



**SKILLS
success 4**

DES COMPÉTENCES
POUR réussir

Skills 4 Success 2021 – 2025

4- Year Action Plan

Government of
Northwest Territories

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English

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French

Kīspin ki nitawihtīn ē nīhīyawihk ōma ācimōwin, tipwāsinān.

Cree

Tłı̨chǫ yati k'èè. Dí wegodi newq dè, gots'o gonede.

Tłı̨chǫ

ʔerı̨ht'ís Dëne Sųłiné yati t'a huts'elkér xa beyáyatı theɂą ɂat'e, nuwe ts'én yóti.

Chipewyan

Edı gondı dehgáh got'je zhatié k'éé edatl'ěh enahddhę nide naxets'ě edahłí.

South Slavey

K'áhshó got'jne xədə k'ě hederı ɂedı̨htl'ě yeriniwę nídé dúle.

North Slavey

Jii gwandak izhii ginjìk vat'atr'ijahch'uu zhit yinohthan jì', diits'at ginohkhìi.

Gwich'in

Uvanittuaq ilitchurisukupku Inuvialuktun, ququaqluta.

Inuvialuktun

Ć'đa ɻɻn̥b̥b̥d̥ ɻɻLJb̥r̥c̥ ɻɻm̥b̥n̥D̥c̥r̥L̥n̥b̥, ɻɻq̥n̥m̥c̥ ɻɻb̥c̥r̥ḁb̥c̥n̥.

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A Message from the Minister

As Minister of Education, Culture and Employment, I am proud to present the *Skills 4 Success 4-Year Action Plan 2021-2025*. This Action Plan supports the Government of Northwest Territories' *Skills 4 Success 10-Year Strategic Framework* with four foundational goals to achieve the Skills 4 Success vision: "*NWT residents have the skills, knowledge and attitudes for employment success*".

Like elsewhere in Canada and beyond, labour markets in the Northwest Territories were not immune to the impacts of COVID-19. Everything as we knew it changed, and this presents an opportunity to ensure that NWT residents are positioned to take advantage of the opportunities that will arise as we move forward.

We want northern residents to be first in line for jobs in the NWT. We also want to build a skilled workforce to meet our current and future labour demand.



To better understand our changing labour market, we again partnered with the Conference Board of Canada to provide new information on the NWT. This data enables us to make informed decisions and adapt our advanced education and training programs, supports and services to better link to the NWT's labour market needs today and in the future.

To inform this Action Plan, we held virtual engagement sessions and created an online survey to hear from Indigenous Governments, Indigenous Organizations, non-government organizations, education partners, training providers, industry sectors, employers, workers, students, parents and volunteers.

We listened to all the voices and that important feedback has helped to shape the actions in this Plan. Through all of our engagements, we heard about the need to be flexible, support new and innovative ideas, and collaborate in different ways to achieve better outcomes.

I am optimistic that with this approach, we will achieve strong education, training and employment outcomes, and support targeted efforts for education, training and employment opportunities that benefit Indigenous Peoples.

The actions in this Plan support Indigenous well-being, by focusing on the jobs that are in demand in the NWT, and by preparing workers for opportunities that we have yet to discover.

I would like to thank all those who took the time to attend engagements and provide their valuable input into the development of this Action Plan. We look forward to implementing it and working with residents to create a strong labour market with opportunities across the NWT.

Honourable R.J. Simpson
Minister of Education, Culture and Employment

Executive Summary

On behalf of the Government of the Northwest Territories (GNWT), the Department of Education, Culture and Employment (ECE), developed the *Skills 4 Success 10-Year Strategic Framework* (Framework), with the vision, “NWT residents have the skills, knowledge and attitudes for employment success”.

The Framework identifies four fundamental goals with priorities designed to develop NWT residents’ skills through education and training, close education and employment gaps through streamlined supports, address recruitment and retention challenges, and provide reliable labour market data for informed decision making.

