or down to a multiple of "5", and in some cases "10". While providing strong protection against disclosure, this technique does not add significant error to the census data. The user should be aware that totals and margins are rounded independently of the cell data so that some differences between these and the sum of rounded cell data may exist. Also, minor differences can be expected in corresponding totals and cell values among various census tabulations. Similarly, percentages, which are calculated on rounded figures, do not necessarily add up to 100%.**

**Employed (in Reference Week) - Persons who, during the week (Sunday to Saturday) prior to Census Day (May 15, 2001): (a) did any work at all for pay or in self-employment or without pay in a family farm, business or professional practice; (b) were absent from their job or business, with or without pay, for the entire week because of a vacation, an illness, a labour dispute at their place of work, or any other reasons.**

**Unemployed (in Reference Week) - Persons who, during the week (Sunday to Saturday) prior to Census Day (May 15, 2001), were without paid work or without self-employment work and were available for work and either: (a) had actively looked for paid work in the past four weeks; or (b) were on temporary lay-off and expected to return to their job; or (c) had definite arrangements to start a new job in four weeks or less.**

**Not in labour force (in Reference Week) - Refers to persons who, in the week (Sunday to Saturday) prior to Census Day (May 15, 2001), were neither employed nor unemployed. It includes students, homemakers, retired workers, seasonal workers in an "off" season who were not looking for work, and persons who could not work because of a long-term illness or disability.**

**Participation rate (in Reference Week) - Refers to the labour force in the week (Sunday to Saturday) prior to Census Day (May 15, 2001), expressed as a percentage of the population 15 years of age and over excluding institutional residents. The participation rate for a particular group (age, sex, marital status, geographic area, etc.) is the total labour force in that group, expressed as a percentage of the population 15 years of age and over, in that group.**

**Employment rate (in Reference Week) - Refers to the number of persons employed in the week (Sunday to Saturday) prior to Census Day (May 15, 2001), expressed as a percentage of the total population 15 years of age and over excluding institutional residents. The employment rate for a particular group (age, sex, marital status, geographic area, etc.) is the number employed in that group, expressed as a percentage of the population 15 years of age and over in that group. In past censuses, this was called the Employment-population Ratio.**

**Unemployment rate (in Reference Week) - Refers to the unemployed expressed as a percentage of the labour force in the week (Sunday to Saturday) prior to Census Day (May 15, 2001). The unemployment rate for a particular group (age, sex, marital status, geographic area, etc.) is the unemployed in that group, expressed as a percentage of the labour force in that group, in the week prior to enumeration.**

**Aboriginal identity** - Refers to those persons who reported identifying with at least one Aboriginal group, i.e. North American Indian, Métis or Inuit (Eskimo), and/or those who reported being a Treaty Indian or a Registered Indian as defined by the Indian Act of Canada and/or who were members of an Indian Band or First Nation. In 1991 and previous censuses, Aboriginal persons were determined using the ethnic origin question (ancestry). The 1996 Census included a question on the individual's own perception of his/her Aboriginal identity. The 2001 Census question is the same as the one used in 1996.

**Age:** Refers to the age at last birthday (as of the census reference date, May 15, 2001). This variable is derived from date of birth.

**Sex:** Refers to the gender of the respondent.

**BRITISH COLUMBIA**

## BC Regional Social Economic Comparisons: Provincial Average and Rural College Regions

	BC	COTR	SELK	NLC	NWCC	NIC	CNC
<b>Demographic Profile:</b>							
Land Area (Sq. Km)*	926,492	44,924	27,514	350,532	103,072	71,169	153,404
Population Density (Persons per Sq. Km)	4.5	1.8	2.9	.2	.8	2.1	1.0
Family Structure: % of lone parents in total families in region	25.7%	24.9%	28.3%	23.2%	27%	29.3%	27.1%
Aboriginal Population as a % of general Population	4.4%	5.1%	3.1%	14.4%	24.8%	10.5%	11.2%
<b>Indicators of Economic Hardship:</b>							
Income Levels -% of families earning less than \$20K/yr	12%	22.6%	25.3%	19.9%	23.8%	24.7%	22%
Income Assistance -% of Population receiving benefits (Youth 19-24)	2.5%	2.2%	2.6%	2.0%	6.2%	4.1%	5.1%
<b>Unemployment –Most recent 4<sup>th</sup> Quarter Average</b>	3.6%	4.7%	4.7%	5.1%	6.9%	5.2%	4.9%
<b>Indicators of Labour Market Issues:</b>							
% Distribution of Professional Occupations	15.4%	9.6%	12.8%	8.6%	11.2%	11.3%	11%
% Distribution of Technical, Trades & High Skill Occupations	26.8%	31.5%	30.2%	33.6%	29%	27.7%	30.2%
% of Population 20+ with PS Certificate or Diploma	32.8%	37.4%	38.2%	34.2%	32.7%	35%	32.4%
% of Population 20+ with University Degree	17.6%	9.6%	10.6%	7.3%	9.8%	9.8%	9.4%
Average Employment Income (2000 Statistic)	\$31,544	\$28,246	\$27,445	\$31,476	\$31,158	\$36,479	\$31,356
<b>Indicators of Education Concerns:</b>							
% of Population without completed High School (2001)	42.3%	46.3%	43.1%	52.3%	52%	50.2%	53%
% of 18 yr olds who did not graduate High School (2001-2003)	25.6%	24.4%	22.3%	37.6%	28.6%	29.2%	35%
% of students Enrolled in Grade 12 Who Did Not Write or Pass Grade 12 Provincial English Exam (Avg. 2001-2003)	29.8%	38%	26.4%	41.9%	40.9%	38.5%	37.6%

**Source:** BC Stats College Region Statistical Profiles 2003. N/A=Not Available

\*Land Area (Sq. Km.) & Population Density statistics have been updated from BC Stats with 2004 numbers.



## **Sample Post Secondary Bridging and Transition Programs**

### **Detailed Summary of Bridging/Transition Programs**

#### *University of Victoria (UVIC) Mini-University Summer Camp*

In 2004 the Office of Student Recruitment at UVIC initiated a five daylong summer camp for grade 8 to 11 Aboriginal students. Living on campus, the students engaged in a number of projects designed to encourage them to consider a broad range of careers. General information regarding the camp is as follows:

- The university partnered with approximately 400 Aboriginal contacts in the promotion of the program, contacting public schools, band schools, band offices and community organizations throughout coastal British Columbia.
- The program goal was to increase the number of Aboriginal students graduating from all of the university's faculties and to build on the university's unique relationship with First Nations communities.
- Program participants took part in workshops on writing and on robotics, among other activities.
- The summer camp had a strong emphasis on Aboriginal culture, including a writing workshop led by Aboriginal poet and university instructor Kevin Paul, meetings with other Aboriginal faculty, a traditional opening ceremony and a culminating traditional feast at the end of the program, and an ongoing focus by Aboriginal role models to promote Aboriginal culture and relate traditional Aboriginal beliefs to the modern world.

In its 2004 initiation, 30 students took part in UVIC's Mini-University Summer Camp. Daily student evaluation forms combined with daily anecdotal feedback aided the Office of Student Recruitment in its evaluation of the program and helped it to develop a list of recommendations for the following year. The students' assessment of their experience was overwhelmingly positive, and the program was received well in the larger community.

#### *Kwantlen Capacity Development Aboriginal Youth Summer Health Camp (KCDC)*

Since 2002, Kwantlen University College (KUC) has delivered two, two weeklong camps per summer for Aboriginal learners. The primary objective of the program is to recruit and improve Aboriginal access to health education programs at the post-secondary level. This program is delivered on the KUC campus; the vast majority of the staff and health care role models are Aboriginal. KCDC has the following features:

- Its stated mandate is to involve Aboriginal children and youth in grades 5 to 7 in educational activities that promote and highlight health, nursing and science careers and increase their interest to pursue post-secondary education.
- KCDC hired six Aboriginal youth as team leaders, training them in health and leadership areas, and giving them KUC certificates for the theory and practice hours they completed.

- Funding support is delivered through the Ministry of Advanced Education (AVED), Human Resources Development Canada, BC Hydro Power Smart and the Stó:lō Nation; invitations to the camp are delivered through schools, Aboriginal organizations and First Nation communities in the KUC catchment area.
  - A stated project goal is to present science, technology, mathematics, writing and health related courses as “fun”.
  - The impetus for this camp stems from national studies such as the Romanow Commission on the Future of Health (2002), which stressed the need to increase the number of Aboriginal health professionals in Canada.
  - Stated project goals of increasing participants’ awareness of both traditional and western approaches to health, and in promoting pride in Aboriginal heritage and culture.
  - In 2002/03, 73 Aboriginal youth attended KCDC; in 2003/04, 67 youth attended. Student and parent feedback has been very positive.

### **Summer Forestry Camp for First Nations Youth**

The Faculty of Forestry at the University of British Columbia (UBC) first offered this summer camp in 2003 to help prepare Aboriginal high school students for potential careers in the forestry industry. This six-day program was delivered at the UBC campus where students were introduced to campus life and took introductory forestry related courses and at UBC Faculty of Forest’s Malcolm Knapp Research Forest at Maple Ridge. General information regarding the camp is as follows:

- Its focus is to prepare Aboriginal youth in grades 8 and 9 for post-secondary success in forestry studies.
- The impetus for the program was a realization that the majority of Aboriginal students were graduating without the necessary math and science prerequisites for the forestry program; the camp’s aim was to demonstrate the relevance of these subjects to everyday forestry practices.
- A 2001 report by the UBC Faculty of Forestry notes that there will be a strong need for more professionally trained Aboriginal foresters and natural resource managers as Aboriginal rights and title are negotiated in British Columbia.
- A primary goal of the Aboriginal Forestry Initiative, one transferred to the summer camp, is to incorporate relevant Aboriginal content into UBC’s Forestry program.
- Informal student feedback has been recorded, and the Faculty of Forestry has made a commitment to monitor participants’ progress through high school, to offer additional support through the university admissions process, and to address issues such as bursary and future career options.

In 2004, 28 Aboriginal youth took part in the Aboriginal Forestry Camp. The coordinators noted that initial feedback from the students was positive and that many would like the opportunity to return.

### **Pesk’a: Aboriginal Shad Valley Introductory Program**

In 2004, Simon Fraser University’s Pesk’a program became the newest addition to Shad Valley, which is a leadership program that has been operating at several Canadian universities for over 20 years. An on-campus, weeklong summer leadership camp, Pesk’a is aimed at Aboriginal youth in grades 10 and 11. It differs in focus from the KUC and UBC camps, but is an equally applicable model in many respects:

- The stated goal of the program is to open the world of post-secondary education for Aboriginal high school students.
- Pesk’a worked with teachers, band education coordinators, Aboriginal college coordinators, Aboriginal liaison workers and other Aboriginal community members to help identify potential applicants for this program.
- Participants experience a variety of different aspects of university student life, including staying in residence, consulting an academic advisor and accessing student services.
- Led by an all-indigenous staff, participants engage in several Aboriginal cultural and recreational activities, including learning the principles of the Medicine Wheel.
- Hands on workshops in Archaeology and Forensic Entomology.

In 2004, 20 Aboriginal youth took part in the Pesk'a program. It is uncertain what reporting activities took place during the program, or what mechanisms were used afterwards to ascertain its success.

### **Cariboo/Chilcotin Weekend University Program**

Since 1997 this program, delivered by the University College of the Cariboo and the University of Northern British Columbia (UNBC), has brought university degree opportunities to the working members of the 15 First Nations bands in the Cariboo/Chilcotin region. This program is a long term transitional program, and geared towards adults rather than secondary students. However, as a long-term program with the same basic stress on helping Aboriginal learners find success in post-secondary education, it has many aspects of a good bridging/transition model:

- There is an explicit partnership of learning between the post-secondary institutions involved and the First Nation bands of the region.
- The program stresses its potential to advance participants' careers, increase their income potential, challenge their minds and meet interesting people.
- Subject areas covered include math, science, and English courses.
- A summer weekend program exists; in 2001, 15 adult students and 19 of their children attended this summer session.
- Students have the opportunity to achieve First Nations Studies or First Nations Public Administration Certificates, or even a Baccalaureate degree in First Nations Studies.

A 2000/01 report noted that 497 students had participated in Weekend University program courses, 392 successfully completing them.

### ***Brief Summary of Other British Columbia Aboriginal Post-Secondary Transition/Bridging Initiatives***

The Douglas Aboriginal Mentor Support program was developed to train Douglas College students to work with Aboriginal elementary and high school students, encouraging the latter to stay in school and go on to post-secondary education. The course teaches peer support skills, peer tutoring and spiritual and cultural development to Douglas students.

The Capilano College First Nations' Gateways: Personal Management and Planning program, was a 20-week program in partnership with the Sechelt Indian Band Education Centre in 2003/04. Involving 17 participants in on-line computer training, upgrading of English and math skills, culturally relevant community work, and a two-week volunteer work placement, the program met or exceeded targets for education and work related success.

The UNBC Masset Advancement program (MAP) was a 2003/04 partnership between UNBC and the Masset Nation to assist Masset students to bridge into UNBC. The 11 MAP students involved enrolled in a First Nation Studies and an Arts course, as part of a longer term plan for a smooth transition to the Prince George campus in fall 2004.

### **British Columbia Literacy Based Initiatives**

The Oak Avenue United Church Mission developed Learning Together, a 13 week literacy and life skills course for teen mothers and children in the Surrey area. Supported by the Surrey School District, the Surrey Aboriginal Cultural Society, the

City of Surrey and community groups, this program offers educational, social, and cultural support for both the mothers and children involved.

Capilano College is working with member organizations of the Communities That Care initiative. The project is a comprehensive, four component, family literacy program at two sites in Squamish. The project will provide the adult components of the program, including literacy and parenting classes.

## **Industry Training Initiatives**

Aboriginal Careers and Trades is a program developed to match Aboriginal talents with job opportunities in selected trades' occupations through the implementation of support systems for employers and Aboriginal employees. The program stresses reaching young Aboriginals. Program partners include industry representatives, Aboriginal organizations and communities, and federal government agencies.

Career Development for Aboriginal Youth (College of New Caledonia) is a Prince George initiative that aims to tap the growing Aboriginal population for its employment potential in trades and industry. Noting that previous initiatives to increase Aboriginal participation have been uncoordinated and not widely supported, the College of New Caledonia, School District No. 57, the Aboriginal Education Board and regional communities have partnered together to secure funding to hire a coordinator to communicate with and pull various interested groups together.

### Canadian Post-Secondary Transition/Bridging Initiatives

The Wapahtihew tutor/Role Model program receives funding from Canadian Heritage and is administered by the University of Alberta's Native Student Service. Through the program, elementary and secondary school Aboriginal students receive role modeling and tutoring that help them maximize their success, while their post-secondary Aboriginal tutors/role models receive teaching and organizational experience.

The University of Toronto's Summer Mentoring program is a partnership with school boards in Toronto, York and Peel that brings black and Aboriginal students to campus for lectures and hands on experience in professional fields in which they are underrepresented.

Carleton University's new Aboriginal Enrichment Support program offers programs to help students from Aboriginal communities make the transition to post-secondary education.

ALBERTA

**EDUCATION, TRAINING & EMPLOYMENT PRIORITY PROJECT**

**Data Sheet**

**Federal/Provincial/Territorial Jurisdiction - Northern Alberta**

**Statistical Data/Trends**

**Level of Education**

<b>Highest Level of Schooling</b>	<b>Northern Alberta</b>	<b>Percent of Northern Alberta</b>	<b>Alberta</b>	<b>Percent of Alberta</b>
Total population 20 years and over	180,550	100%	2,099,835	100%
Less than grade 9	17,215	10%	130,410	6%
Grades 9 to 13	65,600	36%	660,955	31%
Without high school graduation certificate	43,770	24%	421,225	20%
With high school graduation certificate	21,855	12%	239,715	11%
Trades certificate or diploma	33,105	18%	294,855	14%
College	40,370	22%	509,860	24%
Without certificate or diploma	13,580	8%	153,975	7%
With certificate or diploma	26,830	15%	355,880	17%
University	24,215	13%	503,680	24%
Without degree	8,275	5%	153,970	7%
Without certificate or diploma	5,320	3%	107,845	5%
With certificate or diploma	3,025	2%	46,220	2%
With bachelor's degree or higher	15,945	9%	349,680	17%

Source: Statistics Canada, 2001 Census

**Employment Ratios for the Northern Population 15 years old and over**

	<b>Northern Alberta</b>	<b>Alberta</b>
Participation rate	76%	73%
Employment rate	71%	69%
Unemployment rate	6%	5%

Source: Statistics Canada, 2001 Census

The table below presents the number of students who completed high school and the high school completion rates for the province and for each (northern) school jurisdiction. Grade 10 students are tracked for three and five years. The group completing in five years started Grade 10 two years before the group who completed in three years.

**2002/2003 High School Completion Rates**

		<b>Number of Completers</b>	<b>Completion Rate</b>
<b>Province of Alberta</b>	3 yr	28,519	67.40%
	5 yr	30,599	74.50%
<b>Northern Jurisdictions</b>			
Aspen View Regional Div No. 19	3 yr	225	72.80%
	5 yr	207	74.70%

East Central Francophone	3 yr	12	70.60%
	5 yr	15	71.40%
Fort McMurray RCSSD No. 32	3 yr	174	65.40%
	5 yr	185	75.50%
Fort McMurray Such Dist 2833	3 yr	246	61.70%
	5 yr	290	74.70%
Fort Vermilion Such Div No. 52	3 yr	119	53.80%
	5 yr	138	71.50%
Grande Prairie RCSSD No. 28	3 yr	126	71.20%
	5 yr	154	77.40%
Grande Prairie School District	3 yr	279	56.00%
	5 yr	328	66.90%
Grande Yellowhead Reg Div 35	3 yr	325	67.60%
	5 yr	384	71.80%
Greater North Central Franc.	3 yr	56	72.70%
	5 yr	41	73.20%
High Prairie School Div No. 48	3 yr	163	58.80%
	5 yr	183	69.60%
Holy Family CRD No. 37	3 yr	93	62.80%
	5 yr	101	68.70%
Lakeland RCSSD No. 150	3 yr	102	70.30%
	5 yr	92	74.80%
Living Waters CRD No. 42	3 yr	60	59.40%
	5 yr	90	72.60%
North West Francophone	3 yr	9	64.30%
	5 yr	11	91.70%
Northern Gateway Reg Div 10	3 yr	273	64.80%
	5 yr	327	74.50%
Northern Lights Such Div No. 69	3 yr	266	59.90%
	5 yr	298	66.40%
Northland School Div No. 61	3 yr	26	24.50%
	5 yr	44	45.80%
Peace River School Div No. 10	3 yr	204	61.40%
	5 yr	221	73.70%
Peace Wapiti Reg Div No. 33	3 yr	293	68.50%
	5 yr	294	71.40%
Pembina Hills Reg Div No. 7	3 yr	274	67.80%
	5 yr	320	79.20%
St. Paul Education RD No. 1	3 yr	194	64.50%
	5 yr	198	72.80%

Source: Alberta Education

Best Practices/Initiatives (Both current and emerging)	Success Rates/ Outcomes	Contact Name/Number
<b>High School Completion</b>		
<p><b>Apprenticeship Programs</b> Junior and senior high school apprenticeship programs have been noted below as ‘linkage between education, training and employment.’ These programs also encourage students to complete high school.</p> <ul style="list-style-type: none"> <li>Registered Apprenticeship Program (RAP) for high school students</li> <li>Young Apprenticeship Program (YAP)</li> <li>Alberta Aboriginal Apprenticeship Project (AAAP)</li> </ul>	Encourages students to stay in school and plan for the future.	<p>RAP Anthony Lovell 780-427-5755</p> <p>YAP Franco Ursich 780-415-5806</p> <p>AAAP Olie Schell Apprenticeship Initiatives 780-427-5770</p>

<p><b>Northern LINKS</b> Northern LINKS is a program to encourage northern Alberta students to complete high school and make successful transition to post secondary education by funding projects such as campus tours, student liaisons, workshops and speakers.</p>	<p>Encourage students to stay in school and plan for the future.</p>	<p>NADC: LINKS Program Terry Vulcano, Sr Northern Development Officer (780) 624-6536</p>
<p><b>Access to Post Secondary Education</b></p>		
<p><b>eCampusAlberta</b> eCampusAlberta is a consortium of fifteen colleges and technical institutes established to facilitate increased access to high quality online learning opportunities. The consortium is developing a collaborative online learning initiative that currently spans across the province of Alberta.</p> <p>The mandate of eCampusAlberta is to provide learner access to online courses. Each member institution develops, contributes, and offers its respective online courseware, but also offers other member institutions' courseware. Learners are able to access online courseware from all 15 members in a timely and cost-effective manner.</p> <p>This collaborative effort is designed to increase and strengthen online offerings amongst the institutions as well as promote seamless access for prospective learners. This strategic and responsive approach ensures that all learners can access post-secondary online learning opportunities at a time and means convenient to them.</p> <p>The participating institutes have articulated their commitment to the priorities of quality, access, transferability and partnerships in the provision of online learning opportunities to all learners.</p>	<p>Increased access to high quality online learning opportunities for residents throughout the province of Alberta.</p>	<p>Tricia Donovan PhD, Executive Director eCampusAlberta 403-210-5638</p>



<p><b>Alberta-North</b>  Alberta-North is a partnership of post-secondary institutions that bring courses and programs to students in northern British Columbia, Alberta and the Northwest Territories. The Partners have established a network of community access points (CAPS). Each CAP site is equipped with a variety of educational technologies and learning resources. CAP site staff assist with registration and with access to advising, counseling and other student support services.</p> <p>The eight partner institutions in Alberta-North are:  Athabasca University, AB; Aurora College, NWT; College of New Caledonia, BC; Grande Prairie Regional College, AB; Keyano College, AB; Northern Alberta Institute of Technology, AB; Northern Lakes College, AB; Portage College, AB</p>	Distance education options provided to residents of Canada's northern regions.	Val Marshall, Executive Director, Alberta-North 780-849-8774
<p><b>Athabasca University</b>  Athabasca University (AU) is Canada's leading distance-education and online university. The Government of Alberta created the University in 1970.</p> <p>Athabasca University makes it possible for students to earn a university education regardless of where they live or work, or their commitments to careers or families. The University strives to remove the barriers of time, space, past educational experience, and, to level of income.</p>	Currently about 30,000 students per year are served through Athabasca University.	Dr. Stephen, Murgatroyd Athabasca University 780-993-7784
<p><b>NAIT in Motion</b>  The Northern Alberta Institute of Technology (NAIT) has equipped two tractor-trailer units to function as classrooms on wheels. These units, funded entirely by private-sector partnerships, are outfitted for programs ranging from business to trades-related programs such as electrical, pipe trades and welding.</p> <p>NAIT in Motion brings NAIT training to remote communities anywhere in western Canada where there is a demand for technical education, especially Aboriginal communities. The type of training offered through this program is determined through consultations with Aboriginal communities in conjunction with local industries.</p> <p>Partners in NAIT in Motion include EnCana Corp., Devon Canada Corp., TransCanada Pipelines Ltd., RBC Financial Group, Peel Truck and Trailer Equipment Ltd., and Finning (Canada).</p>	Residents of remote northern communities are able to obtain post secondary training and skills within their community.	Stephen Crocker, Manager/Aboriginal Liaison Program Northern Alberta Institute of Technology 780-471-8984
<p><b>Northern Alberta Development Council Bursaries</b>  The NADC Bursary as well as the Medical, Pharmacy and other Partnership Bursaries all have a northern Alberta return service requirement. Funding is also available for health care students taking practicums in high needs locations.</p>	Students receive assistance in attaining post secondary education with the incentive to return to northern Alberta upon graduation.	NADC: Bursary Program Audrey Dewit, Sr. Northern Development Officer (780) 624-6342
<b>Training Initiatives</b>		
<p><b>College Partnerships with Communities and Industry</b>  Each of the four northern Alberta colleges and the Northern Alberta Institute of Technology (NAIT) have entered into partnerships with communities, private industry and other post secondary institutions to provide training to community members and to the labour force of various industries.</p> <p>Examples of these partnerships are given below</p>	Industry skill needs are met. Northerners obtain the needed skills for employment in northern industries.	Contact the individual post secondary institutions to obtain more information about these partnerships
<p><b>Northern Alberta Institute of Technology (NAIT) Partnerships</b></p> <p><b>NAIT Community Advisory Committees:</b>  Partnerships with community, education, Aboriginal, industry and</p>	A grass roots approach to ensure that the many facets of the community have input and and	Fairview Campus, John Campbell 780-835-6600.  Peace River Campus,

