



IAESC

Indigenous Advanced
Education & Skills Council

Report on the Indigenous Employment and Training Landscape in Ontario



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Executive Summary

In 2020, the Indigenous Advanced Education and Skills Council (IAESC) commissioned Meadow Consulting to produce a foundational employment and training environmental scan which would:

- Provide a baseline understanding of recent updates or changes to the provincial and federal government's employment and training strategies and approaches;
- Provide an outline of key employment and training gaps for Indigenous people in Ontario; and
- Describe demographics, labour market trends and outline how graduates from Indigenous Institutes can fill employment gaps, with particular attention paid to the skilled trades.

This report presents key outcomes of the environmental scan, focusing on demographic and educational attainment data, labour market information, and profiling provincial and federal employment and trainings programs and policy.

An important contribution made by this research is the cataloging of Indigenous employment and training service providers funded under major programs by both the federal and provincial governments. This information is currently only available by reviewing multiple information sources from the federal and provincial government.

Demographic Data, Labour Market Information, and Educational Attainment

The Indigenous population in Ontario is growing significantly faster than the provincial population overall and the role of Indigenous workers is set to become even more important as the overall working-age population enters a projected multi-decade decline in the North. Educational credential attainment for Indigenous people has increased in recent years, however, educational gaps persist between Indigenous and non-Indigenous people in Ontario. These gaps continue to form a key barrier to broader labour market participation.

Having educational credentials yields improved labour market outcomes. According to one estimate, closing the educational attainment gap between Indigenous and non-Indigenous people could yield an additional \$1.97 billion in employment income for Indigenous people in Ontario. Examining labour market data, it is clear that there is an Indigenous workforce seeking employment, and many jobs in which hiring needs are projected. In addition to these broader employment inequalities, there are further labour market differences between on and off-reserve communities.

As this report is focused on employment and training programs, the research analyzed in-demand occupations accessible without taking a postsecondary certificate, diploma, or degree program of study. Many of the highest demand and highest paying roles fitting this profile are in the skilled trades and accessible via apprenticeship training pathways. Some of the highest paying roles are also predominantly found in larger urban areas such as Toronto and Ottawa. What the data also show is that outside of the skilled trades, and some web development roles, salaries for roles not

requiring traditional postsecondary educational credentials quickly descend towards the minimum wage.

It is important to note that data analyzed in this report stems from prior to the COVID-19 Pandemic, which has had a profound impact on the economy. Labour market participation, employment and unemployment, as well as in-demand jobs, are likely to shift. However, trends analyzed in this report remain relevant to understanding demographics, educational attainment, and employment outcomes.

Role of Indigenous Institutes in Meeting Demand

Data from surveys conducted of Indigenous people validate and sharpen our understanding of the role that Indigenous Institutes can play in closing education gaps and advancing labour market participation. A 2017 survey of Indigenous people living off-reserve found that education, training and work experience were seen as key to finding a job. A survey conducted in on-reserve and northern First Nations communities between 2013 and 2016 found that respondents placed a high value on First Nations language learning and traditional teachings. Placed in context of job demand and education gap data, these data validate Indigenous Institutes' unique role and suggest that there is scope for the sector to grow culturally and labour market-relevant programs beyond the current base of 1,200 students.

Provincial Policy and Programs: Apprenticeship and Employment Ontario

Apprenticeships are the training pathway that leads to certification as a journey person in a recognized skilled trade. About 85% to 90% of training takes place in paid employment, and 10% to 15% of training taking place through in-class training delivered by postsecondary education and training institutions designated as Training Delivery Agents (TDAs) by the Ministry of Labour, Training and Skills Development. The provincial government, rather than TDAs, has the role of granting skilled trades credentials themselves. Currently one Indigenous Institute has been designated as a TDA. The Ontario government is currently undertaking a reform process that could change aspects of how skilled trades training is delivered.

The Employment Ontario (EO) system is Ontario's primary suite of employment and training programs. Within Employment Ontario, there is one program, Literacy and Basic Skills, that has an Indigenous-specific stream. Across all other programs there are Indigenous organizations engaged as providers, but far fewer. Changes are currently being advanced within EO by the provincial government with a focus on local integration of multiple programs, beginning in three pilot communities.

On a smaller scale, Ontario is currently also supporting the development of a new "micro certification" strategy through eCampus Ontario. These short certifications are intended to more quickly lead to in-demand jobs and are being considered as a future path for employment relevant training.

Federal Policy and Programs: Indigenous Skills and Employment Training (ISET)

Despite transferring responsibility to provinces and territories to deliver most employment and training programs, the federal government retains key responsibilities. Among these is the funding of employment and training programs supporting Indigenous people. The largest such program is the Indigenous Skills and Employment Training (ISET) program, introduced in 2018 to replace the previous Aboriginal Skills Employment and Training Strategy (ASETS). The new ISET program increased funding and also involved the transition to a "distinctions-based" approach in which separate funding streams flow to First Nations, Inuit, Metis Nation, and Urban/Non-affiliated Indigenous deliverers. ISET also places increased focus on long-term career prospects above rapid employment and gives deliverers new flexibility to support clients to attend postsecondary programs.

1. Introduction

This report communicates outcomes from a multifaceted employment and training-focused environmental scan conducted in the Spring and Summer of 2020. The report focuses on two interrelated areas: 1) demographic and educational attainment data related to Indigenous people, along with labour market information regarding in-demand jobs, and 2) provincial and federal employment and training policy and programs.

While providing an overall survey of these areas in Ontario, this research has focused on presenting a deeper level of information related to apprenticeship and skilled trades, as well as to labour market information and training infrastructure in Ontario's North. Particular attention is also paid to the construction sector, a significant source of high-paying employment accessible through apprenticeship. From a labour market information perspective, the report focuses on jobs accessible without standard postsecondary credentials (certificates, diplomas, and degrees).

The **Demographic, Educational, and Labour Market Data** section begins with a discussion of data sources, methods, and limitations. It then examines employment statistics, educational attainment, and the relationship between educational attainment and employment outcomes. The section then considers growth sectors of employment, skilled trades demand and training infrastructure, and the impact of new technologies on labour force needs. The section then considers the age structure of the Indigenous population, overall population trends in Ontario, and the importance of Indigenous working age population growth to the future prosperity of the North. The section concludes with a discussion of the role of Indigenous Institutes in closing education gaps and supporting Indigenous learners.

The **Provincial Policy and Program** section begins with a discussion of data sources, methods, and limitations relevant to this research's engagement with provincial and federal policy and programs. The section then describes Ontario's apprenticeship system – this is the most detailed program and policy review of this report. Employment Ontario is then discussed, including the landscape of Indigenous service providers engaged in delivering programs. The section then discusses the emerging area of micro-certifications, employment and training program costs, and concludes with a review of smaller programs in the provincial landscape.

The **Federal Policy and Programs** section begins with a discussion of the federal-provincial devolution of responsibility for employment and training programming in Canada, which forms important policy context. The section then profiles the Indigenous Skills Employment and Training (ISET) Program, including a review of the landscape of Indigenous organizations delivering the ISET program in Ontario. The section concludes by discussing the First Nations and Inuit Youth Employment Strategy (FNIYES), the Opportunities Fund for Persons with Disabilities, and the emerging role of the Future Skills Centre (FSC).

The report concludes by discussing a key example of Indigenous employment and training programming funded and delivered outside of major government-supported programs and by

highlighting the importance of high school completion programs, which are not examined by this research, but which are crucial in the overall employment and training landscape.

This report may be read from start-to-finish. It may also serve as a reference. Each section of information is intended to stand as a launching point for future work and analysis. To improved readability, all Tables longer than one-page have been provided in Appendix C.

2. Demographics, Education, and Labour Market Data

This section explores a range of data sets and research to generate a cohesive picture of educational credential attainment, labour market engagement and demographic structure for the Indigenous population in Ontario. It similarly explores labour market demand and given the mandate of this research in the area of employment and training programs, focuses on jobs that are accessible through non-postsecondary pathways.

Highlights: Demographics, Education, and Labour Market Data

- Multiple sources of data are available to explore demographics, educational attainment, and labour market information. Each comes with its own strengths and weaknesses that are balanced in this analysis.
- There are greater barriers to employment for Indigenous peoples, which are heightened for on-reserve and northern communities. There is a significant, available Indigenous workforce actively seeking employment.
- Educational credential attainment for Indigenous peoples has increased, but significant gaps persist between Indigenous and non-Indigenous people. These gaps are heightened for on-reserve communities. One area in which proportionally more Indigenous people possess educational credentials than the population at large is skilled trades.
- For Indigenous and non-Indigenous people there is a clear relationship between educational credential attainment and improved labour market outcomes.
- Indigenous people are employed in occupations across the breadth of the economy, however, there are differences between occupational distribution for the Indigenous and non-Indigenous workforces, which are heightened in an on-reserve and northern community context.
- Across Canada, Indigenous people are overrepresented in sales and service occupations, as well as in the trades, transportation and related occupations. Conversely, Indigenous people are underrepresented in natural and applied sciences, finance and management occupations.
- Investigating the highest demand and highest paying job roles across Ontario available through non-postsecondary pathways, many are in skilled trades which require apprenticeship training. Also, of key interest are tech roles which increasingly feature “bootcamp” training pathways as an alternative to traditional post-secondary.
- Technological and automation are predicted to affect the landscape of employment across the economy. Research has shown that Indigenous people are overrepresented in occupations that feature a larger percentage of tasks that could be potentially automated. This is important research to take into account, but not developed enough to be the sole basis for planning employment and training programming.

- The Indigenous working age population is growing faster than that of the population overall and in the North this is occurring in the context of a projected overall population decline. Overall prosperity will increasingly be linked to the success of the Indigenous workforce.
- Indigenous Institutes are well positioned to increase their role in supporting Indigenous learners to access and succeed in culturally relevant training and postsecondary programs, supporting learners to ultimately meet labour market demand.

2.1 Data Sources, Methods, and Limitations

This research uses a variety of publicly available data sources, each of which presents different trade-offs and limitations.

Major sources utilized include the *Census*, *Labour Force Survey*, and *Aboriginal Peoples Survey* conducted by Statistics Canada. This report also analyzes data from Employment and Social Development Canada's *Canadian Occupational Projections System*, which is used to populate the public-facing federal job bank. For analysis of demand in construction trades, the report accesses the labour force rating system of BuildForce, a national organization dedicated to analysis of the construction workforce.

Additionally, the research has also considered data from the First Nations Information Governance Centre (FNIGC), which has a mandate from the Assembly of First Nations (Chiefs in Assembly) to conduct data gathering in order "to build culturally relevant portraits of the lives of First Nations people and the communities they live in."¹ FNIGC's *First Nations Regional Early Childhood, Education and Employment Survey* (FNREEES) conducted between November 2013 and May 2015 was active in 243 of 634 First Nations communities in Canada, encompassing a robust sample of 5.3% of the First Nations population living on-reserve and in northern communities.²

¹ The First Nations Information Governance Centre / Le Centre de gouvernance de l'information des Premières Nations. (2020). *About FNIGC: Frequently Asked Questions*. Retrieved from The First Nations Information Governance Centre / Le Centre de gouvernance de l'information des Premières Nations: <https://fnigc.ca/about-fnigc/frequently-asked-questions.html>

² FNIGC is currently conducting and analyzing results from a new *First Nations Labour and Employment and Development Survey* launched in 2018, for which nearly 19,000 First Nations people and 230 communities were sampled. The national report for this survey will focus on employment, labour, jobs and skills and is scheduled to be released in 2021. This survey will likely provide key information of relevance to IAESC and the Indigenous Institutes sector.



This Demographics, Education and Labour Market Data section presents descriptive statistics, interpreting the data sources reviewed and examining correlational relationships, sometimes drawing on secondary analysis. For example, the section includes FNIGC’s analysis of the correlations between both educational credential attainment and community size on labour market outcomes for First Nations people living on-reserve and in Northern communities.

Across these sources, data is available with differing population groups, at different intervals, and with different geographies. For sources like the 2016 *Census* with large and deep samples, it is possible to present Ontario-level data for specific Indigenous population groups. For more frequent surveys like the *Labour Force Survey* (LFS) there is more-up-to date information, but at a higher geography and population grouping. Added to this, additional pieces of data and research used in the report that were carried out by individual institutions may be highly detailed but lack the consistency of public data collection.

The research has sought a balance between these factors when selecting data for analysis and presentation. Throughout this section the reader will find data from a variety of sources, at some varying geographies and dates. The report strives to provide data that most clearly paints a portrait of the landscape. The Table below represents a selection of key data sources used throughout the research, with their respective strengths and weaknesses.

Table 1: Methodological Strengths and Weaknesses of Data Sources Used in this Research

| Data Source and Publisher | Strengths | Weaknesses |
|---|--|--|
| Canadian Census 2016: Statistics Canada | Large scale survey. Available at very low levels of geography. Wide breadth of questions and datapoints. Data is available for different Indigenous groups. High levels of rigor, repeatability and methodological confidence. | Low frequency (every five years). Not all data is immediately available to the public. Data becomes dated and less reliable towards the end of the survey cycle. |
| Labour Force Survey: Statistics Canada | Large scale survey. Carried out monthly. High levels of rigor, repeatability and methodological confidence. | Data not available at very low geographies (municipality level, but not consistently). Not all data points available at all geographies. Exclusion of on-reserve First Nations populations. Significantly smaller sample size compared to Census. |
| Aboriginal Peoples Survey: Statistics Canada | Highly focused survey with a large off-reserve Indigenous sample. Canada wide. Sample size is sufficient for analysis of off reserve populations, and a range of Indigenous groups. | Survey undertaken inconsistently (last in the field in 2017) Data not available at a sub-province level. Survey age means data is becoming less reliable. Survey does not include First Nations people living on-reserve. |



| | | |
|---|---|---|
| First Nations Regional Early Childhood, Education and Employment Survey: First Nations Information Governance Centre | Detailed, First Nations specific survey focused on northern and on-reserve communities. Large sample size – over 5% of the total population. Detailed data derived from high-quality, First Nations-specific questionnaire. | Research is now slightly dated, as the survey was carried out between 2013 and 2016 (forthcoming First Nations Information Governance Centre data from a new survey may provide updates). Targeted nature of the survey means it is not possible to do comparative analysis with other or non-Indigenous groups with identical methodology (Census and other sources can be used for comparison). |
| Canadian Occupational Projection System (COPS) Job Bank: Employment and Social Development Canada | Data collected from employers on labour market needs. Considers demographic trends at occupational level. Geography available at a municipal level. Regularly updated. | Forecasting trends for job demand is inherently difficult and data should be treated with caution. Not available at very low-level geography. Data can quickly become out-of-date and therefore inaccurate. Modelling does not capture difficulty-to-predict effects of technological change/ automation on job demand or economic shocks such as COVID-19. |
| BuildForce Forcecasts: BuildForce Canada | Data collected from the construction industry directly, considering demographics. Unique understanding of the construction sector in Canada, and labour requirements. Detailed breakdown by trade. Available at an economic region level. | Forecasting future trends is inherently difficult and data should be treated with caution. Data can become less reliable as a result of external factors affecting the industry (e.g. COVID-19). Data is privately held. |

In addition to the various strengths and weaknesses of any individual data set overall, it is important to note that aside from the notable exception of First Nations Information Governance Centre (FNIGC), the majority of data sources utilized here are subject to systemic issues with the accurate and fair representation of Indigenous peoples. These challenges were addressed succinctly by the Brookfield Institute for Innovation + Entrepreneurship in a 2020 research paper into the future of employment that heavily utilized the 2016 *Census* and other large-scale national data sources:

“For Indigenous peoples in Canada, data collection, use, and ownership can be a complex and controversial issue. Historically, data collected from Indigenous communities has been used to their detriment, helping to perpetuate inequality and discrimination. Due to this historical context, many Indigenous communities and individuals have refused Census enumeration by the government of Canada, leading to incomplete data in the Census.”³

Some Tables in this report contain the notation “E” on specific data points, which stands for “use with caution.” This labelling, used by Statistics Canada and other sources such as FNIGC, is

³ Rivera, D., Rajabi, Y., Zachariah, J., & Willoughby, R. (2020). *Ahead by a Decade: Employment in 2030*. Toronto: Brookfield Institute for Innovation + Entrepreneurship.



included from these sources to note that sampling variability may make the quality of specific data more marginal, but not so unreliable as to be unsuitable for publication.

Finally, it is important to note that all data presented in this report is from before the COVID-19 pandemic, which has had a profound effect on the economy and labour market. It is clear that unemployment rates, for example, are up significantly and that job demand is changing. Rather than attempt to capture the present moment, the report focuses on the pre-COVID-19 economic reality for which more extensive data are available, and which sheds light on regional economic dynamics and differences in educational and labour market experience between Indigenous and non-Indigenous populations, which will remain relevant.

2.2 Employment, Unemployment, and Labour Market Participation

This section explores employment, unemployment, and labour market participation, considering differences for Indigenous and non-Indigenous people, gender dynamics, on/off-reserve labour market differences, and labour market outcomes by community size for northern and on-reserve First Nations communities.

The 2016 *Census* provides data on the labour market participation of Indigenous and non-Indigenous people in Ontario. The key metrics used by the *Census* to capture this information are similarly repeated in the other survey sources reviewed for this section. These include:

- The labour market participation rate, which represents individuals working, as well as those not working and looking for work.
- Employment rates, which capture the percentage of the population that is currently working.
- The unemployment rate, which includes people who are not working and who are seeking employment (as a result, those seeking employment are captured in both the participation and unemployment rates).

Utilizing the concepts outlined above, Table 2 presents population size, labour market participation, employment, and unemployment rates for all Ontarians, for First Nations people living on and off-reserve, as well as for Métis and Inuit people.

Table 2: Population, Participation, Employment and Unemployment Rates, Age 15 and Above, Ontario, 2016

| | | Population (15+) | Participation Rate (%) | Employment Rate (%) | Unemployment Rate (%) |
|-----------------------------|--------|---------------------|---------------------------|------------------------|--------------------------|
| All Ontarians | Total | 11,038,440 | 64.7 | 59.9 | 7.4 |
| | Male | 5,342,755 | 69.1 | 63.9 | 7.5 |
| | Female | 5,695,685 | 60.6 | 56.1 | 7.4 |
| First Nations - Off-reserve | Total | 136,900 | 61.8 | 53.7 | 13 |
| | Male | 62,655 | 64.9 | 55.7 | 14.1 |



| | | | | | |
|----------------------------|--------|--------|------|------|------|
| | Female | 74,245 | 59.2 | 52 | 12.1 |
| First Nations - On-reserve | Total | 38,190 | 52 | 41.2 | 20.8 |
| | Male | 19,040 | 53.5 | 40 | 25.2 |
| | Female | 19,155 | 50.5 | 42.3 | 16.2 |
| Métis | Total | 96,555 | 66.1 | 59.5 | 10 |
| | Male | 46,760 | 68.1 | 60.7 | 10.8 |
| | Female | 50,045 | 64.3 | 58.4 | 9.1 |
| Inuk (Inuit) | Total | 2,685 | 58.4 | 48.3 | 17.2 |
| | Male | 1,245 | 60.6 | 50.2 | 17.9 |
| | Female | 1,445 | 56.4 | 47.1 | 16.6 |

Source: Statistics Canada. (2019, June 19). *Aboriginal Population Profile, 2016 Census*. Retrieved from Statistics Canada: <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/abpopprof/index.cfm?Lang=E>

Unemployment rates are higher and employment rates are lower for Indigenous than non-Indigenous people in Ontario. With a 41.2% employment rate and 20.8% unemployment rate, First Nations people living on-reserve experience the largest gaps in employment opportunity when compared to the population in Ontario overall, for which these figures are 59.9% and 7.4% respectively.⁴ Indigenous women tend to experience lower unemployment rates than Indigenous men; this is particularly the case for the First Nations population living on-reserve, for which the unemployment rate is 16.2% for women versus 25.2% for men. However, Indigenous men overall have higher labour market participation rates than women, signaling that a larger proportion of Indigenous men are seeking employment. This is consistent with the Ontario population at large in which a higher proportion of men than women participate in the labour market. However, the gap in participation rates between men and women is smaller for the Indigenous population.

