



What We Heard Report | Rapport sur ce que nous avons entendu

Skills 4 Success Action Plan: 2021-2025
Public Engagement | Échanges avec le public sur le plan d'action pour 2021 à 2025 de l'initiative *Des compétences pour réussir*

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Le présent document contient la traduction française du sommaire

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Executive Summary

This report summarizes the feedback the Department of Education, Culture and Employment (ECE) received during public engagement on the development of the new *Skills 4 Success Action Plan: 2021-2025*. From April 19 to June 30, 2021 stakeholder engagement activities, including virtual roundtable discussion sessions and an online survey, were carried out to review and evaluate the status of the *Skills 4 Success 10-Year Strategic Framework* and its current *4-Year Action Plan 2016-2020* and, to identify opportunities and actions that will help Northwest Territories (NWT) residents gain the skills, knowledge and attitudes they need for employment success. A total of 593 people participated, representing education and training providers, industry partners, Indigenous Governments and Organizations, senior Government of the Northwest Territories (GNWT) leadership, ECE staff, educational leaders and bodies, municipalities, and the general public.

Fifteen key themes emerged from the feedback. These themes align with the four goals of the *Skills 4 Success 10-Year Strategic Framework*:

Goal #1: Increased skill levels through education and training

1. Education and training programs alignment with employment opportunities
2. Experiential learning opportunities
3. Community-based education and training
4. JK-12 curriculum alignment with education and employment pathways

Goal #2: Education and employment gaps being bridged through targeted supports

5. Education and career planning
6. Transition planning and support
7. Education and employment readiness
8. Infrastructure and technology investments
9. Incentives and supports
10. Procurement training and hiring policies

Goal #3: Growth of the NWT workforce through partnerships

11. Whole of government approach to education and employment
12. Learning relationships and partnerships

Goal #4: Improved decision making because of access to relevant labour market information

13. Communicating education, skills training and employment opportunities
14. Timely, relevant and accessible labour market information
15. Research and evaluation

The new *Skills 4 Success Action Plan: 2021 – 2025* will be informed by the feedback presented in this report, an updated NWT Labour Market Forecast and Needs Assessment Report, and a Skills 4 Success (S4S) Performance Measurement Plan Report outlining the results of the performance measurement monitoring between 2016 and 2020.

Sommaire

Le présent rapport résume les commentaires recueillis par le ministère de l'Éducation, de la Culture et de la Formation (MÉCF) à l'occasion des échanges avec le public sur l'élaboration du nouveau plan d'action pour 2021 à 2025 de l'initiative *Des compétences pour réussir*. Du 19 avril au 30 juin 2021, des échanges avec les intervenants, notamment des tables rondes virtuelles et un sondage en ligne, ont été menés pour examiner et évaluer les progrès du Cadre stratégique décennal de l'initiative *Des compétences pour réussir* et de son plan d'action quadriennal actuel 2016 à 2020, et pour déterminer les possibilités et les mesures qui aideront les résidents des Territoires du Nord-Ouest (TNO) à acquérir les compétences, les connaissances et les attitudes nécessaires pour réussir sur le plan professionnel. Au total, 593 personnes ont participé : fournisseurs d'éducation et de formation, partenaires de l'industrie, gouvernements et organisations autochtones, hauts dirigeants du gouvernement des Territoires du Nord-Ouest (GTNO), personnel du MÉCF, responsables et organismes scolaires, municipalités et grand public.

Quinze thèmes clés sont ressortis des commentaires. Ces thèmes correspondent aux quatre objectifs du Cadre stratégique décennal de l'initiative *Des compétences pour réussir* :

But n° 1 : Relever les niveaux de compétence par une formation et des études pertinentes

1. Alignement des programmes d'éducation et de formation sur les possibilités d'emploi
2. Possibilités d'apprentissage par l'expérience
3. Éducation et formation au niveau communautaire
4. Alignement du programme scolaire de la maternelle à la 12^e année sur les perspectives d'éducation et d'emploi.

But n° 2 : Combler les besoins en éducation et en emploi grâce à des mesures de soutien simplifiées

5. Planification de l'éducation et de la carrière
6. Planification de la transition et soutien
7. Préparation à l'éducation et à l'emploi
8. Investissements dans les infrastructures et les technologies
9. Mesures d'incitation et de soutien
10. Formation en approvisionnement et politiques d'embauche

But n° 3 : Accroître la population active des TNO par des partenariats

11. Approche pangouvernementale de l'éducation et de l'emploi
12. Relations et partenariats d'apprentissage

But n° 4 : Améliorer les décisions par la collecte de données pertinentes sur le marché du travail

13. Offre accrue de programmes de formation et d'occasions d'emploi
14. Information sur le marché du travail opportune, pertinente et accessible
15. Recherche et évaluation

Le nouveau Plan d'action 2021 à 2025 de l'initiative *Des compétences pour réussir* s'appuiera sur les commentaires présentés dans le présent rapport, sur une mise à jour du rapport sur les perspectives et les besoins du marché du travail aux Territoires du Nord-Ouest, et sur un rapport du plan de mesure du rendement de l'initiative *Des compétences pour réussir* décrivant les résultats du suivi du rendement entre 2016 et 2020.

Introduction/Background

The Department of Education, Culture and Employment (ECE) leads the Skills 4 Success (S4S) initiative on behalf of the Government of the Northwest Territories (GNWT). The vision is that “Northwest Territories (NWT) residents have the skills, knowledge and attitudes for employment success”. S4S is about improving employment success for NWT residents, closing skill gaps for in-demand jobs, and more effectively responding to employer, community and industry needs.