Skills 4 Success 4-Year Action Plan 2021-2025 builds upon the Framework and outlines the actions that the GNWT will take, with its partners, to improve employment success, close skill gaps for in-demand jobs, and more effectively respond to employer and industry needs. It focuses on using labour market information to enable evidence-based decision making, while also listening to education and training providers, employers and industry partners, and other governments and agencies to understand the best approach to advance the skills and education of NWT residents.

The NWT is well placed to participate in the reshaping of careers to create more opportunities for its residents. The GNWT will focus on developing online profiles for 300 NWT jobs in demand to showcase the many choices that are available.

This Action Plan includes 17 new actions to bring about system change. There is focus on collaborating with NWT post-secondary education and training providers to align programs with the jobs that are needed as they are important partners that contribute to labour development.

Access to laddering programs and career and employment counseling remain prevalent in the new 4-Year Action Plan 2021-2025. NWT students and youth must be aware of the jobs that exist now and in the future and how to access education and training to secure those jobs, starting with programming that is flexible for advancement or “laddering up” to the next level.

We want the public to perceive the trades as a first choice career option and respect the professionalism of Journeypersons. This Action Plan enhances the profile and recognition of NWT trades as desirable careers. Professional training for technical, engineering and management roles are highlighted as is micro-credentialing to enable NWT residents to obtain professional development and advance in their careers.

The GNWT is promoting two new pilot approaches in this action plan: to support flexible apprenticeship options in achieving their Journeyperson certification and the other pilot promotes laddering of Science, Technology, Engineering, and Math (STEM) professions to more advanced roles.

There is a place for every NWT resident in Skills 4 Success. All occupations in demand are separated into different levels of skill and education, beginning with less than high school, followed by high school achievement, skilled trade certification and college diploma, university degree, and then management experience.

All jobs within the skill levels are important. For example, every community needs cleaners and cashiers (less than high school), receptionists and truck drivers (high school), mechanics, plumbers and electricians (skilled trades), administrative assistants and early childhood educators (college), teachers, nurses and social workers (university) and school principals, money managers, and senior government officials (management).

Each of those jobs requires different levels of education, skill development and training. Action Plan 2021-2025 creates many opportunities for NWT residents to be active in the economy and develop their skills, knowledge and attitudes for employment success.

Skills 4 Success Accomplishments

Skills 4 Success is built upon a continuum of strategies that are essential for education and employment success in the NWT. The [*Skills 4 Success 10-Year Strategic Framework 2015-2025*](#) (Framework) is the overarching GNWT strategy for building the NWT labour market and workforce. This Framework is linked with other strategies within ECE in addressing the GNWT's 18th Legislative Assembly's priority of fostering lifelong learning, skills development, training, and employability within the NWT workforce. It also helps to address the 19th Legislative Assembly's priority of creating employment in the NWT small communities. The Framework sets out to ensure that the NWT's education and training system keeps pace with changing dynamics of the labour market so that NWT residents, students and workers gain the skills required in a 21st century economy and labour market.

On November 4, 2016, the Minister of ECE tabled the first Skills 4 Success 4-Year Action Plan 2016-2020 (Action Plan) in the Legislative Assembly. The Action Plan focused on skills development, supports, NWT workforce partnerships and labour market information, and represented the work that would be pursued over the four years. It provided Skills 4 Success with a foundation for implementing evidence-based actions that would help NWT residents succeed in adult and post-secondary education and skills training pursuits that lead to employment.

We have learned from that implementation and documented our findings in the [*Skills 4 Success Performance Review Report*](#) (Report). The data for the Report primarily stems from administrative information within ECE, the NWT Bureau of Statistics, Aurora College, Statistics Canada, Employment and Social Development Canada, and Immigration, Refugees and Citizenship Canada.