<p>business are demonstrated in NAIT's Community Advisory Committees. The committees' role includes representing the community's interests and needs as these relate to post-secondary programming within the NAIT charter. They also play a key role in providing input and feedback from a community perspective in identifying training needs within the region.</p>	<p>participation in identifying the training needs within the region.</p>	<p>Joan Goldhawk 780-618-2600.</p> <p>High Level Campus, Frazer Deacon 780-841-3600.</p> <p>Grande Prairie Campus, John Frazer 780-539-2075.</p>
<p><b>Portage College Partnerships</b> The college has entered into partnerships with northern communities, private industry and other post-secondary institutions to provide training to community members and upgrading to the labour force of various industries. Partnerships vary in duration from one year to continuous on-going training.</p>	<p>Industry skill needs are met. Northerners obtain the needed skills for employment in northern industries.</p>	<p>Brian Flanagan Portage College 780- 623-5633</p> <p>David Keast Portage College 780-623-5684</p>
<p><b>Northern Lakes College</b> Partners include other educational institutions, First Nations and Métis Settlements, business and industry. Some partnerships are specific to a project and others are ongoing. These partnerships are diverse and offer significant advantages to both the students and our clients.</p>	<p>Northerners obtain the needed skills for employment in northern industries.</p>	<p>Morine Fraser, Dean of Careers Northern Lakes College 780-849-8643</p>
<p><b>Keyano College</b> Partnerships with Aboriginal communities and industry to expand programs and services offered in the regional communities. By working together, the college, communities, government, business and industry support individual and community goals.</p> <p>Action areas include:</p> <ul style="list-style-type: none"> <li>• Assist communities and industry as they expand Aboriginal participation in apprenticeship training;</li> <li>• Support a regional initiative to introduce an Aboriginal teacher education program;</li> <li>• Develop additional supports for student success such as role models, job shadowing and transition programs; and</li> <li>• Increase post-secondary program offerings in regional communities of Wood Buffalo.</li> <li>•</li> </ul>	<p>Expands the programs and services offered in regional communities.</p>	<p>Marylea Jarvis, Vice-President of Instruction. Keyano College 780-791-4851</p>
<p><b>Grande Prairie Regional College</b> Workforce Development:</p> <p>This department brings the college and community together and provides quality educational services by:</p> <ul style="list-style-type: none"> <li>• Offering courses to individuals or companies;</li> <li>• Responding to business, the development of the workforce and community needs;</li> <li>• Offering courses that can be customized to the specific needs of employees;</li> <li>• Offering day, evening and weekend courses;</li> <li>• Helping to fulfill the occupational and personal aspirations of our students;</li> <li>• Providing traditional and interactive meeting and training facilities; and</li> <li>• Offering courses in a location that best fills the training needs.</li> </ul>	<p>Industry skill needs are met. Northerners obtain the needed skills for employment in northern industries.</p>	<p>Kathleen Frei 780-539-2724 Grande Prairie Regional College</p>
<p><b>Woodland Operations Learning Foundation (WOLF)</b> A non-profit business established in May 2001 by the forest industry to develop and deliver training to individuals and companies involved in forest harvest operations in Western Canada. WOLF is administered by a Board of</p>	<p>Industry skill needs are met.</p>	<p>Dave Blackmore, Woodlands Operations Learning Foundation 780-805-1168</p>

<p>Directors made up of representatives from forest industry companies, harvesting and road construction contractors, forest consultants, harvesting equipment suppliers, government, forestry associations, and Northern Lakes College.</p> <p>WOLF's training program is designed to be industry-driven to meet the needs of the logging industry and many other specializations within the forest industry. WOLF's objective is to provide standardized training consistent with the needs of forest workers and the forest industry as a whole.</p>		
<p><b>Distance Tech Transfer Network for Forest Resource Managers - Northern Alberta Institute of Technology (NAIT) Boreal Forest Centre</b></p> <p>Established for Alberta's resource managers, using video conferencing, web streaming, web conferencing and Alberta SuperNet to deliver a suite of distance technology activities and events including conference, business meetings, and tech transfer seminars.</p>	<p>The network provides an economical alternative to expensive travel costs in attending professional development events and opportunities.</p>	<p>Hugh Seaton, Boreal Forest Resource Centre Northern Albert Institute of Technology 780-618-2623</p>
<p><b>Petroleum Industry Training Services (PITS)</b> PITS is the training arm of the Canadian petroleum industry. It is recognized internationally for consistently high-quality training. PITS offers a wide variety of courses, self-study programs, publications, consulting, customized training and other services related to petroleum technology, safety, environment and career development.</p> <p>The mandate of this organization is to identify training needs, develop and offer training, provide advice and guidance and to help establish standards.</p> <p>PITS is owned, directed and partially funded by six petroleum associations. It is a non-profit organization governed by a Board of Directors comprised of government and industry representatives.</p> <p>PITS has signed a Memorandum of Understanding with several colleges across Canada to deliver training through the colleges.</p>	<p>Industry employees as well as those interested in employment in the petroleum industry obtain standardized skills and knowledge</p>	<p>John Scott Petroleum Industry Training Service 780-955-6000</p>
<p><b>Linkage between education, training and employment</b></p>		
<p><b>Aboriginal Workforce Participation Initiative (AWPI)</b> On March 3, 2005 an Aboriginal Workforce Participation Initiative partnership agreement between the City of Grande Prairie, Aquatera Utilities Inc., Indian and Northern Affairs Canada and the Government of Alberta was signed.</p> <p>AWPI is a partnership initiative of the federal government with a goal to 'educate and inform employers about the advantages of hiring Aboriginal peoples by converging the efforts of Aboriginal peoples and employers.'</p> <p>This initiative is aimed at raising awareness of Aboriginal employment issues, enhancing the capacity of employers to recruit, promote and retain Aboriginal employees and promoting information-sharing and networking among stakeholders.</p> <p>The organizations involved are: Indian and Northern Affairs Canada AWPI, City of Grande Prairie, Aquatera Utilities Inc., Grande Prairie Regional College, Alberta Human Resources and Employment, Human Resources and Skills Development Canada, Metis Local 1990, Native Counselling Services, Sturgeon Lake Cree Nation, Grande Prairie Friendship Centre, Western Cree Tribal Council, Metis Nation of Alberta Region 6 and the Northern Alberta Development Council.</p>	<p>Breakdown barriers and overcome hurdles (real or imagined) that deter employment of Aboriginal peoples.</p>	<p>Bill Walker, City of Grande Prairie 780-538-0399</p> <p>Peter Crossen, AWPI, Indian and Northern Affairs Canada 780-495-3782</p>
<p><b>Workforce Partnerships - Alberta Human Resources and Employment</b></p>	<p><b>Short-Term:</b></p>	<p>Michelle Mondeville,</p>

<p>Programs and services that ensure working Albertans continue to enhance their skills in order to contribute to Alberta's economic growth or to respond to skills shortages. These workforce partnerships are also intended to identify, develop and implement labour force adjustment and human resource development strategies through industry and community partnership.</p> <p><b>Program/Service Elements:</b> Labour Market Partnerships (LMP): The LPM program is designed to identify, develop and implement projects with organizations, industry sectors and communities with common labour market needs.</p>	<p>establishment of labour market partnerships.</p> <p><b>Long-Term:</b> Increase in workplace training, increase in investment made in skill development by employers, employees and self-employed.</p>	<p>Northeast / Northwest Regional Manager, Alberta Human Resources and Employment 780-415-6454</p>
<p><b>Training for Work - Alberta Human Resources and Employment</b></p> <p>Provides full- and part-time occupational focused training opportunities to enable clients to obtain jobs and substantially improve their employment situation or adapt to changing labour conditions and skill requirements in order to sustain employment.</p> <p><b>Program Elements:</b></p> <ul style="list-style-type: none"> <li>• Job Skill Training – full and part time occupationally focused training of 12 months or less;</li> <li>• Self-Employment Training – formal instruction in business plan development, business counseling, coaching, guidance and follow-up during business plan implementation;</li> <li>• Disability Related Employment Support – provides assistance to persons with disabilities in overcoming the barriers to employment created by their disability; and</li> <li>• Summer Temporary Employment Program – full time temporary work-experience placements during spring/summer months – typically for post-secondary and high school students.</li> </ul>	<p><b>Short-Term:</b> Increased skills, employment, post-program employment in designated areas of skill shortage or high demand.</p> <p><b>Long-Term:</b> Sustained employment, reduced dependency on income support.</p>	<p>Michelle Mondeville, Northeast / Northwest Regional Manager, Alberta Human Resources and Employment 780-415-6454</p>
<p><b>Work Foundations - Alberta Human Resources and Employment</b></p> <p>Provides full- and part-time basic skills training to enable clients to pursue further job-related training and/or to find a job and substantially improve their employment situation.</p> <p><b>Program / Service Elements:</b></p> <ul style="list-style-type: none"> <li>• Basic Skills and Academic Upgrading – full and part time classroom training for Academic Upgrading Grades 4-12, English as a Second Language (ESL) Training, and/or general employability skills training, Adult Basic Education at the Grade 1-3 level is available on an exception basis.</li> </ul>	<p><b>Short-Term:</b> Increase employability, post-program employment that allows clients to have earnings as their primary sources of income, progression to further training.</p> <p><b>Long-Term:</b> Sustained employment, reduced dependency on income support.</p>	<p>Michelle Mondeville, Northeast / Northwest Regional Manager, Alberta Human Resources and Employment 780-415-6454</p>
<p><b>Career Information - Alberta Human Resources and Employment</b></p> <p>Provide programs and services that Albertans need to make well-informed career, education, employment and business decisions</p> <p><b>Program / Service Elements:</b></p> <ul style="list-style-type: none"> <li>• Career Development Services – includes career planning, job search and labour market information made available to all Albertans through: <ul style="list-style-type: none"> <li>○ Career and Employment Assistance Services;</li> <li>○ Job Order Bank Services;</li> <li>○ Job Placement Services; and</li> <li>○ Alberta Human Resources and Employment print and electronic resources.</li> </ul> </li> </ul>	<p><b>Short-Term:</b> Individuals, employers and providers make informed choices about education, skills training and employment opportunities or investments.</p> <p><b>Long-Term:</b> Investments by</p>	<p>Michelle Mondeville, Northeast / Northwest Regional Manager, Alberta Human Resources and Employment 780-415-6454</p>

<ul style="list-style-type: none"><li>• Youth Connections – helps young people explore career opportunities and businesses to find employees who are under the age of 25.</li></ul>	employers and individuals in ongoing learning/training.	
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<p><b>First Nations Training-to-Employment - Alberta Human Resources and Employment</b> Provides First Nations people (primarily living on-reserve) who are unemployed or underemployed with skills needed for sustained employment with long-term prospects.</p>	<p>Employment for First Nations peoples.</p>	<p>Michelle Mondeville, Northeast / Northwest Regional Manager, Alberta Human Resources and Employment 780-415-6454</p>
<p><b>Job Corps - Alberta Human Resources and Employment</b> A hands-on employment program designed to provide an opportunity to work and earn a wage while learning reliable employment skills.</p> <p>Through local partnerships Job Corps participants can access:</p> <ul style="list-style-type: none"> <li>• Employment development instruction;</li> <li>• Shop work projects;</li> <li>• Community work projects; and</li> <li>• Work placement opportunities.</li> </ul> <p>Participants are hired by Alberta Human Resources and Employment, paid minimum wage plus benefits, and work on projects for their local communities and non-profit organizations</p>	<p>The program is for long-term clients who are unemployed but want work.</p>	<p>Michelle Mondeville, Northeast / Northwest Regional Manager, Alberta Human Resources and Employment 780-415-6454</p>
<p><b>Registered Apprenticeship Program (RAP) for high school students</b> The Registered Apprenticeship Program (RAP) allows full-time high school students to begin an apprenticeship-training program as early as Grade 10. This program involves a partnership between the apprentice, employer and school.</p>	<p>Students earn credit toward both a high school diploma and an apprenticeship program at the same time.</p>	<p>Anthony Lovell 780-427-5755</p>
<p><b>Young Apprenticeship Program (YAP)</b> This pilot project helps students; starting in Grade 7 and continuing through to 12, explore career options through integrated learning activities that include linking academic and applied learning.</p> <p>YAP students are able to:</p> <ul style="list-style-type: none"> <li>• Earn credits toward a high school diploma;</li> <li>• Train to work in a locally needed trade, agriculture career or other occupation;</li> <li>• Gain hours toward a selected apprenticeship program;</li> <li>• Earn a wage while apprenticing; and</li> <li>• Earn safety and other career-related credentials.</li> </ul>	<p>Encourages students to stay in school and plan for the future.</p>	<p>Apprenticeship and Industry Training 780-427-5509</p>
<p><b>Alberta Aboriginal Apprenticeship Project (AAP)</b> Established to promote apprenticeship and industry training to Aboriginal people, communities, and organizations in Alberta.</p> <p>A Joint initiative between industry, Aboriginal representatives, provincial and federal governments designed to increase Aboriginal participation in Alberta apprenticeship programs</p> <p>The AAP communication strategy is designed to build awareness of careers in trades among Aboriginal peoples, youth, parents, educators and employers. The implementation of this strategy utilizes various educational materials for use in teaching students from K to 12 students, as well as inform parents of the possible options.</p>	<p>Increase in First Nations, Métis and Inuit learner access to post-secondary and other adult education and training opportunities and support services</p>	<p>Olie Schell Apprenticeship Initiatives 780-427-5770</p>
<p><b>Bursary Partnerships</b> Return service bursaries are co-sponsored by the Northern Alberta Development Council and a northern employer. The student agrees to work for the sponsor upon graduation.</p>	<p>Students receive assistance in attaining post secondary education. Upon graduation they will</p>	<p>NADC: Bursary Program Audrey Dewit, Sr. Northern Development Officer (780) 624-6342</p>

	return to northern Alberta to continue employment with the sponsor organization.	
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**Challenges/Lessons Learned in implementing Best Practices/Initiatives**

**Relatively small population spread over a large area**

- Northern colleges maintain satellite campuses in small communities to provide education and training opportunities to residents of these communities.
- Online and distance training and education initiative are providing post-secondary education opportunities throughout the North.
- Partnerships between post secondary institutions, communities, businesses, industry and government are helping to provide the training needed to fill labour market needs of the vast region and best employ the region's residents.

**Under-representation of Aboriginal peoples in the workforce**

- Aboriginal Workforce Participation Initiative (AWPI) was funded to bring about solutions through partnerships in which barriers to Aboriginal employment are removed. This includes misconception and cultural awareness training of the employers' workforce and a skills audit to determine the type of skills and educations required for each job in the employer's organization. The results of the audit are made available to the Aboriginal groups so they may enter or prepare to enter the positions.
- The First Nations' Training-to-Employment program is designed to assist unemployed or underemployed First Nations people with the skills needed for sustained employment

**Recommendations**

- Partnerships between post secondary institutions, communities, businesses, industry and government are an effective means of determining the training needs in the region and how that training can best be delivered to the residents.
- Partnerships such as the Aboriginal Workforce Participation Initiative remove many of the barriers leading to Aboriginal employment.
- Bringing the training to the residents through satellite campuses, CAP sites, mobile classrooms and distance and online learning overcomes many of the issues related to remoteness.

**SASKATCHEWAN**



**EDUCATION, TRAINING & EMPLOYMENT PRIORITY PROJECT**

**Data Sheet**

**Federal/Provincial/Territorial Jurisdiction: Saskatchewan**

**Statistical Data/Trends for Northern Saskatchewan**

	Saskatchewan		Northern Saskatchewan <sup>1</sup>		Northern Saskatchewan Aboriginal Communities	
	Number	%	Number	%	Number	%
<b>Highest Levels of Education Achieved<sup>2</sup>, Population 20 years and older (2001), Aboriginal Communities 25 years or older</b>						
Less than a high school certificate	238,450	35.2%	8,195	48.5%	6,130	56.1%
High school graduation certificate and/or some post-secondary education	149,345	22.0%	3,150	18.7%	1,715	15.7%
Trades certificate, college or university certificate or diploma	206,505	30.5%	4,445	26.3%	2,675	24.5%
University Degree	83,535	12.3%	1,100	6.5%	405	3.7%
<b>Labour Force Characteristics<sup>3</sup> (2001)</b>						
Population 15+	771,705		20,215		15,820	
Employment Rate		63.5%		40.7%		32.5%
Unemployment Rate		6.3%		24.2%		31.7%
Participation Rate		67.8%		53.6%		47.7%

<sup>1</sup> Northern Saskatchewan is defined, for this chart, as Census Division No. 18, Saskatchewan

<sup>2</sup> Source: Statistics Canada, 2001 Census

<sup>3</sup> Source: Statistics Canada, 2001 Census

Best Practices/Initiatives (Both current and emerging)	Success Rates/ Outcomes	Contact Name/ Number
<b>High School Completion Rates</b>		
<p><b><u>Community School</u></b>  The Northern Region provincial schools are under the Community Education provincial framework; the only region in the province that has undertaken community schools on a regional basis. The framework provides and articulates an enhanced commitment to community participation, cultural affirmation and inclusive philosophies in schools.</p>	<ul style="list-style-type: none"> <li>- The 11 larger schools are provided substantial provincial funding to help actualize the community school principles.</li> <li>- Schools/communities are to varying degrees working to actualize community school principles.</li> </ul>	Chris Todd Curriculum Supervisor Northern Regional Office Saskatchewan Learning 306-425-4522
<p><b><u>Northern Students Retention Program:</u></b>  The Northern Student Retention Program consists of targeted funding for northern school divisions and enhanced funding used to address unique needs of northern students. The program has been in place since the early 1990s.</p> <p>Programs include:</p> <ul style="list-style-type: none"> <li>- Northern Saskatchewan Student Awards: a) Northern Saskatchewan Achievement Awards; b) Lieutenant Governor's Award of Excellence;</li> <li>- Northern Aboriginal Languages Program Development</li> <li>- School Social Worker Projects</li> <li>- Pahkisimon Nuye-ah Library System</li> </ul>		Toby Greschner Saskatchewan Learning 306-425-4380
<p><b><u>Pre-Kindergarten/Aboriginal Head Start</u></b>  Community Schools within the Northern Region provided with funding for Pre-Kindergarten program. Saskatchewan Learning has helped the largest school division to construct a partnership relationship with the Aboriginal Headstart Program. The model has the potential to enhance program delivery for the 3-4 year age group.</p>	<ul style="list-style-type: none"> <li>- Model may ensure that all 3-4 year olds have access to culturally affirming Early Learning in most communities.</li> <li>- After several years it appears that many of the partnerships are beginning to develop.</li> </ul>	Chris Todd Curriculum Supervisor Northern Regional Office Saskatchewan Learning 306-425-4522
<b>Access to Post Secondary Education</b>		
<p><b><u>NORTEP/NORPAC</u></b>  NORTEP is a teacher education program designed specifically for northerners interested in obtaining a Bachelor of Education degree.</p> <p>Northern Professional Access College (NORPAC)  A three year program that may lead to a Bachelor of Arts degree. Classes can also be used as transfer credits to programs leading to professional careers.</p>	<p>NORTEP statistics since 1976:</p> <ul style="list-style-type: none"> <li>- more than 1000 university credit classes</li> <li>- graduated over 290 northerners as teachers, most of them of Aboriginal ancestry.</li> <li>- Over 88% graduates currently employed as teachers/other educational professionals; 85% in the North;</li> <li>- As well, graduates have become school administrators, education directors, university and college instructors, language consultants and instructors, librarians and resource teachers, guidance counselors and home-school coordinators.</li> </ul> <p>NORPAC statistics since 1989:</p> <ul style="list-style-type: none"> <li>- over 220 students have registered in the program;</li> <li>- many students completed studies at post-secondary institutions, transferred to the NORTEP program, or secured employment.</li> </ul> <p>[As of September 2004]</p>	Elie C. Fleury, Director NORTEP/NORPAC
<p><b><u>Northern Training Program</u></b>  Through the Northern Training Program (NTP), the Northern Region</p>	<ul style="list-style-type: none"> <li>- The Northern Training Program provided 222 training opportunities and supported 72 apprentices in 2004-05. It also provided one and</li> </ul>	Toby Greschner Saskatchewan Learning

<b>Best Practices/Initiatives (Both current and emerging)</b>	<b>Success Rates/ Outcomes</b>	<b>Contact Name/ Number</b>
<p>Office, Saskatchewan Learning, offers special training programs in cooperation with Northlands College, training institutes, business, industry, and other agencies. These special training programs are designed to prepare northerners for a variety of northern employment opportunities and respond to emerging needs of individuals, communities, and industry.</p> <p>Northlands College is an off-campus Arts and Science site, with three regional centres, offering courses from both the University of Saskatchewan and the University of Regina.</p>	<p>two-day workshops for opportunities for skills development (2004-05 as of March 2005)</p>	<p>306-425-4380</p>
<p><b><u>Northern Health Science Access Program</u></b>  A ten month access program to improve the recruitment, admission and retention of First Nations and Métis students in health professions with special emphasis on nursing as a career choice.</p>	<ul style="list-style-type: none"> <li>- 63 students completed the program since inception in 2002; 24 additional graduates in June 2005.</li> </ul>	<p>Joyce Desjarlais  First Nations University of Canada, Northern Campus,  Prince Albert  306-765-3263</p>
<p><b><u>Nursing Education Program of Saskatchewan (NEPS) in Prince Albert</u></b>  A northern nursing degree program that follows the Nursing Education Program of Saskatchewan curriculum with the following special features: First Nations/Métis cultural, spiritual and health care needs throughout the curriculum. Preference is given to Aboriginal students and residents of northern Saskatchewan.</p>	<ul style="list-style-type: none"> <li>- Established in the fall of 2002, the first three years of the program now offered.</li> <li>- Total of 93 students enrolled: Year 1 – 38; Year 2 – 21; Year 3 – 8. Several students are taking partial years.</li> </ul>	<p>Joyce Desjarlais  First Nations University of Canada, Northern Campus,  Prince Albert  306-765-3263</p>
<b>Training Initiatives</b>		
<p><b><u>Northern Municipal Leadership Development Program</u></b>  To provide training for municipal staff and elected officials to improve capacity to manage local affairs.</p>	<ul style="list-style-type: none"> <li>- Eleven workshops were held in the North in 2003-04 to improve local capacity. Of these eleven workshops, three of the workshops were modules under the provincial Municipal Leadership Development Program. The workshops and modules covered a number of topics, some of which were in the areas of financial, strategic, and land-use planning, and municipal economic development.</li> <li>- Training in 2004-05 includes software training in central sites as well as individual community training, a workshop on the new assessment system and on the process of the board of revision, financial management, stress management and completing Municipal Leadership Development Program modules.</li> <li>- Program operated on an ad-hoc basis for a number of years. In 2003-04 the government provided \$40,000 towards increasing the capacity of northern municipalities and this funding has continued to 2005-06.</li> </ul>	<p>Colleen Digness  Government Relations  306-425-4325</p>
<b>Linkage between education, training and employment</b>		
<p><b><u>Northern Labour Market Committee</u></b>  A forum established in the 1983 as a vehicle and clearinghouse to identify and review northern labour market needs and future trends in key northern resource sectors. The committee has small task-oriented sub-committees as a means of forming effective stakeholder partnerships to address regional and industrial employment and training issues. Over 80 different agencies among training, funding, economic development, governments, Aboriginal agencies, and industry sectors operating in the northern region of Saskatchewan.</p>		<p>Glenn McKenzie  Saskatchewan Northern Affairs  306-425-4200</p>

<b>Best Practices/Initiatives (Both current and emerging)</b>	<b>Success Rates/ Outcomes</b>	<b>Contact Name/ Number</b>												
<p><b><u>Mineral Surface Leases with Socio-economic component of Human Resource Development Agreements</u></b>  All mining companies operating in northern Saskatchewan must negotiate Surface Lease Agreements with the provincial government before they can begin development. Since 1986, Surface Leases have included clauses aimed at maximizing northern employment through training. These clauses commit companies to negotiate <u>Human Resource Development Agreements</u> with Saskatchewan Learning. The central feature of these agreements is that employers and Learning agree to work together to maximize recruitment, hiring, training, and advancement of northern people at all skill levels of operation.</p>	<ul style="list-style-type: none"> <li>– Number of northern workers in the mineral sector labour force has tripled, and northern participation rates have risen from 31% in 1983 to over 50% in 2005.</li> <li>– On average, in 2004, 41% of the northern workforce were employed in higher skill categories such as supervisory, professional/technical and trades occupations compared to 31% in 1990.</li> </ul>	Toby Greschner Saskatchewan Learning 306-425-4380												
<p><b><u>Multi-Party Training Plan (I, II, III)</u></b>  Cooperative training to employment program for the mining industry in northern Saskatchewan. A collaborative partnership between stakeholders in northern development (mining industry, provincial and federal agencies) to coordinate training and promote employment initiatives that enable northerners to increase their participation in the mining industry.</p> <p>First negotiated in 1993 and renewed twice (1998, 2003), the MPTP addresses barriers to residents of Saskatchewan’s north, getting jobs, combines resources, and links training directly to the mineral sector’s demand. Each MPTP builds on the successes of the previous plans and responds to the changing labour market needs.</p> <p>During Phase I and II (1993-2003), partners shared \$30 million in funding and in-kind contributions, exceeding their goal of \$23.5 million. Partners committed \$13.7 million for Phase III (2003-2008).</p> <p>This initiative has won three national and provincial awards for innovation and partnerships.</p>	<p><b><u>MPTP I &amp; MPTP II</u></b></p> <ul style="list-style-type: none"> <li>– In 1992 (pre-MPTP), the northern workforce formed 42% (529 workers) of the total workforce in northern mines; in 1997, northerners represented 48%, in 2003, northerners represented 51%.</li> <li>– Since Multi-Party Training Plan commenced in 1993, residents of northern Saskatchewan form a greater proportion of all skill categories, particularly in the higher skill categories of trades, technical, and supervision.</li> </ul> <table border="1" data-bbox="898 669 1661 799"> <thead> <tr> <th></th> <th><b>MPTP I</b></th> <th><b>MPTP II</b></th> </tr> </thead> <tbody> <tr> <td><b>Seats funded</b></td> <td>1064</td> <td>2117</td> </tr> <tr> <td><b># programs</b></td> <td>88</td> <td>140</td> </tr> <tr> <td><b>Graduation/ completion rate</b></td> <td>77%</td> <td>86%</td> </tr> </tbody> </table> <p><b><u>MPTP III</u></b></p> <ul style="list-style-type: none"> <li>– Since the implementation of Phase III, over 700 enrolments have occurred at an estimated cost of \$5.4 million.</li> <li>– Approximately 75% of MPTP enrolments are of Aboriginal ancestry. [November 2004]</li> </ul>		<b>MPTP I</b>	<b>MPTP II</b>	<b>Seats funded</b>	1064	2117	<b># programs</b>	88	140	<b>Graduation/ completion rate</b>	77%	86%	Toby Greschner Saskatchewan Learning, 306-425-4380
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<p><b><u>Forestry Sector Partnership Training</u></b>  A collaborative and partnership approach to planning, funding, and delivering training that is linked to employment in the forestry industry.</p>	<ul style="list-style-type: none"> <li>– Since inception in 2000, Saskatchewan Learning, through the Forestry Training subcommittee (FTSC) has supported over 800 people in forestry-related training.</li> <li>– \$3.2 million provided through the FTSC over this period has assisted in delivery of about \$11.5 million in training through financial and other in-kind support from industry partners</li> <li>– 85% of participants are Aboriginal and 60% are from the North. [November 2004]</li> </ul>	Rick Pawliw Saskatchewan Learning 306-787-5984												
<p><b><u>Oil Sands Sub-Committee</u></b>  Formed in 2000 as a subcommittee of the Northern Labour Market Committee. The committee began delivering employment referral services under the <i>Northern Neighbours - Bridges to Employment Project</i> to assist residents of northwest Saskatchewan to derive benefits from employment opportunities in the Alberta oil sands sector. In 2005, the Subcommittee expanded its mandate to include delivery of training programs, expanded its</p>	<ul style="list-style-type: none"> <li>– From March 2004 to February 2005, 131 people from northwest Saskatchewan were placed in jobs in the oil sands, exceeding the subcommittee’s goal of 50 placements.</li> </ul>	Alan Reed Saskatchewan Community Resources and Employment 306-236-7504												