The S4S initiative began in 2015 and continues to be driven by labour market evidence, best practice research and informed stakeholder feedback. The *Skills 4 Success 10-Year Strategic Framework* was the GNWT’s response to addressing the 18th Legislative Assembly’s priority of Education, Training and Youth Development. An accompanying *Skills 4 Success 4-Year Action Plan 2016-2020* was implemented with a focus on fostering lifelong learning, skills development, training and employability. You can access the *Skills 4 Success 4-Year Action Plan 2016–2020* at: https://www.ece.gov.nt.ca/sites/ece/files/resources/skills_4_success_4-year_action_plan_2016-2020.pdf

The [Skills 4 Success 10-Year Strategic Framework](#) and the actions going forward into 2021-2025 will guide the work of the GNWT. ECE will support the priorities of the 19th Legislative Assembly, specifically:

- Increase student education outcomes to the same level as the rest of Canada;
- Increase employment in small communities;
- Increase the number of resident health care professionals by at least 20 percent;
- Increase economic diversification by supporting growth in non-extractive sectors and setting regional diversification targets;
- Make strategic infrastructure investments that connect NWT communities, expand the economy or reduce the cost of living, including Mackenzie Valley Highway, the Slave Geological Corridor and the Taltson Hydro Project; and
- Create a Polytechnic University.

The purpose of the public engagement was to connect with previously consulted partners, participants and new partners, to review and evaluate the status of the *Skills 4 Success 10-Year Strategic Framework* and its current *4-Year Action Plan 2016-2020*. The engagement will also identify opportunities and actions that will help NWT residents gain the skills, knowledge and attitudes they need for employment success. This What We Heard Report reflects the key themes identified in virtual roundtable discussion sessions and electronic survey responses.

The What We Heard Report, along with an updated NWT Labour Market Forecast and Needs Assessment (LMFNA) Report, and a Skills 4 Success Performance Measurement Plan Report outlining the results of the performance measurement monitoring between 2016 and 2020, will inform the development of the new *Skills 4 Success Action Plan: 2021-2025*.

Engagement Approach

To support the development of the *Skills 4 Success Action Plan: 2021-2025*, two primary stakeholder engagement activities were undertaken: virtual roundtable discussion sessions and an online survey. Due to COVID-19 public health restrictions, it was not possible to host in-person roundtable sessions. Virtual sessions were held instead which allowed participants from across the NWT to take part. The stakeholder engagement activities were carried out by DPRA Canada, a consulting firm contracted by ECE.

The engagement's overall approach was guided by the GNWT's Public Engagement Employee Guide and the Open Government Policy which articulates the government's commitment to providing its residents with meaningful opportunities to take part in engagement activities to inform decisions affecting their lives. The principles guiding this policy reflect the expectation that all GNWT employees approach public engagement in a way that promotes departmental consistency, strengthens relationships, demonstrates respect, builds trust and models the principles of openness, transparency and accountability.¹

In total, **593** individuals took part in the engagement activities:
212 virtual roundtables, interviews, and written submissions; and
381 online surveys.

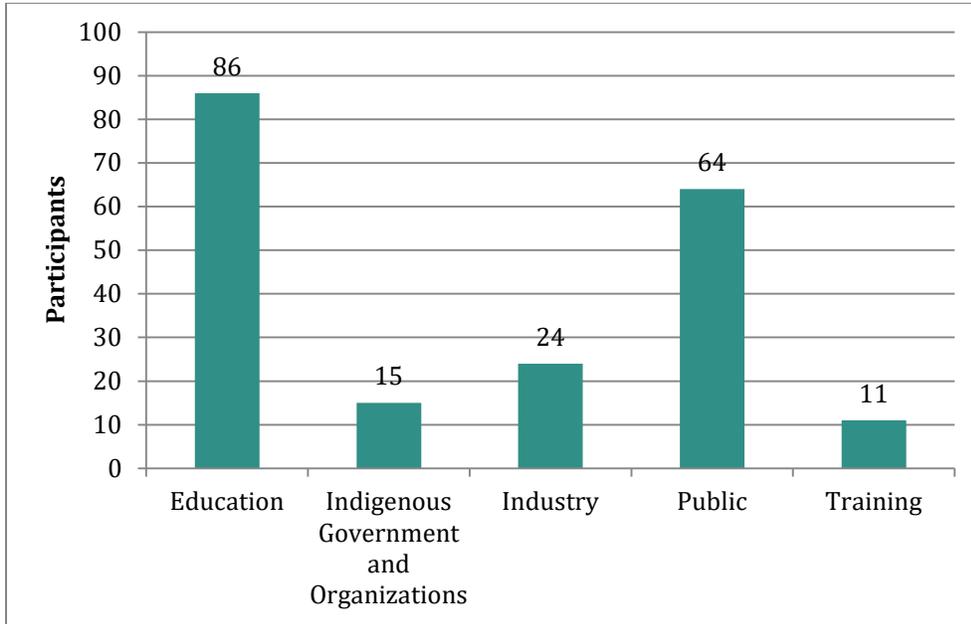
Virtual Roundtable Discussions

Participants

Virtual roundtable discussion sessions and interviews were held from April 19 to June 30, 2021. Individuals were invited to take part in these sessions. In total, 20 sessions took place with a total of **200** participants.