A New Operating Environment

There has been significant change to the NWT's labour market environment since Skills 4 Success began in 2015. New strategies were developed with individual action plans that improved programs and services for NWT residents. The commitment was made to transform Aurora College into a polytechnic university by 2025 to increase post-secondary education opportunities. The [*NWT Post-Secondary Education Strategic Framework*](#) 2019-2029 was released and defined a vision and goals for the post-secondary education system. New post-secondary legislation, the [*Post-Secondary Education Act*](#) received assent and is anticipated to come into force in 2022. We have new post-secondary providers operating in the NWT and among all that; the world faced a global pandemic which had profound impact on every sector and livelihood that we know.

We have been reminded that we are stronger when we collaborate and support one another. The design, development and delivery of education, skills training and employment programs, services and supports requires a whole of government approach to ensure success and sustainability. Formalized partnerships across departments, divisions and agencies will enhance the effectiveness and efficiency of education, training and employment programs, services and supports. Collaborative relationships with external partners and stakeholders (e.g., businesses, industries,

training partners) will further strengthen the capacity of the GNWT to build the knowledge, skills and abilities of residents, necessary for employment success.

Applying an equity lens will help ensure this action plan supports equal access to education and employment opportunities for all residents regardless of where they live, their ethnic and cultural background, ability level, age and gender.

Skills 4 Success Goals and Priorities

This Skills 4 Success action plan is built upon the four foundational goals from the *Skills 4 Success 10-Year Strategic Framework* (2015-2025):

Goal 1 – Skill Levels Increase through Relevant Education and Training

“The adult and post-secondary education and skills training system needs to be both innovative and adaptive to changing labour market demands. The GNWT will work in partnership with stakeholders to design and deliver programs that directly address the education and training needs and economic realities of communities across the North. Changing how we operate does not necessarily mean investing more money. It means managing existing resources more effectively and finding alternative approaches to expand the reach and success of programs.”¹

Priority: 1.1 Skills development and post-secondary education programs are aligned with labour market demands

- 1.2 Adult and basic education programs lead to employment
- 1.3 Pathways exist where students earn dual credits towards post-secondary or job related credentials
- 1.4 Programs focus on achieving defined outcomes in support of employment
- 1.5 Programs build long-term capacity for existing and emerging northern economic opportunities

Goal 2 – Education and Employment Gaps Bridged through Targeted Supports

“There is an ongoing need for targeted supports to help underrepresented segments of the labour market overcome barriers to education and employment. A more coordinated system between service delivery agents in the NWT can reduce duplication, address gaps in service delivery and expand the reach of services to employers and individuals needing support.”²

Priority: 2.1 Partners work together to streamline the delivery of career development supports and services

- 2.2 People have supports and incentives to increase competencies and improve individual well-being and employability to move into available jobs

¹ *Skills 4 Success 10-Year Strategic Framework*, page 16

² Ibid. page 17

- 2.3 People are supported through post-secondary education to develop skills that lead to employment
- 2.4 Employers are supported through partnerships and incentives to hire and train NWT residents

Goal 3 – Growth of the NWT Workforce through Partnerships

“Growing the NWT workforce and keeping capacity in the North will require dual effort to recruit and retain skilled workers. This means working with employers to support new graduates, skilled workers and professionals to stay in the NWT through strong workforce engagement and progressive management practices.”³

Priority: 3.1 NWT residents are provided opportunity for education and skills training to enter and advance in the workplace

- 3.2 The NWT’s resident labour force is the primary focus of recruitment and retention initiatives
- 3.3 New graduates, skilled workers and professionals are provided incentives and supports to stay in the NWT
- 3.4 In-demand and hard to fill positions are targeted for recruitment outside the NWT when needed

Goal 4 – Improved decision making with access to relevant labour market information

“People make life changing decisions on a daily basis that impact their education, career and personal circumstances. Ensuring there is timely and relevant labour market information will enable students, job seekers and workers make informed career and life choices. Employers will also benefit from access to forecasted trends and analysis to develop effective training plans and manage human capital in the NWT. With proper information, education and training partners can also deliver programs that respond directly to labour market demands.”⁴