<b>Best Practices/Initiatives (Both current and emerging)</b>	<b>Success Rates/ Outcomes</b>	<b>Contact Name/ Number</b>
<p>service area to include the whole northern half of Saskatchewan, and developed a 2-year, \$2.5M multi-party strategy to train people from across the north for jobs in the oil sector. The strategy includes employment referral, basic education, oil fields safety training, and skill training such as process operator, heavy duty mechanic, power engineer, camp services, and instrumentation technician.</p>		
<p><b>Northern Apprenticeship Committee (NAC)</b> NAC is a subcommittee of the Northern Labour Market Committee and is a partnership of industry, aboriginal organizations, various levels of government, and training institutions. It receives funding through Can-Sask CES for a coordinator who recruits new apprentices and trades people from the north, links apprentices with potential employers, and tracks and coordinates the training certification and employment of northern apprentices and trades people.</p>	<ul style="list-style-type: none"> <li>- During 2004-05, 75 apprentices were placed in jobs in the trades sector, exceeding the goal of 50 placements; 72 apprentices were provided with financial support for living away from home during training.</li> </ul>	<p>Steve Innes Saskatchewan Learning 306-425-4380</p> <p>Alan Reed Saskatchewan Community Resources and Employment 306-236-7504</p> <p>Carson Poitras Northern Apprenticeship Committee 306- 425-6617</p>
<p><b>Northern Forest Protection Worker &amp; Training Program</b> Five year agreement signed in 2002 between Saskatchewan Environment (SE), Northlands College, New North – Saskatchewan Association of Northern Communities (SANC) and Community Resources and Employment (DCRE) (program formerly under Post Secondary Education and Skills Training). To address looming skill shortage of forest protection workers, the program provides five person crews with training and experience in fire fighting. Participants position themselves to be successful in filling anticipated vacancies in SE fire crews. Communities benefit from work done by the crews when not involved in fire protection work. Participants expected to increase their education through enrollment in training programs during the winter months.</p>	<ul style="list-style-type: none"> <li>- In 2004-05, 107 men and women in the program were employed in 14 northern communities.</li> <li>- During the winter of 2004, 15 crew members attending ABE (Adult Basic Education), 3 attended pre-trades courses and 1 attended university.</li> <li>- There is a similar program between Saskatchewan Environment and the First Nations for residents of reserve communities.</li> </ul>	<p>Alan Reed Saskatchewan Community Resources and Employment 306-236-7504</p> <p>Leo Gardiner Saskatchewan Environment 306-953-3386</p>
<p><b>Centennial Student Employment Program (CSEP):</b> Placement of high school/university students in full-time/part-time jobs relevant to their field of study through employer subsidies. The Centennial Student Employment Program is a five-year program that commenced in 2000-01. It is now beginning its final year.</p>	<ul style="list-style-type: none"> <li>- To date, nearly 5,000 students in more than 100 communities throughout the province employed through CSEP; positions for northern youth typically make up about 7% of the total. CSEP is evaluated annually to ensure the program continues to deliver a meaningful work experience for students.</li> <li>- In 2004-05; 99% of students reported their employer provided a meaningful work experience and that the work was matched to their skills and abilities.</li> <li>- In 2004-05, CSEP provided 64 students with jobs in their northern community.</li> </ul>	<p>Cammy Colpitts Policy Analyst Culture, Youth and Recreation 306-787-7741</p>
<p><b>Green Team</b> Green Team provides a subsidy to employers providing students with career-relevant training in the environmental sector.</p>	<ul style="list-style-type: none"> <li>- The Green Team, an initiative designed to connect youth to our green and prosperous economy, was launched in 2004-05. More than 10% of all jobs created through the program benefited youth living in the North.</li> </ul>	

<b>Best Practices/Initiatives (Both current and emerging)</b>	<b>Success Rates/ Outcomes</b>	<b>Contact Name/ Number</b>
<p><b><u>Social Housing Management Training Program (SHMTP)</u></b>  The SHMTP aims to build the capacity of northern housing agencies to manage and administer housing services in their communities through a combination of practical classroom instruction and applied training. It offers northerners a unique opportunity to acquire the skills necessary to administer social housing – a major portion of the government subsidized housing portfolio in Saskatchewan.</p> <p>Saskatchewan Housing Corporation (SHC), an agency of DCRE, achieves program objectives through partnerships with northern housing agencies, the Saskatchewan Institute of Applied Sciences and Technology (SIAST), Northlands College, the Real Estate Institute of Canada (REIC), and recently Saskatchewan Housing Authorities Human Resources.</p> <p>By recruiting northerners and holding training sessions in northern communities, SHC seeks to build capacity and promotes economic growth in northern communities.</p>	<ul style="list-style-type: none"> <li>- The SHMTP began in November 1999. In the first two rounds of training, local people were hired by northern housing authority boards as employees for a two-year training term. Thirteen northerners have since graduated from the program and have been offered employment by local and regional housing authorities.</li> <li>- The third round of training under SHMTP is just completed, with four current housing authority employees graduating in June 2005. They are poised to acquire the Applied Certificate in Social Housing Management from SIAST.</li> <li>- In June 2001, the SHMTP received a Training for Excellence Award in the Educational Partnerships category at the 2001 Training for Excellence Awards in Saskatoon. These awards are given out each year by the Saskatchewan Labour Force Development Board, a non-government agency established in 1994.</li> <li>- The program is working well due to effective partnerships, high standards in the curriculum, knowledgeable instructors, but also because of a carefully monitored support system for participants on the job. The retention of Aboriginal employees benefits from cultural sensitivity, support groups and mentoring programs.</li> </ul>	<p>Phil Parr  Saskatchewan Community Resources and Employment  306--953-2622</p>
<p><b><u>Gary Tinker Federation for the Disabled (GTF)</u></b>  The Federation works to improve the lives of people with disabilities in Saskatchewan's North. Its main goal to make long-term improvements in the areas of education and employment. Services provided include wage subsidies to employers to promote hiring of persons with disabilities, work placement training, funding for tuition in non-post-secondary institutions, information and referrals, vocational and psych-educational assessments, life skills training and job preparation as well as group support and development. The GTF Bursary (\$1,000.00) helps disabled students from northern Saskatchewan pursue post-secondary education opportunities.</p>	<ul style="list-style-type: none"> <li>- The GTF was established in 1989 with a caseload of 15 clients. In March of 2005 the Federation had a caseload of 215 people.</li> <li>- From April 2004 to March 2005 wage subsidies were provided to help 32 clients obtain employment (22 in 2003-04 and 16 in 2002-03)</li> <li>- During the same period, funding was secured to help 13 attend school, 16 clients were referred for psycho-assessments and 8 were provided tutors and job coaches.</li> </ul>	<p>Carol Long  Saskatchewan Community Resources and Employment (Can-Sask CES)  306-425-4340</p> <p>George Ward  Gary Tinker Federation for the Disabled  306-425-6612</p>
<p><b><u>Keewatin Career Development Corporation (KCDC)</u></b>  KCDC's mission is to use information and communications technology (ICT) for the social and economic benefit of residents of northern Saskatchewan. This includes research and development of technology and applications and services using ICT, and providing inter-agency support for northern Saskatchewan's career service sector.</p> <p>KCDC was formed in 1986 to carry out a Can-Sask Strategic Initiatives project in career services. It is a partnership of 14 northern Saskatchewan career and educational service agencies. In 2000, KCDC undertook the Industry Canada Smart Communities Demonstration Initiative in Saskatchewan, called the Headwaters Project.</p> <p>Annually KCDC coordinates a forum for all northern career workers (from Colleges, schools, Can-Sask CES, Metis and First Nations agencies). This</p>	<ul style="list-style-type: none"> <li>- Under the Headwaters Project, KCDC set up 49 Community Access Centres in northern communities where internet training and employment information was previously unavailable. Students, teachers and the general public use these centres extensively for educational and informational purposes.</li> <li>- For 2004-05, KCDC's Education Centre Website had a monthly average of almost 39,200 requests handled and 22,085 pages sent.</li> <li>- The Career Website handled an average of over 169,000 requests per month, and almost 44,400 pages were sent.</li> <li>- KCDC was awarded the Saskatchewan Labour Force Development Board's Promotion of Aboriginal Participation award for its hiring and training practices during the Headwaters Project.</li> <li>- KCDC was selected as a regional management organization for Industry Canada's First Nations Schoolnet Program in 2002, and currently works with 159 First Nations schools across Saskatchewan</li> </ul>	<p>Carol Long  Saskatchewan Community Resources and Employment (Can-Sask CES)  306-425-4340</p> <p>Randy Johns  Keewatin Career Development Corporation  306-425-4778</p>

<b>Best Practices/Initiatives (Both current and emerging)</b>	<b>Success Rates/ Outcomes</b>	<b>Contact Name/ Number</b>
<p>forum provides a venue for career workers to share information about employment programs and services for referral purposes. KCDC was instrumental in creating a Career and Employment Sub Committee of the Northern Labour Market Committee.</p>	<p>and Alberta.</p>	
<p><b><u>Northern Community School Coordinator Program</u></b> Provides funding for twenty-two Northern schools for Community School Recreation Coordinator positions.</p> <p>The program supports the employment of northern recreation coordinators working on-reserve and off-reserve community schools as a central hub to provide sport, culture and recreation opportunities. Coordinators are also provided leadership development opportunities and mentoring.</p>	<ul style="list-style-type: none"> <li>- The Northern Community School Recreation Coordinator Program is a three year, \$2.625 million dollar lottery and CIF funded pilot project.</li> </ul>	<p>Chris Hudyma Culture, Youth and Recreation 306-425-4354</p>
<p><b><u>Northern Leadership Development Strategy</u></b> A three-year, (2003-2006), \$300,000, Northern Leadership Development Strategy has been developed to enhance the skills of Northern recreation practitioners by providing educational and leadership training in areas of community development, administration and programming.</p>		<p>Chris Hudyma Culture, Youth and Recreation 306-425-4354</p>
<p><b><u>PROMISING PROJECTS FROM SOUTHERN SASKATCHEWAN</u></b> <b><u>Construction Careers</u></b> Construction Careers is a career and employment service that develops skills and provides opportunities for First Nations people, particularly low-income Aboriginal youth, to establish careers in the construction industry and other trades. Three Construction Careers projects in Saskatoon, Regina and Prince Albert meet a dual demand, by providing unemployed workers with access to training, trade certification and employment, and by providing the construction industry with skilled trades people.</p> <p>Construction Careers is funded in part by Can-Sask CES, led by industry through the Saskatchewan Construction Association, and administered by the Saskatchewan Indian Institute of Technologies (SIIT).</p> <p>DCRE's Building Independence Strategy aims to reduce poverty and reliance on income transfers by helping individuals obtain and sustain employment. Industry engagement in providing training to individuals is key to the ongoing implementation of this strategy.</p>	<ul style="list-style-type: none"> <li>- In 2004-05 it is expected that 475 individuals will receive services from the three Construction Career projects, and 375 are expected to gain employment.</li> <li>- Approximately 85% of participants in the project are First Nations.</li> <li>- More than half were receiving social assistance prior to involvement in the project.</li> <li>- More than 60% of new applicants to Construction Careers Regina are under the age of 30 years.</li> <li>- Construction Careers Regina and Saskatoon were awarded the Conference Board of Canada's National Partners in Education Award in the Broad Community Collaboration Category.</li> <li>- In 2000 the Regina project received the Saskatchewan Labour Force Development Board's Training for Excellence Award for Promotion of Aboriginal Participation.</li> </ul> <p>An external evaluation of the Regina project was conducted in 2001 to identify "lessons learned" from this approach to labour market and employment programming for Aboriginal workers. Construction Careers Regina was used as a template for the projects in Saskatoon (2001) and Prince Albert (2003), and may be applicable to northern communities.</p>	<p>Jan Kot Saskatchewan Community Resources and Employment (EIAD) 306-787-8458</p>
<p><b><u>Home Builders' Trades Training Pilot Project (TTPP)</u></b> Saskatchewan has seen an upsurge in residential housing construction over the past three years which has resulted in labour shortages in the housing industry. Concurrent with this is an increase in the Aboriginal youth population. An estimated 42% of Aboriginal youth (15-24 yrs) in Saskatchewan are not attending school or working full-time. In 2003</p>	<p>All partners involved with the project have agreed they are prepared to undertake the steps necessary to ensure participant and employer satisfaction with the training process. This includes:</p> <ul style="list-style-type: none"> <li>- An emphasis on cross-cultural training programs and awareness training for all employees;</li> <li>- In-house Aboriginal advisory groups and liaison officers to build</li> </ul>	<p>Tim Gross Saskatchewan Community Resources and Employment 306-787-7311</p>

<b>Best Practices/Initiatives (Both current and emerging)</b>	<b>Success Rates/ Outcomes</b>	<b>Contact Name/ Number</b>
<p>government and housing industry representatives met to discuss the development of a trades training project focussing on Aboriginal youth.</p> <p>Several factors have been identified as barriers to workforce participation by Aboriginal people:</p> <ul style="list-style-type: none"> <li>- Mismatch in the geographical distribution of jobs and Aboriginal people;</li> <li>- Relatively low level of educational attainment of Aboriginal youth (many trades require a grade 12 education);</li> <li>- Low number of Aboriginal applicants, even when jobs are available due to information gaps about jobs and the skills required.</li> </ul> <p>Primary partners in the development of the TTPP include:</p> <ul style="list-style-type: none"> <li>- Saskatoon and Regina Home Builders' Associations</li> <li>- Saskatchewan Indian Institute of Technologies (SIIT)</li> <li>- Career and Employment Services (DCRE)</li> <li>- Human Resources Skills Development (HRSD) Canada</li> </ul>	<p>bridges between Aboriginal and non-Aboriginal employees within companies.</p> <p>The TTPP is modeled on the Saskatchewan Construction Careers Project, which has experienced considerable success in providing career opportunities for First Nations/Aboriginal participants and others in the construction industry.</p> <p>While the project is piloted in Saskatoon and to be expanded to Regina during 2005, lessons learned are portable to a northern context.</p>	
<p><b><u>High School Carpentry Apprenticeship Program (HSCAP)</u></b></p> <p>The HSCAP is a unique pilot program offered by the Saskatoon Public School Division in two urban high schools. HSCAP offers high school students the opportunity to obtain their first year standing toward a Carpentry Journey Person's Certificate. Student participants earn five credits towards their high school diploma by taking classes in Wood Construction, Career Work Education and Entrepreneurship, and acquire construction experience as they assist in the building of a new Habitat for Humanity home.</p> <p>SHC has supported HSCAP by purchasing house lots for the Habitat for Humanity units.</p>	<ul style="list-style-type: none"> <li>- Seventeen grade 11 and 12 students from Bedford and Mount Royal Collegiates are currently enrolled in the HCAP 2004/-05 program.</li> <li>- The Regina School Division has recommended that Thom Collegiate implement HCAP for the school year 2006-07.</li> </ul> <p>HCAP has potential application in the North and in rural areas, and to this end DCRE has begun sharing information with relevant stakeholders internal and external to the department.</p>	<p>Tim Gross Saskatchewan Community Resources and Employment 306- 787-7311</p>
<p><b><u>Challenges/Lessons Learned in implementing Best Practices/Initiatives</u></b></p>		
<ul style="list-style-type: none"> <li>- Full participation and commitment by industry representatives is required to implement programs and initiatives.</li> <li>- Strong leadership to bring together partners and a dedicated project leader to ensure initiatives are implemented are needed.</li> <li>- Ensuring programs effectively and practically reach the community is an on-going challenge. Culture, Youth and Recreation has successfully engaged non-government and community partners, and distributes CSEP funds through the Northern Human Services Partnership. For the Green Team, despite increased promotion to increase northern participation, early reports for 2005-06 show no increase.</li> </ul> <p><b><u>Community Resources and Employment (DCRE)</u></b></p> <p>A new, community-based funding framework was implemented in 2001, which was designed to improve overall accountability through implementation of an outcome-based approach to employment services. The funding framework outlines a formal process to elicit and evaluate Community Based Organization (CBO) funding proposals, monitor and assess progress, and a method of reporting on deliverables and client outcomes. The CBO Funding Framework also established a protocol allowing DCRE to enter into multi-year agreements, securing longer-term funding for CBO services.</p> <p>CBO partnerships are vital in the implementation of DCRE's new employment service model as well. The new model seeks to realign DCRE's service focus so that economically at-</p>		



Best Practices/Initiatives (Both current and emerging)	Success Rates/ Outcomes	Contact Name/ Number
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risk people are diverted to employment services in a responsive, flexible way based on individual abilities. Following is a brief list of challenges, lessons learned and best practices as they pertain to DCRE's relationship with CBOs since 2001.

Challenges/Lessons Learned

- When implementing new funding frameworks or contracting procedures, ensure a communication strategy is developed to facilitate open, clear, consistent messaging, including processes, staff roles, contact persons, clear time frames, expected outcomes and availability of public documents;
- Improve contract negotiation process with CBOs throughout multi-year period by articulating parameters of negotiation such as cost, expectations for reporting and feedback mechanisms to improve program accountability and ensure service standards;
- Consider timing of Request for Proposal (RFP) release to CBOs to accommodate agency capacity, and to inform the Department's budget planning process;
- Explore advantages of providing training to CBO boards in areas of RFP process, program evaluation and improvement, and (in some cases) accounting procedures;
- The RFP process and outcome focus require to address issues of transparency, equity and to ensure staff objectivity in terms of selecting CBOs ability to address identified needs;
- Providing training in areas such as contract management, program planning and evaluation is pivotal to successful service implementation;
- Planned evaluations are important components of all programs and services for which government pays.

Best Practices

- Provide a provincial template to guide the development and revision of regional needs assessments and their connection to the strategic goals of the Department, including processes for stakeholder involvement;
- Provide multi-year funding to existing single year service providers when there is a long-term demand for service, and demonstrated experience in the long-term delivery;
- Strengthen the existing RFP process, adding details regarding identified mandatory requirements and service standards;
- A provincial sourcing strategy outlined in a public document would ensure a fair, open and results-orientated procurement process is used to acquire services that support the Department's business.

Community Based Organizations

Following are lists of challenges faced by CBOs, and lessons learned (where information is currently available).

Challenges/Lessons Learned

*Social Housing Management Training Program*

- Employment training programs with adequate and appropriate, culturally sensitive support systems are effective in retaining trainees. This includes financial support but also quality mentorship (employees who are "good examples" for the trainees).
- Setting clear learning targets for trainees that are assessed at pre-established, regular intervals or milestones helps clarify expectations and roles.
- Training local people for jobs in the north is an effective way to ensure community support for a project or initiative.
- Having an applied focus in training ("on-the-job training, or a practicum component) keeps training relevant and provides clear linkage between training and work activity.
- Having a "train-the-trainer" component in employee training programs is an effective use of training resources while promoting leadership among trainees. This component should be expanded in future.

*Gary Tinker Federation for the Disabled*

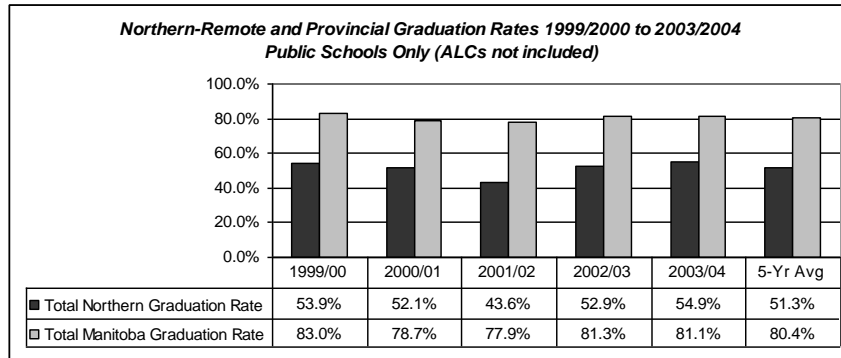
- Approximately 18% of Aboriginal people in the north have some form of disability. Over half of GTF clients have a grade 8 education or less. Access to training or educational opportunities is fundamental to improving the quality of life of persons with disabilities, and including them in the social and economic life of their communities and the province as a whole.
- Providing disability services in any community requires sustained community outreach, since individuals must be referred or refer themselves. Before they do that they must be aware of the agency and services offered;
- Forming a good relationship with the school system is extremely important when serving disabled individuals, because after students leave school or drop out, it is much more difficult to reach them;
- When working in the North it is necessary to gain the trust of community leaders;
- Many of the services disabled individuals require are provided only in larger urban centres. Transportation is a barrier for many. Financial and social supports are necessary to

Best Practices/Initiatives (Both current and emerging)	Success Rates/ Outcomes	Contact Name/ Number
<p>assist disabled individuals from remote northern communities attend post-secondary schools in Prince Albert, for example. Often there are no coordinated social events planned after school hours, and social isolation can be a challenge.</p> <ul style="list-style-type: none"> <li>- A lack of employment opportunities in many northern communities places a premium on job creation where possible. The GTF worked with municipal leaders and various levels of government to help create park maintenance jobs for several cognitively disabled individuals in Ile a La Crosse.</li> </ul> <p><i>Northern Apprenticeship Committee</i></p> <ul style="list-style-type: none"> <li>- The only impediment to placing new apprentices is lack of funds for subsidies to employers. Currently funds through the Northern Development Agreement have been exhausted and NAC has a backlog of requests from employers.</li> <li>- A lifeskills/workskills component was added to NAC's pre-employment program when it was found that once hired, apprentices did not always have the appropriate lifeskills for the workplace. Some northern trainees "seemed rude" to co-workers and employers and NAC has worked with both employers and new apprenticeships to help alleviate cultural misunderstanding.</li> </ul>		
<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>- Continue to work with key government and voluntary stakeholders to ensure the initiatives in the North build capacity and leadership, particularly amongst northern youth, allowing them to take an active role in the economic and social success of their communities and province.</li> <li>- Mentorship is a key component to youth/employer programs. The work experience is improved for both the student and employer when mentoring is a formal component.</li> <li>- Optimum delivery of employment-related services requires the partnership of all levels of government as well as the private and non-profit sectors. In the North this will involve close collaboration with Aboriginal and Métis organizations.</li> <li>- Provincial templates for service delivery enable consistency and alignment with strategic planning. Employment-related service delivery will nonetheless be flexible, accommodating a community based delivery/approach.</li> <li>- Strengthen community support and participation with clear and open communication processes, community consultation, collaboration and involvement. Gaining the trust of community leaders in the North is an important part of this process.</li> <li>- An outcomes-based approach to service delivery (focusing on outcomes for people, rather than deliverables or outputs) helps clarify objectives, ensure accountability and that services are targeted effectively.</li> <li>- Multi-year funding arrangements, where appropriate, enable long-term planning by CBOs and government. Funding and service delivery should be based on reliable community need assessments.</li> <li>- Cultural sensitivity, mentorship supports, and practical skills training seem to be particularly effective for retaining trainees in the North.</li> <li>- Potential for cultural miscommunications should be monitored at all levels.</li> <li>- Sharing career and employment service information with youth, while they are still in school, helps prevent some individuals from "falling through the cracks."</li> <li>- Effective employment and career service delivery should anticipate and address relevant barriers of the target population. For disabled persons, this includes transportation needs and social supports.</li> </ul>		

MANITOBA

Graduation Rates for Northern-Remote Regions in Manitoba 1999/2000 to 2003/2004

- Graduation rates were tabulated by dividing the total number of graduates in a given year by S1 (Grade 9) enrolments four years previous and multiplying by one hundred. This method assumes a sequential flow of students through high school but does not account for migration flows. Therefore, some caution should be taken when interpreting the graduation rate. For instance a large out-migration of students may have the effect of decreasing the graduation rate. Conversely a large in-migration can inflate the graduation rate as is the case in this analysis for Flin Flon School Division which receives students from Creighton, Saskatchewan. However, historical evidence indicates that this method gives results that are comparable to other available methods. It should also be noted that divisional graduation rates might vary according to a division's size (e.g. the amount of enrolment and graduates). A division with a smaller enrolment will show greater percentage variation than a larger division (for instance in the case of Churchill versus Mystery Lake in the present analysis).
- For the purpose of this analysis, northern – remote regions include the following divisions and districts: Kelsey, Flin Flon, Frontier, Churchill, Snow Lake, Lynn Lake, Mystery Lake, and Leaf Rapids and includes public schools only.
- The graduation rate for northern – remote communities is approximately 30 percentage points lower than the graduation rate for the province as a whole.