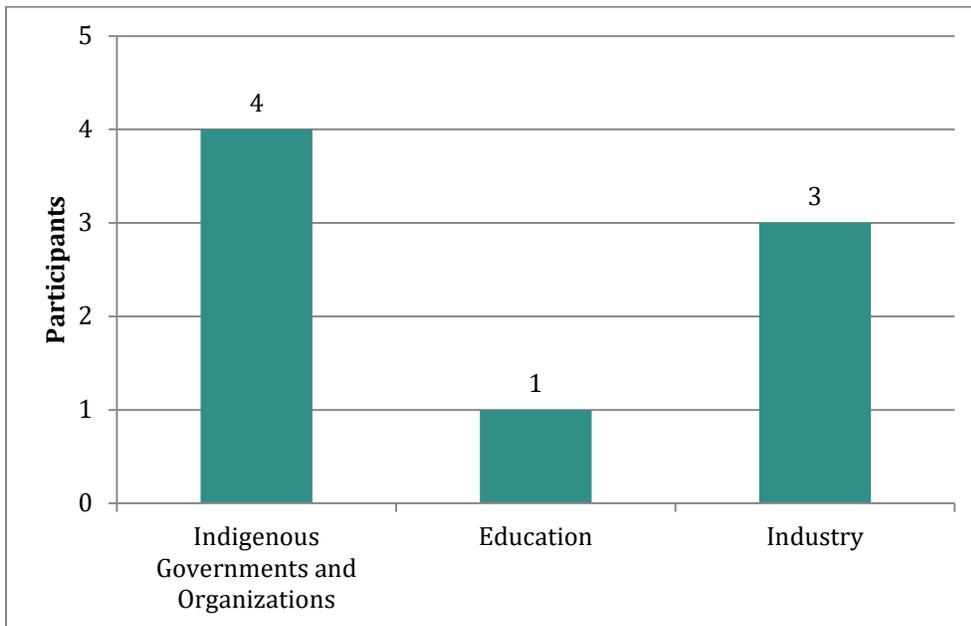
¹ GNWT. (March 2019). Public Engagement Employee Guide. https://www.eia.gov.nt.ca/sites/eia/files/gnwt-public_engagement_guide.pdf

Figure 1: Breakdown of roundtable participants by sector



In addition, **eight** one-on-one interviews took place with representatives from the following.

Figure 2: Breakdown of one-on-one interview participants by sector



Individuals invited to take part in a roundtable discussion session were also provided with the opportunity to send along written comments in response to the questions asked during the engagements. In total **four** individuals representing industry, post-secondary education and the GNWT forwarded along additional comments.

Approach

The virtual roundtables and interview sessions were carried out using Zoom and Microsoft Teams platforms/software. S4S background documents and roundtable questions were sent to participants prior to the session for their review. Background S4S documents, along with the question set, were sent to participants prior to the session for their review. Three key questions were asked of each group:

1. Based on your knowledge and experiences over the past four years, and of the *Skills 4 Success 4-Year Action Plan 2016 – 2020*, please describe any activities that have resulted in progress towards or achievement of:
 - Increased skill levels through education and training
 - Education and employment gaps being bridged through targeted supports
 - Growth of the NWT workforce through partnerships
 - Improved decision making because of access to relevant labour market information
2. What opportunities are there for the NWT and its partners and stakeholders to build and strengthen the NWT labour market and economy? For example, what more could be done:
 - To increase skill levels through relevant education and training
 - To bridge education and employment gaps through targeted supports
 - To grow the NWT workforce through partnerships
 - To improve decision making with relevant labour market information
3. Based on the opportunities identified, what actions would be required to build and strengthen the NWT labour market and economy?

The sessions lasted from 30 minutes to 2.5 hours. The sessions were facilitated by DPRA Canada and notes were taken during each session. Each session was attended by a minimum of one ECE staff but typically there were two or more ECE representatives.

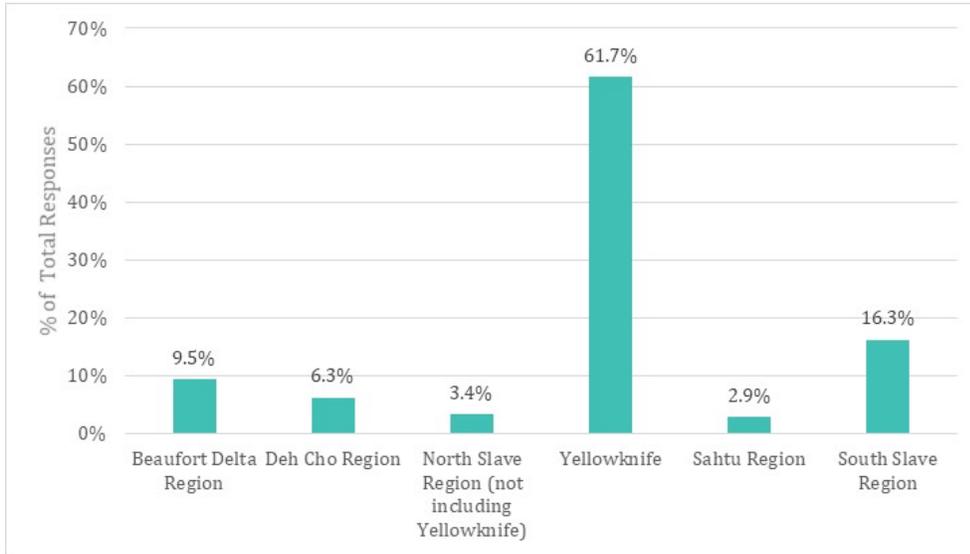
Online Survey

Participants

A public survey was launched on April 12, 2021 and closed on June 30, 2021. A total of **381** individuals participated in the survey. Not all individuals provided responses to each of the questions.