Priority: 4.1 There is improved awareness of labour market information and its value

- 4.2 Information on career, education and training opportunities, programs and supports is easy to find and use
- 4.3 Labour market information and data is maintained, analyzed and shared among stakeholders

³ Ibid. page 18

⁴ Ibid. page 19

Skills 4 Success Actions and Measures

Skills 4 Success Action Plan 2021-2025 includes 17 specific actions to bring about system change. It supports the Strategic Framework's foundational goals, priorities and vision: “*NWT residents have the skills, knowledge and attitudes for employment success*”.

This four year plan requires the collaboration of all GNWT departments, NWT post-secondary education and training providers, and public and private sector employers, to work together to support the development of the NWT's workforce. The actions will be reported on annually with results posted on ECE's website.

Fundamental to all of the actions is the requirement that NWT Indigenous peoples receive priority and are able to benefit from these actions. This is the lens by which all targeted efforts will be implemented.

Goal #1: Increased skill levels through relevant education and training			
Priority	Actions	Indicators	Lead Department
1.1 Skills development and post-secondary education programs are aligned with labour market demands	#1-Promote the delivery of programs that lead to NWT jobs in demand, by working in partnership with post-secondary education (PSE) providers to provide those program offerings	1A-Number and name of PSE programs delivered in NWT that align with jobs in demand 1B- Number and name of other PSE programs delivered in NWT 1C-Number of students in listed programs from #1A and #1B 1D-Student retention rates in listed programs from #1A and #1B 1E-Student completion rates in listed programs from #1A and #1B	ECE in collaboration with PSE providers

Priority	Actions	Indicators	Lead Department
<p>1.2 Adult and basic education programs lead to employment</p> <p>1.4 Programs focus on achieving defined outcomes in support of employment</p>	<p>#2-Promote the delivery of laddering programs that lead to further education, by working in partnership with post-secondary education (PSE) providers to provide those programs</p> <p><i>Laddering programs are considered are Adult Learning and Basic Education (ALBE), Occupational Certificate Access (OCAP), and University and College Access (UCAP)</i></p>	<p>2A-Number and name of laddering programs accessible to students</p> <p>2B-Number of students in listed laddering programs from #2A</p> <p>2C-Student completion rates in listed laddering programs from #2A</p>	ECE in collaboration with NWT PSE providers
<p>1.2 Adult and basic education programs lead to employment</p>	<p>#3-Support NWT incarcerated persons with adult learning and basic education (ALBE), achievement of high school courses, General Education Diploma (GED), trades exam preparation, first level safety courses and life skills</p>	<p>3A-Number of NWT incarcerated residents that participate in courses and programs by course/program name</p> <p>3B-Number of NWT incarcerated residents that complete courses and programs by course/program name</p>	Justice in collaboration with ECE
<p>1.3 Pathways exist where students earn dual credits towards post-secondary or job related credentials</p> <p><i>Micro-credentials are new, shorter and more modular forms of learning and reskilling that provides an accredited specific skill or skill set required by an industry to quickly bridge skills gaps.</i></p> <p><i>A micro-credential is a certification of assessed competencies that is additional, alternate, complementary to, or a component of a formal qualification.</i></p>	<p>#4-Identify, prioritize and distribute information on micro-credential certified courses and programs that link to NWT jobs in demand, by working in partnership with industry to provide that information</p>	<p>4A-Number and name of micro-credential programs and courses that link to NWT jobs in demand</p> <p>4B-Number of students in micro-credential programs and courses from #4A</p> <p>4C-Student completion rates in micro-credential programs and courses from #4A</p>	ECE in collaboration with GNWT departments, NWT industry