<b>Northern Graduation Rate by Division/District and Manitoba Total (ALCs not included)</b>						
<b>Public Schools Only (Method: Graduates Divided by Enrolment Four Years Previous x 100)</b>						
School Division	1999/00*	2000/01	2001/02	2002/03	2003/04	5-Yr Avg
Kelsey	72.1%	80.9%	50.3%	65.1%	56.7%	64.8%
Flin Flon***	122.6%	106.5%	109.7%	145.0%	130.3%	122.2%
Frontier	26.7%	26.2%	21.4%	32.1%	35.5%	28.3%
Churchill	13.3%	85.7%	11.1%	AM**	AM**	30.4%
Snow Lake	73.9%	62.1%	88.9%	AM**	AM**	74.7%
Lynn Lake	15.8%	23.5%	66.7%	AM**	AM**	31.3%
Mystery Lake	57.3%	57.4%	49.8%	44.0%	63.0%	54.1%
Leaf Rapids	121.7%	48.7%	64.3%	AM**	AM**	72.2%
<b>Total Northern Graduate Rate</b>	<b>53.9%</b>	<b>52.1%</b>	<b>43.6%</b>	<b>52.9%</b>	<b>54.9%</b>	<b>51.3%</b>
<b>Total Manitoba Graduate Rate</b>	<b>83.0%</b>	<b>78.7%</b>	<b>77.9%</b>	<b>81.3%</b>	<b>81.1%</b>	<b>80.4%</b>

\*Data for Adult Learning Centres is included in 1999/00 since separate data collection for ALCs commenced only in 2000/01  
 \*\*These divisions were amalgamated into Frontier beginning in 2002/03  
 \*\*\*Note that Flin Flon receives in-migrating students from Creighton, Saskatchewan, thus inflating its graduation rate.

Northern-Remote Graduates by Division/District and Manitoba Total (ALCs not included)					
School Division	1999/00*	2000/01	2001/02	2002/03	2003/04
Kelsey	111	123	84	82	85
Flin Flon	152	148	124	174	129
Frontier	128	137	111	152	182
Churchill	2	12	3	AM**	AM**
Snow Lake	17	18	24	AM**	AM**
Lynn Lake	3	4	8	AM**	AM**
Mystery Lake	165	152	138	135	174
Leaf Rapids	28	19	18	AM**	AM**
<b>Total</b>	<b>606</b>	<b>613</b>	<b>510</b>	<b>543</b>	<b>570</b>
<b>Total MB Graduates</b>	<b>12,320</b>	<b>11,869</b>	<b>11,787</b>	<b>12,350</b>	<b>12,698</b>

\*Data for Adult Learning Centres is included in 1999/00 since separate data collection for ALCs commenced only in 2000/01  
\*\*These divisions were amalgamated into Frontier beginning in 2002/03

Northern-Remote S1 Enrolments Four Years Previous					
School Division	1996/97	1997/98	1998/99	1999/00	2000/01
Kelsey	154	152	167	126	150
Flin Flon	124	139	113	120	99
Frontier	479	522	518	473	513
Churchill	15	14	27	AM*	AM*
Snow Lake	23	29	27	AM*	AM*
Lynn Lake	19	17	12	AM*	AM*
Mystery Lake	288	265	277	307	276
Leaf Rapids	23	39	28	AM*	AM*
<b>Total</b>	<b>1125</b>	<b>1177</b>	<b>1169</b>	<b>1026</b>	<b>1038</b>
<b>Total MB S1 Enrolment</b>	<b>14837</b>	<b>15074</b>	<b>15122</b>	<b>15182</b>	<b>15651</b>

\*These divisions were amalgamated into Frontier beginning in 2002/03, their enrolments have been added to the 1999/00 and 2000/01 Frontier cohort to allow for ease of comparison.

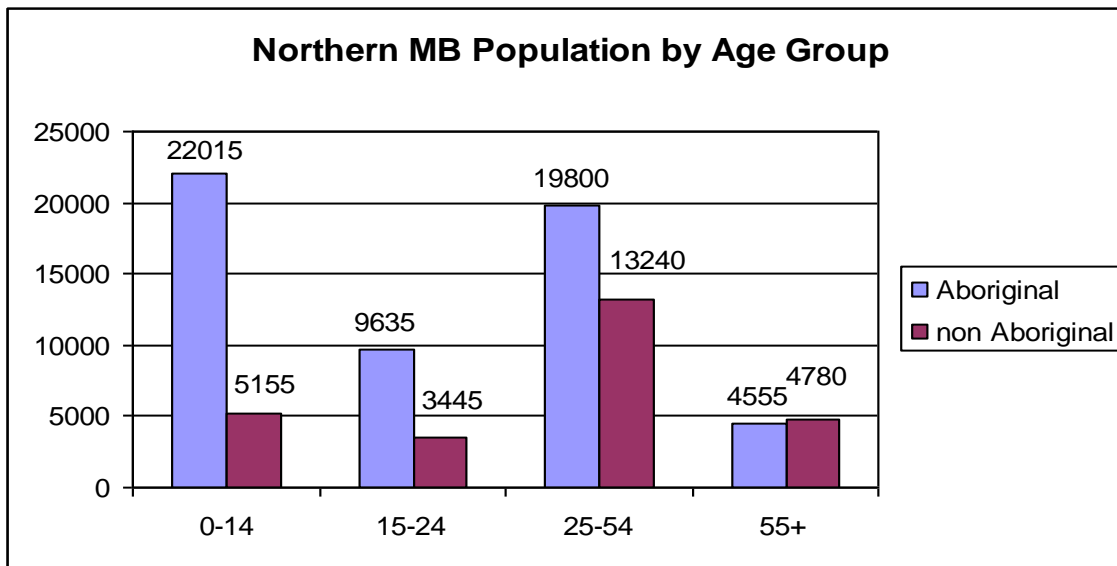
## Adult Learning Centres

- Separate data collection for adult learning centres (ALCs) commenced in 2001/02. Enrolment data is unavailable to calculate a similar graduation rate for public high schools. However, ALCs demonstrate an increasing amount of

Northern –Remote Adult Learning Centres (ALCs) Graduates 2000/01 to 2003/04								
	2000/01		2001/02		2002/03		2003/04	
	28 Credit	Mature	28 Credit	Mature	28 Credit	Mature	28 Credit	Mature
<b>Kelsey</b>	0	0	4	45	4	46	3	35
<b>Frontier</b>	2	6	4	6	0	3	8	35
<b>Mystery Lake</b>	0	16	0	9	0	0	0	21
<b>Total</b>	2	22	8	60	0	49	11	91
<b>Total –Both Diplomas</b>	24		68		49		102	

graduates, thus directly contributing to the improved educational attainment of adults receiving their high school diploma.

Highest Level of Education – Northern Manitoba, 2001



- The Aboriginal population in northern Manitoba is much younger than the non-Aboriginal population. In fact, over half of the northern Aboriginal population is under the age of 25 compared to less than a third of the non-Aboriginal population

Highest Level of Education – Northern Manitoba, 2001

Highest level of schooling	All Origins 20 Yrs+		Aboriginal 25 Yrs+	
	Manitoba	Northern MB	Manitoba	Northern MB
Total population	789,615	47,555	69,970	24,335
Less than High School	271,895	22,910	34,940	14,500
High school graduation certificate	89,725	4,045	5,430	1,420
Some post-secondary	154,870	7,745	8,100	2,530
Trades, college or university certificate or diploma	224,685	12,065	17,870	4,980
University bachelor's degree or higher	113,150	3,715	3,635	885

Highest level of schooling %	All Origins 20 Yrs+		Aboriginal 25 Yrs+	
	Manitoba	Northern MB	Manitoba	Northern MB
Less than High School	34.4%	48.2%	49.9%	59.6%
High school graduation certificate	11.4%	8.5%	7.8%	5.8%
Some post-secondary	19.6%	16.3%	11.6%	10.4%
Trades, college or university certificate or diploma	28.5%	25.4%	25.5%	20.5%
University bachelor's degree or higher	14.3%	7.8%	5.2%	3.6%

Data source: Statistics Canada 2001 Census - Note different age groups between Aboriginal and All Origin data

- Almost half of the population in northern Manitoba over twenty years of age has less than a high school diploma.
- Close to 25% of Manitobans have a trades, college or university certificate or diploma in each of the demographic groups.

<b>Labour Force Rates</b>	<b>All Origins</b>		<b>Aboriginal</b>	
	<b>Manitoba</b>	<b>Northern MB</b>	<b>Manitoba</b>	<b>Northern MB</b>
Population 15 years +	869,315	54,945	95,980	33,980
In the labour force	585,420	33,125	56,630	17,256
Employed	549,990	27,445	45,860	13,317
Unemployed	35,430	5,665	10,770	3,939
Not in the labour force	283,895	21,825	39,350	16,724
Participation rate	67.3%	60.3%	59.0%	50.8%
Employment rate	63.3%	49.9%	47.8%	39.2%
Unemployment rate	6.1%	17.1%	19.0%	22.8%

*Data source: Statistics Canada 2001 Census*

- The unemployment rate is significantly higher in northern Manitoba than in Manitoba overall, both for the total population and for Aboriginal people.
- In northern Manitoba, there is about a 10% difference between the participation and employment rates for Aboriginals compared to the total population.

**EDUCATION, TRAINING AND EMPLOYMENT PRIORITY PROJECT**

**Data Sheet**

**Federal/Provincial/Territorial Jurisdiction MANITOBA**

<b>Best Practices/Initiatives (Both current and emerging)</b>	<b>Indicators</b>	<b>Success Rates/Outcomes</b>	<b>Challenges</b>	<b>Lessons Learned/ Recommendations</b>
<b>High School Completion Rates</b>				
<ul style="list-style-type: none"> <li>▪ Strengthen the expected outcomes for the Aboriginal Academic Achievement categorical grant to school divisions</li> </ul>	<ul style="list-style-type: none"> <li>▪ K-S4 graduation rates</li> <li>▪ S4 standards tests results</li> <li>▪ Grade 3 and middle years assessment results</li> <li>▪ Secondary course completions</li> <li>▪ SAIP and PISA results</li> </ul>	<ul style="list-style-type: none"> <li>▪ Improved results for Aboriginal students to be monitored</li> <li>▪ Improved results in northern schools to be monitored</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensuring that funds are targeted to <u>academic</u> improvement</li> <li>▪ Collecting accurate and complete data about performance of Aboriginal students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Department staff must have the time and contact with schools to foster effective practice – urgency had to be communicated</li> <li>▪ Grant criteria were clarified</li> </ul>
<ul style="list-style-type: none"> <li>▪ Incorporate “Aboriginal Perspectives” in provincial schools – this is an approach to instruction that is described in support documents and through professional learning and which will be supported by implementation of the revised Social Studies curriculum</li> </ul>	<ul style="list-style-type: none"> <li>▪ “Hits” on learning resources website</li> <li>▪ Participation at workshops</li> <li>▪ Requests for consultations and workshops</li> <li>▪ Student knowledge of Aboriginal history</li> </ul>		<ul style="list-style-type: none"> <li>▪ To develop a profile of a culturally competent educator</li> <li>▪ To develop a means of tracking changes in student knowledge</li> <li>▪ To ensure training teachers develop required competencies</li> </ul>	<ul style="list-style-type: none"> <li>▪ This is a long-term process</li> <li>▪ Collaboration with teacher training institutions is required to prepare teachers</li> </ul>
<ul style="list-style-type: none"> <li>▪ Implement the Technical-Vocational Education Initiative in northern schools – begun in 2004/05, this is a three-year initiative to revamp the tec-voc education system in Manitoba</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course completion</li> <li>▪ Graduation rates of students with a tec-voc recognition</li> <li>▪ Participation of Aboriginal students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Year 1 reports still to come</li> </ul>	<ul style="list-style-type: none"> <li>▪ Funding for upgrading equipment and programs</li> <li>▪ Collaboration among secondary and post-secondary institutions and industry sectors</li> <li>▪ The “second-class” image of tec-voc</li> </ul>	<ul style="list-style-type: none"> <li>▪ School divisions, PSE institutions and industry are eager to collaborate</li> <li>▪ Information about the anticipated skills shortage is compelling</li> </ul>



Best Practices/Initiatives (Both current and emerging)	Indicators	Success Rates/Outcomes	Challenges	Lessons Learned/ Recommendations
<ul style="list-style-type: none"> <li>▪ Increase parent and community involvement               <ul style="list-style-type: none"> <li>- Implement “Building Student Success with Aboriginal Parents” program - \$400,000 provided toward 38 school projects to involve Aboriginal parents more closely in school programming – begun in 2004/05</li> <li>- Develop workshops and materials to increase school engagement with Aboriginal parents</li> <li>- Initiate programs that bring Elders, Aboriginal community workers and other resource people into schools to support learning</li> <li>- Promote best practices among schools</li> <li>- Promote family involvement in schools</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Parent participation and sense of involvement</li> <li>▪ Student academic success</li> <li>▪ Educators’ knowledge of effective parent engagement strategies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Year 1 reports still to come</li> </ul>	education <ul style="list-style-type: none"> <li>▪ Encouraging involvement of Aboriginal parents in their children’s education</li> <li>▪ Helping schools to be culturally sensitive to Aboriginal students and families</li> </ul>	<ul style="list-style-type: none"> <li>▪ Aboriginal perspectives must be incorporated throughout school activities</li> <li>▪ Cultural competence is required for educators</li> </ul>
<ul style="list-style-type: none"> <li>▪ Support (and now expand) the Lighthouse programs in schools - Lighthouse is a Manitoba Justice program to support recreational, educational and pro-social programs after school hours for young Manitobans</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participation of children and youth</li> <li>▪ Justice indicators (e.g., crime reduction)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Program has been judged to be successful and is expanding to more sites</li> </ul>	<ul style="list-style-type: none"> <li>▪ Developing working agreements for the use of schools</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coordination is required to ensure smooth operation and cooperation</li> </ul>
<ul style="list-style-type: none"> <li>▪ Increase the number of Aboriginal teachers by developing community-based B.Ed. programs – various initiatives are underway currently through the current faculties of Education and a northern model is in development through the University College of the North</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number of Aboriginal teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Data will become available over time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collecting accurate information about the number of Aboriginal teachers</li> <li>▪ Encouraging PSE among Aboriginal students</li> </ul>	<ul style="list-style-type: none"> <li>▪ Career education planning must begin at earlier ages</li> </ul>
<ul style="list-style-type: none"> <li>▪ Implement Future to Discover research and demonstration project with the Canada Millennium Scholarship Foundation – implementation begins in 2005/06 school year, aimed at secondary students from under-represented populations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number of students volunteering to participate in study</li> <li>▪ Comparison of results between intervention and control groups – course credits, graduation rates, post-secondary education (PSE) enrollment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased rates of course completion, graduation, and PSE enrollment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Aim for increased PSE enrollment by students from under-represented populations</li> <li>▪ Address need for improved information about PSE options and funding</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop PSE information packages and processes that can be used on a broader basis</li> </ul>

Best Practices/Initiatives (Both current and emerging)	Indicators	Success Rates/Outcomes	Challenges	Lessons Learned/ Recommendations
<ul style="list-style-type: none"> <li>▪ Implement Making Education Work research and demonstration project with the Canada Millennium Scholarship Foundation – implementation begins in 2005/06 school year, aimed at Aboriginal secondary students in six rural and northern communities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number of students volunteering to participate in study</li> <li>▪ Comparison of results between intervention and control groups – course credits, graduation rates, post-secondary education (PSE) enrollment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased rates of course completion, graduation, and PSE enrollment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Developing a culturally appropriate support package of academic, family, and social, information that encourages secondary completion and PSE enrollment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop a support system that can be applied on a broader basis to all Aboriginal student in Manitoba</li> <li>▪ Recognition of more effective methods</li> </ul>
<ul style="list-style-type: none"> <li>▪ Initiate community school partnership initiative – <ul style="list-style-type: none"> <li>• One school initiated a project successfully in 2003/04</li> <li>• 15 more schools to enter a development year in 2005/06</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Parent, community and agency involvement</li> <li>▪ Culturally responsive community-school relationships</li> <li>▪ Partnership activities initiated</li> <li>▪ Community-level indicators to be developed in each community-school plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pilot communities submit plans and subsequently implement them</li> <li>▪ Steering committee engages senior partners and coordinates funding sources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Locally, the potential partners must come together, share directions and resources</li> <li>▪ Provincially, the potential funders must collaborate to pool their funds and focus their development efforts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Schools can develop a more culturally sensitive relationship with their community when they are encouraged to be responsive</li> <li>▪ A support document on developing community schools will be published</li> </ul>
<ul style="list-style-type: none"> <li>▪ Increase access to Prior Learning Assessment and Recognition (PLAR) services throughout the North</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number of PLAR credits granted to Aboriginal people</li> <li>▪ Number of individuals receiving PLAR services</li> <li>▪ Number of trained advisors and assessors</li> </ul>	<ul style="list-style-type: none"> <li>▪ More processes and individuals accessing PLAR</li> <li>▪ Instructional staff at all northern Adult Learning Centres have received training in PLAR</li> <li>▪ 19.5 credits were</li> </ul>	<ul style="list-style-type: none"> <li>▪ Developing skill in alternative, flexible assessment methods</li> <li>▪ Coordination and communication between PLAR applicants, assessors and advisors to ensure that the process is facilitated</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop train-the-trainer programs that teach alternative assessment techniques</li> <li>▪ Support to PLAR by administration is crucial to its successful implementation</li> </ul>

Best Practices/Initiatives (Both current and emerging)	Indicators	Success Rates/Outcomes	Challenges	Lessons Learned/ Recommendations
		granted by northern ALCs through PLAR in 2003/04	effectively.	
<ul style="list-style-type: none"> <li>▪ Improve access to Adult Learning Centres in northern Manitoba</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number of learners attending ALCs in northern MB</li> <li>▪ Number of course credits attained in ALCs</li> <li>▪ Number of Mature High School Diplomas granted</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1096 learners attended ALCs in northern MB in 2003/04, an increase from 1016 in 2002/03</li> <li>▪ Northern adults achieved 1252 course credits in ALCs in 2003/04 an increase from 1241 in 2002/03</li> <li>▪ Number of high school completions in 2003/04 decreased slightly from 109 in 2002/03 to 102 in 2003/04</li> </ul>	<ul style="list-style-type: none"> <li>▪ Addressing the broad range of learners' educational needs and goals in the short time available to most learners for upgrading.</li> <li>▪ Adapting models of ALC program delivery to the northern learning and teaching environment</li> <li>▪ Acquisition of trained academic assessment personnel and resources to advise students and programs of educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Northern Manitobans have diverse academic backgrounds and educational goals. Ongoing support for flexibility in program model delivery is key to enabling continued success rates in northern ALCs.</li> <li>▪ Accurate academic assessment of learner is critical to ensure program planning and student success rates are maximized</li> </ul>
<ul style="list-style-type: none"> <li>▪ Develop dual credit opportunities between apprenticeship and the high school system (Brandon pilot project underway)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number of trades-related courses on diplomas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase in trades-related courses on diplomas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identifying non-traditional and/or non-academic credits that can reflect northern peoples' interests, needs and experience</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review correlation between apprenticeship training and existing high school credits</li> <li>▪ Support the creation of school initiated credits that reflect northern experience (Cree, natural resource management)</li> </ul>

Best Practices/Initiatives (Both current and emerging)	Indicators	Success Rates/Outcomes	Challenges	Lessons Learned/ Recommendations
<b>Access to Post-Secondary Education</b>				
<ul style="list-style-type: none"> <li>▪ Establishment of the University College of the North (UCN) including community-based training in key campus communities, rotating courses, distance education and the development of relevant northern and Aboriginal programming needs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Legislation to establish UCN passed</li> <li>▪ Number of community-based training programs being offered</li> <li>▪ Completion rates in above programs</li>   <li>▪ Number of base budget college-level programs being offered</li> </ul>	<ul style="list-style-type: none"> <li>▪ 10 regional centres (KCC)</li> <li>▪ Increased Aboriginal access and completion rates in the North</li> <li>▪ Increased employment for Aboriginal people</li> <li>▪ Culturally appropriate programming</li> <li>▪ Increase to take up students into new programs</li> <li>▪ Increased college-level enrollments</li> <li>▪ New CEI funded programming</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hiring of Aboriginal faculty</li> <li>▪ Provision of adequate \$ and resources to fund university programs</li> <li>▪ Infrastructure needs i.e. library resources and technology</li> <li>▪ Accreditation and peer recognition of credentials</li> <li>▪ Difficulty attracting students to some programs</li> <li>▪ Lack of industry support in communicating market conditions for some programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enhance student support services</li> <li>▪ Check on best practices for student retention and success</li> <li>▪ Ensure \$ in place at the beginning</li>   <li>▪ Encourage greater collaboration between industry, community representatives and UCN in developing new PSE programming</li> </ul>
<ul style="list-style-type: none"> <li>▪ Through college partnerships, encourage the development of quality training and course delivery by Aboriginal instructors</li>   <li>▪ Establish "stand alone" Aboriginal adult learning centres</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number of community-based training programs being offered</li> <li>▪ Completion rates in above programs</li>   <li>▪ Registration of ALCs by First Nations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expanded community-based training</li> <li>▪ Increase number of Aboriginal instructors</li>   <li>▪ More autonomy</li> <li>▪ More culturally appropriate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Utilizing technology so as to have positive outcomes</li>   <li>▪ The ALC Act requires an initial 3-year period of partnership with a college/university/</li> </ul>	

Best Practices/Initiatives (Both current and emerging)	Indicators	Success Rates/Outcomes	Challenges	Lessons Learned/ Recommendations
<ul style="list-style-type: none"> <li>▪ Increase Student Aid outreach services</li> </ul>	<ul style="list-style-type: none"> <li>▪ Awareness of funding options for Aboriginal students entering post-secondary</li> <li>▪ MySAO (my student aid online)</li> <li>▪ Aboriginal Liaison and Student Advisors</li> <li>▪ Network with other government branches</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase in Aboriginal students applying for Student Aid</li> <li>▪ Loan applications processed quicker</li> <li>▪ Updated loan information provided daily online</li> <li>▪ Network with schools, community and stakeholders</li> <li>▪ Improve services to Aboriginal communities</li> </ul>	<p>school division. This can be perceived as a barrier, although it is intended to be a support</p> <ul style="list-style-type: none"> <li>▪ Connect with isolated northern communities</li> <li>▪ Not all Aboriginal communities aware of SA services</li> <li>▪ Not all northern communities have internet access</li> <li>▪ Not able to visit most northern communities</li> <li>▪ High cost of travel to the North</li> <li>▪ Belief that First Nations cannot receive loans</li> <li>▪ Form partnership/share information</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue providing outreach services</li> <li>▪ Work closely with Band education authorities</li> <li>▪ Provide paper copies of loan applications</li> <li>▪ Continue outreach</li> <li>▪ Policy changes to meet Aboriginal and northern needs</li> <li>▪ Program sharing/resources</li> </ul>
<ul style="list-style-type: none"> <li>▪ Partners for Careers employment services are delivered in rural Manitoba through the Manitoba Association of Friendship Centres offices in 10 towns and cities. PFC agents are charged with registering clients and assisting those clients connect to employment, further training or post secondary opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number of participants registering in the program</li> <li>▪ Number of participants moving</li> </ul>	<ul style="list-style-type: none"> <li>▪ In 2004 – 2005 up to December 2005, Friendship Centres registered 1239 clients, placed 408 individuals in</li> </ul>	<ul style="list-style-type: none"> <li>▪ Level of education at which clients possess at time of registering in the PFC program often requires direction</li> </ul>	<ul style="list-style-type: none"> <li>▪ Aboriginal people use organizations operated for and by Aboriginal people.</li> </ul>

Best Practices/Initiatives (Both current and emerging)	Indicators	Success Rates/Outcomes	Challenges	Lessons Learned/ Recommendations
	to a training program <ul style="list-style-type: none"> <li>▪ Number of participants finding employment</li> </ul>	employment and referred 129 clients to continued education an/or training.	to an ALC or a literacy program rather than PS.	
<b>Training Initiatives</b>				
<ul style="list-style-type: none"> <li>▪ Hydro Northern Training Initiative</li> <li>▪ Link Hydro training sites/communities as part of the distributed northern Adult Learning Network to be absorbed by University College of the North</li> </ul>	<ul style="list-style-type: none"> <li>▪ # of trainees: in designated trades; in non designated trades; project supports on the job training; business professional; upgrading/essential skills</li> <li>▪ # of programs: in designated trades; in non designated trades; project supports on the job training; business professional; upgrading/essential skills</li> <li>▪ Completion rates by: designated trades; in non designated trades; project supports on the job training; business professional; upgrading/essential skills</li> <li>▪ # of work placements by: designated trades;</li> </ul>	<ul style="list-style-type: none"> <li>▪ Long term, sustainable employment</li> <li>▪ Increased participation rates</li> <li>▪ Less migration out of the North</li> <li>▪ High school completions</li> <li>▪ Training/PSE with northern labour market</li> <li>▪ Increased participation in training</li> <li>▪ Improved retention through community-based approach</li> </ul>	<ul style="list-style-type: none"> <li>▪ Relevancy to academic upgrading</li> <li>▪ Lack of work placements in North</li> <li>▪ Culturally-sensitive training in communities</li> <li>▪ Trainees lose interest in classroom training</li> <li>▪ Retention in training</li> </ul>	<ul style="list-style-type: none"> <li>▪ M.ore emphasis on Essential Skills</li> <li>▪ Capital planning projects list</li> <li>▪ Train aboriginal instructors</li> <li>▪ Integrate work placements with classroom training</li> <li>▪ Develop better assessment and advising tools and procedures.</li> </ul>