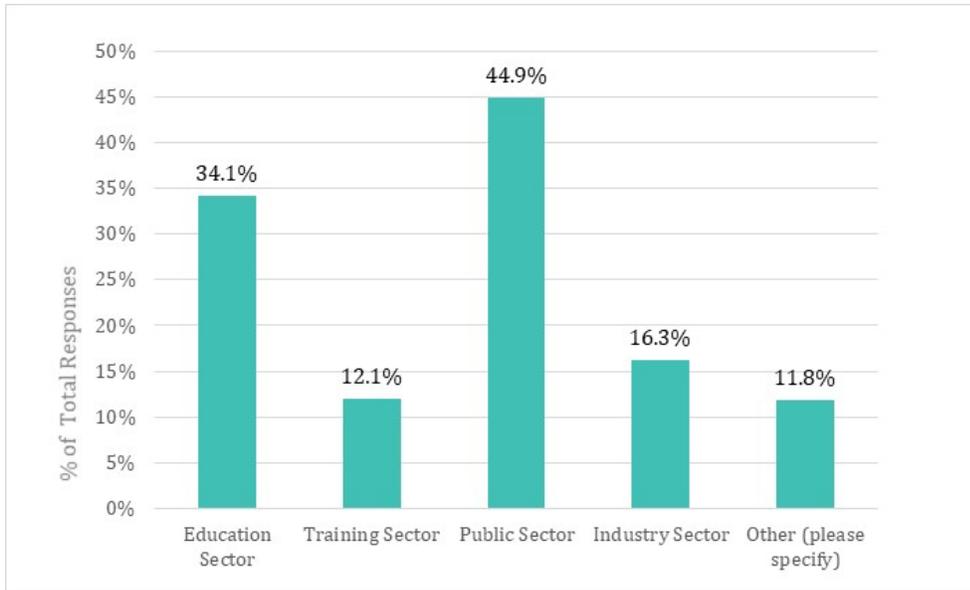
Individuals from all six regions are represented in the survey results.

Figure 3: Regions where respondents reside.



Survey respondents represent the education, training, public and industry sectors. Respondents also include individuals such as: students, parents, volunteers, Indigenous organizations, non-government organizations, small businesses, and individuals working in trades, healthcare, early childhood education, hospitality, and environmental sciences.

Figure 4: Respondents involvement in education and skills training.



Note: Respondents could select more than one option to describe their involvement.

Approach

The survey was available on Survey Monkey in English and French. Promotion of the survey included social media posts, promoting the survey at each engagement session, and featuring the link on the ECE website. The survey was comprised of both closed and open-ended questions that aligned with the questions asked during the roundtable sessions (see [Appendix A](#)).

Considerations

- Due to COVID-19 public health restrictions, it was not possible to host in-person roundtable sessions. Virtual sessions were held instead which allowed participants from across the NWT to take part.
- Not all invited roundtable discussion participants were able to take part in a session. Those unable to attend could participate by responding to the online survey, sending in written comments or sending someone to the discussion session in their place.
- The roundtable sessions were comprised of participants from across the NWT.
- Most survey respondents reside in Yellowknife.
- While some individuals provided information specific to a certain community or group, many shared experiences and opinions that are relevant to the entire territory or to small communities in general.

What We Heard

This section identifies 15 key themes that emerged from stakeholder engagement.

The themes are organized by the four goals of the *S4S 10-Year Strategic Framework (2015-2025)*:

1. **Goal #1: Increased skill levels through education and training**
2. **Goal #2: Education and employment gaps being bridged through targeted supports**
3. **Goal #3: Growth of the NWT workforce through partnerships**
4. **Goal #4: Improved decision making because of access to relevant labour market information**

“A one size fits all approach won’t work.”

Refer to **Appendix B** for responses to the close-ended (quantitative) survey questions.

Goal #1: Increased skill levels through education and training

Education and training programs align with employment opportunities

- Align NWT post-secondary institution (PSI) program offerings with current, emerging and future employment needs (especially in-demand jobs).
 - For example, mineral sector, trades, social work, nursing, education, accounting, digital literacy, science, technology, engineering and mathematics (STEM) access
- Increase focus on training and skills building in the resource sector given that it represents about 1/3 of the territory’s gross domestic product (GDP).
- Increase the number of education and training programs available online.
- Increase the number of programs offered on the land.
- Increase opportunities for hands-on learning (e.g., internships, practicums, co-ops).
- Partner with experts from in-demand professions (e.g., industry) to teach courses.
- Provide more flexible post-secondary education (PSE) programming (e.g., evening and weekend courses, summer courses).
- Offer micro-credentialing programs that will allow individuals to master news skills and gain knowledge in a short period of time (i.e., attain specific skills that employers need).
- Ensure diverse linguistic groups have access to education and training opportunities in their official language of choice.
- Provide targeted training programs for newcomers to help them enter the labour market in in-demand areas that cannot be filled by NWT residents.

“Institutions should also be seen as job creators themselves and as key components of building local knowledge economies across a spectrum of fields beyond, but certainly not excluding, the natural resource sectors.”

“We need to train our own people to train our own people.”

Experiential learning opportunities

- Provide more opportunities for on-the-job learning through co-ops, practicums, internships, job shadowing, mentorship and coaching.
- Support opportunities for Indigenous youth to learn traditional skills from Elders.
- Provide more volunteer positions for youth to learn about responsibility and to be exposed to various employment environments (e.g., Candy Stripers).
- Use community projects (e.g., build a house, shed, boat) as an opportunity for local residents to learn or enhance skills through hands-on learning.

“Knowing from a screen is different than learning with your hands.”