Priority	Actions	Indicators	Lead Department
1.5 Programs build long-term capacity for existing and emerging northern economic opportunities	#5-Promote Science, Technology, Engineering, and Math (STEM) curriculum throughout Junior Kindergarten to grade twelve (JK-12) to increase the number of students pursuing advanced STEM-related courses at the high school level, in preparation for opportunities in the workforce	<p>5A – Number of STEM centered courses focused on a Northern context throughout grades JK-9, that promote access to advanced STEM-related courses in high school</p> <p>5B – Number of students enrolled in advanced STEM-related courses at the high school level (grades 10-12), beyond those required for graduation</p> <p>5C – Completion rate of students enrolled in advanced STEM-related courses at the high school level, beyond those required for graduation</p>	ECE

Goal #2: Education and employment gaps bridged through targeted supports			
Priority	Actions	Indicators	Lead Department
2.1 Partners work together to streamline the delivery of career development supports and services <i>External partners are Indigenous Governments and Organizations, industry leaders, employers, not-for-profit organizations, education and training providers, etc.</i>	#6-Build capacity of external partners by providing access to career development supports and services <i>Examples may include: resume writing support, mock interviewing, understanding competencies, and learning about GNWT recruitment initiatives as well as discussing NWT Job profiles and Jobs in Demand. Career fairs, symposiums and Regional Training Partnerships are examples of how this will be implemented.</i>	6A-Number and name of GNWT career development supports and services available to external partners 6B-Number of GNWT external partners receiving career development supports and services	ECE in collaboration with Finance
2.2 People have supports and incentives to increase competencies and improve individual well-being and employability to move into available jobs	#7-Increase the use of developmental programs within GNWT departments to ladder employees and new graduates into more advanced positions in their field of study <i>Developmental programs may include but are not limited to: developmental transfer assignments, gateway programs, management development program, Indigenous targeted programs, etc.</i> <i>Example: engineering graduates advance from engineer-in-training to Professional Engineer, then to permanent hire as junior officer</i>	7A-Number of GNWT employees by program and department in developmental programs 7B-Completion rate of GNWT employees in developmental programs by program name	Finance in collaboration with GNWT departments
2.2 People have supports and incentives to increase competencies and improve individual well-being and employability to move into available jobs	#8-Improve the quality of career and education advising services for NWT secondary students	8A- Number of students requesting advising sessions with Career and Education Advisors (CEAs) Career Development Officers (CDOs) 8B-Number of students receiving advising sessions from CEAs and CDOs 8C-Results of CEA and CDO student satisfaction surveys	ECE

Priority	Actions	Indicators	Lead Department
2.3 People are supported through post-secondary education to develop skills that lead to employment	#9 Introduce targeted incentives under the Student Financial Assistance program to increase post-secondary student enrolment in programs that are linked to the most in-demand NWT jobs	9A – List of new targeted incentives for PSE programs 9B – Number of SFA students enrolled in programs noted in 9A by each program 9C-Student completion rates for programs noted in 9A by program 9D- Total dollar amounts of targeted non-repayable incentives listed in #9A provided to SFA students per academic year	ECE
2.4 Employers are supported through partnerships and incentives to hire and train NWT residents	#10-Increase the use of on-the-job learning opportunities within and outside the GNWT to support education and skill attainment for NWT jobs in demand <i>Learning opportunities may include but are not limited to: mentorships, co-ops, practicums, internships, casual and summer student employment.</i>	10A-Number of GNWT employees by department in on-the-job learning opportunities 10B-Number of employers that receive support from GNWT for on-the-job learning opportunities and opportunities that NWT employers are providing	Within GNWT – Finance in collaboration with GNWT departments Outside GNWT – ECE