Employment Outcomes and Gender, the Experiences of First Nations People Off-Reserve

In Ontario, First Nations are the fastest growing Indigenous group, and this growth is expected to continue.⁵ First Nations people working off-reserve are underrepresented in the labour market, and this underrepresentation is felt more acutely by women.

As Table 3 below highlights with data from the 2017 *Aboriginal Peoples Survey* (APS), across all three core working-age groups, men have a higher employment rate.

⁴ The First Nations Information Governance Centre / Le Centre de gouvernance de l'information des Premières Nations. (2016). *The National Report of the First Nations Regional Early Childhood, Education, and Employment Survey*. Akwesasne: The First Nations Information Governance Centre / Le Centre de gouvernance de l'information des Premières Nations, 72. Other surveys have found even larger employment gaps for First Nations people living on-reserve than are reflected in the *Census*. FNREEES, conducted between 2013 and 2016, found a 31% national unemployment rate for First Nations people 15 and over living on-reserve and in Northern communities (36.5% for men, 24.8% for women, and 45.9% for or young adults aged 18 to 24).

⁵ Morency, J.-D., É. Caron-Malenfant, S. Coulombe, & S. Langlois. 2015. *Projections of the Aboriginal Population and Households in Canada, 2011 to 2036*. Statistics Canada Catalogue no. 91-552-X. Ottawa: Statistics Canada.



Table 3: First Nations Off-reserve Employment Rates by Gender, Three Working-Age Cohorts, Canada, 2017

| | 25 to 34 years | 35 to 44 years | 45 to 54 years |
|-------|---------------------|----------------|----------------|
| | Employment Rate (%) | | |
| Men | 71.7 | 73.8 | 67.2 |
| Women | 62.9 | 64.4 | 63 |

Source: Statistics Canada. (2019, June 13). *Employment of First Nations Men and Women Living Off Reserve*. Retrieved from Statistics Canada: <https://www150.statcan.gc.ca/n1/pub/89-653-x/89-653-x2019004-eng.htm>

Working-age First Nations women working off-reserve also participate in more part-time work than men, with almost one in five (19.6%) employed part-time. This compares to 6.7% for working age First Nations men working off-reserve. Amongst men, the top three industries for employment were construction, public administration, and manufacturing. For women they were health care, retail, and education.⁶

Newer labour market data are available from the Statistics Canada *Labour Force Survey* (LFS), however, with lesser population and geographic specificity available than from the *Census*. Table 4 contains 2019 unemployment and labour market participation rates at a national level and for the central provinces (Ontario and Quebec) from the *Labour Force Survey* for Indigenous and non-Indigenous populations. On and off-reserve comparative data is not available from this source. As noted in the Data, Methods, and Limitations section, the *Labour Force Survey* does not cover on-reserve communities.

Table 4: Unemployment Rate and Participation Rate for Non-Indigenous and Indigenous Groups, Age 15 and Above, Canada and the Central Provinces, 2019

| Geography | Aboriginal group | Unemployment (%) | Participation (%) |
|--------------------------------------|---------------------------|------------------|-------------------|
| Canada | Total population | 5.7 | 65.7 |
| | Aboriginal population | 10.1 | 63.9 |
| | First Nations | 11.7 | 60.9 |
| | Métis | 8.3 | 66.9 |
| | Non-Aboriginal population | 5.5 | 65.7 |
| Central provinces (Ontario & Quebec) | Total population | 5.4 | 64.9 |
| | Aboriginal population | 9.2 | 61.1 |
| | First Nations | 10.3 | 59.6 |
| | Métis | 7.9 | 62.4 |
| | Non-Aboriginal population | 5.3 | 65 |

Source: Statistics Canada. (2020, July 15). *Labour Force Characteristics by Region and Detailed Aboriginal Group*. Retrieved from Statistics Canada: <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=1410036501>

⁶ Statistics Canada. (2019, June 13). *Employment of First Nations Men and Women Living Off Reserve*. Retrieved from Statistics Canada: <https://www150.statcan.gc.ca/n1/pub/89-653-x/89-653-x2019004-eng.htm>



As Table 4 highlights, the Indigenous population had an unemployment rate almost double that of the non-Indigenous population in 2019, in both the central provinces and in Canada overall. However, at the same time, while Indigenous labour force participation was lower than for the population at large, the gap was by a small margin. This indicates that there is a significant, available Indigenous workforce participating in the labour market and seeking employment. This same phenomenon can be seen in the 2016 *Census* data.

First Nations Information Governance Centre (FNIGC) analysis of the *First Nations Regional Early Childhood, Education and Employment Survey* (FNREEES) conducted between 2013 and 2016 in northern and on-reserve First Nations communities has considered the correlation between community size and labour market outcomes for First Nations people. This analysis has found that smaller on-reserve and northern First Nations communities have higher employment rates, lower unemployment rates, and a smaller working age population out of the labour force. By contrast, larger on-reserve and northern First Nations communities experienced higher unemployment and a greater proportion of community members out of the labour force.

Table 5: Labour Force Status of First Nations Adults by Community Size in On-Reserve and Northern First Nations Communities, Age 18-64, Canada, 2013-16

| Community Size | Employed (%) | Unemployed (%) | Out of labour force (%) |
|------------------|--------------|----------------|-------------------------|
| Small <300 | 62.5 | 21.6 | 15.9 |
| Medium 300-1,500 | 56 | 22.4 | 21.6 |
| Large >1,500 | 47.2 | 25.9 | 26.9 |
| Total | 52.3 | 24 | 23.7 |

Source: The First Nations Information Governance Centre / Le Centre de gouvernance de l'information des Premières Nations. (2016). *The National Report of the First Nations Regional Early Childhood, Education, and Employment Survey*. Akwesasne: 72.

The survey similarly found that “urban, rural, remote, or special access”⁷ classification did not affect the labour market measures for First Nations communities and that, “Although previous research has connected remoteness and employment, no such relationship was found here.”⁸ This is an important insight from First Nations Information Governance Centre (FNIGC). In the *First Nations Regional Early Childhood, Education and Employment Survey* (FNREEES) data, larger First Nations communities appear to experience deeper labour market challenges than smaller First Nations communities irrespective of proximity to urban centres or remoteness.

2.3 Educational Attainment Among Indigenous People

This section explores attainment of formal educational credentials. Table 6 profiles educational attainment for Indigenous and non-Indigenous populations in Ontario based on 2016 *Census* data.

⁷ The First Nations Information Governance Centre / Le Centre de gouvernance de l'information des Premières Nations. (2016). *The National Report of the First Nations Regional Early Childhood, Education, and Employment Survey*. Akwesasne: The First Nations Information Governance Centre / Le Centre de gouvernance de l'information des Premières Nations, 77.

⁸ *Ibid.*, 83.



Table 6: Highest Educational Credential Attainment for Indigenous and Non-Indigenous Population, Age 15 and Above, Ontario, 2016

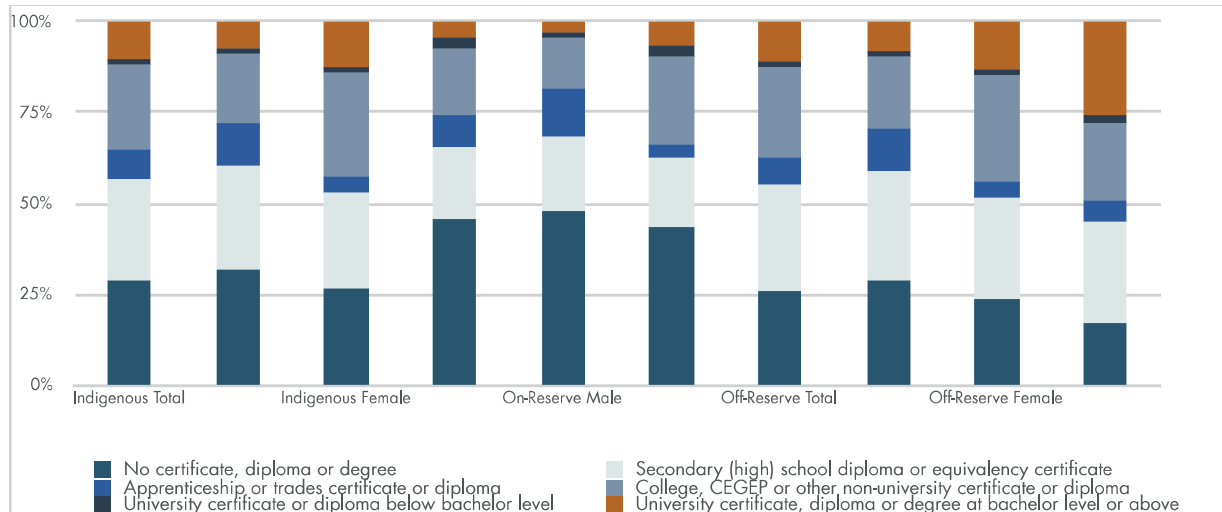
| | | No certificate, diploma, or degree | Secondary (high) school diploma or equivalency certificate | Apprenticeship or trades certificate or diploma | College, CEGEP, or other non-university certificate or diploma | University certificate or diploma below bachelor level | University certificate, diploma, or degree at bachelor level or above |
|-----------------------------|---------------|------------------------------------|--|---|--|--|---|
| Total Indigenous Population | Total | 29.1% | 27.6% | 7.8% | 23.9% | 1.6% | 10.1% |
| | Male | 31.8% | 28.6% | 11.8% | 19.0% | 1.2% | 7.6% |
| | Female | 26.7% | 26.6% | 4.2% | 28.3% | 1.9% | 12.3% |
| On-Reserve | Total | 45.7% | 19.7% | 8.4% | 18.9% | 2.5% | 4.7% |
| | Male | 48.2% | 19.8% | 13.2% | 14.2% | 1.5% | 3.0% |
| | Female | 43.2% | 19.7% | 3.7% | 23.7% | 3.4% | 6.4% |
| Off-Reserve | Total | 26.1% | 28.9% | 7.7% | 24.8% | 1.4% | 11.0% |
| | Male | 28.7% | 30.2% | 11.6% | 19.9% | 1.2% | 8.4% |
| | Female | 23.9% | 27.8% | 4.3% | 29.1% | 1.7% | 13.2% |
| All Ontarians | Ontario Total | 17.5% | 27.4% | 6.0% | 20.8% | 2.2% | 26.0% |

Source: Statistics Canada. 2018. Ontario [Province] (table). *Aboriginal Population Profile. 2016 Census*. Statistics Canada Catalogue no. 98-510-X2016001. Ottawa. Released July 18, 2018.

The Indigenous population faces unique challenges to obtaining formal educational credentials. As Table 6 illustrates, the proportion of the total Indigenous population with no certificate, diploma, or degree is close to double that for the total Ontario population (29.1% versus 17.5%). The proportion of the Indigenous population holding a bachelor's degree or above is less than half the total provincial attainment rate. However, there are areas in which the Indigenous population has higher credential attainment rates than the provincial population at large: 7.7% of Indigenous people have been awarded a trade certificate, compared to 6% of the overall population. Educational outcomes also vary significantly depending on whether an Indigenous person lives on or off-reserve. Figure 1 below illustrates this data presented above in Table 6.



Figure 1: Highest Educational Credential, Indigenous Populations and Total Population, Age 15 and Above, Ontario, 2016



Source: Statistics Canada. (2019, June 19). *Aboriginal Population Profile, 2016 Census*. Retrieved from Statistics Canada: <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/abpopprof/index.cfm?Lang=E>

Indigenous people living off-reserve are twice as likely to have attained a university degree than on-reserve populations, while the on-reserve population is nearly twice as likely to have no certificate, diploma, or degree. This Figure also illustrates the role that gender plays in educational outcomes. Men are overall more likely to have no certificate, diploma or degree, and this trend holds for individuals living on and off-reserve. Women are also more likely to hold a university degree, though men are significantly more likely to have completed an apprenticeship or trade qualification.

First Nations Regional Early Childhood, Education and Employment Survey (FNREEES) also provides information on education attainment for First Nations adults living in on-reserve and northern communities. The Postsecondary Education (PSE) completion rate found by FNREEES for on-reserve and northern communities (33.4%) is very similar to the *Census* total of 34.6% (this include trades certificates). These FNREEES data are provided in Table 7 below for comparative purposes.



Table 7: Educational Attainment in On-Reserve and Northern First Nations Communities, Adults Aged 18 and older, Canada, 2013-2016

| Qualification | Qualification | Qualification | Qualification |
|-------------------|---------------|---------------|---------------|
| Less than HS | 46.3 | 34.7 | 40.5 |
| HS or Equivalency | 24.8 | 27.4 | 26.1 |
| PSE | 28.9 | 37.9 | 33.4 |

Source: The First Nations Information Governance Centre / Le Centre de gouvernance de l'information des Premières Nations. (2016). *The National Report of the First Nations Regional Early Childhood, Education, and Employment Survey*. Akwesasne: 61.

Statistics Canada's *Aboriginal Peoples Survey* (APS) focuses upon Indigenous people living in communities off-reserve.⁹ Comparing *First Nations Regional Early Childhood, Education and Employment Survey* (FNREEES) and APS similarly reveals significant differences in Postsecondary Education (PSE) attainment for on and off-reserve populations, presented in Table 8 for the 18-44 age range.

Table 8: Completion Rate of a PSE Credential, FNREEES (2013-16) and APS (2012), Age 18-44, Canada

| Source | Male | Female |
|---|------|--------|
| First Nations people on-reserve and in northern communities (FNREEES) | 21.2 | 29.8 |
| First Nations people living off-reserve, Métis and Inuit (APS) | 36 | 49 |

Source: Ibid., 67.

Postsecondary education attainment rates for Indigenous people living in off-reserve communities are higher than for the First Nations population in on-reserve and northern communities. This further validates trends observed in the 2016 *Census*.

2.3.1 Increasing Educational Attainment for Indigenous People

Between the 2011 *National Household Survey* and 2016 *Census*, there was a measurable increase in educational credential attainment for Indigenous people in Ontario aged 25 to 64. In 2011, college diploma or certificate attainment for Indigenous people was 27%. This figure had increased to 29% by 2016. The attainment rate for a bachelor's degree or above similarly increased from 12% to 13%. However, at the same time, there was a decline from 12% to 9% for apprenticeship or trade certificates. Still, overall educational credential attainment went up. The proportion of Indigenous people with no certificate, diploma, or degree (including high school) declined from 22% to 21% over this time period.

As profiled in the section above, there remains a significant credential attainment gap between Indigenous and non-Indigenous populations.¹⁰ The section below highlights this gap in the realm

⁹ Statistics Canada. (2020, July 15). *Aboriginal Peoples Survey*. Retrieved from Statistics Canada: <https://www150.statcan.gc.ca/n1/en/catalogue/89-653-X>

¹⁰ Statistics Canada. (2020, July 15). *Distribution of the population aged 25 to 64 (total and with Aboriginal identity), by highest certificate, diploma or degree and age group*. Retrieved from Statistics Canada: <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=3710009901>



of high school credential attainment for First Nations people living on-reserve, but also profiles significant increases in high school attainment in recent years in on-reserve communities.

2.3.2 Tracking High-School Completion On-Reserve

While Canada requires substantial collection of socio-economic data from First Nations, this data is not effectively used to paint a true picture of socio-economic gaps on-reserve. A 2018 report from the Auditor General of Canada on Indigenous Services Canada (ISC) found that the department, "...did not satisfactorily measure or report on Canada's progress in closing the socio-economic gaps between on-reserve First Nations people and other Canadians."¹¹ This section discusses elements of the Auditor General's finding related to high school completion and transitions to postsecondary education.

While on-reserve high school attainment grew significantly between 2001 and 2016, the high school attainment gap between the on-reserve population and the total Canadian population continued to widen, from 30 to 33 percentage points, as shown in Table 9 below.

Table 9: On-reserve First Nations Population with a High School Diploma or Equivalent, Age 15 and Above, Canada, 2001-2016

| Population | Percentage (%) with at least a high school diploma or equivalent | | | |
|-----------------------|--|------|------|------|
| | 2001 | 2006 | 2011 | 2016 |
| On-reserve Indigenous | 37% | 40% | 44% | 49% |
| Total Canadian | 67% | 76% | 80% | 82% |

Source: Auditor General of Canada utilizing Statistics Canada's 2001, 2006, 2011, and 2016 *Census* program data, provided by Indigenous Services Canada.

At the same time, ISC measured graduation rates on-reserve incorrectly, overstating them by up to 29 percentage points. ISC did so by only counting Grade 12 completion rates, not accounting for students who left school in Grade 9, 10, or 11, which is inconsistent with the pan-Canadian approach to measuring high school completion of the Council of Ministers of Education (CMEC).

The Auditor General similarly found that ISC did not collect postsecondary graduation rates, or whether the type of high school credentials on-reserve First Nations students attained would be recognized by postsecondary institutions (some "completion certificates" are not). ISC also did not collect data about the number of on-reserve First Nations students who wanted to attend postsecondary education but could not access funding.

This information is presented here to highlight that from official statistics, there is lacking data about educational attainment, pathways, and opportunities for on-reserve students and that while high school attainment in on-reserve communities is growing, significant disparities remain.

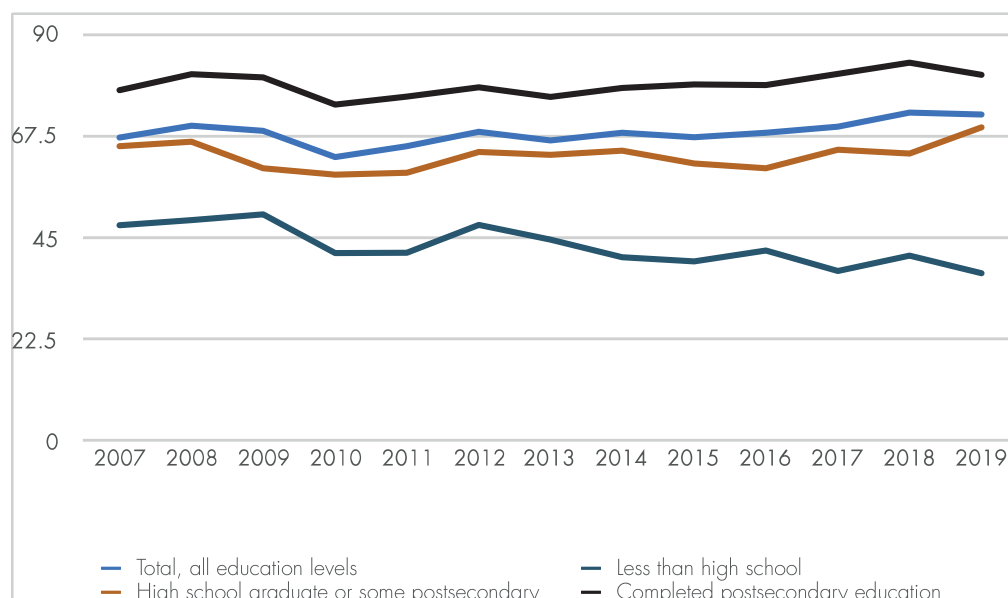
¹¹ Office of the Auditor General of Canada. (2018, April 11). *2018 Spring Reports of the Auditor General of Canada to the Parliament of Canada Report 5—Socio-economic Gaps on First Nations Reserves - Indigenous Services Canada*. Retrieved from Office of the Auditor General of Canada: https://www.oag-bvg.gc.ca/internet/English/parl_oag_201805_05_e_43037.html#



2.4 Education Attainment and Employment Outcomes

Turning to labour market outcomes of education, Figure 2 provides a medium-term view of employment levels for Indigenous people in Central Canada (Ontario and Quebec) from 2009 to 2017. The Figure illustrates the significant differences in employment rates depending on educational credential attainment. Importantly, the data below is for the core working-age group of 25 to 54 years-old and draws from the Labour Force Survey.