Community-based education and training

- Offer more education and training programs close to home.
- Target programming based on community development plans (local needs and demands).
- Increase investment in virtual learning (e.g., broadband, computer equipment) so residents can stay in their home community and take advantage of more learning opportunities.
- Focus on local entrepreneurship – identify business gaps and support residents in developing the skills needed to fill those gaps.
- Make collaborative workspace (i.e., makerspace) available in each community to encourage sharing of ideas, teamwork and innovative thinking.
- Offer more train the trainers courses in the communities so that locals are training locals.
- Have regional communities pool resources to hire and share trainers (e.g., red seal).
- Invest more in mobile training to allow those in smaller communities the chance to gain hands-on experience.
- Capitalize on remote work opportunity advances made in response to COVID-19.

“Businesses build communities.”

“Programs should be close to communities and relevant to them in order to be successful – build programs that are strengths-based, land-based and community informed.”

JK-12 curriculum aligns with education and employment pathways

- Change the culture of elementary and secondary schools so that a career in trades is viewed as valuable.
- Increase career and technology studies (CTS) course offerings beyond just the core courses.
- Offer mineral resource specific curriculum.
- Offer introductory trades courses.
- Start skills training in elementary grades.
- Offer STEM courses in the elementary grades.
- Provide more opportunities for work experience to be integrated into course work (e.g., health care, construction, minerals).

“We need to empower youth to reinvent the way we approach issues such as global warming and pollution.”

- Encourage industry and businesses to visit the schools and let students know about different employment options.
- Provide opportunities for all students to visit mine sites, not just those students from impact benefit communities.
- Offer a dual credit program to allow students in high school to take college or apprenticeship courses that count toward their high school diploma and a post-secondary certificate, diploma, degree or a Certificate of Apprenticeship.
- Strengthen the Junior Kindergarten-12 educational system so there is a decreased need for upgrading after grade 12 and graduates do not feel defeated when they realize they are not prepared to proceed with their education and training.
- Focus on 'school leavers' and get them back in school.

Goal #2: Education and employment gaps being bridged through targeted supports

Education and career planning

- Provide more education and career counselling supports in the schools.
- Begin identifying career options with students in elementary grades.
- Offer employment aptitude tests/interest assessment tests to students to help identify best fit jobs.
- Provide more career counselling supports in the communities.
- Provide opportunities for community-based career counsellors (e.g., Community Development Officers, Employment and Training Officers, Client Service Officers, Government Service Officers, Employment and Transition Officers) to work together to better support residents.
- Ensure school and community counsellors:
 - Have the knowledge, skills and networks necessary to effectively guide students and residents; and
 - Are using up-to-date and user-friendly labour market information to help inform students and residents.
- Meet people where they are at by increasing the number of education, skills training and employment touch points (e.g., job fairs, career fairs, employment cafes, employers/role model school visits).
- Create education, training and employment pathways for a variety of fields (traditional, non-traditional, emerging, future) and link to required competencies, attitudes and behaviours.

“The career counselling program (Career and Education Advisors) is a huge success. Kids got to build relationships with people who are devoted specifically to helping them find a meaningful career. We need to keep this program.”

“Really pursue the trades for students, starting at the elementary levels, offer pre-trades in the communities, and provide incentives for the younger generation to move to regional centers where certified journeypersons are located to complete their apprenticeships.”

- Build more accredited pathways that map out routes to different jobs.
- Identify alternative pathways for older adults with limited education who are motivated to finish high school or receive training.

Transition planning and support

- Provide planning and supports for students and residents during transitional periods such as:
 - High school to PSE or apprenticeship
 - High school to employment
 - PSE to further PSE
 - PSE to employment
 - Employment to Apprenticeship
 - Apprenticeship to employment
 - Unemployed to employment
 - Mine closure to new mine
 - Mine closure to employment with similar skills
- Create opportunities to sustain training efforts so individuals do not lose skills during downtime.
 - For example, offer a consortium model of apprenticeship that allows apprentices to complete their training with multiple employers.
- Train with a vision for transferrable skills.

“We need to prepare for mine closures. The mines need to partner with the GNWT to support employees who need continued education and training supports.”

Education and employment readiness

- Provide targeted supports (e.g., child care, mental health and addictions counselling, housing) that allow individuals to more readily take advantage of education and training opportunities.
- Prioritize the development of a strong social safety net to allow learners the opportunity to focus on developing their skills.
- Support the development of foundational life skills competencies, behaviours, attitudes and personal qualities that will enable individuals to identify and achieve their education and employment goals.
- Provide opportunities for students and residents to develop basic job skills (e.g., financial literacy, computer literacy, resume development, interview preparation) necessary for success in the labour market.
- Offer more basic training courses (e.g., WHIMS, first aid, driver’s licence, food safety, work safety, pre-trades) that will improve an individual’s ability to secure employment.
- Offer tutoring supports to help students and residents prepare for further education.
- Ensure that students who are not going on to further education and training are being set up for success.
- Ensure that residents with low literacy levels are provided the supports needed to reach their goals.

“We need to help Indigenous students remove the barriers and teach students how to study, work a part-time job, and attend school.”

Infrastructure and technology investments

- Invest further in educational infrastructure – internet connection and computer equipment – to ensure online learning opportunities are available to all NWT residents regardless of location or socio-economic status.

“Some communities don’t have access to internet. Once internet is available, we can provide them with more online learning to help them bridge gaps.”

Incentives and supports

- Improve small and medium business supports by increasing wage subsidies and training allowances for employee training/work placement programs.
- Offer incentives to encourage individuals to pursue in-demand occupations.
- Revisit student financial assistance eligibility - with respect to adult learners and students receiving ISET funds - and increase funds available for students going to a PSI out of territory and/or pursuing higher levels of education (e.g., Masters, PhD).
- Review eligibility criteria of existing funding programs to ensure funds are available for all in-demand jobs.
- Provide a training allowance for adult learners rather than having them go on Income Assistance (IA).
- Provide grants to support the purchase of tools and equipment needed for training.
- Simplify program funding applications, approvals and reporting processes – do not let these processes be a barrier to program and funding applications.
- Provide multi-year funding (more stable and predictable) to help support partnerships with organizations that require longer term programming commitments.
- Support the creation of more Indigenous training and development organizations and increase the funds available.
- Offer more supports to immigrant workers with the education and training needed to fill in-demand jobs that cannot currently be filled by NWT residents.