Best Practices/Initiatives (Both current and emerging)	Indicators	Success Rates/Outcomes	Challenges	Lessons Learned/ Recommendations
	in non designated trades; project supports on the job training; business professional; upgrading/ essential skills			
<ul style="list-style-type: none"> <li>▪ Integrate essential skills into new and existing programming</li> <li>▪ Lack of essential skills is often a barrier to client success in training and employment. Support for developing lifeskills and literacy skills are critical</li> </ul>		<ul style="list-style-type: none"> <li>▪ Increased client success</li> <li>▪ Increased client access to further training</li> </ul>	<ul style="list-style-type: none"> <li>▪ This is an emerging area which requires new models, ways to assess, etc. Partnerships enhance effectiveness and extend possibilities (e.g. ETS and OCN are partnering to train lifeskills coaches)</li> </ul>	<ul style="list-style-type: none"> <li>▪ There is a need to pilot activities and learn from them (e.g. ETS is funding a pilot project for heavy equipment operators)</li> </ul>
<ul style="list-style-type: none"> <li>▪ Improved trainee selection model</li> <li>▪ Employment and Training Services (ETS) is partnering with communities on a better process for assessing potential trainees (includes PLAR, interest inventory, and Essential Skills assessment in addition to academic assessment)</li> </ul>		<ul style="list-style-type: none"> <li>▪ increased client completion</li> <li>▪ increased client employment</li> <li>▪ Improved system articulation</li> </ul>		
<b>Linkage between Education, Training and Employment</b>				
<ul style="list-style-type: none"> <li>▪ Community-based apprenticeship training</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number of CBT courses available</li> <li>▪ Number of northern Aboriginal apprentices enrolled in CBT</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased number of CBT courses delivered</li> <li>▪ Increase in number of northern Aboriginal apprentices</li> <li>▪ Increased number of northern Aboriginal certified tradespeople</li> <li>▪ CBT delivered in an increased range of trades</li> </ul>	<ul style="list-style-type: none"> <li>▪ Limited employment opportunities in the North</li> <li>▪ Essential skills needs of apprentices and/or trades qualifiers</li> <li>▪ Limited resources for development of and delivery of Essential Skills upgrading</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assess apprentices and/or trades qualifiers with appropriate tools before technical training</li> <li>▪ Locate and train adult educators for trades-related Essential Skills development</li> <li>▪ Design support materials</li> </ul>

<b>Best Practices/Initiatives (Both current and emerging)</b>	<b>Indicators</b>	<b>Success Rates/Outcomes</b>	<b>Challenges</b>	<b>Lessons Learned/ Recommendations</b>
<ul style="list-style-type: none"> <li>▪ The Thompson Youth Build Program enhances the opportunity for northern at-risk youth to access higher learning opportunities and skills development in the areas of carpentry, electrical and plumbing for 30 hours paid participation per week. An education component consists of 10 hours unpaid participation per week. During the education component program participant work towards obtaining high school credits for graduation.</li> <li>▪ Program participants are able to access apprenticeship training throughout northern Manitoba via the UCN satellite centres of excellence, eg. Nishiwashik Cree Nation, Tataskewak Cree Nation, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number of participants completing the program</li> <li>▪ Number of high school credits received</li> <li>▪ Number of participants returning to high school</li> <li>▪ Number of participants moving on to an adult learning centre</li> <li>▪ Number of participants furthering their training</li> <li>▪ Number of participants finding employment</li> </ul>	<ul style="list-style-type: none"> <li>▪ 20 youth are registered in the program annually.</li> <li>▪ An average of 65% have moved into employment over the past 4 years of the program and 35% have been streamed into continued education or training.</li> <li>▪ The visibility of the program is very high in the community.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A strong Life Skills component is integral to all aspects of the program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strengthen relationships with private sector to enhance employment opportunities.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Partners for Careers employment services are delivered in rural Manitoba through the Manitoba Association of Friendship Centres offices in 10 towns and cities. PFC agents are charged with registering clients and assisting those clients connect to employment, further training or post secondary opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number of participants finding employment</li> <li>▪ Number of participants registering in the program</li> <li>▪ Number of participants moving to a training program</li> </ul>	<ul style="list-style-type: none"> <li>▪ In 2004 – 2005 up to December 2005, Friendship Centres registered 1239 clients, placed 408 individuals in employment and referred 129 clients to continued education and/or training.</li> </ul>	<ul style="list-style-type: none"> <li>▪ strengthening the connections at the community levels with all stakeholders – job seekers, employers, schools and colleges</li> <li>▪ Limited number of employers in some catchment areas of Friendship Centres</li> </ul>	<ul style="list-style-type: none"> <li>▪ Aboriginal people use organizations operated for and by Aboriginal people.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Improve access to information about labour market (employment opportunities) in trades (emerging initiative)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Existence of promotional materials about trades and training requirements</li> </ul>	<p>Information about employment opportunities and training requirements available through employment</p>		



Best Practices/Initiatives (Both current and emerging)	Indicators	Success Rates/Outcomes	Challenges	Lessons Learned/ Recommendations
		counselors		
<ul style="list-style-type: none"> <li>▪ Senior Years Apprenticeship Option (SYAO)</li> </ul>	<p>Number of northern Aboriginal students participating in SYAO programs</p>	<ul style="list-style-type: none"> <li>▪ Increase in number of northern Aboriginal students participating in SYAO</li> </ul>	<ul style="list-style-type: none"> <li>• Trade-specific Essential Skills needs of students</li> <li>▪ Limited employment opportunities in the North</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assess individuals for trade-specific Essential Skills and provide necessary customization of high school credits</li> </ul>
<ul style="list-style-type: none"> <li>▪ Essential Skills Assessment and Training</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number of Literacy Programs using MB Stages in literacy instruction</li> </ul>	<ul style="list-style-type: none"> <li>▪ Northern literacy instructors have received training in use of MB Stages curriculum</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ongoing training and instructional support for practitioners in the use of MB Stages and the essential skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continuation of MB Stages, which is articulated with essential skills, as a framework for literacy instruction skills</li> </ul>
<p>Community-based employment assistance services</p> <ul style="list-style-type: none"> <li>▪ ETS funds many projects that assist individuals to prepare for, find and keep employment. These projects may be tailored to local communities and/or focus on the needs of particular client groups (women, Aboriginal people, persons with disabilities, etc.)</li> <li>▪ Projects emphasize linking with available jobs, particularly in high demand occupations (e.g. in health care, education, skilled trades, tourism). Specific examples of projects include training of emergency medical responders, LPNs, construction trades, early childhood educators/ assistants, hospitality services, self-employment programs)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Numbers of clients served</li> <li>▪ Numbers of unemployed individuals who return to work</li> <li>▪ Unpaid Employment Insurance benefits (resulting when EI insured clients return to work)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Effective match between training and employment services for unemployed clients and the available jobs</li> <li>▪ Local employers are able to fill vacancies with local people</li> </ul>	<ul style="list-style-type: none"> <li>▪ Effective partnerships are critical. ETS' partners include industry, First Nations, the federal government, economic development organizations, educational institutions (e.g. UCN) and other community partners.</li> <li>▪ Particular challenge to support the availability of training and employment services in small or remote</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to build partnerships that enable responsive and effective linkages</li> </ul>

Best Practices/Initiatives (Both current and emerging)	Indicators	Success Rates/Outcomes	Challenges	Lessons Learned/ Recommendations
Partners for Careers/Manitoba Association of Friendship Centres/ETS <ul style="list-style-type: none"> <li>This project assists unemployed Aboriginal youth with the transition from school to the work force in 10 locations across the province</li> </ul>	<ul style="list-style-type: none"> <li>Numbers of clients finding employment</li> </ul>	<ul style="list-style-type: none"> <li>Partnerships enhance effectiveness and extend possibilities</li> </ul>	communities	
<ul style="list-style-type: none"> <li>Introduction of a Job Referral System for jobs related to Hydro developments</li> </ul>	<ul style="list-style-type: none"> <li>Numbers of jobs matched with qualified candidates</li> </ul>		<ul style="list-style-type: none"> <li>This will be a new service</li> </ul>	
Services to assist employers and communities with labour force adjustment and/or development <ul style="list-style-type: none"> <li>AET works with other Departments to assist in cases of layoffs or business closures. A recent example is Snow Lake, with the closure of the New Britannia Mine. Services have included assistance for affected employees as well as support for community and economic planning and development. Examples include support for the Northern Forest Diversification Centre and regional tourism development initiatives</li> </ul>		<ul style="list-style-type: none"> <li>Mitigate effects of layoffs or business closure</li> <li>Community economic development</li> </ul>		
Increase access to Prior Learning Assessment and Recognition (PLAR) services throughout the North <ul style="list-style-type: none"> <li>Manitoba is implementing a multi-faceted approach (ETS Centres, Adult Learning Centres, post-secondary educational institutions, within industry, etc.)</li> </ul> <p>Training has been developed and provided to ETS Centre staff to ensure they have the skills to assist clients in a self-directed PLAR process</p>	<ul style="list-style-type: none"> <li>Number of PLAR credits granted to Northern and Aboriginal people</li> <li>Number of individuals receiving PLAR services</li> </ul>	<ul style="list-style-type: none"> <li>More processes and individuals accessing PLAR</li> </ul>	<ul style="list-style-type: none"> <li>This is an emerging area</li> </ul>	
<ul style="list-style-type: none"> <li>Use of tools/resources that are culturally relevant</li> <li>ETS has collaborated with community partners to acquire and train staff in the use of tools for career development and healing/wellness (Guiding Circles and The Red Path).</li> </ul>		<ul style="list-style-type: none"> <li>Increased client success</li> </ul>		

**Contact Person: Elaine Phillips 945-8504**  
**John VanWalleghem 945-78**

**ONTARIO**

**EDUCATION, TRAINING & EMPLOYMENT PRIORITY PROJECT**

**Data Sheet**

**Federal/Provincial/Territorial Jurisdiction Ontario**

<b>Statistical Data/Trends</b>		
<ul style="list-style-type: none"> <li>● Northern Ontario University enrollment increased by 39% between academic years 1999/2000 and 2004/2005 compared to a provincial increase of 31%</li> <li>● Enrollment in Graduate training in Northern Universities has increased by 70% while Ontario's graduate enrollment has increased by 25% during this same time period</li> <li>● Enrollment in Northern Colleges has not grown at the same rate as college enrollment across the province and has declined by 2% from 1999/00 to 2003/04</li> </ul>		
<b>Best Practices/Initiatives (Both current and emerging)</b>	<b>Success Rates/Outcomes</b>	<b>Contact Name/Number</b>
<p><b>High School Completion Rates</b></p> <p>See attached document with schooling and labour market information.</p>		<p>Bob Jeffery Northern Development and Mines 705-564-7594</p>
<p>Student Success program is a consolidated program to lower drop-out rates in Ontario high schools through:</p> <ul style="list-style-type: none"> <li>- expanded program choices for at-risk students:               <ul style="list-style-type: none"> <li>● revised applied Grade 9 and 10 math curriculum</li> <li>● locally developed credit courses for struggling students</li> <li>● expanded co-op opportunities</li> </ul> </li> <li>- e-learning strategy to improve access to courses for students in rural and isolated areas</li> <li>- new investments in technological equipment to permit higher enrolments in technology programs.</li> </ul>	<p>Reduce the number of students who leave high school without a diploma</p>	<p>Wilma Davis, Communications Branch, (416) 325-6730;</p> <p>Public Inquiries: (416) 325-2929 or 1-800-387-5514, TTY: 1-800-263-2892</p>
<p><b>Access to Post Secondary Education</b></p>		
<p><b>Contact North</b> provides video and audio teleconferencing facilities to improve access to formal education and training at the secondary and post-secondary levels, and to informal education opportunities, for residents of Northern Ontario.</p> <p>Contact North also collaborates with Aboriginal peoples, Francophones and communities in Northern Ontario to facilitate response by educational providers (working with Northern Ontario institutions specifically) to meet identified needs.</p> <p>Contact North supports innovation in education and learning through testing and applied research of new modes of "delivery" using technology and to share information in Northern Ontario, nationally and internationally.</p>	<p>25 video links and over 100 audio teleconference sites</p>	<p>Northeast Regional Coordinating Centre, Unit 1 410 Falconbridge Road, Sudbury, Ontario P3A 4S4 Phone: 705-560-2710 Fax: 705-525-0136</p> <p>Northwest Regional Coordinating Centre, Suite 104 1139 Alloy Drive, Thunder Bay, Ontario P7B 6M8 Phone: 807-344-1616 Fax: 807-344-2390</p>

Best Practices/Initiatives (Both current and emerging)	Success Rates/ Outcomes	Contact Name/Number
Recent review of Post Secondary Education by Bob Rae and released a report: Ontario: A Leader in Learning	Recommendations on designing a more coordinated, articulated and differentiated post secondary education system	Ruth Mackay, Project Manager 416-972-5067
Northern Ontario School of Medicine (NOSM) will offer undergraduate medical training in Northern Ontario at the Laurentian University and Lakehead University sites.	56 students will be trained as General Practitioners with specific emphases on Northern and Rural medical practice	<p>Tracie Smith Communications Officer – West (807) 766-7314 West Campus 955 Oliver Rd Thunder Bay, ON P7B 5E1 Tel: (807) 766-7300 Fax: (807) 766-7370</p> <p>Yonaniko Grenon Communications Officer – East (705) 662-7243 East Campus 935 Ramsey Lake Rd Sudbury, ON P3E 2C6 Tel: (705) 675-4883 Fax: (705) 675-4858 <a href="http://www.normed.ca">www.normed.ca</a></p>
<b>Training Initiatives</b>		
<p>The Ministry of Education and Ministry of Training Colleges and Universities have developed a number of programs and services to support employers and employees. They include:</p> <ul style="list-style-type: none"> <li>• support for <b>apprenticeship programs</b> to develop the skilled workers needed in key areas of the economy;</li> <li>• assistance toward the development of curriculum and standards for workplace training under the <b>Sector Initiatives Fund</b>;</li> <li>• <b>Passport to Prosperity</b>, which facilitates opportunities for students to gain work experience in an employment setting.</li> </ul>		<a href="http://www.edu.gov.on.ca/eng/training/training.html">www.edu.gov.on.ca/eng/training/training.html</a>
<b>Linkage between education, training and employment</b>		
<p><b>Job Connect</b> provides career and employment preparation through including career information and referral, employment planning, and on-the-job training, through a network of community-based organizations;</p> <p><b>Literacy and Basic Skills</b> support further education and training and prepare participants for employment upgrading;</p> <p><b>Ontario Summer Jobs</b> offers job-search assistance, self-employment opportunities, and wage subsidies for employers and the Ministry of Northern Development and Mines administers this program in Northern Ontario; and</p> <p>The <b>Training Hotline</b> is a centralized access point for Ontario's training and employment initiatives. Training Hotline counsellors provide direction and detailed program information, and can mail out related printed</p>		<p>Ministry of Education and Ministry of Training, Colleges and Universities (EDU, MTCU)</p> <p>EDU, MTCU</p> <p>MNDM, EDU, MTCU,</p> <p>EDU, MTCU <a href="http://www.edu.gov.on.ca/eng/training/training.html">www.edu.gov.on.ca/eng/training/training.html</a></p>



<b>Highest Level of Schooling*, Population 20 years and older</b>				
	<b>Ontario 2001</b>		<b>Northern Ontario 2001</b>	
	Number <sup>♦</sup>	%	Number <sup>♦</sup>	%
Less than Grade 9	723,360	8.7	67,145	11.8
Grades 9 to 13	2,577,275	31.1	201,710	35.4
Less than High School Diploma	2,125,865	25.6	189,125	33.0
Trades certificate or diploma	843,480	10.2	79,445	13.9
College with or without certificate or diploma	1,961,265	23.7	133,270	23.4
University with or without Bachelor's degree or higher	2,176,780	26.3	88,845	15.6

<b>Highest Level of Schooling*, Population 20 years and older</b>				
	<b>Northern Aboriginal Communities 2001<sup>^</sup></b>		<b>Northern Ontario 2001</b>	
	Number <sup>♦</sup>	%	Number <sup>♦</sup>	%
Less than Grade 9	2,985	28.5	67,145	11.8
Grades 9 to 13	3,330	31.8	201,710	35.4
Less than High School Diploma	5,645	54.0	189,125	33.0
Trades certificate or diploma	1,315	12.6	79,445	13.9
College with or without certificate or diploma	2,185	20.9	133,270	23.4
University with or without Bachelor's degree or higher	645	6.2	88,845	15.6

<b>Labour Force Characteristics<sup>♦</sup></b>	<b>Ontario 2004</b>	<b>Northern Ontario 2004</b>
Population 15+	9,895,700	624,500
Labour Force	6,775,300	395,800
Employment	6,316,300	365,000
Unemployment Rate	6.8%	7.8%
Participation Rate	68.5%	63.4%

<b>Labour Force Characteristics<sup>♦</sup></b>	<b>Northern Aboriginal Communities 2001<sup>^</sup></b>	<b>Northern Ontario 2001</b>
Population 15+	12,430	627,260
Labour Force	7,090	384,805
Employment	5,365	347,825
Unemployment Rate	24.7%	9.8%
Participation Rate	57.0%	61.4%

<sup>♦</sup> Source: Statistics Canada, 2001 Census

<sup>♣</sup> Source: Statistics Canada, 2004 Labour Force Historical Review

<sup>^</sup> Aboriginal statistics on education and labour force characteristics are based on data for 54 and 46 Aboriginal communities respectively, for which reliable data are available.

\***Highest Level of Schooling** refers to the highest grade or year of elementary or secondary (high) school attended, or to the highest year of university or college education completed.

QUÉBEC



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# **NORTHERN DEVELOPMENT MINISTERS FORUM**

## **Québec Documentation**

### **List of Tables**

**Chibougamau – Québec**

**August 01, 2005**

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Table 1.1

Population aged 15 and over by highest level of schooling

Nord-du-Québec administrative region

2001

**HIGHEST LEVEL OF EDUCATION**

	<b>Québec</b>	<b>Nord-du-Québec</b>	<b>James Bay</b>	<b>Inuit</b>	<b>Cree</b>
	(%)	(%)	(%)	(%)	(%)
Less than a secondary (high) school graduation certificate	31.7	50.4	38.8	61.7	60.4
Secondary (high) school graduation certificate and or partial post secondary-training	25.7	19.8	24.5	14.1	15.7
Trade and college certificate or diploma	25.3	22.2	27.8	15.4	18.1
University certificate or diploma	17.2	7.6	8.9	7.4	5.6

**LABOUR FORCE**

	<b>Québec</b>	<b>Nord-du-Québec</b>	<b>James Bay</b>	<b>Inuit</b>	<b>Cree</b>
	(%)	(%)	(%)	(%)	(%)
Employment Rate	58.9	55.2	59.4	56.3	48
Unemployment Rate	8.2	14.7	13.1	14.7	17.5
Participation Rate	64.2	64.7	68.3	66	58.1

Source: Statistics Canada, 2001 Census of Canada

Table 1.2

Leading labour market indicators of the population 15 years and over by highest level of schooling

Nord-du-Québec, All of Québec

2001

	Nord-du-Québec			All of Québec		
	Participation Rate	Employment Rate	Unemployment Rate	Participation Rate	Employment Rate	Unemployment Rate
Less than grade 9	42%	33.4%	20.5%	27.2%	23%	15.4%
Grades 9-13	61.2%	50.2%	17.9%	58.7%	52.8%	10.1%
Trade certificate or diploma only	82.7%	70.3%	15.4%	74.3%	68.6%	7.7%
Other non-university education only	80.5%	70.4%	12.5%	78%	72.3%	7.4%
University education	89%	86.2%	3.4%	80.3%	75.8%	5.6%

Source: Statistics Canada, 2001 census

Table 1.3

Population from 1986 to 2001

	Census year			
	1986	1991	1996	2001
Matagami	2,735	2,467	2,243	1,939
Chibougamau	9,920	8,855	8,664	7,922
Chapais	2,875	2,391	2,030	1,795
Lebel-sur-Quévillon	3,465	3,414	3,416	3,236
James Bay	2,870	3,073	1,978	1,422
James Bay territory	21,869	20,200	18,331	16,314
Cree territory	8,201	8,417	11,349	12,629
Inuit territory	6,199	7,693	8,715	9,632
Nord-du-Québec	36,269	36,310	38,395	38,575
All of Québec	6,532,465	6,895,963	7,138,795	7,237,479

Source: Statistics Canada, 1996 and 2001 census

Table 1.4

Population change from 1986 to 2001

	Change by Year			
	1986 to 1991	1991 to 1996	1996 to 2001	/1986 to 2001
Matagami	-9.8%	-9.1%	-13.6%	-29.1%
Chibougamau	-10.7%	-2.2%	-8.6%	-20.1%
Chapais	-16.8%	-15.1%	-11.6%	-37.6%
Lebel-sur-Quévillon	-1.5%	0.5%	-5.3%	-6.6%
James Bay	7.1%	-35.6%	-28.1%	-50.5%
James Bay territory	-7.6%	-9.3%	-11.0%	-25.4%
Cree territory	2.6%	34.8%	11.3%	54.0%
Inuit territory	24.1%	13.3%	10.5%	55.4%
Nord-du-Québec	0.1%	5.7%	0.5%	6.4%
All of Québec	5.6%	3.5%	1.4%	10.8%

Source: Statistics Canada, 1996 and 2001 census

## 2. NORTHERN DEVELOPMENT MINISTERS FORUM – EDUCATION – TRAINING - EMPLOYMENT

Best Practices and Initiatives	Results/Comments	Contact Person
<p>1) Université du Québec en Abitibi-Témiscamingue has a campus in the region.</p> <p>The university has been offering training to Cree, Inuit and James Bay communities for a number of years.</p>	<p>To date, there have been 140 First Nations and Inuit graduates: 41 with a Bachelor of Social Work in Cree Communities, 21 preschool and elementary teaching certificates in a northern environment (Inuit).</p>	<ul style="list-style-type: none"> <li>Johanne Jean Rector Université du Québec en Abitibi-Témiscamingue (819) 762-0971 ext. 2248</li> </ul>
<p>2) Construction project for an aboriginal building in Val-d'Or.</p> <p>Université du Québec en Abitibi-Témiscamingue submitted such a project in June 2002.</p>	<p>A fundraising campaign is underway.</p> <p>Increase in the number of students in Val-d'Or:</p> <ul style="list-style-type: none"> <li>57 full-time students in 2003-2004, including a number of Crees;</li> <li>60 new full-time students in 2004-2005;</li> <li>Objective of 150 students for 2005-2006.</li> </ul>	<ul style="list-style-type: none"> <li>Johanne Jean Rector Université du Québec en Abitibi-Témiscamingue (819) 762-0971 ext. 2248</li> </ul>
<p>3) Increase in the number of attestations d'études collégiales (AEC) programs.</p> <p>Cégep de Saint-Félicien offered several programs to Cree, Inuit and James Bay residents thanks to federal funds made available to the community, as well as the contribution of Emploi-Québec and the <b>Ministère de l'Éducation</b>.</p>	<p>From 1997 to 2004, 346 students were granted an AEC:</p> <ul style="list-style-type: none"> <li>192 Crees (56%);</li> <li>101 Inuits (29%);</li> <li>53 James Bay residents (15%).</li> </ul> <p><b>In 2002, the Ministère de l'Éducation reduced the number of students required to form a cohort (10 students) in Nord-du-Québec.</b></p>	<ul style="list-style-type: none"> <li>Réjean Lavoie Human Resources Director Cégep de Saint-Félicien (418) 679-5412 ext. 204</li> </ul>
<p>4) Greater cooperation between two school boards. The James Bay and Cree school boards are increasingly working together with a view to making vocational training more accessible in James Bay.</p>	<p>Since 1999, the James Bay School Board has increasingly resorted to provisional authorizations or agreements with other school boards to offer training commensurate with manpower needs in the region. Some of the cohorts formed are mixed, and four programs were offered in a Cree</p>	<ul style="list-style-type: none"> <li>Gaston Bérubé Director of Vocational Training James Bay School Board (418) 748-2966 ext. 227</li> </ul>

Best Practices and Initiatives	Results/Comments	Contact Person
	community.	
<p>5) Two school boards with special status.</p> <p>Since 1978, the Cree and Inuit Nations have had their own school boards, created in accordance with the provisions of the James Bay Agreement. These school boards have special status and powers.</p>	<p>Shared funding (federal and provincial).</p> <p>Specific budget rules.</p> <p>Agreements signed with universities and cegeps.</p> <p>Development of courses, manuals and teaching material.</p> <p>Additional elements:</p> <p>In 2004-2005:</p> <ul style="list-style-type: none"> <li>• The Cree School Board was authorized to offer 14 different vocational training programs.</li> <li>• The Kativik School Board was authorized to offer 15 different vocational programs.</li> <li>• The James Bay School Board was authorized to offer 3 different vocational training programs.</li> </ul> <p>Thanks to \$19 million in funding from the <b>Ministère de l'Éducation, du Loisir et du Sport</b>, the Cree School Board will build in Waswanipi (opening slated for September 2005):</p> <ul style="list-style-type: none"> <li>• A vocational training centre;</li> <li>• A residence for students;</li> <li>• Residences for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Paul Rémillard <b>Ministère de l'Éducation, du Loisir et du Sport</b> (418) 643-6242</li> </ul>
6) Remote network school project (CEFRIO) in	The three CEFRIO projects launched in Québec in	<ul style="list-style-type: none"> <li>• Hélène Dessureault</li> </ul>



Best Practices and Initiatives	Results/Comments	Contact Person
<p>Radisson.</p> <p>In 2002-2003, three pilot schools in Québec were selected to assess the possibility of using information and communications technologies to improve the educational environment of small village schools and to ensure equal opportunity to all children. École Jacques-Rousseau of the James Bay School Board in Radisson was one of these schools.</p>	<p>2003-2004 will continue in 2004-2005.</p> <p>Ten new projects were initiated in 2004-2005.</p>	<p>James Bay School Board (418) 748-7621</p>
<p>7) Hydro-Québec commitment to hire 150 people from Cree communities by March 31, 2017.</p> <p>Commitment undertaken following signature of the Peace of Braves in 2002.</p> <p>The people in question will be required to have a vocational or college diploma related to Hydro-Québec's programs.</p>	<p>A first cohort of Crees (10) graduated from the Electromechanical Engineering Technology program at the Rouyn-Noranda School Board in June 2005. The graduates were hired by Hydro-Québec.</p> <p>A second cohort began the same program at the Rouyn-Noranda School Board in fall 2004 (completion expected in May 2006).</p>	<ul style="list-style-type: none"> <li>• Michel Lemay Hydro-Québec (819) 764-5124</li> </ul>