Figure 2: Employment Rate for Indigenous People, by Education Level, Age 25-54, Central Canada, 2007-2019



Source: Government of Canada (2020, July 2020). *Labour force characteristics by Aboriginal group and educational attainment*. Retrieved from Statistics Canada: <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=1410035901>

Overall, there has been a modest but clear increase in employment levels for the Indigenous population. However, there is significant variance depending on education levels. For individuals with less than high school, the employment rate has been dropping since 2009. Individuals who have graduated high-school or have some postsecondary education have seen increased employment rates. Individuals who have completed postsecondary education have consistently had the highest employment rates.

Based on First Nations Information Governance Centre (FNIGC) analysis of *First Nations Regional Early Childhood, Education and Employment Survey* (FNREEES) data, in on-reserve and northern communities, individuals with postsecondary credentials are much more likely to be employed or to be in the labour market looking for work, as seen in Table 10.



Table 10: Labour Force Status of First Nations Adults (18-64) by Educational Attainment in On-Reserve and Northern First Nations Communities, Canada, 2013-16

| Credential | Employed | Unemployed | Out of labour force |
|---------------------------------------|----------|------------|---------------------|
| Less than HS | 34.9 | 27.5 | 37.6 |
| HS or Equivalency | 56.2 | 23 | 20.8 |
| Non-university certificate or diploma | 64.6 | 20.9 | 14.5 |
| University diploma or degree | 85.7 | 9.7E | 4.6E |
| Total | 51 | 23.5 | 25.5 |

The First Nations Information Governance Centre / Le Centre de gouvernance de l'information des Premières Nations. (2016). *The National Report of the First Nations Regional Early Childhood, Education, and Employment Survey*. Akwesasne: 77.

E = Use with caution

For First Nations adults living on-reserve or in northern communities who have less than high school, cumulatively 65.1% are unemployed or out of the labour force. By contrast, First Nations adults living in the same communities with high school credentials have much higher employment rates. Those who have a university diploma or degree have very high employment rates at 85.7%.

2.5 Sectors of Employment

Table 11: Number and Percentage of Indigenous and Non-Indigenous People Employed within NOC Categories, Age 15 and Above, Canada, 2019

| NOC Category | Population | Total Employed (x 1000) | Percentage |
|---|----------------|-------------------------|------------|
| Management occupations | Indigenous | 34.6 | 6% |
| | Non-Indigenous | 1700.6 | 9% |
| Business, finance and, administration occupations | Indigenous | 79.3 | 14% |
| | Non-Indigenous | 2966.6 | 16% |
| Natural and applied sciences and related occupations | Indigenous | 24.2 | 4% |
| | Non-Indigenous | 1542.3 | 8% |
| Health occupations | Indigenous | 38.3 | 7% |
| | Non-Indigenous | 1383.5 | 7% |
| Occupations in education, law and social, community and government services | Indigenous | 74 | 13% |
| | Non-Indigenous | 2063.9 | 11% |
| Occupations in art, culture, recreation, and sport | Indigenous | 12.4 | 2% |
| | Non-Indigenous | 557.4 | 3% |
| Sales and service occupations | Indigenous | 153.7 | 27% |
| | Non-Indigenous | 4431 | 24% |
| Trades, transport, and equipment operators and related occupations | Indigenous | 117.5 | 20% |
| | Non-Indigenous | 2639.6 | 14% |

| | | | |
|--|----------------|---------|------|
| Natural resources, agriculture, and related production occupations | Indigenous | 22.6 | 4% |
| | Non-Indigenous | 350.1 | 2% |
| Occupations in manufacturing and utilities | Indigenous | 21.8 | 4% |
| | Non-Indigenous | 828.4 | 4% |
| Total, all occupations | Indigenous | 578.4 | 100% |
| | Non-Indigenous | 18463.4 | 100% |

Source: Government of Canada (2020, July 21). *Employment by Aboriginal group and occupation (x1,000)*. Retrieved from Statistics Canada: <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=1410010401>

While there is diversity in employment by occupational area for Indigenous people across the economy, approximately mirroring that of the general population, there are some differences between the Indigenous and non-Indigenous populations which should be noted. Indigenous people are overrepresented in sales and service occupations, as well as in the trades, transportation, and related occupations. Conversely, Indigenous people are underrepresented in natural and applied sciences, finance, and management occupations. These data are for employment in Canada overall. *First Nations Regional Early Childhood, Education and Employment Survey* (FNREEES) data provides a portrait of employment on-reserve and in northern communities, where there are significantly different employment landscapes.

Table 12 explores industries of employment in on-reserve and northern First Nations communities based on FNREEES data. This measure of industry is somewhat different from “occupation” in Table 11 above as it focuses upon the sector of employment rather than the specific tasks of the individual. For example, one could have a management occupation within the construction industry or have a sales occupation in the manufacturing industry.

Table 12: Industry of Main Job Among Employed First Nations Adults in On-Reserve and Northern First Nations Communities, Age 18-64, Canada, 2013-16

| Industry | % |
|--|------|
| First Nations government or organization | 40.5 |
| Educational services | 9.8 |
| Agriculture, forestry, fishing, and hunting; mining, quarrying, and oil and gas extraction; utilities | 8.1 |
| Health care and social assistance; public administration | 7.7 |
| Construction | 7.5 |
| Manufacturing, wholesale trade, retail trade, transportation, and warehousing | 5.3 |
| Arts, entertainment, and recreation; accommodation and food services; tourism | 4.9 |
| Other services, excluding public administration | 2.2 |
| Information; finance; real estate; professional, scientific, and technical services; management and administration | 1.5 |
| Other (no option to specify) | 12.4 |

Source: The First Nations Information Governance Centre / Le Centre de gouvernance de l'information des Premières Nations. (2016). *The National Report of the First Nations Regional Early Childhood, Education, and Employment Survey*. Akwesasne: 79.
E = Use with caution (Sample sizes for these data cuts are low, impacting the confidence level of the data. It is therefore difficult to ensure the accuracy of these percentage figures.)

In on-reserve and northern First Nations communities, First Nations governments and organizations are the largest industry of employment, at 40.5%. Referencing Statistics Canada data, the *First Nations Regional Early Childhood, Education and Employment Survey* (FNREEES) national report notes that outside of First Nations communities, “public-sector employees make up 20.2% of all workers in Canada... [and the] private sector accounts for more than three times as many jobs.”¹² In on-reserve and northern communities, the public sector as represented by First Nations governments and organizations, plays a far more significant role as an industry of employment. Turning back to occupation, rather than industry, Table 13 outlines primary occupations for employed First Nations adults living in on-reserve and northern communities.

¹² The First Nations Information Governance Centre / Le Centre de gouvernance de l'information des Premières Nations. (2016). *The National Report of the First Nations Regional Early Childhood, Education, and Employment Survey*. Akwesasne: The First Nations Information Governance Centre / Le Centre de gouvernance de l'information des Premières Nations, 92.

Table 13: Occupation of Main Job Among Employed First Nations Adults in On-Reserve and Northern First Nations Communities, Age 18-64, Canada, 2013-16

| Occupation | % |
|--|----------|
| Plant and machine operatives or other labouring jobs | 22.6 |
| Professional or technical staff (e.g., engineers, scientists, teachers, scientific technicians, nurses) | 19.3 |
| Managers and administrators or more senior staff | 17.1 |
| Personal and protective service staff (e.g., catering staff, hairdressers, domestic staff, security guards) | 14.8 |
| Clerical or secretarial staff | 10.4 |
| Craft and other skilled manual workers (e.g., skilled construction workers, electronic trade workers, textile workers) | 9.9 |
| Sales staff | 3.8 E |
| Other (write in response) | 2 |

Source: Ibid.

E = Use with caution

The *First Nations Regional Early Childhood, Education and Employment Survey* (FNREEES) industry and occupational data presented here highlight key differences between the on-reserve and northern community labour markets and the economy overall. In addition to the greater significance of the “public sector” in on-reserve and northern communities discussed above, some differences observed in occupational distribution between Indigenous and non-Indigenous communities in Canada are further accentuated in on-reserve and northern communities. For example, 32.5% of workers in on-reserve and northern communities are employed within the categories of “plant and machine operatives and other labouring jobs” and “craft and other skilled manual workers.” In Canada overall, 24% of Indigenous people and 18% of non-Indigenous people are cumulatively employed within the categories of “Trades, transport and equipment operators and related occupations” and “occupations in manufacturing and utilities.” This differing on-reserve and northern community employment picture should be remembered in turning to explore in-demand jobs across Ontario.

2.6 Growth Sectors of Employment

This section examines wider employment opportunities and challenges outlined in labour market forecasts for Ontario. As this report is focused on employment and training programs outside of standard postsecondary education pathways, the analysis is concerned principally with job roles that are accessible without standard postsecondary credentials (certificates, diplomas, degrees). Job roles requiring apprenticeship training, often considered a form of postsecondary education, are included. Utilizing predictive labour market data from a number of sources, alongside statistics on educational and training pathways to employment, the report provides a picture of both demand and supply and takes a deeper look into the realm of skilled trades, with a focus on construction.

It is important to contextualize all of the data and analysis presented below in light of the 2020 COVID-19 pandemic, the response to which has led to a large-scale disruption of the economy. In March 2020, physical-distancing measures required the closure of large parts of the economy (in particular the service sector and retail sector), with one million Canadians becoming newly unemployed, and a further two million on reduced hours.¹³ As of July 2020, some sectors of the economy had begun reopening.

The long-term economic impacts of COVID-19 are currently unknown, but even with large-scale government supports in place, it is likely that the national and local economic picture for Canada will be significantly altered in the medium-term, potentially with permanent disruption for some sectors. This will have an impact on validity of the forecast data considered below.

Looking more deeply, Appendix B contains information on sources of labour market data and analysis in Ontario on a more local basis with specific analysis of the Algoma and Superior North regions.

2.6.1 Opportunities in the Labour Market: Utilizing Employment and Social Development Canada Occupational Outlooks

Employment and Social Development Canada's (ESDC) Canadian Occupational Projection System (COPS) estimates job demand for the 500 occupations of the National Occupational Classification (NOC), by province, territory, and economic region, data permitting.¹⁴ The model combines data sources from all regions and aims to assess the employment outlook for jobs by region. The forecast is limited to 3 years to lessen chances of overlapping economic cycles that could change employment outlooks. The methodology combines four indicators: employment growth rate, a replacement needs rate (based on projected retirements), an experienced unemployed workers index (that is, the number of unemployed workers with relevant experience in a given job), and finally a net needs indicator (which is a composite of the three previous indicators).

The final COPS output is a scaled employment outlook with three levels: "Good," "Fair," and "Limited." The framing of this outlook is from a job-seeker's perspective, so a "good" outlook implies that there will be a significant number of jobs expected to be available over the next three years, and conversely, a "limited" outlook implies that there will be few jobs in a given field over the same time period. Current data covers the period 2019-2021.

The Figure below highlights roles that are currently in high-demand by economic region in Ontario. The data is filtered to select the top-ten jobs per region, by highest median hourly

¹³ King, A. D. (2020, April 13). *Official unemployment numbers don't show the true crisis for workers affected by coronavirus*. Retrieved from The Conversation: <https://theconversation.com/official-unemployment-numbers-dont-show-the-true-crisis-for-workers-affected-by-coronavirus-136110>

¹⁴ Government of Canada. (2014, July 8). *Job Bank: Occupational Outlooks Methodology*. Retrieved from Government of Canada: <https://www.jobbank.gc.ca/trend-analysis/search-job-outlooks/outlooks-methodology>

earnings, which: 1) can be attained through an apprenticeship, with a high school credential, or with specific training; and 2) have a “Good” hiring outlook. As this project considers employment and training programs and policy, the focus here is upon jobs attainable without standard postsecondary certificates, diplomas, or degrees. The Figure below highlights the broad difference in earning potential of these roles, as well as the differences in their availability across regions. Table 24 in Appendix C shows the complete data with the top-ten jobs within each of Ontario’s economic regions meeting the qualifications outlined above.

Figure 3: Top-10 Highest Demand Roles across Ontario Economic Regions by Training Pathway and Average Wages (Non-PSE Pathway Occupations), Ontario, 2019

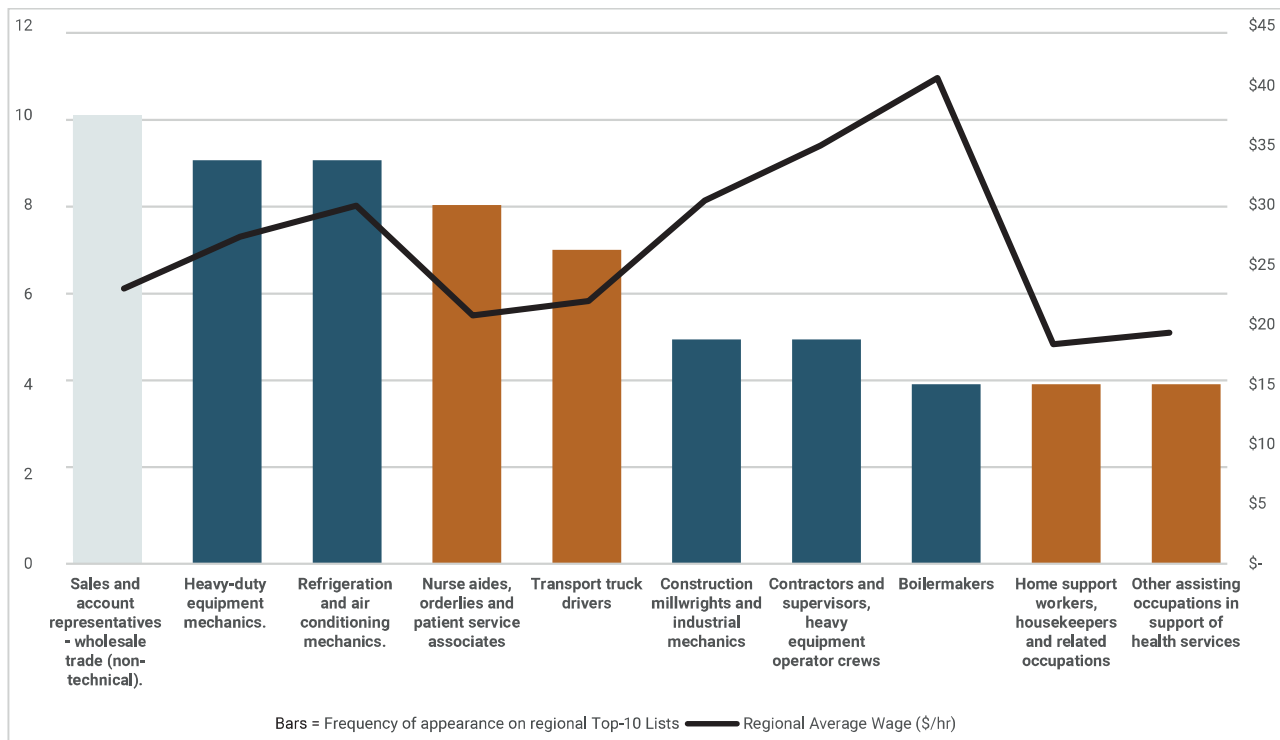


Figure Note: Bar colours represent the different training pathways as follows:

- ◆ = High School + Experience
- ◆ = High School + Apprenticeship
- ◆ = High School or Training.

Data are filtered for the top ten highest paying jobs within each Ontario economic region that have a non-College/University training pathway and a “Good” jobs outlook in the COPS-job bank data.

Source: Government of Canada. Job Bank: Occupational Outlooks Methodology. Retrieved from Government of Canada: <https://www.jobbank.gc.ca/trend-analysis/search-job-outlooks/outlooks-methodology>

As the Figure highlights, across almost every region the skilled trades represent some of the highest paying and most in-demand roles that are accessible through non-traditional college or university pathways. “Boilermakers” in particular represent particularly high-paying jobs for those seeking jobs with an apprenticeship pathway. Some of the highest paying roles are also geographically sensitive, for example “elevator constructors” and “mechanics” have salaries in excess of \$40/hr, but are only present in larger urban areas such as Toronto and Ottawa. What the data also shows is that outside of the skilled trades, and some web development roles,



salaries for roles not requiring traditional postsecondary educational credentials quickly descend towards the minimum wage.

While traditionally requiring a university qualification, a decision was made to include web development roles in this analysis (which appear in Appendix C in Table 24, but not in the Figure above) in response to the significant changes that have taken place in the programming/development space. “Boot Camps” and other short-form full-time and part-time training programs delivered both by existing educational institutions as well as new for-profit providers represent a new pathway into these roles outside of traditional postsecondary education. Courses can often be completed in 10-12 weeks (full-time), with costs often in the range of \$10,000.¹⁵

2.6.2 Sectoral Highlight: Technology

As of 2017, there were 1.5 million people employed in Canada in Information Communications Technology (ICT) roles. A third of these jobs are in the technology sector, with a further 800,000 ICT roles in other sectors of the economy. Employment in ICT roles is currently growing six times faster than the average, with Canada currently facing huge demand. Despite the growth of the working-age Indigenous population, Indigenous people remain underrepresented in the ICT sector - just 3,900 or 0.3% of all ICT roles were held by Indigenous people in 2016.¹⁶

The technology sector presents an opportunity for Indigenous people entering the workforce, given the high levels of demand. The changing nature of the work itself also provides flexibility that is potentially valuable to individuals living outside urban centres. Online job platforms and the rise of remote working has increased job accessibility, though adequate broadband remains an issue in many communities. While some “gig” style freelance technology work can provide lower salaries and security, it remains a growing part of the technology work landscape.