“Offer paid educational experiences in specific skills/certification on the condition that they return and work in the NWT.”

Procurement training and hiring policies

- Introduce new contract terms and conditions that require (large project) proponents to:
 - Train residents in advance of the start of the project so they have the skills necessary to begin employment at project initiation; and
 - Increase the number of local and Indigenous individuals and businesses that must be employed.
- Ensure PSIs and other training partners are aware of upcoming large projects so they can match training programs with future jobs.
- Ensure Indigenous Governments and Organizations and communities are aware of upcoming large projects so they can prepare their workforce.

“We want to develop programs to meet the demands of these construction projects and tenders so that people can apprentice on these projects.”

- Link capital projects to ISET training funds.
- Review existing socio-economic agreement (SEA) training and employment commitments for local and Indigenous residents and businesses.

Goal #3: Growth of the NWT workforce through partnerships

Whole of government approach to education and employment

- Recognize that the design and delivery of education, skills training and employment programs, services and supports requires a whole of government approach to ensure success and sustainability.
 - Review all departmental strategies/frameworks for commitments to education, training and employment and possible linkages.
- Create an inventory of current education, skills training and employment programs, services and supports to assess for duplications, gaps and areas of possible collaboration.
- Formalize partnerships across departments, divisions and agencies in support of education, training and employment supports.

“Different departments in the GNWT are doing similar work but we don’t know about it.”

Learning relationships and partnerships

- Collectively engage with partners to develop strategic, sustainable, longer term plans linked to labour market information that address education and employment demands
 - Link plans to existing education and employment strategies/frameworks/plans.
 - Identify opportunities to leverage resources (financial, human and in-kind) to support education and training opportunities.
- Improve linkages between students and employees, apprentices and tradespeople, and students and role models.
- Provide the supports necessary to create and sustain more regional training partnerships to plan for current and future community skills development and employment needs.
- Create a collaborative forum that supports the networking of industry and business.

“Collaborate with all levels of governments (Indigenous, GNWT departments, federal government, municipal government, etc.). We are all working toward the same goals but in silos. We need to be innovative and think outside the box.”

Identified partnerships between:

- NWT PSIs
- NWT PSIs and industry
- NWT PSIs and southern PSIs
 - NWT PSIs and federal research funding agencies (e.g., Social Sciences and Humanities Research Council)
- NWT PSIs and high schools
- Industry/businesses and high schools
- Industry and communities
- ECE and communities/ municipalities
- ECE and businesses/industry/associations
- ECE/PSIs and regional training partners
- ECE/PSIs and Indigenous Skills and Employment Training Services
- ECE and Non-Government Organizations (e.g., NWT Literacy Council, NWT Native Women's Association, Tree of Peace)
- ECE and Department of Justice Corrections Service
- ECE and children's organizations (e.g., Guides)
- ECE, District Education Authorities and land corporations
- ECE/GNWT and Indigenous Governments and Organizations
- GNWT departments, divisions, agencies
- GNWT and federal government (e.g., Canadian Northern Economic Development Agency (CanNor), Indigenous and Northern Affairs Canada (INAC), Royal Canadian Mounted Police (RCMP), Fisheries & Oceans, Canadian Coast Guard)
- Regional organizations
- Communities
- Chamber of Commerce and communities

Goal #4: Improved decision making because of access to relevant labour market information

Communicating education, skills training and employment opportunities

- Increase the availability and accessibility of labour market information (LMI) through various mechanisms (e.g., promotional campaigns, school visits and presentations, social media, employment campaigns, user-friendly and plain language resource materials)
- Offer a one stop shop for education and employment information (e.g., resources, policies, processes, funding, jobs, scholarships) using methods such as a website/portal, job boards/reverse job boards and/or resume database.

“Make people aware of the sectors that actually have employment opportunities so that people don't just assume that the post-secondary education they want will score them a job.”

- Celebrate northern education and employment successes and create profiles.
- Provide workshops on how to navigate employment and procurement sites.
- Take a proactive approach to letting industry/businesses know about new education and training programs, services and funding.

Timely, relevant and accessibility labour market information

- Provide regional and community level LMI.
- Provide Indigenous-specific LMI.
- Provide LMI on current, emerging and future in-demand occupations.
- Provide real time LMI.
- Ensure LMI is plain language and user friendly.
- Improve dissemination of LMI.
- Create a plan/strategy to guide how LMI will be used.
- Provide information on the actual workforce (e.g., unemployed/employable versus unemployed/unemployable).

“Data from NWT Labour Market Information is absolutely critical for justifying funding, making decisions and setting direction in program development.”

Research and evaluation

- Ensure that each S4S action has a measurable performance indicator and that actions are being tracked on a regular basis.
- Conduct research on best practice education and employment approaches and programs that may be suitable for use in the NWT.

“S4S performance indicator data needs to be open and accessible.”

Additional Findings

The engagement activities generated a lot of feedback. Some of what we heard did not fit neatly into the categories being analysed. This information is presented below.

Equity

The concept of equity was woven throughout all of the categories. Participants spoke about the need to ensure 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.

Truth and Reconciliation Commission and United Nations Declaration on the Rights of Indigenous Peoples

Participants also commented on the need to ensure that education and training opportunities are aligned with the Truth and Reconciliation Commission (TRC) of Canada Calls for Action and support implementation of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) in Canada.