Rouyn-Noranda, June 8, 2005

<b>Best Practices and Initiatives</b>	<b>Results/Comments</b>	<b>Contact Person</b>
<p>8) Daycare service – Cree clientele</p> <p>The population of Nord-du-Québec is growing. However, within the region, the James Bay population is down while Cree and Inuit numbers are increasing.</p> <p>In 1992, the Mistassini community saw its first cohort of graduates in aboriginal daycare services. Given the success of this program and the needs expressed by all the Cree communities, a call for tenders was issued by the Cree Regional Authority to have a MEQ-recognized program delivered simultaneously in the nine Cree communities that would enable new daycare educators to legally work in daycare centres.</p> <p>Ninety-six participants enrolled in the program and 72 graduated.</p>	<p><b>In response to a call for tenders, the Centre d'études collégiales de Chibougamau</b> obtained the contract to create a unique competency-based diploma program aimed at aboriginal children and the recruitment of teachers.</p> <p>The program was heavily funded by the MEQ at the time (post-secondary), the Band Councils and the Cree Regional Authority.</p> <p>Today, the AEC funding is still used in large part to train educators for aboriginal daycare services.</p>	<p>Ghislain Desjardins Emploi-Québec (418) 748-8622 ext. 244</p>
<p>9) Construction trades – Inuit clientele</p> <p>The Inuits are spread out in 14 villages north of the 55th parallel. The need for construction manpower was behind this request.</p> <p><b>In June 2003, the Ministère de l'Emploi (through a major project accepted by the Commission des partenaires du marché du travail) agreed to partner with the Kativik School Board and the</b></p>	<p>Much like the Crees, the Inuit population is growing significantly and increasingly requiring specialized, well-trained workers. Following approval received from the Commission de la construction du Québec, the Inuits requested that the project cover their needs for heavy equipment operators, heavy equipment mechanics, construction electricity, plumbing, heating and carpentry-joinery.</p> <p>The carpentry-joinery program should be offered</p>	<p>Ghislain Desjardins Emploi-Québec (418) 748-8622 ext. 244</p>

<b>Best Practices and Initiatives</b>	<b>Results/Comments</b>	<b>Contact Person</b>
<p>Kativik Regional Government to train Inuits in Kuujjuaq and Inukjuak. The project was to be spread out over six years and involve five professions in demand in Grand Nord-du-Québec.</p>	<p>three times over a six-year period. The heavy equipment mechanics program should be offered twice, and the remaining programs once.</p> <p>The objective of the Kativik School Board and Kativik Regional Government was to train Inuit participants from different villages who would then return to their respective villages to work.</p> <p>This project required major adjustments by all the partners. For example, the carpentry-joinery program had to be modified to replace the formwork section with the piling installation section. The plumbing-heating program also had to be modified.</p> <p>In addition to the training provided by the Kativik School Board, a coordinator was hired to organize and coordinate the courses and supervise the internships in order to ensure that the tasks performed during these internships were relevant to the trades involved.</p>	

Best Practices and Initiatives	Results/Comments	Contact Person
<p>10) Number of young students per cohort per group – Authorization for Nord-du-Québec clientele</p> <p>The population of region 10 is approximately <b>4,000</b>. To organize an <b>attestation d'études collégiale (AEC)</b>, we have to deal with the fact that English is the main language of the Crees and Inuits whereas French is used by James Bay residents. The funding generally granted by the <b>Ministère de l'Éducation to offer AECs requires an enrolment of about 18 participants</b>.</p> <p>Given the need and difficulties in organizing programs that qualify in the region, an official request was submitted to the MEQ to review the funding rules and authorize a reduction in the number of students required to begin a training program.</p>	<p>In the region, AEC programs generally began with about 8-20 students but often ended with 4-12 students. The educational institutions have requested the cooperation of the partners so that the minimum number of students required to receive AEC funding be reduced to approximately 10 students rather than 18.</p> <p>In making their presentations to the MEQ, the educational institutions pointed out the number of vacant positions in order to make it clear that they took into account the jobs available and had no interest in training too many people and creating an imbalance between supply and demand.</p>	<p>Ghislain Desjardins Emploi-Québec (418) 748-8622 ext. 244</p>
<p>11) Provisional authorizations for James Bay</p> <p>In each region of Québec, the <i>carte des enseignements professionnels et techniques</i> plays a deciding role in ensuring a balance between training and jobs in demand.</p> <p>For the Nord-du-Québec region, high schools and colleges have requested that the <b>Ministère de l'Éducation improve access to training programs</b> offered to James Bay residents on an as needed basis.</p>	<p>Few vocational and technical options are offered on a recurring basis to the James Bay population. However, following favourable recommendations from Emploi-Québec and the Ministère de la Santé, technical computer and nursing programs were offered in the region. The creation of specialized <b>laboratories enabled the Centre d'études collégiales de Chibougamau</b> to offer certain programs in conjunction with the companies and agencies of the region.</p> <p>Each year the James Bay School Board submits</p>	

Best Practices and Initiatives	Results/Comments	Contact Person
<p>The concept of provisional authorization requires a consensus between the partners in order to assure the clientele that the training they will receive meets the needs of the labour market.</p>	<p>provisional authorization requests to meet the needs of its clientele and the labour market. It works with Emploi-Québec to assess needs in this regard; Emploi-Québec then issues opinions to the school board so that it can submit its requests to the MELS for authorization to offer a provisional program. In terms of issuing opinions regarding construction trades and health care jobs, the responsibility falls on the CCQ and regional hospital agencies respectively.</p> <p>A survey of programs would clearly show the <b>Ministère de l'Éducation's commitment to being a</b> very active partner in job development in the region.</p>	
<p>12) Agreement with Raglan Mining Corporation</p> <p>The Raglan Mining Corporation runs a mining operation in Grand Nord-du-Québec between the Inuit villages of Salluit and Kangiqsujaq.</p> <p>Supplies are delivered by air and maritime transport. The Deception Bay navigable route is used for provisioning and ore shipments.</p> <p>On October 13, 1995, under a mine construction and mining project in the Nunavik region, the Québec government signed a memorandum of understanding with Falconbridge Limited and the Raglan Mining Corporation in Québec for, among other things, a maximum financial contribution of \$4,000,000 to partially offset the cost Raglan would incur for the Inuit Training program to</p>	<p>The mining industry has a major economic impact on the regions in which it is present. For the Nunaviks and Inuits, major spinoffs are expected from these operations. Raglan reached an agreement with the Kativik Regional Government and Emploi-Québec to train Inuits who could then work for the company and generate spinoffs for their communities.</p> <p>A variety of training programs were delivered, but heavy machinery mechanics and ore extraction courses are still ongoing. Since January 2004, the company has implemented an on-site learning program in which it mentors ore extraction and cooking students.</p> <p>A presentation could be given on the mining installations, the agreement, the training delivered and the Inuit workers trained to work for the company.</p>	<p>Ghislain Desjardins  Emploi-Québec  (418) 748-8622 ext. 244</p>

Best Practices and Initiatives	Results/Comments	Contact Person
<p>which the company had previously committed.</p> <p>The funding agreement signed in November 1998 was for a contribution of \$800,000 per year for five years.</p>		
<p>13) Nord-du-Québec budget for attestations <b>d'études collégiales (AEC)</b></p> <p>AEC programs range between 450 and 1,350 hours and are delivered to a clientele that is either working or that requires a diploma to enter the labour market.</p> <p>Regional budgets are granted by the Ministère de l'Éducation to encourage employed workers to improve their skills. These budgets are generally granted to a college or a group of colleges. Associated with the Cégep de St-Félicien, the <b>Centre d'études collégiales de Chibougamau</b> did not have its own budget that it could have allocated to the Nord-du-Québec region.</p> <p>However, starting in January 2001, the Ministère de l'Éducation decided to allocate a budget of \$400,000 to fund AEC programs in the Nord-du-Québec region.</p>	<p>Based on the many training programs delivered in the region that at times needed several funding mixes, a file was prepared by the MELS/MESS committee, previously the MEQ/MESSF, to regulate and back the various training programs offered in the Nord-du-Québec region.</p> <p>Since the request was processed midway during the school year, the Ministère de l'Éducation initially granted only \$200,000 to fund the AEC. However, this budget was subsequently increased to \$400,000 but required a regional consultation concerning training needs.</p> <p>An analysis committee consisting of the educational institutions, the Cree and Kativik School Boards, and the regional departments of the MELS and MESS makes recommendations every year to the Nord-du-Québec <b>Table Interordres d'enseignement</b> on programs most likely to meet regional expectations.</p> <p>A presentation of the different training programs offered since this budget was granted by the MELS could be part of a presentation and a demonstration of how labour market supply matches demand.</p>	<p>Ghislain Desjardins Emploi-Québec (418) 748-8622 ext. 244</p>

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### **3. APPENDICES**

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## LIST OF TABLES

**\* There is no Cégep in the Nord-du-Québec region, only a French-language college that is associated with the Centre d'études collégiales à Chibougamau. Most Crees and Inuits study in English, pursuing their studies in this language outside of the region. Furthermore, a portion of Crees go to school in Ontario.**

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**TABLEAU 1**

**Population de la région du Nord-du-Québec,  
selon le groupe d'âge et le sexe, de 1991 à 2021 : évolution et prévisions<sup>1</sup>**

Âge et sexe	1991	1996	2001	2006	2011	2016	2021
<b>0-4 ans</b>	<b>4 145</b>	<b>4 419</b>	<b>3 840</b>	<b>3 485</b>	<b>3 352</b>	<b>3 262</b>	<b>3 132</b>
Masculin	2 163	2 245	1 991	1 779	1 713	1 667	1 601
Féminin	1 982	2 174	1 849	1 706	1 639	1 595	1 531
<b>5-9 ans</b>	<b>3 920</b>	<b>3 942</b>	<b>4 030</b>	<b>3 561</b>	<b>3 201</b>	<b>3 090</b>	<b>3 013</b>
Masculin	1 976	2 086	2 007	1 834	1 627	1 571	1 532
Féminin	1 944	1 856	2 023	1 727	1 574	1 519	1 481
<b>10-14 ans</b>	<b>3 788</b>	<b>3 629</b>	<b>3 771</b>	<b>3 768</b>	<b>3 280</b>	<b>2 958</b>	<b>2 865</b>
Masculin	1 946	1 806	1 967	1 883	1 694	1 508	1 462
Féminin	1 842	1 823	1 804	1 885	1 586	1 450	1 403
<b>15-19 ans</b>	<b>3 427</b>	<b>3 600</b>	<b>3 393</b>	<b>3 490</b>	<b>3 448</b>	<b>3 000</b>	<b>2 715</b>
Masculin	1 730	1 866	1 728	1 831	1 740	1 562	1 398
Féminin	1 697	1 734	1 665	1 659	1 708	1 438	1 317
<b>20-24 ans</b>	<b>3 090</b>	<b>3 422</b>	<b>3 193</b>	<b>3 127</b>	<b>3 141</b>	<b>3 104</b>	<b>2 693</b>
Masculin	1 591	1 748	1 655	1 605	1 658	1 585	1 416
Féminin	1 499	1 674	1 538	1 522	1 483	1 519	1 277
<b>25-29 ans</b>	<b>3 686</b>	<b>3 459</b>	<b>3 386</b>	<b>3 161</b>	<b>3 021</b>	<b>3 021</b>	<b>2 986</b>
Masculin	1 875	1 818	1 706	1 645	1 563	1 600	1 537
Féminin	1 811	1 641	1 680	1 516	1 458	1 421	1 449
<b>30-34 ans</b>	<b>3 598</b>	<b>3 628</b>	<b>3 119</b>	<b>3 164</b>	<b>2 962</b>	<b>2 834</b>	<b>2 831</b>
Masculin	1 935	1 884	1 655	1 597	1 540	1 468	1 495
Féminin	1 663	1 744	1 464	1 567	1 422	1 366	1 336
<b>35-39 ans</b>	<b>2 911</b>	<b>3 200</b>	<b>3 199</b>	<b>2 815</b>	<b>2 799</b>	<b>2 659</b>	<b>2 547</b>
Masculin	1 528	1 723	1 665	1 491	1 419	1 385	1 323
Féminin	1 383	1 477	1 534	1 324	1 380	1 274	1 224
<b>40-44 ans</b>	<b>2 352</b>	<b>2 584</b>	<b>2 935</b>	<b>2 917</b>	<b>2 509</b>	<b>2 488</b>	<b>2 392</b>
Masculin	1 262	1 379	1 594	1 522	1 329	1 264	1 249
Féminin	1 090	1 205	1 341	1 395	1 180	1 224	1 143
<b>45-49 ans</b>	<b>1 856</b>	<b>2 130</b>	<b>2 399</b>	<b>2 734</b>	<b>2 671</b>	<b>2 282</b>	<b>2 261</b>
Masculin	988	1 144	1 272	1 489	1 401	1 214	1 157
Féminin	868	986	1 127	1 245	1 270	1 068	1 104
<b>50 ans et +</b>	<b>4 430</b>	<b>5 220</b>	<b>6 184</b>	<b>7 393</b>	<b>8 666</b>	<b>9 702</b>	<b>10 196</b>
Masculin	2 361	2 767	3 231	3 834	4 510	5 007	5 240
Féminin	2 069	2 453	2 953	3 559	4 156	4 695	4 956
<b>Total</b>	<b>37 203</b>	<b>39 233</b>	<b>39 449</b>	<b>39 615</b>	<b>39 050</b>	<b>38 400</b>	<b>37 631</b>
Masculin	19 355	20 466	20 471	20 510	20 194	19 831	19 410
Féminin	17 848	18 767	18 978	19 105	18 856	18 569	18 221

1. Les données de 2006 à 2021 sont des prévisions faites à partir des données du recensement de 2001.

Sources : Statistique Canada, pour les données de 1991 et 1996. Données reçues de l'ISQ le 28 novembre 2001.

Institut de la statistique du Québec. Perspectives démographiques, Québec et régions, 2001-2051, édition 2003, [En ligne] :

[http://www.stat.gouv.qc.ca/donstat/societe/demographie/perso\\_pools/pers2001-2051/index.htm](http://www.stat.gouv.qc.ca/donstat/societe/demographie/perso_pools/pers2001-2051/index.htm) (page consultée le 11 novembre 2004).

**TABLEAU 2**

**Niveau de scolarité de la population du Nord-du-Québec,  
selon le groupe d'âge et le sexe, en 2001**

Âge et sexe	Moins de 9 ans d'études	De 9 à 13 ans d'études sans diplôme	De 9 à 13 ans d'études avec diplôme <sup>1</sup>	Études postsecondaires sans diplôme <sup>2</sup>	Études postsecondaires (non universitaires) avec diplôme	Études universitaires avec diplôme <sup>3</sup>	Total
<b>15-19 ans</b>	820	1 770	275	300	145	15	3 320
Masculin	440	885	135	150	60	0	1 680
Féminin	385	880	140	145	85	10	1 640
<b>20-24 ans</b>	500	865	510	435	480	175	2 975
Masculin	285	450	265	195	290	60	1 535
Féminin	215	415	250	255	190	120	1 440
<b>25-29 ans</b>	450	715	460	435	660	420	3 140
Masculin	265	350	255	170	315	140	1 495
Féminin	190	365	210	255	345	280	1 645
<b>30-34 ans</b>	445	740	465	275	640	415	2 975
Masculin	235	385	265	120	360	205	1 560
Féminin	210	355	200	160	285	210	1 415
<b>35-39 ans</b>	480	735	665	195	625	420	3 125
Masculin	245	375	330	110	330	200	1 585
Féminin	230	355	340	95	290	220	1 540
<b>40-44 ans</b>	515	650	700	225	475	305	2 860
Masculin	290	360	345	120	295	160	1 575
Féminin	225	295	355	95	175	130	1 285
<b>45-49 ans</b>	390	515	590	165	365	335	2 365
Masculin	210	295	290	100	205	145	1 245
Féminin	180	225	305	70	160	185	1 115
<b>50 ans et +</b>	3 240	695	910	210	515	515	6 095
Masculin	1 635	400	480	120	255	230	3 155
Féminin	1 590	285	440	85	280	270	2 940
<b>Total 15 ans et +</b>	6 845	6 685	4 580	2 245	3 910	2 575	26 850
Masculin	3 610	3 505	2 375	1 075	2 100	1 160	13 820
Féminin	3 235	3 180	2 220	1 170	1 805	1 420	13 025

Il faut noter que tous les nombres cités sont arrondis à 0 ou 5. C'est une pratique courante de Statistique Canada pour la diffusion de ses données. En conséquence, il peut arriver que la sommation des données pour les hommes et pour les femmes ne corresponde pas aux données pour l'ensemble de la population. Cela peut se reproduire pour toute sommation.

Regroupement des niveaux de scolarité :

- De 9 à 13 ans avec diplôme : comprend les personnes ayant un diplôme d'une école de métiers
- Études postsecondaires sans diplôme : regroupe les personnes ayant fait des études collégiales ou universitaires sans obtenir un diplôme
- Études universitaires avec diplôme : regroupe les personnes ayant un diplôme inférieur au baccalauréat, un baccalauréat ou un diplôme supérieur au baccalauréat

Source : Statistique Canada, recensement de 2001, compilations spéciales.

**TABLEAU 3**

**Taux de scolarité de la population de la région de la Nord-du-Québec,  
selon le groupe d'âge et le sexe, en 2001**

Âge et sexe	Moins de 9 ans d'études	De 9 à 13 ans d'études sans diplôme	De 9 à 13 ans d'études avec diplôme <sup>1</sup>	Études postsecondaires sans diplôme <sup>2</sup>	Études postsecondaires (non universitaires) avec diplôme <sup>3</sup>	Études universitaires avec diplôme	Total
<b>15-19 ans</b>	<b>24,7</b>	<b>53,3</b>	<b>8,3</b>	<b>9,0</b>	<b>4,4</b>	<b>0,5</b>	<b>100,0</b>
Masculin	26,2	52,7	8,0	8,9	3,6	0,0	100,0
Féminin	23,5	53,7	8,5	8,8	5,2	0,6	100,0
<b>20-24 ans</b>	<b>16,8</b>	<b>29,1</b>	<b>17,1</b>	<b>14,6</b>	<b>16,1</b>	<b>5,9</b>	<b>100,0</b>
Masculin	18,6	29,3	17,3	12,7	18,9	3,9	100,0
Féminin	14,9	28,8	17,4	17,7	13,2	8,3	100,0
<b>25-29 ans</b>	<b>14,3</b>	<b>22,8</b>	<b>14,6</b>	<b>13,9</b>	<b>21,0</b>	<b>13,4</b>	<b>100,0</b>
Masculin	17,7	23,4	17,1	11,4	21,1	9,4	100,0
Féminin	11,6	22,2	12,8	15,5	21,0	17,0	100,0
<b>30-34 ans</b>	<b>15,0</b>	<b>24,9</b>	<b>15,6</b>	<b>9,2</b>	<b>21,5</b>	<b>13,9</b>	<b>100,0</b>
Masculin	15,1	24,7	17,0	7,7	23,1	13,1	100,0
Féminin	14,8	25,1	14,1	11,3	20,1	14,8	100,0
<b>35-39 ans</b>	<b>15,4</b>	<b>23,5</b>	<b>21,3</b>	<b>6,2</b>	<b>20,0</b>	<b>13,4</b>	<b>100,0</b>
Masculin	15,5	23,7	20,8	6,9	20,8	12,6	100,0
Féminin	14,9	23,1	22,1	6,2	18,8	14,3	100,0
<b>40-44 ans</b>	<b>18,0</b>	<b>22,7</b>	<b>24,5</b>	<b>7,9</b>	<b>16,6</b>	<b>10,7</b>	<b>100,0</b>
Masculin	18,4	22,9	21,9	7,6	18,7	10,2	100,0
Féminin	17,5	23,0	27,6	7,4	13,6	10,1	100,0
<b>45-49 ans</b>	<b>16,5</b>	<b>21,8</b>	<b>24,9</b>	<b>7,0</b>	<b>15,4</b>	<b>14,2</b>	<b>100,0</b>
Masculin	16,9	23,7	23,3	8,0	16,5	11,6	100,0
Féminin	16,1	20,2	27,4	6,3	14,3	16,6	100,0
<b>50 ans et +</b>	<b>53,2</b>	<b>11,4</b>	<b>14,9</b>	<b>3,4</b>	<b>8,4</b>	<b>8,4</b>	<b>100,0</b>
Masculin	51,8	12,7	15,2	3,8	8,1	7,3	100,0
Féminin	54,1	9,7	15,0	2,9	9,5	9,2	100,0
<b>Total 15 ans et +</b>	<b>25,5</b>	<b>24,9</b>	<b>17,1</b>	<b>8,4</b>	<b>14,6</b>	<b>9,6</b>	<b>100,0</b>
Masculin	26,1	25,4	17,2	7,8	15,2	8,4	100,0
Féminin	24,8	24,4	17,0	9,0	13,9	10,9	100,0

Pour le calcul des pourcentages, les nombres utilisés sont ceux du tableau 1.2. Il faut noter que tous ces nombres sont arrondis à 0 ou 5. C'est une pratique courante de Statistique Canada pour la diffusion de ses données. En conséquence, il peut arriver que la sommation des données pour les hommes et pour les femmes ne corresponde pas aux données pour l'ensemble de la population. Cela peut se reproduire pour toute sommation.

Regroupement des niveaux de scolarité :

- De 9 à 13 ans avec diplôme : comprend les personnes ayant un diplôme d'une école de métiers
- Études postsecondaires sans diplôme : regroupe les personnes ayant fait des études collégiales ou universitaires sans obtenir un diplôme
- Études universitaires avec diplôme : regroupe les personnes ayant un diplôme inférieur au baccalauréat, un baccalauréat ou un diplôme supérieur au baccalauréat

1. 12/2001 102 10 12/2001 102 10 12/2001 102 10

**TABLEAU 4**

**Nombre d'établissements d'enseignement dans la région du Nord-du-Québec,  
selon le réseau, l'ordre et la langue d'enseignement en 2003-2004**

Ordre d'enseignement	Français	Anglais	Français et anglais	Total
<b>Établissement primaire</b>				
CS Crie	0	0	0	0
CS Kativik	0	0	0	0
CS de la Baie-James	7	0	0	7
<b>Total</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>7</b>
<b>Établissement secondaire</b>				
CS Crie	0	0	0	0
CS Kativik	0	0	0	0
CS de la Baie-James	4	0	0	4
<b>Total</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Établissements primaires et secondaires</b>				
CS Crie	0	0	9	9
CS Kativik	0	0	14	14
CS de la Baie-James	1	0	0	1
<b>Total</b>	<b>1</b>	<b>0</b>	<b>23</b>	<b>24</b>
<b>Centres de formation professionnelle</b>				
CS Crie	0	0	2	2
CS Kativik	0	0	2	2
CS de la Baie-James	1	0	0	1
<b>Total</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>5</b>
<b>Centres d'éducation des adultes</b>				
CS Crie	0	0	2	2
CS Kativik	0	0	14	14
CS de la Baie-James	3	0	0	3
<b>Total</b>	<b>3</b>	<b>0</b>	<b>16</b>	<b>19</b>
<b>Total des commissions scolaires</b>				
CS Crie	0	0	13	13
CS Kativik	0	0	30	30
CS de la Baie-James	16	0	0	16
<b>Total</b>	<b>16</b>	<b>0</b>	<b>43</b>	<b>59</b>

Source : Système d'information sur les organismes scolaires (REFSIO).

**TABLEAU 5**

**Évolution de l'effectif en formation générale des jeunes  
des commissions scolaires de la région du Nord-du-Québec,  
selon l'ordre d'enseignement et le sexe, de 1999-2000 à 2003-2004**

<b>CS Crie</b>	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>
<b>Précolaire 4 ans</b>	<b>271</b>	<b>268</b>	<b>256</b>	<b>251</b>	<b>287</b>
Masculin	138	126	126	125	141
Féminin	133	142	130	126	146
<b>Précolaire 5 ans</b>	<b>319</b>	<b>296</b>	<b>277</b>	<b>268</b>	<b>267</b>
Masculin	167	153	130	134	130
Féminin	152	143	147	134	137
<b>Primaire</b>	<b>1 690</b>	<b>1 741</b>	<b>1 802</b>	<b>1 822</b>	<b>1 799</b>
Masculin	882	894	934	935	924
Féminin	808	847	868	887	875
<b>Secondaire</b>	<b>1 099</b>	<b>1 098</b>	<b>1 102</b>	<b>1 208</b>	<b>1 240</b>
Masculin	521	537	549	601	624
Féminin	578	561	553	607	616
<b>Total</b>	<b>3 379</b>	<b>3 403</b>	<b>3 437</b>	<b>3 549</b>	<b>3 593</b>
Masculin	1 708	1 710	1 739	1 795	1 819
Féminin	1 671	1 693	1 698	1 754	1 774
<b>CS Kativik</b>	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>
<b>Précolaire 4 ans</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>**</b>
Masculin	**	0	0	**	0
Féminin	**	0	0	**	**
<b>Précolaire 5 ans</b>	<b>261</b>	<b>271</b>	<b>227</b>	<b>246</b>	<b>251</b>
Masculin	134	125	115	139	137
Féminin	127	146	112	107	114
<b>Primaire</b>	<b>1 799</b>	<b>1 841</b>	<b>1 867</b>	<b>1 854</b>	<b>1 866</b>
Masculin	944	968	947	941	973
Féminin	855	873	920	913	893
<b>Secondaire</b>	<b>866</b>	<b>840</b>	<b>834</b>	<b>855</b>	<b>895</b>
Masculin	437	407	415	434	456
Féminin	429	433	419	421	439
<b>Total</b>	<b>2 934</b>	<b>2 952</b>	<b>2 928</b>	<b>2 961</b>	<b>3 013</b>
Masculin	1 517	1 500	1 477	1 517	1 566
Féminin	1 417	1 452	1 451	1 444	1 447
<b>CS de la Baie-James</b>	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>
<b>Précolaire 4 ans</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>22</b>	<b>13</b>
Masculin	0	0	**	13	**
Féminin	0	0	**	9	**
<b>Précolaire 5 ans</b>	<b>239</b>	<b>224</b>	<b>207</b>	<b>202</b>	<b>184</b>
Masculin	119	119	102	101	94
Féminin	120	105	105	101	90
<b>Primaire</b>	<b>1 559</b>	<b>1 480</b>	<b>1 429</b>	<b>1 340</b>	<b>1 292</b>
Masculin	813	761	738	688	671
Féminin	746	719	691	652	621
<b>Secondaire</b>	<b>1 166</b>	<b>1 163</b>	<b>1 114</b>	<b>1 065</b>	<b>1 006</b>
Masculin	609	605	597	570	541
Féminin	557	558	517	495	465
<b>Total</b>	<b>2 964</b>	<b>2 867</b>	<b>2 758</b>	<b>2 629</b>	<b>2 495</b>
Masculin	1 541	1 485	1 440	1 372	1 308
Féminin	1 423	1 382	1 318	1 257	1 187

\*\* Remplace une valeur inférieure à 5 ou sa complémentaire.