2.6.3 Labour Market Demand for Skilled Trades

Analysis of job demand in Ontario validates the importance of apprenticeship as a key pathway to high quality jobs outside of traditional postsecondary programs, particularly in the North. This section explores in-demand skilled trades roles, beginning first with an overall picture of which types of skilled trades are most common in Ontario. Table 14 outlines the top 10 trade groups in Ontario overall by number of apprentices registered. These trade groups include multiple individual trades. Between 2015 and 2018, 68,000 skilled traded professionals were trained, with more than 9,800 certified through the Ontario apprenticeship system.¹⁷

¹⁵ Lighthouse Labs. (2020). *Web Development Bootcamp*. Retrieved from Lighthouse Labs: <https://www.lighthouse labs.ca/en/web-development-bootcamp>

¹⁶ Cutean, A. & Ivus, M. (2017). *The Digital Talent Dividend: Shifting Gears in a Changing Economy*. Ottawa: Information and Communications Technology Council

¹⁷ Sousa, C. (2018). *A Plan for Care and Opportunity*. Toronto: Queen's Printer for Ontario. Statistics Canada. (2018, March 20). *First Nations People, Métis and Inuit in Canada: Diverse and Growing Populations*. Retrieved from Statistics Canada: <https://www150.statcan.gc.ca/n1/pub/89-659-x/89-659-x2018001-eng.htm>



Table 14: Number of Apprentices in the Top 10 Trade Groups, Ontario, 2017

| Trade | No. of Apprentices |
|--|--------------------|
| Automotive service | 20,622 |
| Electricians | 18,684 |
| Plumbers, pipefitters, and steamfitters | 8,127 |
| Carpenters | 7,689 |
| Hairstylists and estheticians | 6,960 |
| User support technicians | 4,944 |
| Early childhood educators and assistants | 4,677 |
| Millwrights | 4,434 |
| Food service | 3,600 |
| Machinists | 3,471 |

Source: Government of Canada. (2020, July 21). Number of registered apprentices. Retrieved from Government of Canada: <https://www150.statcan.gc.ca/t1/tbl1/en/cv.action?pid=3710011801>

The construction industry is a key area of skilled trades employment. BuildForce, a national organization focused on the construction workforce, rates future labour needs by trade and region from an employer perspective, using a five-point scale described below.

Table 15: Labour Market Rating Scale, 2019

| BuildForce Labour Market Rating Scale | |
|---------------------------------------|---|
| 1 | Workers meeting employer qualifications are available in local markets to meet an increase in demand at the current offered rate of compensation and other current working conditions. Excess supply is apparent and there is a risk of losing workers to other markets. |
| 2 | Workers meeting employer qualifications are available in local markets to meet an increase in demand at the current offered rate of compensation and other working conditions. |
| 3 | The availability of workers meeting employer qualifications in the local market may be limited by large projects, plant shutdowns or other short-term increases in demand. Employers may need to compete to attract workers. Established patterns of recruiting and mobility are sufficient to meet requirements. |
| 4 | Workers meeting employer qualifications are generally not available in local markets to meet any increase. Employers will need to compete to attract additional workers. Recruiting and mobility may extend beyond traditional sources and practices. |
| 5 | Needed workers meeting employer qualifications are not available in local markets to meet current demand so that projects or production may be delayed or deferred. There is excess demand, competition is intense, and recruiting reaches to remote markets. |

Source: Source: BuildForce Canada. (2019). *Construction & Maintenance Looking Forward: Ontario*. Retrieved from BuildForce Canada: <https://www.buildforce.ca/en/Imi/forecast-summary-reports>

Table 25 in Appendix C presents BuildForce demand data by economic region in Ontario over a ten-year horizon. The Table illustrates significant variation in predicted labour demands across



construction trades in different regions of the province. In many cases trades in specific labour markets are rated as “3” or below, with demand projected to be generally met, aside from the impact of large projects. However, a wide range of construction trades are projected to be in high demand within specific regions at various points throughout the ten-year period, with labour needs for some trades being so acute as to limit the progress of construction projects. In a number of regions “boilermakers” are in high demand for the short and medium term, similarly “refrigeration and air conditioning mechanics” also have short-term labour shortages. This is important information that can help to inform planning decisions of training organizations on a local basis, as well as the skilled trades training pathways pursued by prospective apprentices.

Table 26 in Appendix C presents demand outlook and salary information data from the Canadian Occupational Projection System (COPS) for five key areas of employment outside the construction industry, by economic region, in which it is possible to pursue training through an apprenticeship: automotive technicians, hairstylists, cooks, user support technicians (IT), and early childhood educators.

Trades such as “cook” have good employment outlooks across many of the regions of Ontario, however their average pay sits at minimum wage, unlike some of the other non-construction trades. “User support technician” represents a strong option in terms of salary potential; however, this is an occupation for which employers have largely turned away from apprenticeship training pathways in recent years as a result of changes to the tax credits for employing apprentices for this trade. As a result, individuals entering this occupation rarely enter through an apprenticeship training pathway. Similarly, a small percentage of individuals employed as cooks have trained through a formal apprenticeship. These roles have different non-apprenticeship training pathways available for at least part of the training process and for many pursuing these occupations, a formal apprenticeship is not the only route.¹⁸

“Automotive technician” has some of the highest median salaries among the selected employment areas. As a compulsorily trade (a status further discussed in Section 3.2.2), apprenticeship training is the recognized pathway towards becoming an “automotive technician.” However, the current outlook for automotive technician is only classified as “Good” in the regions of London and Stratford – Bruce Peninsula, elsewhere the outlook is “Fair,” implying that while some opportunities will be available, they will also be more limited.

2.6.4 Skilled Trades Training Infrastructure: Construction

Having examined current demand and supply data for both construction and selected non-construction trades, it is important to explore the Training Delivery Agent (TDA) infrastructure for delivering in-class training for apprentices. Later, this report explores the role of TDAs within the overall structure of apprenticeship training more generally.

¹⁸ Zizys, T., Tarim, S., & Alvarez, J. (2020). *In-Demand Skilled Trades in Peel and Halton Regions: What the Data Shows and What Employers Say*. Mississauga: Peel Halton Workforce Development Group. A recent local analysis found that in occupations that have multiple routes to entry (i.e. they can be entered through an apprenticeship, but not exclusively), apprenticeships are often not the chosen route.



Table 27 in Appendix C includes Training Delivery Agents (TDAs) that offer training in high demand construction trades across the province, organized by region. To filter for “high demand,” TDAs have been included when they offer training in trades with an average BuildForce rating of 3 or above over the ten-year period from 2020 to 2029. Across Ontario’s four major regions (Eastern Ontario, the Greater Toronto Area, Northern Ontario, and Southwestern Ontario) there is only one region in which a high-demand trade lacks a TDA: “steamfitter” in Eastern Ontario. These regions of course are very large and the presence of at least one TDA in the region does not imply that training can be considered “accessible” for all apprentices, particularly for those who may come from more remote communities. Similarly, not having a TDA may reflect established patterns of travel for apprenticeship training. The data presented here can serve as a starting point for assessing training needs, with local labour market research and intelligence gathering providing needed context.

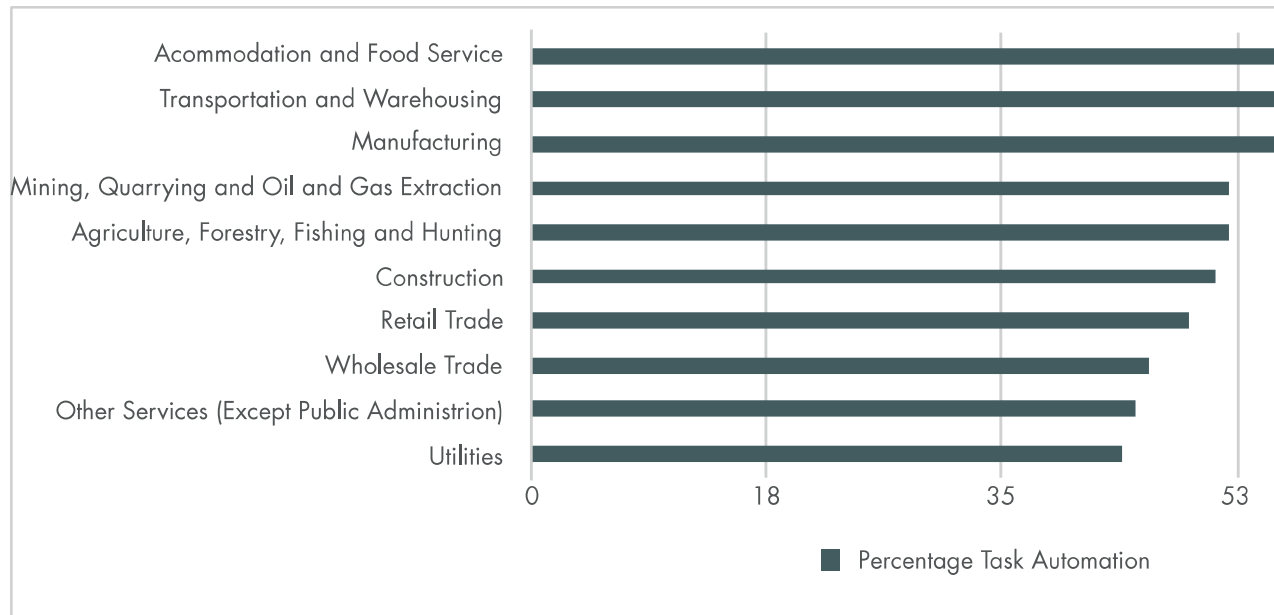
Table 28 in Appendix C includes TDAs in the North for the full range of construction trades covered by BuildForce data, regardless of demand rating.

2.7 Impact of New Technologies on Labour Force Needs

The introduction of this section highlighted the impact that the COVID-19 pandemic is having on short- and medium-term employment outlooks across Ontario. However, there are many additional factors that are having longer-term systemic impacts on the labour market in Canada and internationally. In particular, the advent of increased automation of tasks within a wide range of job roles, and the increasing use of algorithmic decision making, and Artificial Intelligence-related technologies are expected to drive profound changes.

This is an area that remains in the preliminary stages of research, and predictions being made today are not sufficiently accurate to solely base significant decisions about skills and education planning. However, there is little doubt that these changes will happen, and it is important to be mindful of the data that is available. Figure 4 below illustrates current forecasts for the percentage of tasks within industries that are predicted to be at risk of automation. This research was conducted by the Brookfield Institute for Innovation + Entrepreneurship, applying Canadian labour force and market data to a methodology developed by the Organization for Economic Cooperation and Development (OECD). It is important to note that Figure 4 outlines the potential percentage of tasks within jobs in each industry that could be automated, not the percentage of entire jobs themselves that could be automated.

Figure 4: The percentage of potential task automation by industry, Canada, 2019



Source: Lamb, C., Lo, M. & Doyle, S. (2017). *Automation Across the Nation: Understanding the potential impacts of technological trends across Canada*. Toronto: Brookfield Institute for Innovation + Entrepreneurship. Available at: https://brookfieldinstitute.ca/wp-content/uploads/RP_BrookfieldInstitute_Automation-Across-the-Nation-1.pdf

The Figure shows that accommodation and food services have the highest percentage of tasks that could potentially be automated, followed by manufacturing. If this analysis holds true, then depending on the prevalence of a given industry within a local economy, some communities are at greater risk than others of potential job losses due to automation. Table 16 below shows the top five most at-risk communities in Ontario, based on the same research methodology as the above Figure. This community level analysis was also conducted by the Brookfield Institute for Innovation + Entrepreneurship.

Table 16: The five most at-risk communities for task automation, Ontario, 2019

| Census Metropolitan Areas | Proportion of work with the potential to be automated | Population |
|---------------------------|---|------------|
| Ingersoll | 50% | 9,700 |
| Tillsonburg | 50% | 12,770 |
| Leamington | 50% | 37,540 |
| Woodstock | 50% | 30,470 |
| Norfolk County | 49% | 51,705 |

Source: Lamb, C., Lo, M. & Doyle, S. (2017). *Automation Across the Nation: Understanding the potential impacts of technological trends across Canada*. Toronto: Brookfield Institute for Innovation + Entrepreneurship. Available at: https://brookfieldinstitute.ca/wp-content/uploads/RP_BrookfieldInstitute_Automation-Across-the-Nation-1.pdf

These communities currently rely heavily for employment on the accommodation and food service, manufacturing, and transportation sectors. They are at the greatest risk of disruption given these industries' overall susceptibility.

Overall, some regions of Ontario may well remain relatively resilient in the face of these changes. In 2019, the North Superior Workforce Planning Board undertook their own study on the impact of automation and found that:

- 74.0% of employment in Northeastern Ontario and 76.2% in Northwestern Ontario are in sectors with relatively low potential for automation;
- Approximately 32.2% and 37.2% of jobs in Northeastern and Northwestern Ontario respectively are in education, health care, and public administration, which have very low potential for automation.¹⁹

In their most recent paper analyzing the future of skills demand and sectors of economic growth and decline, the Brookfield Institute for Innovation + Entrepreneurship found that Indigenous peoples are more likely to be affected by automation trends:

“Those who are Indigenous are much more likely to work in occupations projected to decrease than occupations projected to grow. In particular, Indigenous men are disproportionately represented in occupations projected to decline in employment share.”²⁰

The analysis points to a wide range of factors that contribute to this outlook, including higher representations of Indigenous people in sectors that are predicted to experience some of the deepest declines, including forestry, mining, and agriculture, among others. Earlier, this report discussed lower levels of formal educational credential attainment facing Indigenous peoples. As these credentials become more essential in the labour market, with automation changing patterns of skills demand, those who lack formal credentials are at risk of being further disadvantaged.

Because this is about skill automation, not automation of full jobs, adapting for the future is not about finding entirely new roles, or re-training individuals from scratch. Rather it is about beginning to understand what skills will remain valuable in the future, and what other job roles utilize similar skills, in order to prepare for transitions.

Organizations such as the Toronto-based Palette²¹ are exploring how to adapt the labour force to the changing economy. This involves adopting a mindset in which a job is seen differently, not as a specific role within a specific industry, but rather as a collection of transferable skills and competencies that are applied with sectoral knowledge in one scenario, but could be applied differently in another. By understanding job roles at a level of core skills and competencies, it is

¹⁹ Moazzami, B. (2019). *Are Robots Coming for Our Jobs? The Economic Impact of Automation on Northern Ontario’s Economy*. Thunder Bay: Northern Policy Institute. Further local labour market analysis from the North Superior Workforce Planning Board is available in Appendix B.

²⁰ Rivera, D., Rajabi, Y., Zachariah, J., & Willoughby, R. (2020). *Ahead by a Decade: Employment in 2030*. Toronto: Brookfield Institute for Innovation + Entrepreneurship.

²¹ Palette Inc. (2020). Our Approach. Retrieved from Palette Inc.: <https://paletteskills.org/our-approach>



possible to better understand where natural crossovers and pathways could exist between jobs. The application of such a “job pathways” model²² is a promising new direction for re-skilling and for ensuring that communities and individuals can increase their employment resilience in an ever-changing economy. Postsecondary and training institutions are only at the early stages of thinking about how programs they deliver can prepare students for lifelong resilience in light of automation and new technologies, and how best to support individuals in need of retraining.²³

2.8 Indigenous Population Age Structure and Workforce Growth

This report has discussed statistics related to Indigenous people’s experiences in the labour market, educational credential attainment, and characteristics of demand in the labour market, with a particular focus on non-postsecondary credential dependent career paths. Here, the analysis shifts to look at broader demographic trends that can provide insight on how the Indigenous labour force in Ontario is positioned to meet demand.

Ontario has the largest Indigenous population in Canada, with 374,395 Indigenous people living within its borders. In Canada overall, the Indigenous population grew by 42.5% since 2006, which is more than four times faster than the rest of the population.²⁴ The Indigenous population in Ontario increased by 54% between 2006 and 2016²⁵, compared to 6.3% for the province as a whole over the same period.²⁶ This growth can be attributed to both natural population growth, as well as an increase in the number of individuals self-identifying as Indigenous in survey responses.

The Indigenous population is also young compared to Canada as a whole. The average age of the Indigenous population was 32.1 years in 2016—almost a decade younger than the non-Indigenous population (40.9 years). However, despite being younger overall, the Indigenous population is also ageing. In 2006 4.8% of the Indigenous population was over the age of 65, in 2016 this figure had risen to 7.3%. Population projections forecast the proportion of people over 65 to double amongst the First Nations, Métis, and Inuit populations by 2036.²⁷

²² Ebrahim, Z., Tibando, A., Djumalieva, J., & Gabriel, M. (2020). *Job Pathways: From theory to practice*. Retrieved from Brookfield Institute for Innovation + Entrepreneurship: <https://brookfieldinstitute.ca/project/job-pathways-from-theory-to-practice/>

²³ Joseph E. Aoun (2017). *Robot-Proof: Higher Education in the Age of Artificial Intelligence*. Cambridge, Massachusetts: MIT Press.

²⁴ Statistics Canada. (2018, March 20). *First Nations People, Métis and Inuit in Canada: Diverse and Growing Populations*. Retrieved from Statistics Canada: <https://www150.statcan.gc.ca/n1/pub/89-659-x/89-659-x2018001-eng.htm>

²⁵ Ministry of Indigenous Affairs. (2020, February 6). *Indigenous peoples in Ontario*. Retrieved from Government of Ontario: <https://www.ontario.ca/document/spirit-reconciliation-ministry-indigenous-relations-and-reconciliation-first-10-years/indigenous-peoples-ontario>

²⁶ Government of Canada. (2020, March 14). *Data products, 2016 Census*. Retrieved from Statistics Canada: <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/index-eng.cfm>

²⁷ Statistics Canada. (2019, July 2). *Aboriginal peoples in Canada: Key results from the 2016 Census*. Retrieved from Statistics Canada: <https://www150.statcan.gc.ca/n1/daily-quotidien/171025/dq171025a-eng.htm>



For the core working age bracket, the Indigenous population has also seen significant growth. In Canada the number of working age (25 to 64) Indigenous people increased 21% between 2006 and 2011 this is compared to just 5% growth among the non-Indigenous population.²⁸ In Ontario, a somewhat larger percentage of the current Indigenous population is of core working age (15-64) than for the population overall. Table 17 presents these figures.

Table 17: Working Age Population for Indigenous and Non-Indigenous Populations, On and Off-reserve, Ontario, 2016

| | Working Age (15-64) Ontarians | | 0-14 Age Ontarians | | 15-24 Age Ontarians | |
|------------------------|-------------------------------|-------------|--------------------|-------------|---------------------|-------------|
| | Actual Figure | % Total Pop | Actual Figure | % Total Pop | Actual Figure | % Total Pop |
| Total Population | 8,897,255 | 67.2% | 2,203,720 | 16.6% | 1,695,800 | 12.8% |
| All Indigenous | 255,325 | 68.2% | 89,555 | 23.9% | 63,480 | 17.0% |
| Indigenous On-reserve | 34,510 | 63.4% | 15,710 | 28.9% | 9,195 | 16.9% |
| Indigenous-Off-reserve | 220,815 | 69.0% | 73,840 | 23.1% | 54,285 | 17.0% |

Source: Statistics Canada. (2019, June 19). *Aboriginal Population Profile, 2016 Census*. Retrieved from Statistics Canada: <http://www12.statcan.gc.ca/census-recensement/2016/dp-pd/abpopprof/index.cfm?Lang=E>

²⁸ Fiscal Realities Economists. (2016). *Reconciliation: Growing Canada's Economy by \$27.7 Billion Background and Methods Paper*. Gatineau: The National Aboriginal Economic Development Board



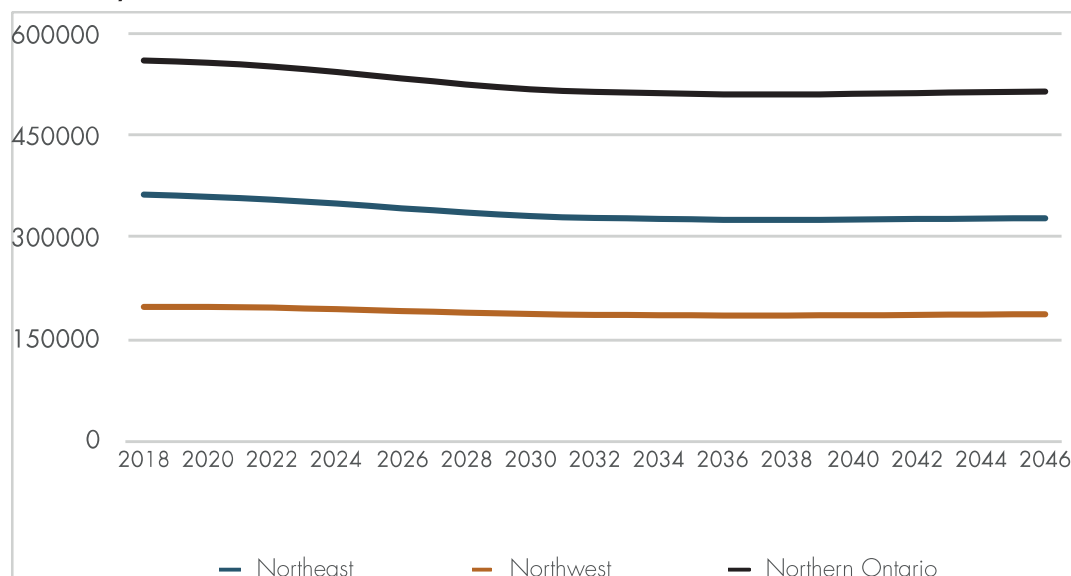
While the percentage of the Indigenous off-reserve population that is working age (69.0%) is higher than for Ontario overall (67.2%), the reverse is true for the on-reserve population, which has a lower working age population percentage (63.4%). However, Indigenous populations have significantly higher proportions of 0-14 year-olds and those in the early stages of working age (15-24), both on and off-reserve. This is particularly true of 0-14 year-olds living on-reserve, who form almost double the proportion of the population compared to this age cohort for Ontario as a whole (28.9% compared to 16.6%). This means that in the near future, given that 2016 *Census* data is already four years old, there will be significant growth of the Indigenous working age population as younger individuals reach working age.