Goal #3: Growth of the NWT workforce through partnerships			
Priority	Actions	Indicators	Lead Department
3.1 NWT residents are provided opportunity for education and skills training to enter and advance in the workplace	#11-Work with federal and territorial partners to provide trades pathways, including pre-trades and trades awareness programming	11A-Amount of Employment and Social Development Canada funding secured under federal Skills for Success initiative 11B-Number of pre-trades programs offered in NWT communities by community 11C-Number of participants in pre-trades programs by community 11D-Number of trades awareness programs offered in communities by community 11E-Number of participants in trades awareness programs by region 11F-Number of grade 9-12 students in Trades Awareness Program that continue onto trades training	ECE in partnership with Aurora College and NWT Literacy Council

Priority	Actions	Indicators	Lead Department
3.1 NWT residents are provided opportunity for education and skills training to enter and advance in the workplace	#12-Introduce, in partnership with employers and communities, additional options in the Apprenticeship program that provide apprentices with flexible on-the-job training, mentorship and supervision.	12A-Number of employers utilizing alternative options for apprenticeship training 12B-Number of apprentices by trade who have found employment through alternative options for apprenticeship training	ECE
3.2 The NWT's resident labour force is the primary focus of recruitment and retention initiatives 3.3 New graduates, skilled workers and professionals are provided with incentives and supports to stay in the NWT	#13-Identify and consider options for the inclusion of new employment and training opportunities for local and NWT residents in large GNWT contracts	13A-Number and percent of large GNWT contracts that identify inclusion of employment and training opportunities 13B-Number of contracts in 15A that fulfill employment and training provisions 13C-Number of NWT residents that participated in the contracts stated above that related to employment and training opportunities	Finance with support from Infrastructure
3.4 In-demand and hard to fill positions are targeted for recruitment outside the NWT when needed	#14-Increase the number of nominations issued under the NWT Nominee Program to fill in-demand and hard to fill positions and to better respond to NWT labour market needs	14A- NWT Nominee Program streams that support jobs in demand 14B-Number of nominations issued under each stream for jobs in demand by job category	ECE

Goal #4: Improved decision making with access to relevant labour market information			
Priority	Actions	Indicators	Lead Department
4.1 There is improved awareness of labour market information (LMI) and its value	#15-Develop and distribute job profiles with pathways for NWT jobs in demand	15A-Number of job profiles created on ECE website 15B-Number of ECE website visits by job profile	ECE
4.2 Information on career, education and training opportunities, programs and supports is easy to find and use	#16-Annually review and update the GNWT inventory of training, employment readiness and support programs	16A-Number of training, employment readiness and support programs available on ECE website linked to program information 16B-Number of ECE website visits for inventory info	ECE
4.3 Labour market information (LMI) and data is maintained, analyzed and shared among stakeholders	#17-Provide updated NWT LMI data on ECE website	17A-Number of visits for NWT LMI	ECE

Next Steps

The Skills 4 Success initiative builds on a continuum of strategies that are essential for education and employment success in the NWT. These focus on small community employment, apprenticeship trades and certified occupation, immigration, post-secondary education, the NWT knowledge economy, tourism, mining, remediation, construction and other important sectors.

Post-secondary education is essential to the social and economic development of the NWT. The transformation of Aurora College into a polytechnic university by May 2025 is a multi-year process that will help to meet NWT labour demands.

Over the next 4 years we will continue to look ahead and take the necessary steps to build the NWT's workforce with the Skills 4 Success vision, evidence-based data, and stakeholder support.

Our success will be measured by how well we collaborate with our partners and work together to implement the actions in this plan.

The direction that the GNWT will take in partnership with educators, training providers and employers will support more NWT residents in acquiring the skills, knowledge and attitudes needed for employment success.

Reporting will be done based on the GNWT fiscal year (ending March 31) and will be posted on ECE's website by July. In addition, we will implement new satisfaction surveys to gauge how well the GNWT is providing services to clients. This important feedback will let us know how things are working and where we may need to make changes.

We want to continue to improve our existing education and training systems to achieve the Skills 4 Success vision.

Skills 4 Success Vision

"NWT residents have the skills, knowledge and attitudes for employment success."