Key economies

Throughout the engagement, and across the key themes, the following economies were identified as essential for integration into the new S4S action plan:

- Mineral economy
- Knowledge economy
- Tourism economy
- Reclamation/Remediation economy
- Social and caring economy
- Green/Conservation economy
- E-economy (internet and information technology, artificial intelligence)
- Traditional economy (arts, crafts, hunting, harvesting)
- Construction economy (housing and GNWT Infrastructure projects)

Important employment fields/occupations

A number of important employment fields/occupations were identified during the engagement activities:

- Mineral sector
 - Many different jobs available and need to promote them all, beyond entry level (e.g., management, lawyer, accountant, procurement specialist, warehouse maintainer, geologist, engineer)
 - Prepare for mine closure
 - Help employees find new jobs
 - Help employees develop new skills
- Reclamation
 - Treat Giant Mine like a fly in, fly out site so that members of small communities can take advantage of employment opportunities (equity)
 - Great Bear Lake Remediation Project is a 10+ year project
- Apprenticeships and trades (e.g., plumbers, carpenters, electricians)
- Construction
- Tourism
- Entrepreneurship
- Social and health care
 - Nurses
 - Mental health and addictions supports
 - As Indigenous Governments and Organizations draw down responsibilities for child and family services there will be an increased need for:
 - Social Workers
 - Elder care (Personal Care Workers)
- Education
 - Early childhood education (in every community)
 - Teachers
 - Indigenous language specialists needed across occupations (translation, interpretation)

- Education and training to support devolution of responsibilities to Indigenous Governments and Organizations, self-government and land claims. As more responsibilities are transferred there will be a need for communities to increase capacity in the following areas:
 - Governance
 - Leadership
 - Management
 - Board and Committee Organization
 - Finance
 - Human Resources
 - Environment
 - Research
- Pilots
- Researchers
- Architects
- Senior Administrative Officers (SAOs)
- Hairdressers
- Traditional skills (e.g., country food harvesting, arts and crafts)
- Emerging and future opportunities (e.g., information technology, artificial intelligence AI, climate change)

Programs/Organizations providing programs

A number of promising programs and organizations providing programs were identified during the engagement activities. Confirmation that programs and organizations are still operational will be required.

- Aurora College
- Collège Nordique Francophone
- Dechinta Centre for Research and Learning
- Municipal and Community Affairs - School of Community Government
- Ready to Work/Work Readiness
- Ready for School
- Arts, Craft and Technology Micro-manufacturing Centre (ACTMC) - Inuvik
- Mine Training Society (MTS) programs
- Mining Matters Program
- Mining North Works
- Prospectors and Developer Association of Canada (PDAC) training programs
- BC Centre of Excellence for Mining
- Student North Apprenticeship Program (SNAP)
- Route 51 – Alternative education – YK District #1
- Literacy Outreach Centre
 - Partnership between Aurora College and Inclusion NWT
- Tree of Peace Friendship Centre
 - Tree of Peace Adult Education Program
 - Outreach Employment
- Northern Adult Basic Education (NABE)

- Career and Life Management (CALM)
- Northern Youth Abroad
- Canada-NWT Job Grant Program
- CDETNO and Career Centre
- Teachers' Education Program
- Skills Partnership Fund (SPF)
- Skill Builders for Youth
- Initiation to Entrepreneurship
- Ophthalmology training program (best practice)
- Northern Youth Abroad
- Hotii ts'eeda - Training and capacity programs
- Inuvialuit Regional Corporation (IRC)
 - Finance Officer Program
 - Wellness Program
 - Country Foods Program
 - Wildlife Monitoring Program (in development)
 - Wildlife Technician Program (in development)
- Tłıchǫ Government - ISETS funded programs
 - Driving course
 - Environmental monitoring
 - Wilderness safety
 - Northern leadership
 - Introduction to labour
 - Foraging
 - First aid
 - Firearms safety
 - Traffic controller
 - Skills enhancement
 - Intro to early learning and childhood

Next Steps

The next step is to develop the new *Skills 4 Success Action Plan: 2021-2025*.

This action plan will be informed by:

- Input received during the public engagement period;
- The updated NWT Labour Market Forecast and Needs Assessment (LMFNA) Report; and
- The Skills 4 Success Performance Measurement Plan Report outlining the results of the performance measurement monitoring between 2016 and 2020.

Appendix A – S4S Action Plan Online Survey

The Department of Education, Culture and Employment (ECE) leads the Skills 4 Success (S4S) initiative on behalf of the Government of the Northwest Territories (GNWT) with the vision that “NWT residents have the skills, knowledge and attitudes for employment success”. Skills 4 Success is about improving employment success for NWT residents, closing skill gaps for in-demand jobs, and more effectively responding to employer, community and industry needs. You can access the *Skills 4 Success 4-Year Action Plan 2016–2020* at:

https://www.ece.gov.nt.ca/sites/ece/files/resources/skills_4_success_4-year_action_plan_2016-2020.pdf

To support the development of a new 4-Year Action Plan for 2021-2025, ECE with the support of a contractor (DPRA Canada), is asking for your feedback on the past Action Plan and for ideas on what more the Northwest Territories (NWT) could do to help residents gain the skills, knowledge and attitudes they need for employment success.

This survey has 11 questions and will take about 10 minutes to complete. All questions must be answered to advance to the end of the survey. All answers are anonymous and if you have questions, you may contact DPRA Canada for more information at: info@dpra.ca

Thank you for taking the time to complete this survey.