2.8.1 Working Age Population Change in the North

Overall, the population in Northern Ontario is projected to decline as a proportion of the total provincial population. The story of population change in Ontario is of both a decline in the populations in the Northern regions, and increased growth of the Greater Toronto Area (GTA). As both internal and external migration continue to drive the growth of the GTA and Central Ontario, all other regions have seen the proportion they form of the total provincial population decline.

Overall there is a lack of growth in the North, however population change does seem to be happening in different ways within northern regions. The Figure below shows projected trends for the population of working age (15-64) residents in Northern Ontario overall, the Northeast, and Northwest from 2018 to 2046.

Figure 5: Working age population projections for Northern Ontario, Age 15-64, Ontario, 2018-2046



Source: Ministry of Finance (2019). *Ontario Ministry of Finance Population Projections, 2018–2046, Tables 14 and 15*. Retrieved from: <https://www.fin.gov.on.ca/en/economy/demographics/projections/>



Northern Ontario is projected to experience a slight but consistent decline in the working age population, with the greatest decline in the Northeast. At the same time, as the northern working age population declines, the Indigenous workforce is becoming quantitatively more significant within it.

Table 18 provides projected population shares for all of Ontario’s regions over the same time horizon. The most prominent long-term trend is the consolidation of population share in the Greater Toronto Area (GTA).

Table 18: Projected Population Shares of Regions, Ontario, 1986 to 2046

| Share of Population (%) | 1986 | 1996 | 2006 | 2016 | 2026 | 2036 | 2046 |
|-------------------------|------|------|------|------|------|------|------|
| GTA | 41.4 | 43 | 45.8 | 47.8 | 49.1 | 50.5 | 51.8 |
| Central | 21.8 | 22.1 | 22 | 21.6 | 21.6 | 21.4 | 21.2 |
| East | 14 | 13.8 | 13.2 | 13.1 | 12.9 | 12.6 | 12.2 |
| Southwest | 14.1 | 13.4 | 12.6 | 11.7 | 11.4 | 11 | 10.6 |
| Northeast | 6.2 | 5.4 | 4.5 | 4.1 | 3.6 | 3.2 | 2.9 |
| Northwest | 2.6 | 2.3 | 1.9 | 1.7 | 1.5 | 1.4 | 1.3 |

Source: Ministry of Finance (2019). *Ontario Ministry of Finance Population Projections, 2018–2046, Tables 14 and 15*. Retrieved from: <https://www.fin.gov.on.ca/en/economy/demographics/projections/>

2.9 Drawing Conclusions: Indigenous Institutes and the Labour Market

The Indigenous working-age population is growing faster than the overall Canadian working-age population. In some places, like Northern Ontario, Indigenous working age population growth is occurring while the total population is in decline. This means that overall wellbeing and prosperity will increasingly be linked to the success of the Indigenous workforce.

The report thus far has profiled in-demand jobs across Ontario by region (focusing on occupations requiring high school, specific training, or apprenticeship training), surveyed in-demand construction and non-construction trades, looked deeper into specific labour market trends in Ontario’s North, profiled changes that the labour market could experience due to automation, and examined opportunity for Indigenous people in Canada’s tech sector. Building on such labour market information, at a local and regional level, Indigenous Institutes are active in gathering labour market intelligence - granular information about local hiring needs to inform program development - collected through direct engagement with employers and jobseekers.

As the research has explored, there are significant educational credential attainment gaps between Indigenous and non-Indigenous people, and at the same time, having formal educational credentials is a key determinant of success in the labour market. While Indigenous people currently experience significantly higher unemployment rates than non-Indigenous people in Canada, the gap between participation rates for Indigenous and non-Indigenous people is



substantially smaller. This means that there is an available Indigenous workforce that is currently seeking employment.

Overall labour market conditions (the availability of jobs) and work experience, education, and training (preparation for jobs) are key contributing factors to labour market success. Data from the 2017 Statistics Canada *Aboriginal Peoples Survey* (APS) provides insight into self-reported barriers to employment and views on what would help most to find a job covering First Nations, Métis and Inuit survey respondents living off-reserve. Table 19 presents APS data on the top three reasons for difficulty finding work for respondents who are unemployed.

Table 19: Top 3 Reasons (of seven) for Difficulty Finding Work, All Aboriginal Identities, Unemployed, All Ages, Canada, 2017

| Reason for Difficulty Finding Work | Percentage |
|--|------------|
| A shortage of jobs | 49 |
| Not having the work experience required for available jobs | 46 |
| Not having enough education or training for available jobs | 39.1 |

Source: Statistics Canada. (2020, July 15). *Aboriginal Peoples Survey*. Retrieved from Statistics Canada: <https://www150.statcan.gc.ca/n1/en/catalogue/89-653-X>

A shortage of jobs is paramount, followed by not having the right work experience and not having enough education or training. For comparison, Table 20 presents Canada level APS data on the top three things that would most help to find a job.

Table 20: Top 3 Things (of 13) that Would Most Help to Finding a Job, All Aboriginal Identities, Unemployed, All Ages, Canada, 2017

| What would help most to find a job? | Percentage |
|--|------------|
| More jobs or work available | 21.1 |
| Skills training (for example, computer, language, writing, skilled trades, etc.) | 13.4 |
| More education (academic) | 13.4 |

Source: Statistics Canada. (2020, July 15). *Aboriginal Peoples Survey*. Retrieved from Statistics Canada: <https://www150.statcan.gc.ca/n1/en/catalogue/89-653-X>

Again, it's clear that availability of jobs comes first, followed by receiving more education and training. Table 19 and 20 demonstrate that for the Indigenous population living off-reserve, access to education, training and practical experience is understood to be key to improving job prospects.

2.9.1 The Importance of Closing the Education Gap

Closing the educational attainment gap between Indigenous and non-Indigenous people (in which Indigenous Institutes can play a key role) is essential to growing the prosperity of Indigenous people, and Canada as a whole. In a 2016 report on reconciliation and economic growth, the National Aboriginal Economic Development Board estimated the average income gap in Ontario between Indigenous and non-Indigenous workers stood at \$11,641. If given the same



educational and employment opportunities as non-Indigenous Ontarians, this would total an additional \$1.97 billion in employment income for Indigenous people in the province.²⁹ A frequently cited study by the Canadian Centre for the Study of Living Standards projected that “the direct cumulative economic benefits to Canada of closing the educational attainment gap between 2011 and 2031 could be as large as \$261 billion.”³⁰

2.9.2 Supporting Indigenous Learners

There remains significant scope to expand Indigenous-focused postsecondary education and training opportunities. According to the latest figures published by Ontario, the provincial government supports Indigenous Institutes to provide postsecondary education and training to more than 1,200 students per year.³¹ In 2014, the Indigenous Institutes Consortium’s Roadmap to Recognition position paper highlighted the unique role that Indigenous Institutes play in supporting Postsecondary Education (PSE) access for many Indigenous students:

“Unique capacity to increase PSE attainment - The Aboriginal Institutes increase access to and success in PSE for Aboriginal students who would not otherwise attend a mainstream postsecondary institution. There are many reasons these students may be unable to attend a mainstream college or university, including low incomes and insufficient funding, low education of parents, family or work obligations, lack of childcare, distance, desire to be educated in a culturally sensitive environment, and scars from historic racism and assimilationist pressures. For students that face such barriers, the Aboriginal Institutes offer the flexibility and support that mainstream institutions, due to their size and diverse student body, cannot.”

“Aboriginal Institutes offer unique transformative learning opportunities - The Aboriginal Institutes play an important role in linking Aboriginal students to further education pathways. Many Aboriginal students do not follow a direct path through the education system. Given that more Aboriginal people than non-Aboriginal people do not complete high school, there is a need for programs that offer laddering opportunities, from the completion of high school to Postsecondary Education (PSE), particularly for adults who have community, family and work responsibilities. Mainstream colleges can only partially address this need.”³²

First Nations Regional Early Childhood, Education and Employment Survey (FNREEES) data validates the essential link between educational credential attainment and labour market success

²⁹ Ibid.

³⁰ Ministry of Labour, Training and Skills Development. (2020, February 28). *Ontario Increases Support for Indigenous Postsecondary Education: Helping Indigenous Learners Prepare for Good Jobs*. Retrieved from Government of Ontario Newsroom: <https://news.ontario.ca/en/release/55980/ontario-increases-support-for-indigenous-postsecondary-education>

³¹ Ibid.

³² Aboriginal Institutes Consortium. (2014). *A Roadmap to Recognition for Aboriginal Institutes in Ontario Position Paper*. Aboriginal Institutes Consortium.



in on-reserve and Northern communities, and the fact that many First Nations adults do not have high school credentials, as described in the Roadmap to Recognition. FNREEES also examines key variables stemming from First Nations perspectives on learning³³ that are relevant to articulating Indigenous Institutes' role in supporting First Nations people to meet labour market needs. These variables include:

- Self-rated mental health, life balance, and social support;
- Parent/guardian support for pursuing education and employment;
- Self-reported knowledge of a First Nations language, satisfaction with current language; knowledge, and views on importance of First Nations language;
- Self-reported emotional wellbeing;
- Importance to youth and adults of traditional teachings;
- Importance of spirituality to youth and adults;
- Frequency of cultural activity;
- Wellness in the workplace;
- Workplace support for First Nations culture; and
- Family history of residential schooling.

Among further FNREEES findings are that:

“Nearly three-quarters of First Nations adults reported that it was very important to be able to understand (74.8%) and speak (73.7%) a First Nations language” and that, “A majority of First Nations adults reported that it was somewhat or very important to know and learn about traditional teachings (86.1%).”

Within this context, First Nations Information Governance Centre (FNIGC)’s national *First Nations Regional Early Childhood, Education and Employment Survey* (FNREEES) summary report notes regarding employment and training that:

“...it is important to further promote the positive associations between language, culture, and traditions in communities and to identify how they translate to wellbeing and potential employment. FNREEES results showed that First Nations adults have cited these as important values, so they should be used as teaching tools and incorporated into the work environment whenever feasible, thus contributing to workplace wellness.”³⁴

The student population that Indigenous Institutes serve are frequently from communities with high rates of unemployment in which those who have postsecondary credentials and training have far higher employment rates. Prospective students may have not yet completed a high school

³³ First Nations Information Governance Centre / Le Centre de gouvernance de l’information des Premières Nations. (2016). *This Is The Time: Our Data, Our Stories, Our Future*. Akwesasne: The First Nations Information Governance Centre / Le Centre de gouvernance de l’information des Premières Nations, 9. This contrasts with “typical measurement approaches [in which] the focus is on discrepancies between First Nations and non-First Nations learners.”

³⁴ The First Nations Information Governance Centre / Le Centre de gouvernance de l’information des Premières Nations. (2016). *The National Report of the First Nations Regional Early Childhood, Education, and Employment Survey*. Akwesasne: The First Nations Information Governance Centre / Le Centre de gouvernance de l’information des Premières Nations, 70.



credential or equivalent and may require support for secondary school completion before entering postsecondary, but largely view these credentials as important. They may live within Northern regions with declining working age populations, in which Indigenous populations are, by contrast, growing. They are likely to place a high value on traditional culture and language learning, with inclusion of these elements in education and work contributing to success and wellbeing.

The role for Indigenous Institutes in supporting Indigenous labour market success is clear based on:

- The gaps in credential attainment profiled for Indigenous people;
- The identified available Indigenous workforce and growing working age population;
- Presence of labour market needs (in demand jobs);
- The general trend toward jobs requiring higher levels of education; and
- The unique positioning of Indigenous Institutes to meet the needs of their student populations.

3. Provincial Policy and Programs

This section reviews provincial employment and training policy and programs in Ontario. The section covers the architecture of programs and services and the range of service providers and training deliverers, with a focus on Indigenous organizations. The primary areas of focus include:

- Apprenticeship;
- Employment Ontario;
- Micro-Certifications;
- Program costs and the role of OSAP; and
- Other provincial programs.

The information provided in each area is at a summary level and there is scope to explore all programs further. Given this research's focus on skilled trades training, the most comprehensive review is provided of the skilled trades and apprenticeship training.

What is an employment and training program?

There is no hard and fast definition of what defines an employment and training program. For the purposes of this environmental scan, programs that fall within the sphere of "public employment services," services that "help match supply and demand in the labour market through information, placement, and active support measures"³⁵ have been analyzed. Such services do not generally result in credentials or qualifications that go through a quality assurance process, though service providers often have to align their delivery approaches to the parameters of government-funded programs. This research also focuses on apprenticeship training for skilled trades, which is also often understood to be a form of postsecondary education.

³⁵ Wood, D. E. (2018). *Federalism in Action: The Devolution of Canada's Public Employment Service 1995-2015*. Toronto: University of Toronto Press. Retrieved from JSTOR: www.jstor.org/stable/10.3138/j.ctt22rbk1p



Highlights: Provincial Programs and Policy

- Apprenticeships are the training pathway that leads to certification in a recognized skilled trade. A person in training in a skilled trade is an apprentice. A person who has completed their training and is certified is a journey person.
- Apprenticeship programs use a combination of on-the-job training and in-class instruction. About 85% to 90% of training takes place in paid employment, and 10% to 15% of training taking place through in-class training.
- Generally, to become an apprentice, one must first secure employment as an apprentice with a sponsor. Sponsors can be employers, unions, or trade associations.
- The Certificate of Qualification is the credential that designates journey person status in the skilled trades. Certificates of Qualification are granted by the ministry, not by Training Delivery Agents (TDAs) designated by the ministry to deliver in class training.
- Contrasting with post-secondary certificate, diploma and degree programs, skilled trades apprentices pay only nominal in-class training fees and have access to financial support from the Employment Insurance system.
- Programs including Pre-Apprenticeship and the Ontario Youth Apprenticeship Program (OYAP) are intended to facilitate access to apprenticeship for youth and underrepresented groups. Indigenous organizations, including Indigenous Institutes, are engaged in delivery Pre-Apprenticeship.
- Employment Ontario (EO) is the primary system of publicly supported employment services in the province. EO is an overarching administrative structure and identity for a range of government-funded programs and services, with contracted service providers delivering programs.
- The largest EO program is the Employment Service (ES) which provides a broad range of supports. More specific programs also exist, including Youth Job Connection (YJC) for youth facing multiple barriers and Literacy and Basics Skills (LBS), supporting foundational skills acquisition.
- The LBS program features an Indigenous-specific stream and there a number of Indigenous organizations engaged as service providers, including one Indigenous Institute. There are far fewer Indigenous organization engaged in delivery of ES and only one engaged to deliver YJC.
- Other current provincial initiatives relevant to employment and training include the development of a framework for micro-certifications, a “new model that uses short, focused credentials to verify mastery of a particular skill or competency.”

3.1 Data, Methods, and Limitations: Provincial and Federal Scans

Before beginning with this review of provincial programs and policy, a brief review of data sources, methods used, and limitations of information is presented. This discussion is applicable to both this provincial section and also the federally focused section that follows.

To develop this review of provincial and federal programs and policy, a desk research-based environmental scan has been conducted. This has involved a review of public-facing government websites, budget documents, media releases, legislation, grantee and service provider lists, open data portals, and in some cases, digging for deeper information on websites of third-party organizations engaged in delivering or commenting upon government policy and programs.

The information presented is up-to-date and accurate to the best of the researchers' knowledge, however, all information should be interpreted with the understanding that governments and their funded partners do not always update policy and program information online in real time. This is particularly the case for service provider and grantee lists which are not always released at regular intervals and are subject to change. It is possible that some out-of-date information is included or points of context missing. Finally, in describing the broad architecture of programs in the employment and training landscape the report relies on the researchers' experiences with these programs.

3.2 Apprenticeships

This section discusses the apprenticeship system. It outlines the general structure of apprenticeship, regulation of skilled trades and apprenticeship, the process of becoming an apprentice, pre-apprenticeship programs, the Ontario Youth Apprenticeship Program (OYAP), trade ratios, the process of becoming a journeyman, the Red Seal Program, financial matters for apprentices, and the role of Training Delivery Agents (TDAs) in delivering in-class training, and TDA approvals.

3.2.1 General Structure of Apprenticeship

Apprenticeships are the training pathway that leads to certification in a recognized skilled trade. A person in training in a skilled trade is an apprentice. A person who has completed their training and is certified is a journeyman. There are 144 recognized skilled trades in Ontario, which fall within one of four sectors: construction, service, motive power, and industrial.³⁶ In the skilled trades, a Certificate of Qualification is the credential denoting that an apprentice has completed their training, becoming a recognized journeyman. A person with journeyman status can work unsupervised and supervise other apprentices on-the-job.

Apprenticeship programs use a combination of on-the-job training and in-class instruction to train individuals in the practical and theoretical aspects of skilled trades. The interaction between in-class theoretical/practical instruction and on-the-job experience under supervision of qualified

³⁶ Ministry of Labour, Training and Skills Development. (2020, May 13). *List of skilled trades in Ontario*. Retrieved from Government of Ontario: <https://www.ontario.ca/page/list-skilled-trades-ontario>

journeypersons provides for the transfer of skill, knowledge, and ability that over a period of 2-5 years, makes an apprentice into a journeyperson. Apprenticeship training employs an “earn-while-you-learn” model. About 85% to 90% of training takes place in paid employment, and 10% to 15% of training taking place through in-class training. Apprentices generally complete between 2-3 levels of in-class training on their path to become journeypersons, depending on the trade. As apprentices complete levels of training, their wages generally increase.

With much focus today on experiential learning, work-integrated learning, and the general challenge of better connecting postsecondary education to the workforce, apprenticeship stands as a long-running model of vocational education based on the combination of in-class learning and on-the-job learning.

Ontario’s *Making Ontario Open for Business Act, 2018* and the *Modernizing the Skilled Trades and Apprenticeship Act, 2019* have introduced potential changes that could influence the structure of skilled trades training (with the introduction of shorter programs) as well as regulation regarding who is allowed to perform what functions within the skilled trades. This would influence several features of the system touched upon below. This report focuses on describing the apprenticeship system in its current form.