Source : Direction des commissions scolaires (DCCS)



**TABLEAU 6**

**Évolution de l'effectif des élèves inscrits<sup>1</sup> en formation professionnelle  
dans les commissions scolaires de la région du Nord-du-Québec,  
selon le sexe, de 1998-1999 à 2002-2003**

	Élèves inscrits dans un programme de formation professionnelle <sup>1</sup>				
	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
<b>CS Crie</b>	<b>80</b>	<b>67</b>	<b>88</b>	<b>45</b>	<b>94</b>
Masculin	58	40	50	28	56
Féminin	22	27	38	17	38
<b>CS Kativik</b>	<b>67</b>	<b>54</b>	<b>51</b>	<b>58</b>	<b>53</b>
Masculin	44	39	33	39	42
Féminin	23	15	18	19	11
<b>CS de la Baie-James</b>	<b>53</b>	<b>66</b>	<b>72</b>	<b>57</b>	<b>111</b>
Masculin	22	16	38	24	47
Féminin	31	50	34	33	64
<b>Nord-du-Québec<sup>2</sup></b>	<b>200</b>	<b>187</b>	<b>211</b>	<b>160</b>	<b>258</b>
Masculin	124	95	121	91	145
Féminin	76	92	90	69	113
<b>Réseau public (72 CS)</b>	<b>62 173</b>	<b>59 617</b>	<b>59 176</b>	<b>60 654</b>	<b>62 288</b>
Masculin	34 941	33 620	33 916	34 981	36 148
Féminin	27 232	25 997	25 260	25 673	26 140
<b>Ensemble du Québec<sup>3</sup></b>	<b>64 643</b>	<b>61 959</b>	<b>61 633</b>	<b>63 205</b>	<b>63 202</b>
Masculin	35 973	34 750	35 126	36 218	36 252
Féminin	28 670	27 209	26 507	26 987	26 950

1. Les élèves inscrits sont ceux qui étudient à temps plein (0,3 ETP). Par exemple, pour un programme d'une durée de 900 heures, un élève est considéré à temps plein s'il a fait au moins 270 heures durant l'année. Un élève inscrit à plus d'un programme dans la même année est compté pour chacun des programmes. Un élève inscrit plus d'une fois au même programme dans la même année n'est compté qu'une fois.

2. Ces données correspondent à la somme des effectifs des commissions scolaires.

3. Ces données correspondent à la somme des effectifs des réseaux public, privé et gouvernemental.

Source : Banque de cheminement scolaire (BCS).

**TABLEAU 7**

**Évolution de l'effectif<sup>1</sup> en formation générale des adultes  
dans les commissions scolaires de la région du Nord-du-Québec,  
selon le sexe, de 1998-1999 à 2002-2003**

	Élèves inscrits en formation générale des adultes <sup>1</sup>				
	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
<b>CS Crie</b>	0	0	0	0	0
Masculin	0	0	0	0	0
Féminin	0	0	0	0	0
<b>CS Kativik</b>	379	284	232	239	281
Masculin	206	151	138	108	157
Féminin	173	133	94	131	124
<b>CS de la Baie-James</b>	326	377	325	354	341
Masculin	164	190	159	173	178
Féminin	162	187	166	181	163
<b>Nord-du-Québec<sup>2</sup></b>	705	661	557	583	622
Masculin	370	341	297	281	335
Féminin	335	320	260	312	287
<b>Ensemble du Québec<sup>3</sup></b>	148 405	144 074	150 457	164 204	169 639
Masculin	76 023	73 871	77 206	82 448	86 008
Féminin	72 382	70 203	73 251	81 756	83 631

1. L'effectif comprend les inscriptions à temps plein et à temps partiel. Un élève inscrit à plus d'un service durant la même année est compté pour chacun d'eux. Un élève inscrit plus d'une fois à un même service durant la même année n'a été compté qu'une seule fois.

2. Ces données correspondent à la somme des effectifs des commissions scolaires.

3. Ces données correspondent à la somme des effectifs du réseau public.

Source : Banque de cheminement scolaire (BCS).

**TABLEAU 8**

**Évolution de l'effectif des nouveaux inscrits<sup>1</sup> à l'enseignement ordinaire  
dans les établissements d'enseignement collégial  
de la région du Nord-du-Québec, selon le réseau,  
le type de formation et le sexe, de 1998 à 2003, session d'automne**

ÉTABLISSEMENTS PUBLICS CÉGEP DE SAINT-FÉLICIEN, CENTRE D'ÉTUDES COLLÉGIALES À CHIBOUGAMAU						
	1998	1999	2000	2001	2002	2003
<b>PRÉUNIVERSITAIRE</b>	<b>29</b>	<b>31</b>	<b>26</b>	<b>21</b>	<b>15</b>	<b>20</b>
Masculin	14	13	6	8	**	**
Féminin	15	18	20	13	**	**
<b>TECHNIQUE</b>	<b>**</b>	<b>8</b>	<b>**</b>	<b>0</b>	<b>7</b>	<b>10</b>
Masculin	**	**	0	0	**	**
Féminin	**	**	**	0	**	**
<b>AUTRES<sup>2</sup></b>	<b>31</b>	<b>22</b>	<b>22</b>	<b>23</b>	<b>15</b>	<b>17</b>
Masculin	14	16	14	14	5	11
Féminin	17	6	8	9	10	6
<b>TOTAL</b>	<b>64</b>	<b>61</b>	<b>52</b>	<b>44</b>	<b>37</b>	<b>47</b>
Masculin	31	33	20	22	10	16
Féminin	33	28	32	22	27	31

TOTAL DE TOUS LES RÉSEAUX NORD-DU-QUÉBEC						
	1998	1999	2000	2001	2002	2003
<b>PRÉUNIVERSITAIRE</b>	<b>29</b>	<b>31</b>	<b>26</b>	<b>21</b>	<b>15</b>	<b>20</b>
Masculin	14	13	6	8	**	**
Féminin	15	18	20	13	**	**
<b>TECHNIQUE</b>	<b>**</b>	<b>8</b>	<b>**</b>	<b>0</b>	<b>7</b>	<b>10</b>
Masculin	**	**	0	0	**	**
Féminin	**	**	**	0	**	**
<b>AUTRES<sup>2</sup></b>	<b>31</b>	<b>22</b>	<b>22</b>	<b>23</b>	<b>15</b>	<b>17</b>
Masculin	14	16	14	14	5	11
Féminin	17	6	8	9	10	6
<b>TOTAL</b>	<b>64</b>	<b>61</b>	<b>52</b>	<b>44</b>	<b>37</b>	<b>47</b>
Masculin	31	33	20	22	10	16
Féminin	33	28	32	22	27	31

\*\* Remplace une valeur inférieure à 5 ou sa complémentaire.

1. Un nouvel inscrit au collégial, à l'enseignement ordinaire à temps plein, est un élève qui arrive directement de la 5<sup>e</sup> secondaire, formation générale à temps plein. Il fréquentait donc une école secondaire publique, privée ou gouvernementale un an avant l'entrée au collégial. Cet élève peut fréquenter un établissement collégial public, un collège privé subventionné ou une école gouvernementale et poursuit des études dans un programmes menant à un diplôme d'études collégiales (DEC).

2. Regroupe les programmes Accueil et transition et Hors programme.

Source : Système d'information et de gestion des données sur l'effectif collégial (BIC 2004-03-17).



**TABLEAU 9**

**Évolution du taux de décrochage (ou sortie sans diplôme)<sup>1</sup> des élèves  
du secteur des jeunes, en formation générale, dans les commissions scolaires  
de la région du Nord-du-Québec, selon le sexe,  
de 2000-2001 à 2002-2003**

	Élèves du secondaire inscrits en 2000-2001 <sup>2</sup> et sortants				Élèves du secondaire inscrits en 2001-2002 et sortants				Élèves du secondaire inscrits en 2002-2003 et sortants			
	Total des sortants	Parmi ces élèves, ceux qui sont sortants			Total des sortants	Parmi ces élèves, ceux qui sont sortants			Total des sortants	Parmi ces élèves, ceux qui sont sortants		
		avec diplôme	sans diplôme	sans diplôme		avec diplôme	sans diplôme	sans diplôme		avec diplôme	sans diplôme	sans diplôme
		N	N	%		N	N	%		N	N	%
<b>CS Crie</b>	<b>254</b>	<b>65</b>	<b>189</b>	<b>74,4</b>	<b>209</b>	<b>57</b>	<b>152</b>	<b>72,7</b>	<b>246</b>	<b>80</b>	<b>166</b>	<b>67,5</b>
Masculin	124	25	99	79,8	111	29	82	73,9	116	21	95	81,9
Féminin	130	40	90	69,2	98	28	70	71,4	130	59	71	54,6
<b>CS Kativik</b>	<b>226</b>	<b>30</b>	<b>196</b>	<b>86,7</b>	<b>202</b>	<b>44</b>	<b>158</b>	<b>78,2</b>	<b>207</b>	<b>40</b>	<b>167</b>	<b>80,7</b>
Masculin	117	18	99	84,6	99	18	81	81,8	97	16	81	83,5
Féminin	109	12	97	89,0	103	26	77	74,8	110	24	86	78,2
<b>CS de la Baie-James</b>	<b>175</b>	<b>145</b>	<b>30</b>	<b>17,1</b>	<b>167</b>	<b>121</b>	<b>46</b>	<b>27,5</b>	<b>163</b>	<b>131</b>	<b>32</b>	<b>19,6</b>
Masculin	87	67	20	23,0	81	52	29	35,8	78	56	22	28,2
Féminin	88	78	10	11,4	86	69	17	19,8	85	75	10	11,8
<b>Nord-du-Québec<sup>3</sup></b>	<b>655</b>	<b>240</b>	<b>415</b>	<b>63,4</b>	<b>578</b>	<b>222</b>	<b>356</b>	<b>61,6</b>	<b>616</b>	<b>251</b>	<b>365</b>	<b>59,3</b>
Masculin	328	110	218	66,5	291	99	192	66,0	291	93	198	68,0
Féminin	327	130	197	60,2	287	123	164	57,1	325	158	167	51,4
<b>Réseau public (72 CS)</b>	<b>66 450</b>	<b>48 391</b>	<b>18 059</b>	<b>27,2</b>	<b>62 286</b>	<b>44 986</b>	<b>17 300</b>	<b>27,8</b>	<b>59 803</b>	<b>42 974</b>	<b>16 829</b>	<b>28,1</b>
Masculin	33 150	21 842	11 308	34,1	30 901	20 008	10 893	35,3	29 424	18 845	10 579	36,0
Féminin	33 300	26 549	6 751	20,3	31 385	24 978	6 407	20,4	30 379	24 129	6 250	20,6
<b>Ensemble du Québec<sup>4</sup></b>	<b>79 867</b>	<b>60 473</b>	<b>19 392</b>	<b>24,3</b>	<b>75 428</b>	<b>56 599</b>	<b>18 869</b>	<b>25,0</b>	<b>72 730</b>	<b>54 543</b>	<b>18 187</b>	<b>25,0</b>
Masculin	39 455	27 445	12 010	30,4	37 067	25 327	11 740	31,7	35 402	24 134	11 268	31,8
Féminin	40 412	33 030	7 382	18,3	38 361	31 232	7 129	18,6	37 328	30 409	6 919	18,5

- Le décrocheur, ou sortant sans diplôme ni qualification, est un élève qui est inscrit une année donnée et qui répond aux deux critères suivants :
  - il n'obtient ni diplôme ni qualification durant l'année considérée. Les diplômes retenus sont les suivants : DES, DEP, AFP, ASP. Les qualifications retenues sont les suivantes : CFER, ISP;
  - il n'est inscrit, durant l'année suivante, ni en formation générale (jeunes ou adultes), ni en formation professionnelle, ni au collégial, dans un établissement d'enseignement au Québec.
- En 2000-2001, environ 300 qualifications ont été décernées. Pour l'ensemble du Québec, le taux de décrochage est de 24,3 p. 100. Si on avait ignoré ces qualifications, ce taux aurait été de 24,7 p. 100.
- Ces données correspondent à la somme des effectifs des commissions scolaires.
- Ces données correspondent à la somme des effectifs des réseaux public, privé et gouvernemental.

Source : Banque de cheminement scolaire (BCS).

**TABLEAU 10**

**Taux d'obtention du diplôme<sup>1</sup>,  
après trois années, des nouveaux inscrits<sup>2</sup> de 1998-1999 à 2000-2001  
à un programme de formation professionnelle dans les commissions scolaires  
de la région du Nord-du-Québec, selon le sexe**

	Nouveaux inscrits dans un programme en formation professionnelle											
	en 1998-1999 <sup>1</sup>				en 1999-2000 <sup>1</sup>				en 2000-2001 <sup>1</sup>			
	Total	Parmi ces nouveaux inscrits <sup>2</sup> , ceux qui ont obtenu un diplôme			Total	Parmi ces nouveaux inscrits <sup>2</sup> , ceux qui ont obtenu un diplôme			Total	Parmi ces nouveaux inscrits <sup>2</sup> , ceux qui ont obtenu un diplôme		
		Même progr.	Autre progr. de FP	Total		Même progr.	Autre progr. de FP	Total		Même progr.	Autre progr. de FP	Total
N	N	N	%	N	N	N	%	N	N	N	%	
<b>CS Crïe</b>	33	30	0	90,9	34	21	0	61,8	70	54	0	77,1
Masculin	22	19	0	86,4	23	14	0	60,9	38	28	0	73,7
Féminin	11	11	0	100,0	11	7	0	63,6	32	26	0	81,3
<b>CS Kativik</b>	33	16	0	48,5	22	9	0	40,9	20	6	**	**
Masculin	23	**	0	**	15	9	0	60,0	12	**	0	**
Féminin	10	**	0	**	7	0	0	0,0	8	**	**	**
<b>CS de la Baie-James</b>	39	20	0	51,3	39	24	0	61,5	43	27	0	62,8
Masculin	9	**	0	**	14	8	0	57,1	28	22	0	78,6
Féminin	30	**	0	**	25	16	0	64,0	15	5	0	33,3
<b>Nord-du-Québec<sup>3</sup></b>	106	66	0	62,9	95	54	0	56,8	133	87	**	**
Masculin	54	32	0	59,3	52	31	0	59,6	78	53	0	**
Féminin	51	34	0	66,7	43	23	0	53,5	55	34	**	**
<b>Ensemble du Québec<sup>4</sup></b>	39 753	27 842	1 456	73,7	36 658	26 259	653	73,4	38 326	27 586	491	73,3
Masculin	21 441	15 182	621	73,7	19 988	14 320	313	73,2	21 162	15 036	287	72,4
Féminin	18 312	12 660	835	73,7	16 670	11 939	340	73,7	17 164	12 550	204	74,3

\*\* Remplace une valeur inférieure à 5 ou sa complémentaire.

1. Pour les nouveaux inscrits des trois cohortes, l'obtention d'un diplôme a été observée sur une période de trois ans. Par exemple, pour les élèves de la cohorte de 1998-1999, les diplômes ont été obtenus en 1998-1999, en 1999-2000 et en 2000-2001 et, pour les élèves de la cohorte de 1999-2000, les diplômes ont été obtenus en 1999-2000, en 2000-2001 et en 2001-2002.
2. Un nouvel inscrit à un programme est un élève qui n'a jamais été inscrit, depuis 1990-1991, à ce même programme. Toutefois, il peut déjà avoir été inscrit à un autre programme de formation professionnelle. Si un élève est inscrit à plus d'un programme de formation professionnelle durant la même année, seule la première inscription est alors considérée. Seuls les élèves à temps plein sont considérés. Ils doivent être inscrits durant l'année, pour l'équivalent de 0,3 de la durée du programme, par exemple 270 heures pour un programme de 900 heures.
3. Ces données correspondent à la somme des effectifs des commissions scolaires.
4. Ces données correspondent à la somme des effectifs des réseaux public et privé.

**TABLEAU 11**

**Taux d'obtention d'un DEC, d'une AEC ou d'un DEP  
par les nouveaux inscrits à l'enseignement ordinaire, dans l'ensemble  
du réseau collégial<sup>1</sup> de la région du Nord-du-Québec<sup>2</sup>,  
selon la durée prévue et deux ans après la durée prévue et selon  
le type de formation et le sexe, de 1997 à 2000**

Cohorte d'automne <sup>3</sup>	Type de formation <sup>4</sup>	Sexe	Nouveaux inscrits au collégial <sup>5</sup>	Taux global d'obtention d'un DEC ou d'une AEC <sup>6</sup>		Taux d'obtention d'un DEP <sup>7</sup>	
				Durée prévue <sup>6</sup> (%)	2 ans après la durée prévue <sup>6</sup> (%)	Durée prévue <sup>6</sup> (%)	2 ans après la durée prévue <sup>6</sup> (%)
1997	Préuniversitaire	<b>Total</b>	<b>33</b>	<b>57,5</b>	<b>69,7</b>	<b>0,0</b>	<b>0,0</b>
		Masculin	5	60,0	60,0	0,0	0,0
		Féminin	28	57,2	71,4	0,0	0,0
	Technique	<b>Total</b>	<b>10</b>	<b>40,0</b>	<b>70,0</b>	<b>10,0</b>	<b>10,0</b>
		Masculin	**	n.d.	n.d.	n.d.	n.d.
	Féminin	**	33,3	66,6	11,1	11,1	
	Accueil ou transition	<b>Total</b>	<b>25</b>	<b>8,0</b>	<b>40,0</b>	<b>8,0</b>	<b>12,0</b>
		Masculin	11	9,1	36,4	9,1	9,1
	Féminin	14	7,1	42,8	7,1	14,3	
	<b>Total</b>	<b>Total</b>	<b>68</b>	<b>36,7</b>	<b>58,9</b>	<b>4,4</b>	<b>5,9</b>
Masculin		17	29,4	47,0	5,9	5,9	
Féminin		51	39,3	62,7	3,9	5,9	
1998	Préuniversitaire	<b>Total</b>	<b>29</b>	<b>58,6</b>	<b>79,3</b>	<b>0,0</b>	<b>10,3</b>
		Masculin	14	85,7	92,8	0,0	7,1
		Féminin	15	33,3	66,6	0,0	13,3
	Technique	<b>Total</b>	<b>**</b>	<b>n.d.</b>		<b>n.d.</b>	
		Masculin	**	n.d.		n.d.	
	Féminin	**	n.d.		n.d.		
	Accueil ou transition	<b>Total</b>	<b>31</b>	<b>6,4</b>		<b>6,5</b>	
		Masculin	14	7,1		14,3	
	Féminin	17	5,9		0,0		
	<b>Total</b>	<b>Total</b>	<b>64</b>	<b>32,9</b>		<b>3,1</b>	
Masculin		31	45,1		6,5		
Féminin		33	21,2		0,0		

n.d. Donnée non disponible.

\*\* Remplace une valeur inférieure à 5 ou sa complémentaire

1. L'ensemble du réseau collégial regroupe les cégeps, les collèges privés subventionnés et les écoles gouvernementales de la région.
2. Il s'agit de la région administrative où se situe l'établissement collégial auquel l'élève a fait sa première inscription au collégial.
3. Il s'agit de l'ensemble des élèves inscrits pour la première fois au collégial.
4. Il s'agit du type de formation collégiale à laquelle l'élève s'est inscrit à sa première inscription au collégial.
5. Les résultats obtenus dans un type de formation collégiale regroupant moins de 30 nouveaux inscrits doivent être utilisés avec prudence puisque le « poids » d'un individu exprimé en pourcentage est relativement plus important dans un petit groupe que dans un grand groupe.
6. Pour chacune des périodes d'observation (durée prévue et deux ans après), la mesure indique la somme des DEC et des AEC obtenus par les élèves de la cohorte. Seule la première sanction des études collégiales obtenue par l'élève est considérée dans le calcul. En formation préuniversitaire, la durée prévue des études est de deux ans et, en formation technique, elle est de trois ans. Bien que la notion de durée prévue des études ne s'applique pas à la session d'accueil et à la session de transition, on indique le taux d'obtention d'une sanction d'études collégiales enregistré trois ans après le début des études collégiales. Le taux d'obtention d'une sanction d'études collégiales est calculé deux ans après la durée prévue des études, c'est-à-dire quatre ans pour les programmes de formation préuniversitaire et cinq ans pour les programmes de formation technique et pour la session d'accueil et la session de transition.
7. Le taux d'obtention d'un DEP précise la proportion d'élèves de la cohorte qui n'ont pas obtenu une sanction d'études collégiales (DEC ou AEC) au cours de la période d'observation indiquée mais plutôt un diplôme d'études professionnelles au secondaire (DEP) au cours de cette même période. Les taux d'obtention d'un DEP ne sont pas cumulatifs d'une période d'observation à la suivante; ils sont propres à chacune des deux périodes d'observation.

Source : Système CHESCO, version 2004.

## TABLEAU 12

**Table 6** Proportion (%) of Aboriginal-mother-tongue teachers working full- or part-time in the Cree and Kativik school boards by school level, for the 1989-1990 and 2001-2002 school years

Mother Tongue	1989-1990			2001-2002		
	Preschool/ Elementary	Secondary	Total	Preschool/ Elementary	Secondary	Total
<b>Cree School Board</b>						
Aboriginal	32%	29%	31%	61%	16%	41%
Non-Aboriginal	68%	71%	69%	39%	84%	59%
<b>Kativik School Board</b>						
Aboriginal	52%	26%	43%	51%	19%	40%
Non-Aboriginal	48%	74%	57%	49%	81%	60%
<b>Total for School Boards</b>						
Aboriginal	45%	27%	38%	56%	17%	41%
Non-Aboriginal	55%	73%	62%	44%	83%	59%

Source: MEQ, DRSI, Système PERCOS, Données annuelles, version 030220.

The proportion of Aboriginal teachers, with regard to the total of all three school-levels, increased from 38% to 41% in the two years studied. For the 2001-2002 school year, we note that Aboriginal teachers are most numerous at the preschool and elementary levels in both the Cree and Kativik school boards. While the proportion of Aboriginal teachers in the Kativik School Board varied somewhat during this period, according to the data, the proportion of Aboriginal teachers increased in the Cree School Board.

The following tables show certain characteristics of full-time teachers (Aboriginal and non-Aboriginal) in the Cree and Kativik school boards over 10 years. Obtained from the Ministère de l'Éducation's information system for managers on teacher employment (SIDE), these data present the general situation regarding teachers in these school boards. We have compared this portrait with that of teachers in other Québec school boards. The tables show differences in age, experience and recognized schooling. Although it has narrowed to a certain degree, a gap exists between the teaching staff of the Cree and Kativik school boards and that of other Québec school boards: the staff is younger, less experienced, and has a lower level of recognized schooling.