Questions

GENERAL

1. Please identify the region in which you live:

- Beaufort Delta Region
- Deh Cho Region
- North Slave Region (not including Yellowknife)
- Yellowknife
- Sahtu Region
- South Slave Region

2. Please choose the option(s) that best describe your involvement in education and skills training

(Select all that apply):

- Education Sector
- Training Sector
- Public Sector
- Industry Sector
- Other (please specify): _____

GOALS AND ACTIVITIES

The Skills 4 Success initiative has four foundational goals to close education and employment gaps and address recruitment and retention challenges. Many actions were taken over the last four years and we are asking for your feedback on their measure of success. We also want to know your opinions on where the NWT could focus next to support the achievement of the Skills 4 Success goals.

GOAL 1: INCREASE SKILL LEVELS THROUGH RELEVANT EDUCATION AND TRAINING

3. Please indicate the level to which you agree or disagree that the following measures have been carried out.

Measures of Success	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
NWT post-secondary institutions offer programs that respond to NWT labour market needs.	0	0	0	0	0	0
NWT residents have more opportunities for in-demand employment.	0	0	0	0	0	0
NWT residents have more opportunities for adult and post-secondary education and training for in-demand employment.	0	0	0	0	0	0
NWT high school students are able to earn both high school credits and credits towards other post-secondary certification such as trades or college courses at the same time (often referred to as "dual credits")	0	0	0	0	0	0
More resident journeypersons are working with apprentices.	0	0	0	0	0	0

4. What more could GNWT do to increase residents skill levels through relevant education and training?

GOAL 2: BRIDGE EDUCATION AND EMPLOYMENT GAPS THROUGH TARGETED SUPPORTS

5. Please indicate the level to which you agree or disagree that the following measures have been carried out.

Measures of Success	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
Support systems exist in the NWT to help residents successfully obtain in-demand jobs.	0	0	0	0	0	0
Support systems exist to help NWT residents pursue further post-secondary education.	0	0	0	0	0	0
Technology has made access to post-secondary education more accessible for NWT residents.	0	0	0	0	0	0

6. What kind of targeted supports are needed in the NWT to bridge the gap between education and employment?

GOAL 3: GROW THE NWT WORKFORCE THROUGH PARTNERSHIPS

7. Please indicate the level to which you agree or disagree that the following measures have been carried out.

Measures of Success	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
Partnerships exist that support substantive skill development for NWT residents to obtain in-demand jobs.	0	0	0	0	0	0
Pathways exist for NWT high school students trying to successfully exit the NWT's secondary education system and transition to further education, training or employment.	0	0	0	0	0	0
NWT post-secondary institutions offer programming for in-demand jobs either directly or through partnerships with southern institutions.	0	0	0	0	0	0

In-demand jobs are easily filled and require less need for recruitment efforts.	0	0	0	0	0	0
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8. What more could be done in the NWT to grow the workforce through partnerships?

GOAL 4: IMPROVE DECISION MAKING WITH RELEVANT LABOUR MARKET INFORMATION.

9. Please indicate the level to which you agree or disagree that the following measures have been carried out.

Measures of Success	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
Labour market information exists which provides relevant and reliable data for decision making.	0	0	0	0	0	0

10. What improvements could be made to the types or accessibility of labour market information that would help improve decision making?

11. Is there anything else you would like to share?

We appreciate you taking the time to complete this survey and thank you for your feedback.



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

Appendix B – Online Survey Close-ended Question Responses

3. Please indicate the level to which you agree or disagree that the following measures have been carried out.

Measures of Success	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
NWT post-secondary institutions offer programs that respond to NWT labour market needs.	7.0%	23.7%	24.0%	28.2%	11.9%	5.2%
NWT residents have more opportunities for in-demand employment.	9.4%	32.8%	23.7%	18.1%	8.7%	7.3%
NWT residents have more opportunities for adult and post-secondary education and training for in-demand employment.	9.8%	24.4%	23.3%	23.0%	13.9%	5.6%
NWT high school students are able to earn both high school credits and credits towards other post-secondary certification such as trades or college courses at the same time (often referred to as “dual credits”)	7.3%	24.7%	22.3%	13.6%	10.1%	22.0%
More resident journeypersons are working with apprentices.	5.2%	16.0%	27.5%	17.1%	5.9%	28.2%

5. Please indicate the level to which you agree or disagree that the following measures have been carried out.

Measures of Success	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
Support systems exist in the NWT to help residents successfully obtain in-demand jobs.	1.9%	34.3%	22.5%	22.9%	11.4%	7.0%
Support systems exist to help NWT residents pursue further post-secondary education.	12.6%	43.2%	18.5%	12.9%	8.5%	4.4%
Technology has made access to post-secondary education more accessible for NWT residents.	15.1%	44.7%	16.6%	10.3%	8.9%	4.4%

7. Please indicate the level to which you agree or disagree that the following measures have been carried out.

Measures of Success	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
Partnerships exist that support substantive skill development for NWT residents to obtain in-demand jobs.	2.7%	27.0%	30.5%	20.7%	6.3%	12.9%
Pathways exist for NWT high school students trying to successfully exit the NWT's secondary education system and transition to further education, training or employment.	6.6%	36.7%	19.9%	19.1%	8.6%	9.0%
NWT post-secondary institutions offer programming for in-demand jobs either directly or through partnerships with southern institutions.	5.9%	27.3%	27.0%	19.5%	7.8%	12.5%
In-demand jobs are easily filled and require less need for recruitment efforts.	2.7%	11.3%	22.7%	28.9%	22.7%	11.7%

9. Please indicate the level to which you agree or disagree that the following measures have been carried out.

Measures of Success	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
Labour market information exists which provides relevant and reliable data for decision making.	2.8%	24.6%	29.4%	16.3%	8.7%	18.3%