3.2.2 Regulation of Skilled Trades and Apprenticeship

In Ontario, regulation of the skilled trades at the provincial level strongly influences how training is organized and delivered. The activities that define each trade are outlined in “scope of practice” regulations.³⁷ Most trades are “voluntary” trades, meaning that occupational activities within their scope of practice can be legally undertaken by anyone, with or without specific skilled trades training or certification. Some examples of voluntary trades include: “carpenter,” “heat and frost insulator,” “baker,” and “automotive painter.” Anyone can legally perform tasks within the scope of these trades, with or without training and certification. Other trades fall under the “compulsory” category.³⁸ In compulsory trades, only registered apprentices and journeypersons within the trade are legally permitted to perform tasks within the trade’s scope of practice. Some examples of compulsory trades include: “electrician,” “plumber,” “alignment and brakes technician,” and “hairstylist.” Compulsory trades were historically designated as such due to the relatively greater risk-of-harm to the worker and to the public posed by activities within the trade’s scope of practice.

From a training perspective, the major difference between compulsory and voluntary trades is that in compulsory trades, formally recognized apprenticeship training is the only legal pathway to work within the trades. In voluntary trades, formal apprenticeship training is the most systematic and likely the highest quality route into work in the trades, but not the only route. For example,

³⁷ Government of Ontario. (2019, December 31). *Ontario College of Trades and Apprenticeship Act, 2009, S.O. 2009, c. 22*. Retrieved from e-Laws: <https://www.ontario.ca/laws/statute/09c22>

³⁸ Ontario College of Trades. (2020). *Trades in Ontario*. Retrieved from Ontario College of Trades: <https://www.collegeoftrades.ca/trades-in-ontario>



there are no barriers to non-formally trained people doing carpentry work and teaching others to do so on job sites. There are also postsecondary programs outside of apprenticeship delivered by colleges and private career colleges that teach trades skills within voluntary trades. Such programs exist for compulsory trades too, but in that case are generally intended to lead to apprenticeships, as compulsory trade work cannot be legally conducted outside of the apprenticeship framework.

3.2.3 Becoming an Apprentice

Apprenticeship is seen by many as a form of postsecondary education, but in terms of learner pathways, it differs markedly from postsecondary programs leading to certificates, diplomas, and degrees.

Generally, to become an apprentice, one must first secure employment as an apprentice with a sponsor. Sponsors can be employers, unions, or trade associations.³⁹ The apprentice, the sponsor, and the Ministry of Labour, Training and Skills Development then sign a Registered Training Agreement (RTA). With an RTA, the apprentice can then become a member of the Ontario College of Trades, formalizing their status as an apprentice. Formal on-the-job training can then begin and access to in-class training at a Training Delivery Agent (TDA) facilitated at an appropriate time. For some trades, apprentices work for a year with their sponsor before taking their first level of in-class training. For other trades, it is more common to complete the first level of in-class training before beginning work.

There are a variety of ways in which prospective apprentices find employer-sponsors and become apprentices. Some examples of differing pathways are provided below:

- In the unionized construction context, prospective apprentices are often required to score well on rigorous exams to be accepted for sponsorship. It is not uncommon to have a large number of applicants for publicly advertised intakes for apprenticeships, especially in compulsory trades like “electrician.” These are highly sought-after positions.
- In some voluntary trades, particularly in the residential construction sector, it is common to work for an employer outside of a formal apprenticeship, sometimes for years, before being offered an apprenticeship and signing an RTA. Very often in voluntary trades, employers simply do not engage with the formal apprenticeship system. Workers learn on the job or through non-apprenticeship training courses, without obtaining formal skilled trades credentials.
- It is possible to take courses of study within the postsecondary system learning trade skills while paying postsecondary tuition. While this can lead to earning a certificate or diploma, it is not a direct path to journeyman status, because it is not apprenticeship

³⁹ Ministry of Labour, Training, and Skills Development. (2020, July 16). *Start an apprenticeship*. Retrieved from Government of Ontario: <https://www.ontario.ca/page/start-apprenticeship>

training.⁴⁰ However, such programs can better position those who take them to find an apprenticeship with a sponsor (increasing their marketability to employer-sponsors, which is often how institutions convey the value of these programs). Some colleges also deliver the ministry-funded Co-op Diploma Program allowing for simultaneous progress in an apprenticeship and toward a diploma.⁴¹

- In the compulsory “hairstylist” trade, it is possible to complete a postsecondary certificate or diploma program (paying postsecondary tuition) that counts for in-school apprenticeship training and in some cases a portion of on-the-job training. Those who complete such a program still need to transition into having an apprenticeship with an employer and working the required numbers of hours before taking their certification exam.⁴²
- Pre-apprenticeship programs funded by the ministry support underrepresented groups to gain foundational trades skills, work experience, and connect with employers with the goal of exploring the trades and potentially becoming registered apprentices. Some pre-apprenticeship programs include level one in-class apprenticeship training.
- The Ontario Youth Apprenticeship Program (OYAP) delivered in Ontario high schools is intended to bridge high school students into apprenticeship with an employer sponsor.

For apprentices, securing a formal relationship with their sponsor generally precedes both on-the-job and in-class training. In this sense, the path is the reverse of what postsecondary students typically experience: completing postsecondary education, then seeking employment. When apprentices are sponsored by unions or trade associations, their sponsor may also operate the TDA they attend for in-class training.

3.2.4 Pre-Apprenticeship

The Ministry of Labour, Training and Skills Development’s (MLTSD) Pre-Apprenticeship Training Program helps potential entrants to the apprenticeship system develop their job skills and trade readiness so that they will be prepared to find work as apprentices. The program is designed to assist traditionally underrepresented groups to more easily secure employment as an apprentice. Programs may be designed to support youth, unemployed workers, women, Indigenous people, newcomers, and persons with disabilities. Each program must focus on specific primary and

⁴⁰ Humber College Faculty of Applied Sciences & Technology. (2020). *Carpentry and Renovation Technician*. Retrieved from Humber College Faculty of Applied Sciences & Technology: <https://appliedtechnology.humber.ca/programs/carpentry-and-renovation-technician.html>

⁴¹ Ministry of Labour, Training and Skills Development. (2020, January 14). *Prepare for apprenticeship*. Retrieved from Government of Ontario: <https://www.ontario.ca/page/prepare-apprenticeship#section-3>

⁴² Algonquin College. (2020). *Hairstyling*. Retrieved from Algonquin College: <https://www.algonquincollege.com/hospitalityandtourism/program/hairstyling/>

secondary trades. This is a skilled trades access support program and it is not necessary to go through a pre-apprenticeship program in order to become an apprentice.

The Ministry of Labour, Training and Skills Development's (MLTSD) Employment and Training Division holds a call for proposals for delivery of the pre-apprenticeship program every year. Community organizations, employers, unions, colleges, and Indigenous organizations have been involved in delivery - often in partnership with one another. Sometimes pre-apprenticeship programs involve delivery of the first level of apprenticeship training (in which case a registered TDA must be involved), and other times these programs are intended to be a precursor to this first level of apprenticeship training. In 2018-19 MLTSD funded 84 pre-apprenticeship projects across the province. Of these projects, 39 listed Indigenous people as among their client criteria. Seven projects were delivered by Indigenous organizations in 2018-19, including two Indigenous Institutes, these are profiled in Table 21.

Table 21: Pre-Apprenticeship Projects Delivered by Indigenous Organizations, 2018-19

| Deliverer | Primary Trade | Secondary Trade Exposure | Location |
|--|--------------------------------|--|-------------|
| Anishinabek Employment and Training Services | General Carpenter | Welder | Thunder Bay |
| Kenjgewin Teg | General Carpenter | Industrial Electrician | M'Chigeng |
| Miziwe Biik Aboriginal Employment and Training | General Carpenter | Drywall, Acoustic and Lathing Applicator | Toronto |
| Niagara Peninsula Aboriginal Area Management Board | Industrial Mechanic Millwright | Industrial Electrician | Cambridge |
| Six Nations Polytechnic | Welder | Metal Fabricator | Brantford |
| Six Nations Polytechnic | Cook | Institutional Cook, Assistant Cook | Brantford |
| Six Nations Polytechnic | General Machinist | Tool and Die Maker, Mould Maker | Brantford |

Source: Ministry of Labour, Training and Skills Development. (2018). *Pre-Apprenticeship Projects 2018-2019*. Retrieved from Employment Ontario Partners' Gateway: <http://www.tcu.gov.on.ca/eng/eopg/publications/pre-app-spreadsheet-projects-2018-2019-en.pdf>

Like all community organizations, Indigenous Institutes can qualify to deliver pre-apprenticeship programs through the annual call for proposals. Six Nations Polytechnic and Kenjgewin Teg are Indigenous Institutes listed as pre-apprenticeship program deliverers for 2018-19.⁴³ The other three Indigenous organizations in Table 21 above are deliverers of the Indigenous Skills Employment and Training (ISET) program, which is discussed later. Notably, Six Nations Polytechnic is funded to deliver pre-apprenticeship programs in the same trades for which it has recently been designated as a Training Delivery Agent (TDA), meaning it has potential resources to support community members to prepare for trades training it can then deliver.

⁴³ Ministry of Labour, Training and Skills Development. (2018). *Pre-Apprenticeship Projects 2018-2019*. Retrieved from Employment Ontario Partners' Gateway: <http://www.tcu.gov.on.ca/eng/eopg/publications/pre-app-spreadsheet-projects-2018-2019-en.pdf>



3.2.5 Ontario Youth Apprenticeship Program (OYAP)

The Ontario Youth Apprenticeship Program (OYAP) is a Ministry of Education-funded program implemented by high schools. It is also supported by the Ministry of Labour, Training and Skills Development (MLTSD). The program’s goal is to make apprenticeship more attractive and accessible to youth. OYAP aims to encourage young people to:

- 1) enter apprenticeship training while in school or after graduation;
- 2) stay in school to complete secondary school requirements; and
- 3) enter other postsecondary programs leading to technical occupations.

Ontario Youth Apprenticeship Program (OYAP) gives grade 11 and 12 students cooperative learning experience intended to open the door to apprenticeship training and build links to employers.⁴⁴

3.2.6 Ratios

The number of apprentices an employer can take on is regulated by “ratios,” which define how many apprentices a journeyman can supervise. Thirty-three of the 144 recognized trades in Ontario have ratios set at 1:1, meaning sponsors must have one journeyman for every apprentice in these trades. The remaining trades do not have a ratio, meaning that a journeyman may supervise any number of apprentices, though 1:1 is a commonly employed standard. Previously, in many trades it was common for two or three journeymen to be required to supervise one apprentice. This reduction of ratios was recently made in Ontario.

3.2.7 Becoming a Journeyman

The Certificate of Qualification is the credential that designates journeyman status in the skilled trades. When an apprentice has completed their required on-the-job apprenticeship training, the sponsor employer submits documentation to the Ministry of Labour, Training and Skills Development (MLTSD) certifying that on-the-job requirements have been met. MLTSD will then issue the apprentice a “Certificate of Apprenticeship” if all in-class training requirements have been met as well.

For 62 of the 144 trades in Ontario, there is no Certificate of Qualification exam and the Certificate of Apprenticeship can directly be converted to a journeyman’s Certificate of Qualification. All compulsory trades and some voluntary trades have exams that are required to become a recognized journeyman. In total, 82 trades in Ontario have a Certification of Qualification exam. For these trades, the next step after receiving a Certificate of Apprenticeship is to book and take an exam at a local MLTSD apprenticeship office. Some of these exams are provincial exams, resulting in a provincial Certificate of Qualification. Others are interprovincial exams resulting in a “Red Seal” Certificate of Qualification, enabling labour mobility across

⁴⁴ Ontario Youth Apprenticeship Program. (2020). *What is OYAP?* . Retrieved from Ontario Youth Apprenticeship Program: <https://oyap.com/oyap/>



Canada.⁴⁵ A score of at least 70% is required to pass. The MLTSD issues the Certificate of Qualification.

Tradespeople who have not completed an Ontario apprenticeship but who have equivalent qualifications and experience can go through the “Trade Equivalency Assessment” process to qualify to take a Certificate of Qualification exam, and if they then pass the exam, become a certified Journeyman.⁴⁶ Such individuals may have learned informally on jobsites, or have immigrated to Canada with prior training.

3.2.8 Red Seal Program

While provincial and territorial governments oversee their local apprenticeship systems, they also connect and coordinate through the Canadian Council of Directors of Apprenticeship, a body composed of the heads of provincially designated ministry departments or regulatory bodies responsible for apprenticeship, which also contains federal government representatives.

The Red Seal Program is a collaborative initiative of the Canadian Council of Directors of Apprenticeship that sets national standards designating the skills, knowledge, and ability required within each recognized Red Seal Trade. The purpose of the program is to establish shared standards in order to facilitate labour mobility across Canada. Tradespeople who earn their Certificate of Qualification in a Red Seal trade, also known as a Red Seal Endorsement (RSE - an acronym which they may affix to their name as a professional designation, like PhD. or MD) are able to work in their trade across Canada.

Red Seal Occupational Standards (RSOS), the documents which express these standards, are developed with the involvement of skilled trades Subject Matter Experts (SMEs). In July 2019, the Red Seal Program announced that the Canadian Council of Directors of Apprenticeship had achieved national consensus on harmonization of 32 trades, a process that began in 2013.⁴⁷ This is a significant achievement that is easing portability of training within apprenticeship programs. Previously, Red Seal endorsements made labour mobility possible for journeymen, but apprentices still in training could face barriers to mobility or setbacks in their pathway to journeymen status related to the differing structures of training across jurisdictions.

3.2.9 Financial Matters for Apprentices

The mandatory courses taken through ministry-approved Training Delivery Agents are subject to significant government fee subsidies – typically they cost apprentices only \$10 per day. During in-

⁴⁵ Ontario College of Trades. (2019, December). *Trades with Certificate of Qualification (C of Q) Examinations*. Retrieved from Ontario College of Trades: <https://www.collegeoftrades.ca/wp-content/uploads/Trades-with-C-of-Q-Examinations-v3-DECEMBER-9-2019.pdf>

⁴⁶ Ontario College of Trades. (2020). *Trade Equivalency Assessment & Credential Recognition*. Retrieved from Ontario College of Trades: <https://www.collegeoftrades.ca/trade-assessment>

⁴⁷ Saunders, P. (2019, August 7). *CCDA harmonizes 32 Red Seal trades*. Retrieved from Electrical Business: <https://www.ebmag.com/ccda-harmonizes-32-red-seal-trades-20902/>



class training, apprentices who have temporarily left their regular employment receive financial support from the federal Employment Insurance system. This contrasts sharply with the rest of the postsecondary education system (programs leading to certificates, diplomas, and degrees) in which students pay tuition and those in need of financial assistance might receive from the Ontario Student Assistance Program (OSAP), with both grants and repayable loans, or support from the Postsecondary Student Support Program (PSSSP) for Indigenous students. There are also many federal and provincial government incentives and supports offered to apprentices and their employers.

3.2.10 Role of Training Delivery Agents: In-Class Training

In Ontario, in-class training is delivered by Training Delivery Agents (TDAs) authorized by the Ministry of Labour, Training and Skills Development's Employment and Training Division. Each TDA approval is for delivery of specific levels of training, within specific trades (organizations pursuing TDA status must apply for each trade and trade level they wish to train in).

Most apprentices in Ontario receive in-class training at Colleges of Applied Arts and Technology (public colleges - CAATs) which have been recognized as TDAs by the ministry. Colleges deliver roughly 85% of total in-class apprenticeship training in Ontario. There is also a significant sector of "non-college TDAs" consisting mostly of union and employer-based training centres, primarily in the construction sector. In January 2020, Six Nations Polytechnic, a recognized Ontario Indigenous Institute, was granted TDA status in the trades of "general machinist," "cook," and "welder."⁴⁸ The Ministry announced that this was the first Indigenous Institute to become a TDA.

In-class training by TDAs is typically delivered in blocks lasting around 10 weeks between periods of work/on-the-job training lasting roughly one year. So, an apprentice may be in-class for 10 weeks, work for a year, then return for the next level of in-class training. As noted, there are generally 2-3 levels per trade. This most-common apprenticeship training delivery model is known as "block release." Other delivery models include "day release" in which in-class instruction is undertaken on days interspersed with work and evening and weekend in-class instruction. As apprentices' complete periods of in-class training and a required number of on-the-job hours and range of on-the-job experiences, they advance to the next level of their apprenticeship.

3.2.11 Approval and Funding of Training Delivery Agents (TDAs)

As noted, the Ministry of Labour, Training and Skills Development (MLTSD) is responsible for designating Training Delivery Agents (TDAs). The cornerstone objectives of the ministry's approval process for TDAs are:

- "The expansion of apprenticeship training to meet emerging industry needs;
- Quality and portable skills training delivered to industry standards as defined in the Province's approved curriculum;
- Flexibility of training delivery format to meet varying needs of employers and apprentices;

⁴⁸ Ministry of Labour, Training and Skills Development. (2019). *Apprenticeship Training Delivery Agent (TDA) Approval Process Guidelines*. Toronto: Queen's Printer for Ontario, 3.



- Accessibility of training, including geographic accessibility and accessibility for Ontario’s francophones, Indigenous population, and persons with disabilities; and
- The promotion of apprenticeship training among underrepresented groups.”⁴⁹

The ministry approves applications for TDA status based on a set of guiding principles and mandatory criteria expanding from these cornerstone objectives.

Existing Training Delivery Agents (TDAs) play a part in the TDA approval process. Applicants for TDA status must give all other TDAs who deliver training in the same trade the opportunity to comment on their application to the ministry. These submissions are considered by the ministry, but no TDA has veto power. A guiding principle of the approval process is that “The approval of new programs or TDAs will not critically undermine the sustainability of existing programs at approved TDAs.”⁵⁰

Each year the ministry funds a specific number of “seats” at TDAs. This is the number of apprentices the TDA can train. Apprenticeship training is highly subsidized by this “seat purchase,” with apprentices themselves paying only a nominal fee for training. Being designated as a TDA with the ministry is not a guarantee that the ministry will purchase seats and that the TDA will deliver in-class training. It simply means the ministry could choose to purchase seats from the TDA depending on local demand for training, as measured by the Ministry of Labour, Training and Skills Development (MLTSD). According to the guidelines: “Approval as a TDA is not a commitment by the ministry to purchase training, nor is it a commitment to an ongoing funding relationship or to the level of purchases made by the ministry.”⁵¹ Table 29 in Appendix C provides a list of all approved TDAs in Ontario’s North and complete TDA information for the province is available from MLTSD.⁵²

3.3 Employment Ontario

Employment Ontario (EO) is the primary system of publicly supported employment services in the province. The overarching goal of these services is to lower unemployment and raise labour market participation. While services can be accessed by all businesses and jobseekers to varying degrees, their most important function is in supporting individuals who face barriers in the labour market, including: young people, older workers, persons with disabilities, immigrants, Indigenous people, and social assistance recipients.⁵³ EO programs and services can touch on the world of postsecondary education, for example, providing support to bridge into it, but are distinct from

⁴⁹ Ibid.

⁵⁰ Ibid.

⁵¹ Ibid., 4.

⁵² Ministry of Labour, Training, and Skills Development. (2019, November 25). *Apprentice Program Data by Local Boards*.

Retrieved from ArcGIS.com: <https://www.arcgis.com/home/item.html?id=9dcc91f83c6f4dd98e4e93a02882c112>

⁵³ Wood, D. E. (2018). *Federalism in Action: The Devolution of Canada’s Public Employment Service 1995-2015*. Toronto: University of Toronto Press. Retrieved from JSTOR: www.jstor.org/stable/10.3138/j.ct22rbk1p



postsecondary education. This section outlines what EO is, discusses service providers and administrative relationships, and presents the range of Indigenous organizations engaged in delivery of EO programs.