NEWFOUNDLAND AND  
LABRADOR

**EDUCATION, TRAINING & EMPLOYMENT PRIORITY PROJECT**

**Data Sheet**

**Province of Newfoundland and Labrador**

<b>Statistical Data/Trends</b>				
<b>K-12:</b>				
Average Student Attendance (2004)				
	<b>Labrador</b>		<b>Province</b>	
<b>K-12 Schools</b>	73.07		91.1	
<b>Senior High Schools</b>	86.75		91.1	
<b>Small &amp; Private Schools</b>	88.03		91.1	
<b>Aboriginal Schools</b>	74.84		91.1	
• 2004 attendance rates in Innu community schools were low at 43.85%.				
Public Exam Performance Aboriginal Schools (2003-04)				
	<b>School % Passes</b>	<b>Provincial % Passes</b>	<b>School Average</b>	<b>Provincial Average</b>
<b>Mathematics</b>	6.25	62.2	28.25	55
<b>English</b>	59.98	85.9	50.04	62.3
Graduation Rates (2004)				
	<b>Labrador</b>		<b>Province</b>	
<b>K-12 Schools</b>	73.3		85.1	
<b>Senior High Schools</b>	83.85		85.1	
<b>Small &amp; Private Schools</b>	69.76		85.1	
<b>Aboriginal Schools</b>	47.5		85.1	
Graduates Attending Post Secondary (2004)				
	<b>Labrador (%)</b>		<b>Province (%)</b>	

<b>K-12 Schools</b>	53.4	70.9
<b>Senior High Schools</b>	64.75	70.9
<b>Aboriginal Schools</b>	-	70.9

Highest Level of Schooling (2001)

<b>Less than high school graduation</b>	37.25%
<b>High school graduation and some post secondary</b>	19.65%
<b>Trades certificate or diploma</b>	22.6%
<b>College certificate or diploma</b>	12.5%
<b>University degree, certificate or diploma</b>	8%

**Post Secondary:**

- 62% of college students at College of the North Atlantic Goose Bay campus are aboriginal
- The majority of students enrolled in Labrador colleges are from Labrador
- Low literacy rates, particularly within the Inuit and Innu adult population

**Labour Force**

	<b>Labrador</b>	<b>Province</b>
<b>Participation rate</b>	66.7	57.6
<b>Employment rate</b>	54	45.1
<b>Unemployment rate</b>	19.1	21.8

**Trends:**

- Aboriginal schools have a significantly lower graduation rate and percentage of graduates attending post secondary.
- Graduate rates in some very small communities were high –even 100%
- There is a move to change how education is delivered in Aboriginal schools
- Steady growth in college enrollment
- Growth in post secondary contract training based upon industry demand
- Strong demand for additional post secondary institutional capacity in Labrador

<b>Best Practices/Initiatives (Both current and emerging)</b>	<b>Success Rates/ Outcomes</b>	<b>Contact Name/Number</b>
<b>High School Completion Rates</b>		
<b>Access to Post Secondary Education</b>		



<p><i>Integrated Nursing Access Program:</i>  Delivered by the College of the North Atlantic (CNA), Goose Bay campus and Memorial University of Newfoundland (MUN) as of Jan. '05. The Labrador Inuit Association and the Labrador Inuit Health Commission foreseen a serious nursing shortage in Inuit regions and requested the assistance of CNA and MUN to develop a specialized nursing program for the Labrador Inuit. In light of the challenges faced by Aboriginal access to post secondary training, this program was specifically developed towards successful BN training of Labrador Inuit students.</p> <p>Students who successfully complete the two and a half year INAP program will carry on with year 2 of the BN program at CNA's Goose Bay, Labrador campus. Years 3 and 4 of the BN program will be completed in Newfoundland at the Western Regional School of Nursing via MUN.</p> <p><i>Labrador Pilot Initiative:</i>  Identifies the need for greater collaboration and partnering to meet post secondary needs. Initiative aimed at building and expanding upon the MOU between CNA and MUN with respect to postsecondary needs in Labrador.</p>	<p><i>Integrated Nursing Access Program:</i></p> <ul style="list-style-type: none"> <li>• 19 students at beginning of enrolment and all are still participating</li> <li>• In hopes of optimizing success, a <i>Mentoring and Support Plan</i> was developed for aboriginal nursing students to assist them in overcoming the challenges experienced. Supports include 1) flexible daycare, 2) housing, 3) budgeting advice, 4) personal counseling and 5) academic support.</li> <li>• In conjunction with Memorial University of Newfoundland and the University of Western Ontario, a research program is being developed to evaluate the initiative. The undertaking is being funded by Health Canada and the Labrador Inuit Health Commission.</li> </ul> <p><i>Labrador Pilot Initiative:</i></p> <ul style="list-style-type: none"> <li>• Still in preliminary stages</li> </ul>	<p>Brenda Hay  Instructional Coordinator,  College of the North Atlantic  709-896-6370</p>
<p><b>Training Initiatives</b></p>		
<p><i>Knowledge and Human Resources for Innu Language Development:</i>  Researchers at Memorial University of Newfoundland's Department of Linguistics and Faculty of Education, in partnership with Labrador Innu communities are developing tools that will aid in the enhancement of literacy of the Innu in their own language, Innu-aimun. The research team, was awarded a Community-University Research Alliances (CURA) grant of \$996,992 over five years from the Social Sciences and Humanities Research Council (SSHRC). The primary endeavour of the group will be to develop a comprehensive tri-lingual (Innu-aimun, English, French) dictionary.</p> <p>Another part of the project includes the creation of a Web site that</p>	<p><i>Knowledge and Human Resources for Innu Language Development</i>  Anticipated Outcomes:</p> <ul style="list-style-type: none"> <li>• by upgrading people in literacy in their own language, there will be a cross-over effect so that people will be encouraged to take those literacy skills they have in Innu-aimun and apply them to upgrading their English literacy as well.</li> <li>• Assist Aboriginal people in Labrador to take advantage of economic opportunities like Voisey's Bay, where there is a minimum English language level requirement.</li> </ul>	<p>Dr. Marguerite MacKenzie,  Department of Linguistics,  Memorial University of  Newfoundland  709-737- 8134</p>



<p>will serve as an archive of information about the Innu language, including texts written in Innu, bibliographies, student theses and eventually the dictionary.</p>	<ul style="list-style-type: none"> <li>• Creation of real communicative roles for Innu-aimun in the K-12 school system, in adult education, and in all aspects of communication in the Innu settlements</li> </ul>	
<p><b>Linkage between education, training and employment</b></p>		
<p><i>Employee of the Future Mining Technician Program:</i>  Delivered by the College of the North Atlantic, Labrador West campus in response to industry demand. In collaboration with the Iron Ore Company of Canada, the College has developed a two year program that trains individuals for employment demanded in Labrador mines.</p> <p><i>Joint Voisey's Bay Employment and Training Authority:</i>  JETA is a not-for-profit company, funded by Human Resources and Skills Development Canada, that has been established to provide work experience, education and training programs to develop the Labrador Aboriginal workforce for the Voisey's Bay mine and concentrator project. The JETA board of directors is comprised of representatives from: Labrador Inuit Association, Innu Nation, Labrador Metis Nation and Voisey Bay Nickel Co.</p> <p>JETA's main objective is to promote maximum employment for Aboriginal people through a collaborative partnership approach. JETA will also provide:</p> <ul style="list-style-type: none"> <li>• Aboriginal people with the skills needed to take advantage of employment opportunities at the mine/concentrator site as well as opportunities related to any spin-off activities.</li> <li>• Increased skills level in the Aboriginal workforce</li> <li>• Increased direct and indirect employment for Aboriginals in Labrador</li> </ul>	<p><i>Employee of the Future Mining Technician Program:</i></p> <ul style="list-style-type: none"> <li>• In direct consultation with industry, the program has been developed based upon the current and future employment needs of Labrador's mining companies. As a result, 77% of the program's graduates have secured employment in the local area and the need is expected to continue.</li> <li>• Graduates are able to transfer credits towards School of Engineering programs.</li> </ul> <p><i>Joint Voisey's Bay Employment and Training Authority:</i></p> <ul style="list-style-type: none"> <li>• In 2003, more than 150 people received training under the JETA program.</li> </ul> <p>Targets for JETA as established through HRSDC (September 16, 2003 to March 31, 2006):</p> <ul style="list-style-type: none"> <li>• <b>1220</b> individuals assessed for participation in JETA programs</li> <li>• <b>500</b> clients enrolled in training programs</li> <li>• at least <b>210</b> participants employed at Voisey's Bay Nickel Company (upon opening of the Mine/Mill Site)</li> <li>• <b>30</b> participants employed elsewhere, as a direct result of JETA</li> </ul>	<p>Reuben Hillier  Instructional Coordinator,  College of the North Atlantic, Labrador West Campus  709-944-4141</p> <p>Marjorie Flowers  Administrative Manager  709-896-3331</p>

<ul style="list-style-type: none"> <li>• Decreased Aboriginal unemployment and dependency on social assistance</li> <li>• Improved education levels (i.e. literacy, numeracy, computer skills, post secondary certification)</li> <li>• A more diversified workforce within communities</li> </ul>		
<b>Challenges/Lessons Learned in implementing Best Practices/Initiatives</b>		
<ul style="list-style-type: none"> <li>• When developing curriculum and delivery of education/training programs for Aboriginal communities, success rates are much higher when the Aboriginal culture, learning style and environment is considered.</li> <li>• Success rates of training programs is increased when delivered locally</li> <li>• K-12 educational programming is very challenging for within aboriginal communities. Standardized 'English' programming is less successful in Aboriginal communities.</li> <li>• Language and cultural barriers</li> </ul>		
<b>Recommendations</b>		

INDIAN AND NORTHERN  
AFFAIRS CANADA

# EDUCATION, TRAINING & EMPLOYMENT PRIORITY PROJECT

## Data Sheet

Federal/Provincial/Territorial Jurisdiction: CANADA

### Statistical Data/Trends

*Note: Summary of trends in educational attainment provided below is based on various analyses of Census data prepared by Statistics Canada and Indian and Northern Affairs Canada (INAC). Included are comparative analyses of: Registered Indians, Inuit, Métis, other Aboriginal people and other Canadians; First Nations Communities and other communities; and urban/central and rural/remote areas. Studies conducted generally do not include comparative analysis based on the Northern Development Ministers Forum's definition of northern regions; studies cited below use a combination of statistical categories of rural and remote versus urban and central areas (including Statistics Canada's "Rural and Small Town Areas" definition and the Organization for Economic Cooperation and Development's "Predominantly Rural Regions" category and subsets) which, to varying degrees, overlap with the NDMF definition.*

#### **Comparative Analysis: Registered Indians, Métis, Inuit, and Other Canadians**

In *Measuring the Well-Being of Aboriginal People: An Application of the United Nations' Human Development Index (HDI) to Registered Indians in Canada 1981-2001* (Cooke et al, 2004), it is shown how between 1981 and 2001 Registered Indians, including both on- and off-reserve people, have improved their educational attainment score relative to other Canadians. Improvement is noted both in the ratio of people having completed Grade 9 or higher, and in the ratio of people having completed high school or greater, a measure which includes secondary school graduates with those reporting any postsecondary education, including trades education, with or without a postsecondary degree or certificate. Among Registered Indians, females fared slightly better than males in terms of closing the gap with other Canadians. The improvement over time in educational attainment, along with improvement over time in terms of life expectancy, both contributed to a rise in the HDI score for Registered Indians from 1981 to 2001.

*Aboriginal Postsecondary and Labour Market Outcomes, 1996* (Hull, 2000) provides a detailed analysis of highest educational attainment among Registered Indians and other Canadians reporting Aboriginal identity by region. Hull also finds improvement in educational attainment over time. Of note: educational attainment among Inuit tends to be lower than among Métis and other, non-Registered Indian Aboriginal groups: Hull finds a high proportion of Inuit (39%) have less than Grade 9 education while a relatively lower proportion (21%) have post-secondary degrees or certificates; this compares to 17% of Métis with less than Grade 9 and 26% with a Post-secondary degree or certificate. Note: Based on 1996 Census data; an updated version using 2001 Census data is due to be released during summer 2005.

#### **Sources:**

1. 2000. Hull, Jeremy. *Aboriginal Postsecondary and Labour Market Outcomes, 1996*. Indian and Northern Affairs Canada,

Online access:

[http://www.ainc-inac.gc.ca/pr/ra/pse/index\\_e.html](http://www.ainc-inac.gc.ca/pr/ra/pse/index_e.html) (full HTML version)

[http://www.ainc-inac.gc.ca/pr/ra/pse/apa\\_e.html](http://www.ainc-inac.gc.ca/pr/ra/pse/apa_e.html) (Regional analysis charts - HTML)

2. 2004. Cooke, Martin; Beavon, Daniel and Mindy McHardy. *Measuring the Well-Being of Aboriginal People: An Application of the United Nations' Human Development Index to Registered Indians in Canada 1981-2001*. Indian and Northern Affairs Canada, 2004.

Online access:

[http://www.ainc-inac.gc.ca/pr/ra/mwb/index\\_e.html](http://www.ainc-inac.gc.ca/pr/ra/mwb/index_e.html) (full HTML version)

### **Comparative and Regional Analyses: First Nations Communities and Other Canadian Communities**

The Community Well-Being (CWB) Index is a research tool developed by INAC to facilitate examining well-being at the community level. Various indicators of socio-economic well-being (similar, but not completely analogous, to indicators used in the Aboriginal HDI analysis), including education, income, housing, and labour force activity, are used to measure well-being in different communities with "communities" defined in terms of census subdivisions (CSDs), which allows analysts to distinguish between First Nation communities and other Canadian communities in the data. No analysis of CWB data for Inuit communities has been published to date, though community-level data is available.

Though to date published analyses of CWB data do not provide a detailed analysis of the educational indicators used in the CWB, a review of the basic data set shows that, as with the HDI analysis, First Nations communities lag behind other Canadian communities, although First Nations communities appear to be faring better in terms of average educational attainment than with other indicators, a trend also found to hold at the individual level in the Aboriginal CWB analysis. INAC will publish an analysis of Inuit community data during the summer of 2005.

In terms of improvement over time, O'Sullivan and McHardy (2004) find a gradual closing of the gap between First Nations communities and other Canadian communities from 1991 to 2001, although the pace of improvement slowed between 1996 and 2001. This trend held across all regions, including in the North (the territories), where the gap between First Nations and other communities is found to be the smallest.

In terms of regional analysis, a mapping of First Nations Communities using the 2001 CWB Index dataset (link provided below) shows a great deal of diversity in terms of community well-being across regions, but with a relative *over-concentration* of communities with a CWB score below the mean score of First Nations communities in Canada) in the northern parts of Ontario, British Columbia and the Prairie provinces, versus a relative *under-concentration* of communities with a below-average CWB score in the territories and the southernmost regions of Canada. A similar pattern is found, based on 1986 and 1996 Census figures and using a different methodology, in Armstrong (2001).

INAC maintains a Band Classification Manual that allows for classification of communities based on measures of distance from the nearest city center, the distance to the nearest service center and the type of road access to a particular community. As McHardy and O'Sullivan (2004) explain, this system allows for identification of 4 Geographic Zone classifications including:

Zone 1 - Urban: A geographic zone where the First Nation is located within 50km of the nearest service center with year-round road access.

Zone 2 - Rural: A geographic zone where the First Nation is located between 50 and 350km from the nearest service center with year-round road access.

Zone 3 - Remote: A geographic zone where the First Nation is located over 350km from the nearest service center with year-round road access.

Zone 4 – Special Access: A geographic zone where the First Nation has no year-round road access to a service center and, as a result, experiences a higher cost of transportation.

McHardy and O'Sullivan find a correlation between CWB scores and remoteness, with urban First Nations communities showing a considerably higher mean CWB score (0.71), Special Access communities a much lower score (0.60), and rural and remote communities in between (0.65 and 0.68 respectively).

#### Sources:

1. Armstrong, Robin. *The Geographical Patterns of Socio-Economic Well-Being of First Nations Communities in Canada*. Statistics Canada.

Online Access:

<http://www.statcan.ca/cgi-bin/downpub/listpub.cgi?catno=21-601-MIE2001046> (PDF Version)

2. McHardy, Mindy and Erin O'Sullivan. *First Nations Community Well-Being in Canada: The Community Well-Being Index (CWB), 2001*.

Online Access:

[http://www.ainc-inac.gc.ca/pr/ra/cwb/index\\_e.html](http://www.ainc-inac.gc.ca/pr/ra/cwb/index_e.html) (Full HTML version)

[http://www.ainc-inac.gc.ca/pr/ra/mwbmp\\_e.pdf](http://www.ainc-inac.gc.ca/pr/ra/mwbmp_e.pdf) (Map - PDF)

3. O'Sullivan, Erin and Mindy McHardy. *The Community Well-Being (CWB) Index: Disparity in Well-Being Between First Nations and Other Canadian Communities Over Time*. Indian and Northern Affairs Canada.

Online Access:

[http://www.ainc-inac.gc.ca/pr/ra/cwb/index\\_e.html](http://www.ainc-inac.gc.ca/pr/ra/cwb/index_e.html) (Full HTML Version)

### **Regional Analysis: Educational Attainment in Non-Aboriginal Communities**

In *Rural and Urban Educational Attainment: An Investigation of Patterns and Trends, 1981-1996*, Alasia (2003) analyses geographic trends in Canadian educational attainment using the Organization for Economic Cooperation and Development's classification (based on population density at the Census Division level) of predominantly urban, intermediate and predominantly rural regions, which allows for the sub-dividing of rural regions into metro-adjacent, non-metro-adjacent and northern rural regions.

Alasia's findings are twofold: first, that northern regions have generally fared and continue to fare worse than other regions of Canada in terms of educational attainment (measured as *total years of schooling*); and second, though a notable gap in relation to educational attainment in urban areas persists, there has nonetheless been some improvement in northern regions from 1981 to 1996, although this improvement is also noted in other regions, contributing to the persistence of the urban-northern gap. Alasia also finds that the gap relative to the Canadian average (a different measure because of the gradual demographic decline of rural areas relative to urban areas in Canada during the period under investigation) widened from 1981 to 1996 for *all* predominantly rural regions, including northern regions. Analysis of educational attainment measured as *the percentage of individuals in a Census Division aged 25-54 with less than Grade 9* reveals a similar pattern.

In terms of *high school graduation*, Alasia finds a relative over-concentration of Census divisions with lower high school graduation rates in northern areas. Finally in terms of *postsecondary attainment*, Alasia finds a similar pattern over time, gradual improvement across the board from 1981 to 1996, but with the rural-urban gap persisting, particularly for northern rural regions.

Frenette (2002, 2003) uses an entirely different methodology to conduct a geographic analysis of postsecondary access by examining *university* participation (not all postsecondary participation) as a function of distance to school; as Frenette explains, this requires developing two distinct data sets. The first data set contains those students who are "at risk" of attending university in the near future: information on students is garnered from the Survey of Labour and Income Dynamics (SLID). SLID is a longitudinal household survey that uses the Labour Force Survey (LFS) as a sampling frame. Note that due to small sampling sizes, the SLID data sets do not cover reserves or the territories.

The second data set contains information on universities that are "at risk" of being attended by the high school students in the near future: this was done using Association of Universities and Colleges of Canada (AUCC) web site, which lists the postal codes of its member universities and university colleges in Canada.

By drawing on socioeconomic data drawn from the SLID and developing a classification of prospective

university students based on commuting distance to the nearest university, Frenette measures the impact of distance to university on probability of university participation, and also examines the impact of income. He finds that distance appears to matter regardless of income, but that income is a significant aggravating factor. For families in the top third in terms of income, students living 80 km or more from the nearest university are about 59% as likely to attend as those living within commuting distance, or within 40 km, of a university; the relative probability falls slightly to 51% in the middle-income third, but the fall is much further in the bottom tier of family income (25%). The relative role of distance to school also appears to be larger for students whose parents don't have a university degree, although it is not clear from the data whether this is due solely to the fact that students whose parents lack a university degree also have lower family incomes, or to some other factors as well.

Note that Frenette's analysis does not specifically address the question of postsecondary access in northern areas as defined by the NDMF. Using the SLID data set, Frenette does not obtain a statistically significant gap between the rate of university participation among rural and urban students; however he notes that other researchers, using larger databases with more complex classifications of rural and urban areas, have found significant differences in terms of university participation.

Frenette finds a similar pattern in terms of the impact of distance on college participation, though here the risk is less in the sense that fewer people live beyond commuting distance of a college. Also, income is less of a factor in assessing the impact of distance on college participation.

Sources:

1. Frenette, Marc. *Too Far To Go On? Distance to School and University Participation*. Statistics Canada.

Online Access: <http://www.statcan.ca/cgi-bin/downpub/listpub.cgi?catno=11F0019MIE2002191> (PDF version)

2. Alasia, Alessandro. *Rural and Urban Educational Attainment: An Investigation of Patterns and Trends, 1981-1996*. Statistics Canada.

Online Access: <http://www.statcan.ca/cgi-bin/downpub/listpub.cgi?catno=21-006-XIE2002005> (PDF version)

3. Frenette, Marc. *Access to College and University: Does Distance Matter?* Statistics Canada.

Online Access: <http://www.statcan.ca/cgi-bin/downpub/listpub.cgi?catno=11F0019MIE2003201> (PDF version)

Best Practices/Initiatives (Both current and emerging)	Success Rates/ Outcomes	Contact Name/Number
<b>High School Completion Rates</b>		
<p><b>Aboriginal Head Start in Urban and Northern Communities</b> (AHSUNC) is funded by Public Health Agency of Canada-funded, and constitutes an early intervention strategy for First Nations, Inuit and Metis children and their families living in urban centres and large northern communities. <b>Aboriginal Head Start On Reserve (AHSOR)</b> is funded by Health Canada and covers First Nations children and their families living in First Nation communities.</p> <p>Aboriginal Head Start projects typically provide structured half-day preschool experiences that prepare young Aboriginal children for their school years by meeting their spiritual, emotional, intellectual and physical needs. Each project provides programming in the following areas: Culture and Language, Education and School Readiness, Health Promotion, Nutrition, Social Support and Parental Involvement.</p> <p>Sources: Health Canada, Public Health Agency of Canada  <a href="http://www.phac-aspc.gc.ca/dca-dea/programs-mes/ahs_main_e.html">http://www.phac-aspc.gc.ca/dca-dea/programs-mes/ahs_main_e.html</a></p>	<p><b>There are currently 126 AHSUNC sites across</b> Canada in nine provinces and three territories. Implementation of AHSOR began in 1998. There are currently 351 AHSOR sites providing programming for 9100 children and their families in the provinces.</p> <p>Year 2004 evaluation survey results tell us that Aboriginal people occupy 85 percent of full-time positions and 76 percent of part-time positions in AHS projects across the country. Fifty-five percent of early childhood classroom workers have Early Childhood Education certification.</p> <p>With reference to AHSOR, there are a total of 1557 people employed through the program, with an average of 4.5 salaried staff per site nationally.</p> <p><b>The National Impact Evaluation</b> is underway. There are a number of challenges involved in evaluating the impact of AHSUNC. The challenges are common to evaluating child outcomes, Aboriginal programs in general, and challenges specific to AHSUNC:</p> <ul style="list-style-type: none"> <li>• ensuring that the evaluation approach and tools are culturally appropriate;</li> <li>• determining the indicators of impact on children, parents and the communities;</li> <li>• attributing impact to AHSUNC participation;</li> <li>• addressing all six program components;</li> <li>• representative and valid pilot testing; and,</li> <li>• the diverse nature of AHUNCS (i.e. First Nations, Inuit and Métis participants in the far north, south, east and west).</li> <li>•</li> </ul>	
<b>Access to Post Secondary Education</b>		
<p>The <b>Canada Education Savings Grant (CESG)</b> is a grant from the Government of Canada paid directly into a beneficiary's Registered Education Savings Plan (RESP). It adds 20 percent to the first \$2,000 in contributions made into an RESP on behalf of an eligible beneficiary each year. This means the Grant can be as much as \$400 each year per beneficiary and over the years could amount to a total of \$7,200.</p> <p>Source: <a href="http://www.hrsdc.gc.ca/en/gateways/nav/top_nav/ps.shtml">http://www.hrsdc.gc.ca/en/gateways/nav/top_nav/ps.shtml</a></p>		
<b>Training Initiatives</b>		
<p>The <b>Community Learning Networks (CLN) initiative</b> is administered by Human resources and Skills Development Canada's <b>Office of Learning Technologies (OLT)</b>. CLN supports community-based pilot projects that demonstrate innovative and sustainable uses of existing network technologies to upgrade skills and knowledge in Canadian communities. The costs of these community initiatives are shared, with OLT funding up to 60% of costs and the project's sponsor and their partners responsible for</p>		



40%.

### What are Community Learning Networks?

- **Community** is a group of people that share important characteristics, such as sharing interests or common issues, speaking the same language or living in the same geographic region.
- **Learning** means improving individual skills and knowledge in an interactive and informal way, rather than in an educational institution with an established curriculum. Some formal learning with links to educational institutions may be included as determined by community-identified needs, interests and priorities.
- **Networks** refer both to the technology that connects individuals and groups, and to the patterns of communication and relationships involving multi-point access within a community or communities.

Source: [http://www.hrsdc.gc.ca/en/gateways/nav/top\\_nav/ps.shtml](http://www.hrsdc.gc.ca/en/gateways/nav/top_nav/ps.shtml)

### Linkage between education, training and employment

The Government of Canada's **Sector Council Program (SCP)** works to enable partnerships that address skills and human resource issues by establishing, developing and supporting national partnerships and the capacity of partners to address both pressing and emerging skills and human resources issues.

Sector councils are organizations within a defined area of economic activity that are led by a partnership of representatives from business, labour, education, other professional groups, and government. The objectives of sector councils are to:

- define and anticipate skills requirements,
- promote lifelong learning in the workplace,
- facilitate mobility and labour market transitions,
- help workers get the skills and knowledge needed to drive innovation and to sustain a competitive advantage in the changing economy, and
- encourage the private sector to take ownership and invest in solutions that address skills challenges.

Sector councils represent:

- traditional industries such as steel and textiles;
- emerging industries like environment and biotechnology; and
- non-industry specific groups such as the Canadian Apprenticeship Forum.

In addition to providing start-up funding to help sector councils build their capacity to address industry or sector-specific issue areas, the program supports activities in key areas such as:

- *Occupational/Skills Standards* - provide information on the skills and knowledge needed to perform competently in the workplace. Standards help educators and trainers give learners the skills and abilities that industries need, as well as helping workers and employers determine their own

**There are currently 26 sector councils in Canada.** (URL: Listing of Sector Councils - <http://www.hrsdc.gc.ca/en/hip/hrp/corporate/sector/listsectorcouncils.shtml>)

Human Resources and Skills Development Canada has set a goal of expanding the sector council network from 25% coverage of the Canadian labour market (as of 2001) to 50% of the labour market by 2007.

<p>training needs.</p> <ul style="list-style-type: none"> <li>• <i>Core curriculum</i> - building strong business-education linkages and relationships that result in core curriculum tailored to industry requirements.</li> <li>• <i>Skills enabling/upgrading Projects</i> - assist sector councils and other sector groups to ensure that workers can get the skills required for the workplace. These projects facilitate partnerships between sector groups and the education and training system to deliver a curriculum that takes into account needs of the labour market.</li> <li>• <i>Transition Projects</i> - provides human resource planning dimension of transition assistance in school-to-work situations as well as mid-career transitions for workers wishing to engage in continual learning and further their careers.</li> <li>• <i>National Sectoral Adjustment Service Projects</i> - identify trends related to HR supply, demand, recruitment and training; plan comprehensive HR development activities related to key issue/target areas.</li> <li>• <i>Labour Mobility Projects</i> - support various professional organizations in meeting their labour mobility commitments under Chapter 7 of the Agreement on Internal Trade.</li> <li>• <i>Youth Internship Projects</i> - support Sector Councils in providing young Canadians with skills and work related experience.</li> <li>• <i>Youth Information Strategy Projects</i> - supports Sector Councils and other national sectoral organizations in developing career information products.</li> <li>• <i>Research and Innovation Projects</i> - identify new and more effective ways of helping people prepare for or retain employment.</li> <li>• <i>Career Development Projects</i> - support non-sector specific organizations in providing career, occupation, learning, labour market and skills information to youth and adults in transition - generic information that can be used by anyone in transition. ie. school to work, work to work, or unemployment to work.</li> </ul>		
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<b>Challenges/Lessons Learned in implementing Best Practices/Initiatives</b>
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<b>Recommendations</b>
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