3.3.1 What is Employment Ontario?

Employment Ontario (EO), rather than a single unified service, can be more accurately described as an overarching administrative structure and identity for a range of programs and services funded through the Ministry of Labour, Training and Skills Development’s (MLTSD) Employment and Training Division. Contracted service providers are funded to deliver employment and training programs for job seekers, employers, laid-off workers, youth facing barriers, and individuals seeking to increase their literacy level and basic skill level.

Contracted Employment Ontario (EO) service providers range from small community organizations to larger multi-site organizations. They include non-profit organizations, a small-but-growing number of for-profit organizations, public colleges, and Indigenous organizations. Roughly \$1 billion is spent on EO programs in Ontario each year. These funds come primarily through federal transfers to Ontario sourced from worker and employer payroll contributions to Employment Insurance (EI).⁵⁴ Some EO programs are targeted specifically to EI recipients, others are more broadly available. EO Programs include:⁵⁵

- Employment Service - A broad suite of general supports tailored to client need.
- Youth Job Connection - An Intensive program targeting youth with multiple barriers.
- Literacy and Basic Skills - A program supporting foundational skills development; includes an Indigenous-specific stream.
- Second Career - Supporting laid-off EI-eligible workers to train for new careers.
- Supported Employment for People with Disabilities - Disability specific supports.
- Skills Advance Ontario Pilot - Training for jobs with specific sectors and employer groups (sector-based workforce development strategies).

Employment Service Program Model

The Employment Service (ES) is the largest program offered through Employment Ontario. It is worth discussing its model in more detail. Descriptions of this nature can be found for all Employment Ontario programs through ministry website links cited for the program list above. The Employment Service has two broad streams: unassisted and assisted services.

Unassisted services, or the Resource and Information (RI) service component, provides individuals with information on local training and employment opportunities, community service supports, and resources to support independent or “unassisted” job search. These services can be delivered

⁵⁴ Government of Canada. (2020, May 22). *Labour Market Transfer Agreements*. Retrieved from Government of Canada: <https://www.canada.ca/en/employment-social-development/programs/training-agreements.html>

⁵⁵ Ministry of Labour, Training and Skills Development. (2020). *Programs and Services*. Retrieved from Employment Ontario Partners’ Gateway: <http://www.tcu.gov.on.ca/eng/eopg/programs/index.html>



through structured orientation or information sessions (on or off site), e-learning sessions, or one-to-one sessions up to two days in duration. The RI component also helps employers to attract and recruit employees and skilled labour by posting positions and offering opportunities to participate in job fairs and other community events. This service component is available to all Ontarians as there are no eligibility or access requirements.

Assisted services are offered to individuals who display the need for more intensive, structured, and/or one-on-one employment supports, and includes the following components:

- Job search assistance (including individualized assistance in career goal setting, skills assessment, and interview preparation);
- Job matching, placement, and incentives (which match client skills and interests with employment opportunities, and include placement into employment, on-the-job training opportunities, and incentives to employers to hire Employment Service clients); and
- Job training/retention (which supports longer-term attachment to or advancement in the labour market or completion of training).

Service providers develop with assisted services clients an Employment Service (ES) service plan – and monitor, evaluate, and adjust this plan over the duration of the service plan. To be eligible for assisted services, clients must be unemployed (defined as working less than twenty hours a week) and not participating in full-time education or training. Clients are also assessed on a number of suitability indicators covering economic, social and other barriers to employment, and service providers are directed to prioritize serving clients facing multiple barriers.

Adapted from: Ministry of Labour, Training and Skills Development. (2019, November 26). *MLTSD Employment Services Financials 2015/16*. Retrieved from ArcGIS.com: <https://www.arcgis.com/home/item.html?id=247ae33ad1a247d1a219ec4b16b60c88>

3.3.2 Service Providers and Administrative Relationships

Service providers may be contracted to deliver one or more Employment Ontario (EO) program. Most deliver a combination, with the Employment Service as the foundation. There are also many exclusive Literacy and Basic Skills Providers, often small community-based organizations. Larger service providers frequently also deliver programs funded by the federal government and municipal or regional governments. Service providers are contracted annually by the ministry. Most have similar contracts rolled over from year-to-year, though there is no default commitment on the part of the ministry to continue with a service provider from one year to the next.

The Ministry of Labour, Training and Skills Development's (MLTSD) Employment and Training Division is organized into regions. Within these regions, local offices are staffed primarily by Employment and Training Consultants (ETCs) who hold the direct administrative relationship with Employment Ontario service providers. Service providers receive communications about program developments through the Employment Ontario Partners Gateway and their funding and reporting relationship is managed through the Employment Ontario Information System. The Partners



Gateway is accessible to the public and a good place to monitor on-going Employment Ontario system developments.⁵⁶

Currently, the ministry is piloting reforms within the EO system that would see multiple EO programs integrated at the local level, including employment and training programs associated with Ontario’s social assistance programs, the Ontario Disability Support Program and Ontario Works. This integration and a “service system manager” model to advance it is currently being piloted in three Ontario communities.⁵⁷

3.3.3 Indigenous Service Provides within the Employment Ontario Network

Within the Employment Ontario Network there are Indigenous organizations contracted as service providers. Based on 2015-16 and 2016-17 data published by MLTSD, Table 22 includes the Indigenous service providers currently within the Employment Ontario network for Employment Service (ES), Literacy and Basic Skills (LBS), and Youth Job Connection (YJC).

Table 22: Employment Ontario Service Delivery Sites (Indigenous Organizations) - Employment Service, Literacy and Basic Skills, and Youth Job-Connection, 2016-17*

| Region | Program | Service Provider |
|----------|---------|---|
| Northern | ES | Gezhtoojig Employment & Training - Sudbury |
| Central | ES | Miziwe Biik Aboriginal Employment & Training- Toronto |
| Western | ES | Anishnabeg Outreach - Kitchener |
| Western | ES | Chippewas Of Kettle & Stony Point First Nation - Employment Service Access |
| Northern | ES | Mushkegowuk Council - Moosonee |
| Western | LBS | Chippewas Of Nawash Unceded First Nation- Ktaamgwedaagwad Gindaaswin Adult Learning Centre- Neyaashiinigmiing |
| Eastern | LBS | Mohawk Council of Akwesasne - Adult Education Centre - Cornwall |
| Northern | LBS | Timmins Native Friendship Centre - Timmins |
| Northern | LBS | Indian Youth Friendship Centre - Anishnawbe Skills Development Program - Thunder Bay |
| Northern | LBS | Kenamatewin Native Learning Centre - Kenora |
| Central | LBS | Toronto Council Fire Native Cultural Centre - Toronto |
| Northern | LBS | United Native Friendship Centre - Fort Frances |
| Northern | LBS | Niin Sakaan Literacy Program (Niin Sakaan Skills Development Program) – Indian Friendship Centre of Sault Ste Marie |
| Eastern | LBS | Peterborough Native Learning Program - Peterborough |
| Eastern | LBS | Peterborough Native Learning Program - Lakefield |

⁵⁶ Ministry of Labour, Training and Skills Development. (2020). *Employment Ontario Partners’ Gateway*. Retrieved from Employment Ontario Partners’ Gateway: <http://www.tcu.gov.on.ca/eng/eopg/>

⁵⁷ Ministry of Labour, Training and Skills Development. (2018). *Pre-Apprenticeship Projects 2018-2019*. Retrieved from: Employment Ontario Partners’ Gateway: <http://www.tcu.gov.on.ca/eng/eopg/publications/pre-app-spreadsheet-projects-2018-2019-en.pdf>



| | | |
|----------|---------------|--|
| Western | LBS | Aamjiwnaang Alternative and Continuing Education Program - 978 Tashmoo Avenue |
| Western | LBS | Can-Am Indian Friendship Centre of Windsor - Latiy^Tehta Literacy Program |
| Western | LBS | Cultural Communications Group Inc (Niagara Regional Native Centre) Literacy Prgm-St.Catharines |
| Western | LBS | Fort Erie Native Friendship Centre |
| Western | LBS | Hamilton Native Learning Centre |
| Western | LBS | Ontario Native Literacy Coalition |
| Western | LBS | Six Nations Achievement Centre – Six Nations Polytechnic |
| Western | LBS - Support | Ningwakwe Learning Press |
| Central | LBS - Support | Native Women's Resource Centre - Toronto |
| Northern | YJC | Mushkegowuk Council - Moosonee |

Source: Ministry of Labour, Training and Skills Development. (2019, November 25). *Employment Ontario Program Data and Analysis*. Retrieved from EO Geohub: <https://www.eo-geohub.com/search?tags=Employment%20Ontario%20Program%20Data%20and%20Analysis>

Ministry of Labour, Training and Skills Development. (2015, October). *Service Providers that will be delivering Youth Job Connection*. Retrieved from Employment Ontario Partners' Gateway: http://www.tcu.gov.on.ca/eng/eopg/publications/yjc_sp_list.pdf

In the Employment Ontario (EO) network there are roughly 320 Employment Service (ES) service delivery sites, 315 Literacy and Basic Skills (LBS), sites, and 135 Youth Job Connection (YJC) sites (many of these overlap with one another). Based on the data presented in Table 22, there are five Indigenous organization delivery sites for ES, 17 for LBS, and one for YJC.

Within Employment Services there is no Indigenous-specific stream. All service providers are expected to have competencies to serve all potential clients. However, in recent years, some have been asked to administer a program specifically for youth facing multiple barriers, Youth Job Connection, based on their past record working with youth. In the Literacy and Basic Skills program, by contrast, there is a specific Indigenous stream, which would explain the far larger number of service providers that are Indigenous organizations. Two Indigenous Literacy and Basic Skills (LBS) organizations are listed as “support organizations” rather than service delivery sites. These are organizations funded within the LBS network to provide learning support resources to LBS service providers within the Indigenous stream.

As seen in Table 22 above, Six Nations Polytechnic is a Literacy and Basic Skills service provider. This is the only Indigenous Institute recognized under the *Indigenous Institutes Act, 2017* that appears with these data as an Employment Ontario service provider.

3.4 New Directions in Employment Training: Micro-certifications

Micro-certifications straddle the world of employment and training programming and postsecondary education. They are a relatively new concept, frequently also referred to as micro-credentials, and their definition is still evolving. Micro-certifications can be thought of as independent qualifications, but can also potentially be part of a stackable pathway toward a



traditional full certificate, diploma or degree.⁵⁸ There is at present no permanent framework for quality-assuring micro-certifications, funding program development and delivery, or funding student participation in micro-certification courses of study in Ontario. Experimentation is moving forward with this concept.

The Ontario Government is currently supporting eCampus Ontario to establish a micro-certification strategy. eCampus Ontario is a not-for-profit corporation “funded by the Government of Ontario to be a centre of excellence in online and technology-enabled learning for all publicly funded colleges and universities in Ontario.”⁵⁹

In Summer 2019, eCampus Ontario developed a micro-certification Principles and Framework document working with postsecondary partners⁶⁰ and is now supporting 14 micro-certification pilots across Ontario delivered by partnerships between postsecondary institutions, employers, and community-serving organizations.⁶¹ There do not appear to be Indigenous organizations involved in the 14 pilots. A list of the pilots is provided in Table 30 in Appendix C.

Micro-certifications within this emerging eCampus Ontario framework are described as:

“a new model that uses short, focused credentials to verify mastery of a particular skill or competency. Micro-certifications are designed to target high-demand skills, resulting in job applicants who are both qualified and easily recognizable to companies and sectors looking to hire. A shorter timeframe to complete and lower costs makes micro-certification accessible to a larger talent pool.”⁶²

The vision for micro-certifications is that they can be positioned to respond more quickly to shifts in the labour market and produce ready certification-holders faster than traditional credentials. Separately, in December 2019, Ontario announced a call for proposals for funding development of micro-credentials specifically focused on upskilling laid-off automotive and advanced manufacturing workers for roles within and outside of this sector. For the purpose of this call for proposals, a micro-credential was defined by the ministry as a “short-duration, industry-sensitive

⁵⁸ Pichette, J. & Rizk, J. (2020, March 13). *Micro mania: Making sense of microcredentials in Ontario*. Retrieved from It'sNotAcademic: <http://blog-en.heqco.ca/2020/03/>

⁵⁹ eCampus Ontario. (2020). *About*. Retrieved from eCampus Ontario: <https://www.ecampusontario.ca/about/>

⁶⁰ eCampus Ontario. (2020). *Micro-certification Principles and Framework*. Retrieved from eCampus Ontario: <https://www.ecampusontario.ca/wp-content/uploads/2020/02/2020-02-03-microcertifications-en.pdf>

⁶¹ eCampus Ontario. (2020). *Micro-Certifications*. Retrieved from eCampus Ontario: <https://www.ecampusontario.ca/micro-certifications/>

⁶² eCampus Ontario. (2020, February 4). *eCampusOntario leads education-industry collaboration through micro-certification*. Retrieved from eCampus Ontario: <https://www.ecampusontario.ca/ecampusontario-leads-education-industry-collaboration-through-micro-certification/>

training that results in a participant gaining a defined set of in-demand skills and knowledge.”⁶³ Among universities, colleges, industry associations, and non-profit organizations, Indigenous Institutes were specifically mentioned as eligible to apply for this funding.

3.5 Employment and Training Program Costs, and Student Financial Aid (Ontario Student Assistance Program)

Most publicly supported Employment and Training programs are fully subsidized or have very minimal cost for attendance. For example, as described above, apprentices in Ontario pay a classroom fee of \$10 per day. The Ministry covers remaining costs (though college, employer and union deliverers also invest in this training). Apprentices are eligible to receive financial support through Employment Insurance when they are in in-school training. They are also eligible for a variety of smaller specific federal and provincial grants and loans.

Services delivered through Employment Ontario (EO) do not carry a cost for clients. These programs sometimes have their own internal participation support, for example, for living expenses support during a program. At least one EO program, Second Career, will financially support participants to attend a postsecondary program, outside the scope of the Ontario Student Assistance Program (OSAP).

Under O. Reg. 70/17 of the *Ministry of Training, Colleges and Universities Act* (Section 7), OSAP is designed to support students to attend programs of study leading to postsecondary credentials lasting at least 12 weeks.⁶⁴ OSAP crosses over somewhat into the world of Employment and Training by supporting students to take certificate and diploma programs in “trades skills” or “trades techniques,” delivered outside the scope of formal apprenticeship, which are delivered as postsecondary programs. Aside from this case, it is not typical that participants in employment and training programs would access student financial aid linked to the postsecondary system.

3.6 Other Programs

There are other provincial initiatives outside the larger established programs the report has profiled above which relate to employment and training for Indigenous people. Examples are provided below.

Indigenous Youth Work Exchange Program: Through Ontario’s Indigenous Youth Work Exchange

⁶³ Ministry of Labour, Training and Skills Development. (2019, December 10). *Open call for proposals for RapidSkills*. Retrieved from Employment Ontario Partners' Gateway: <http://www.tcu.gov.on.ca/eng/eopg/publications/rs-memo-eo-network-call-for-proposals-en.pdf>

⁶⁴ Government of Ontario. (2019, September 1). *O. Reg. 70/17: Ontario Student Grants and Ontario Student Loans*. Retrieved from Government of Ontario: <https://www.ontario.ca/laws/regulation/170070#BK9>



Program, Indigenous youth can receive an 8-week summer job with the Ministry of Natural Resources and Forestry or Indigenous organizations for up to three years in a row.⁶⁵

The Indigenous Economic Development Fund (IEDF): IEDF is a proposal-based program offering one year of funding.⁶⁶ The fund supports projects with the following objectives:

- “Diversify Indigenous economies
- Increase access to employment and training opportunities
- Provide start-up and expansion financing for small and medium-sized businesses
- Support financing, skills training and other economic development initiatives through collaboration between Indigenous communities and the private sector”

In February 2020, Ontario announced that a grant had been made to Anishinabek Employment and Training Service Services (AETS) under IEDF to support training for carpentry and construction careers.⁶⁷ AETS also received funding provided under the pre-apprenticeship program.

Public regional development investment bodies: The provincial Northern Ontario Heritage Fund⁶⁸ and, federally, FedNor (North)⁶⁹ and FedDev (South)⁷⁰ are also potential sources of time limited investment for employment and training priorities.

⁶⁵ Ministry of Natural Resources and Forestry. (2020, June 12). *Indigenous Youth Work Exchange Program*. Retrieved from Government of Ontario: <https://www.ontario.ca/page/indigenous-youth-work-exchange-program>

⁶⁶ Ministry of Government and Consumer Services. (2020, February 14). *Available funding opportunities from the Ontario Government*. Retrieved from the Government of Ontario: <https://www.ontario.ca/page/available-funding-opportunities-ontario-government>

⁶⁷ Ministry of Labour, Training and Skills Development. (2020, February 20). *Ontario Preparing People for Skilled Trades Careers in Thunder Bay: Government Investing in Anishinabek Employment and Training Services Centre and Supercom Industries Skills Training Programs*. Retrieved from Government of Ontario Newsroom: <https://news.ontario.ca/en/release/55856/ontario-preparing-people-for-skilled-trades-careers-in-thunder-bay>

⁶⁸ Northern Ontario Heritage Fund Corporation. (2020). *About Us*. Retrieved from Northern Ontario Heritage Fund Corporation: <https://nohfc.ca/>

⁶⁹ FedNor. (2020, May 11). *FedNor: Our Programs*. Retrieved from Government of Canada: https://fednor.gc.ca/eic/site/fednor-fednor.nsf/eng/h_fn03899.html

⁷⁰ FedDev Ontario. (2020, July 9). *Resources for Canadian businesses*. Retrieved from FedDev Ontario: <https://www.feddevontario.gc.ca/eic/site/723.nsf/eng/home>



4. Federal Policy and Programs

In the area of Employment and Training, significant devolution of responsibility to provincial governments has taken place in the last 20 years. However, the federal government maintains a role as a direct funder of services, particularly for Indigenous people. This section covers:

- Federal-Provincial Devolution;
- The Indigenous Skills and Employment Training (ISET) Program;
- First Nations and Inuit Youth Employment Strategy (FNIYES);
- Opportunities Fund for Persons with Disabilities; and
- The Future Skills Centre.

The section covers the architecture of these programs and the landscape of Indigenous service providers currently involved in delivery.

Highlights: Federal Programs and Policy

- In Canada responsibility for employment and training programming has been broadly transferred from the federal government to the provincial level. Transfers of federal funding, sourced from Employment Insurance contributions and general revenues, fund many programs delivered by provinces.
- The Government of Canada retains responsibility for “Pan-Canadian Activities” that relate to labour market issues and challenges that are national in scope, using funds from Employment Insurance contributions and other sources. Included within this scope is supporting programming for Indigenous Peoples.
- The federal Indigenous Skills and Employment Training (ISET) Program was introduced in 2018 to replace the former Aboriginal Skills Employment and Training Strategy (ASETS).
- ISET is a distinctions-based program with separate First Nations, Inuit, Métis Nations, and Urban/Non-affiliated funding streams responding to distinct Labour Market Strategies.
- Indigenous organizations across Canada deliver the ISET program. Some Indigenous organizations directly deliver services under the program and others support their own delivery networks, funding multiple other Indigenous organizations. Ontario delivery networks for the ISET program within these streams do not include Indigenous Institutes.
- There is a wide range of eligible activities under ISET including childcare, training for basic and advanced skills, and programming incorporating languages and culture, among other areas.
- Through the First Nations and Inuit Youth Employment Strategy (FNIYES) the federal government supports two annual proposal-based programs, the First Nations and Inuit Summer Work Experience Program and the First Nations and Inuit Skills Link Program.

Highlights: Federal Programs and Policy

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4.1 Federal-Provincial Devolution

In 1996, the federal government began to offload responsibility from employment and training services to provinces and territories. As an ultimate result of this process, Employment Ontario (EO) was created as an amalgam of former federal and provincial programs at the provincial level.

This section covers the current agreements between the federal and provincial government that structure devolved funding and delivery, noting what responsibilities the federal government retains. This is important foundational information to understanding the structure of employment and training programs in Canada.

The move toward devolution resulted both from the federal government’s management of deficit and debt challenges following the early 1990s recession and from accommodation of Quebec’s demands for policy autonomy following failed rounds of constitutional negotiation. By 2006, 10 years after the devolution process first started, all provinces and territories had transfer agreements in place whereby the federal government provided funding and staff to provincial and territorial governments for design and delivery of employment and training programs for jobseekers.⁷¹ There are currently two transfer agreements in place:

- Labour Market Development Agreements (LMDAs) first introduced in 1996
- Workforce Development Agreements (WDAs) formed in 2017

These are the major sources of funding the provincial government draws upon to fund Employment Ontario and related services.

The LMDAs are the larger of the two agreements. Under the LMDAs, the federal government transfers over \$2 billion annually to provinces and territories. These funds are drawn from employers and employee payroll contributions to the Employment Insurance (EI) program. Most

⁷¹ Wood, D. E. (2018). *Federalism in Action: The Devolution of Canada’s Public Employment Service 1995-2015*. Toronto: University of Toronto Press. Retrieved from JSTOR: www.jstor.org/stable/10.3138/i.ctt22rbk1p

services funded under the LMDAs must be delivered to “EI clients,” however the federal government has significantly expanded the definition of who counts as an EI client in newer iterations of the LMDA.

Before 2017, to be eligible for more expansive training and work experience opportunities funded by the LMDA, a client had to have received regular EI benefits within the last three years, or parental/maternity benefits within the last five. As of 2017, to be eligible, a client must have “paid EI premiums on \$2,000 in insurable earnings in at least five of the last ten years.” This is a significant opening of client eligibility. According to one prominent analyst,

“In my view, this significantly expands eligibility for LMDA-funded training. While many people such as social assistance recipients, Indigenous peoples, the disabled and youth may not have drawn EI benefits in the past (as they were probably ineligible), it is more likely that they did some kind of work in the past five years which would have required an EI contribution.”⁷²

The Workforce Development Agreements (WDAs) introduced in 2017 replaced three separate, smaller labour market transfers to provinces and territories intended to support clients irrespective of their EI eligibility, with a focus on clients facing greater barriers to labour market participation. The WDAs provide provinces and territories with \$722 million annually. According to the federal government, the WDAs,

“...seek to help individuals who are further removed from the labour market, unemployed, underemployed, and seeking to upskill to either find and maintain good jobs or reorient their career. They include specific funding targeted for persons with disabilities, and can also be used to provide supports to members of underrepresented groups such as Indigenous peoples, youth, older workers, and newcomers to Canada.”⁷³

Clients may be supported by WDA funds irrespective of their past history of EI contribution and the funds themselves are not sourced from EI contributions, but rather, from the federal government’s general revenues.

The LMDA and WDA set out pan-Canadian rules and frameworks regarding client eligibility, the broad nature of programming, reporting to the federal government, and coordination. However, “each province is then free to implement their employment programming through whatever governance mechanism it chooses.”⁷⁴ This means that provinces have taken different paths with

⁷² Wood, D. E. (2018, December 3). *Implementation of the New LMDA and WDA Agreements: Some Insight from British Columbia*. Retrieved from The Welfare State Matters...: <https://donnaewood.wordpress.com/2018/12/03/implementation-of-the-new-lmda-and-wda-agreements-some-insight-from-british-columbia/>

⁷³ Government of Canada. (2020, May 22). *Labour Market Transfer Agreements*. Retrieved from Government of Canada: <https://www.canada.ca/en/employment-social-development/programs/training-agreements.html>

⁷⁴ Wood, D. E. (2018, December 3). *Implementation of the New LMDA and WDA Agreements: Some Insight from British Columbia*. Retrieved from The Welfare State Matters...: <https://donnaewood.wordpress.com/2018/12/03/implementation-of-the-new-lmda-and-wda-agreements-some-insight-from-british-columbia/>

respect to how much they directly deliver services versus contract to third parties. In Ontario, the Employment Ontario system relies significantly on contracting service providers.

Despite the broad devolution of employment and training programming, the federal government retains responsibility for “Pan-Canadian Activities” that relate to labour market issues and challenges that are national in scope, using funds from Employment Insurance (EI) contributions and other sources. In this way, some EI funding is delivered through the federal Indigenous Skills and Employment Training (ISET) Program.⁷⁵

4.2 Indigenous Skills and Employment Training (ISET) Program

The Indigenous Skills and Employment Training (ISET) Program was introduced in 2018 to replace the former Aboriginal Skills Employment and Training Strategy (ASETS) first introduced in 2010, which is itself, a newer version of Indigenous-specific employment and training programs funded by the federal government reaching back to 1991. The ISET program is managed by Employment and Social Development Canada (ESDC), with funding drawn both from Employment Insurance contributions and general government revenues. This section reviews the ISET delivery network in Ontario, but first, discusses what supports and services the ISET program enables recipient organizations to offer Indigenous clients.

4.2.1 Indigenous Skills and Employment Training (ISET) Program Overview

Through the Indigenous Skills and Employment Training (ISET) Program the federal government provides funding to Indigenous organizations to provide employment and training programming and services to Indigenous people. Previously structured as a pan-Indigenous program (ASETS), the transition to ISET has involved the introduction of a distinctions-based approach, featuring separate First Nations, Inuit and the Métis Nation Labour Market Strategies (LMS) and funding streams to achieve the goals of these strategies. The parameters of the ISET program are outlined in the four separate LMS documents for First Nations, Inuit, the Métis Nation, and Urban/Non-affiliated Indigenous People. Major changes made in the transition from ASETS to ISET include:

- 10-year agreements replace 5-year agreements;
- Long-term career prospects placed above rapid employment/re-employment;
- Relaxed EI eligibility criteria;⁷⁶
- Simplified and opened range of eligible expenditures; and
- Increased capacity to fund client participation in postsecondary education.

⁷⁵ This program and other federal employment and training programs are also supported through general government revenues which are not collected through the EI system.

⁷⁶ ISET agreement holders receive funding for EI clients and non-EI clients, with the definition of who can qualify for the EI stream significantly opened, mirroring LMDA changes. Under ASETS to qualify for EI stream program funding, clients had to be currently receiving EI benefits, be eligible for them, or to have received benefits in the last three years (for regular benefits) or five years (for maternity or parental benefits). Under ISET, anyone who qualified for regular benefits in the last five years or who simply paid into EI in five of the last ten years qualifies for EI stream funding. This gives ISET service providers more flexibility to serve a wider range of clients.



These changes and others were made in response to engagement between the federal government and Indigenous organizations.

Indigenous Skills and Employment Training (ISET) eligible expenditures contained in Appendix A highlight the wide range of possible services that can be offered under the ISET program by service provider organizations to community members. These eligible expenditures include childcare, training for basic and advanced skills, and programming incorporating languages and culture, among other areas. These guidelines replace direction under the former program that was more detailed and prescriptive.

Through the ISET program, the federal government has contribution agreements with “initial recipients” in four streams aligning to the four Labour Market Strategies (LMS): First Nations, Inuit, Métis Nations, and Urban/Non-affiliated. Initial recipients may deliver services directly and may also have agreements with “ultimate recipients,” who deliver services on their behalf. Some initial recipients engage a large number of ultimate recipients and others only deliver services directly. Ultimate recipients were known under the previous program as Local Delivery Mechanisms (LDMs). The Employment and Social Development Canada (ESDC) website lists initial recipients across all four streams. This research has not identified a public list of ultimate recipients available from government.

4.2.2 Ontario Indigenous Skills and Employment Training (ISET) Delivery Organizations

In Appendix C, Tables 31, 32, 33, 34, and 35 outline Ontario’s Indigenous Skills and Employment Training (ISET) service delivery network across the First Nations, Inuit, Métis Nations, and Urban/Non-affiliated streams. Information is presented for both initial recipients and ultimate recipients. As ultimate recipient information was not located in an aggregated location, each initial recipient website was reviewed to search for information about whether the initial recipient supports ultimate recipients. This research uncovered no Indigenous Institutes recognized under the *Indigenous Institutes Act, 2017* who are ISET deliverers.

As a result of having aggregated ultimate recipient information through a scan of all initial recipient websites, it is possible that there may be some inaccuracy in the ultimate recipient information presented in the Tables. Some initial recipients’ websites continued to use the Aboriginal Skills Employment and Training Strategy (ASETS) program language of Labour Market Strategies (LMS), which suggests that ultimate recipient lists may not be up to date. In other cases, it was not clear from initial recipient website whether initial recipients support separate



organizations within a community (an ultimate recipient) or deliver services themselves within that community. As a result of this uncertainty, information is labelled as “Ultimate Recipients or Communities Served” in the Tables. In some cases, organizations appeared on an initial recipient website, but were known initial recipients themselves. This suggests that they could have become initial recipients as part of the transition from ASETS to ISET.

In all cases, direct engagement with initial recipients could be a next step to clarify ultimate recipient information. For now, the Tables in the appendix present the best identified information.

4.2.3 Skills and Partnership Fund (SPF)

The Skills and Partnership Fund (SPF) was a proposal-based program that sat alongside the former Aboriginal Skills Employment and Training Strategy (ASETS) program. SPF funding targeted,

“...projects that contribute to the skills development and training-to-employment of Indigenous workers towards long-term, meaningful employment. SPF encourages innovations in Indigenous training-to-employment and service delivery, including new approaches to labour market training, and improving employment outcomes for Indigenous people.”⁸⁰

The last SPF call for proposals that the research uncovered were held in 2016.

4.3 First Nations and Inuit Youth Employment Strategy (FNIYES)

The First Nations and Inuit Youth Employment Strategy (FNIYES) is a component of the federal government’s broader Youth Employment and Skills Strategy (YESS), which is delivered across 11 federal departments. Indigenous Services Canada delivers two programs under FNIYES: the First Nations and Inuit Summer Work Experience Program⁸¹ and the First Nations and Inuit Skills Link Program.⁸² Both are annual proposal-based programs.

The Summer Work Experience Program provides wage subsidies for summer work experience. This program can be delivered by First Nations and Inuit communities, organizations, government, as well as non-profit organizations and private sector employers. Eligible youth are First Nations and Inuit secondary and postsecondary students aged 15 to 30 “who are ordinarily resident on-reserve, in recognized communities, or on community lands.”

The First Nations and Inuit Skills Link Program is similarly targeted to youth normally resident on-reserve or in recognized communities. In addition to the eligible deliverers mentioned above, First

⁸⁰ Government of Canada. (2017, May 5). *Skills and Partnership Fund*. Retrieved from Government of Canada: <https://www.canada.ca/en/employment-social-development/programs/skills-partnership.html>

⁸¹ Government of Canada. (2020, January 15). *First Nations and Inuit Youth Employment Strategy: Skills Link Program: National Program Guidelines 2020-2021*. Retrieved from Government of Canada: <https://www.sac-isc.gc.ca/eng/1100100033627/1533125289674>

⁸² Ibid.



Nations schools and federal schools on-reserve are also eligible. The program funds activities including wage subsidies for work placements, mentorship for youth who are not in school, support for youth entrepreneurship, training, career development, planning, and counselling, and activities that promote science and technology educational and career choices.

This research was unable to find a publicly available list of organizations currently delivering these programs and as noted, these are annual proposal-based programs, meaning that deliverers can change from year-to-year.

4.4 Opportunities Fund for Persons with Disabilities

The Opportunities Fund⁸³ is a federal program operated by Employment and Social Development Canada supporting people with disabilities to prepare for, obtain and maintain employment. The program operates based on periodic calls for proposals for delivery of national and regionally scoped projects. This research reviewed currently active projects and found one Indigenous-specific project in Ontario that is currently delivered by Fort Severn First Nation. There is no Indigenous-specific stream of funding within this program.

4.5 Future Skills Centre

The Government of Canada has recently funded the establishment of the Future Skills Centre (FSC) at Ryerson University. Launched in 2019, the government is investing \$225 million in the FSC over the first four years and \$75 million per year after that. Following its launch press release:

“The centre will partner with and fund projects that are led by groups such as provincial and territorial governments, Indigenous governments and organizations, and not-for-profit organizations. These projects will:

- Help Canadians make informed training decisions by identifying emerging in-demand skills now and in years to come;
- Help Canadians gain the skills they need to adapt and succeed in the workforce by developing, testing, and evaluating innovative approaches; and
- Share results and best practices across all sectors and with Canadians to support investment in the skills needed to be resilient in the face of change now and into the future.

The centre will allocate 50 per cent of its funding to disadvantaged and under-represented groups, including up to 20 per cent to address the needs of youth.”⁸⁴

⁸³ Government of Canada. (2019, May 31). *Opportunities Fund for Persons with Disabilities*. Retrieved from Government of Canada: <https://www.canada.ca/en/employment-social-development/programs/opportunity-fund-disability.html>

⁸⁴ Ryerson University. (2019, February 15). *Future Skills Centre aims to prepare Canadians for the jobs of tomorrow*. Retrieved from Ryerson University: <https://www.ryerson.ca/news-events/news/2019/02/future-skills-centre-aims-to-prepare-canadians-for-the-jobs-of-tomorrow/>



In 2019 the Centre began issuing calls for proposals for demonstration and evaluation projects. These are opportunities for organizations to apply to receive funding to launch skills demonstration projects and evaluations, and more calls for proposals can be expected. Indigenous Institutes would qualify to respond.⁸⁵ A scan of the Future Skills Centre's currently funded projects nationally shows one Indigenous-specific project focused on Information and Communications Technology in Manitoba.

⁸⁵ Future Skills Centre. (2020). *Call for Proposals*. Retrieved from Future Skills Centre: <https://fsc-ccf.ca/call-for-proposals/#previous-calls>



5. Employment and Training Services Outside of Major Programs: Kiikenomaga Kikenjigewen Employment and Training Services Example

Many Indigenous employment and training service providers are engaged in designing and delivering programs that fall outside of the scope of the major government-supported programs that have been profiled in this environmental scan.

Such customized programs may be delivered through government funding secured outside the scope of specific programs (often as pilots - time limited government investments made for the purpose of testing new ideas), through private sector partnerships, or with own-source revenues. Prominent examples of customized programs of this nature are delivered by Kiikenomaga Kikenjigewen Employment and Training Services (KKETS), the Thunder Bay-based employment and training service arm of the Matawa Tribal Council, serving nine Matawa member communities. KKETS is a deliverer of the Indigenous Skills and Employment Training (ISET) program.

Following the signature of a 2014 Framework Agreement on Ring of Fire development between the Government of Ontario and Matawa communities⁸⁶ Ontario began supporting delivery of a new KKETS pilot program, the Aboriginal Skills Advancement Program (ASAP). This adult education program supports students to obtain an Ontario Secondary School Diploma (OSSD) and credits needed to pursue postsecondary education or skilled trades training. Foundational employment-relevant certifications are embedded within the program (First Aid, Workplace Hazardous Materials Information System) with a broader focus on financial, emotional, social, and cultural support.⁸⁷ As of June 2019, 398 Matawa members had graduated through the program and at that time.⁸⁸ Another KKETS program, Nishnawbe Education and Training (NEAT), offered with federal support and through Industry partnerships, delivers training and job placements in programs including Kitchen Helper, Surface Diamond Driller Helper, Pre-Trades Carpentry, and Surface Mine Development.⁸⁹ NEAT was also a recipient of funding under the Skills and Partnership Fund (SPF) program discussed above.

⁸⁶ Ministry of Energy, Northern Development and Mines. (2014, March 26). *Ontario, First Nations to Work Together on Ring of Fire Historic Agreement to Move Ring of Fire: Development Forward*. Retrieved from Government of Ontario Newsroom: <https://news.ontario.ca/mndmf/en/2014/03/ontario-first-nations-to-work-together-on-ring-of-fire.html>

⁸⁷ Organisation for Economic Co-operation and Development. (2018). *OECD Reviews on Local Job Creation: Indigenous Employment and Skills Strategies in Canada* (p. 58). Paris: OECD Publishing, 58.

⁸⁸ Kiikenomaga Kikenjigewen Employment & Training Services. (2019, June 24). *Kiikenomaga Kikenjigewen Employment & Training Services (KKETS) Host 6th Graduation Ceremony*. Retrieved from Kiikenomaga Kikenjigewen Employment & Training Services: <http://www.matawa.on.ca/wp-content/uploads/2019/07/Matawa-KKETS-Grad-Media-Advisory-June-24-2019.pdf>

⁸⁹ Kiikenomaga Kikenjigewen Employment & Training Services. (2020, June 19). *Nishnawbe Education and Training*. Retrieved from Kiikenomaga Kikenjigewen Employment & Training Services: http://www.kkets.ca/nishnawbe-education-and-training_neat/



5.1 A Note on High School Completion

This report has focused on Employment and Training programs. As discussed in the demographic, educational attainment, and labour market data section, and as illustrated by the KKETS example in the section above, completion of high school is often essential to progressing to further training, and also to securing employment. A future component that could be added to this environmental scan is adult high school completion programs, which are a core function of some Indigenous Institutes. While separate from employment and training programs, they are frequently essential steps in successful pathways to employment and a key dimension of bridging to further training.

6. Conclusion

This report contains the outcomes of an environmental scan conducted in the Spring and Summer of 2020 focused on: 1) demographic and educational attainment data related to Indigenous people, along with labour market information regarding in-demand jobs, and 2) provincial and federal employment and training policy and programs.

It is clear from the data that there is an available Indigenous workforce seeking employment and that particularly in the North, the growing Indigenous working age population will be vital to the region as the general population declines. Despite increasing educational credential attainment, persistent gaps remain between Indigenous and non-Indigenous people, with these gaps being even wider for the on-reserve population. The credential attainment gap stands as a key barrier to broader labour market participation. The role for Indigenous Institutes in working to close the gap is clear.

While broadly considering available labour market information, it is important to reiterate that data reviewed in this report stems from prior to the COVID-19 pandemic, which is causing significant shifts in the economy and labour market. Still, significant underlying information and trends are revealed in the analysis. With a focus on employment and training programming, this research has considered job roles accessible outside of postsecondary certificate, diploma, and degree educational pathways. Several in-demand and well-paying roles fitting this profile are in the skilled trades and accessible through apprenticeship training pathways, an area of priority for continued focus within the employment and training landscape.

A large number of employment and training programs are profiled in this research, funded by both the provincial and federal governments and at times from other sources. The findings of this environmental scan can be used to consider future paths for enhancing the landscape of employment and training programs and services available to Indigenous people in Ontario, to explore how existing programs currently work together, and to envision how resources can be optimized to best support Indigenous learners and jobseekers and in turn, meet labour market demand.



Appendix A: Indigenous Skills and Employment Training (ISET) Program Eligible Expenditures

The following are Indigenous Skills and Employment Training (ISET) Eligible Expenditures from the First Nations Labour Market Strategy (FNLMS) Terms and Conditions document. Similar sets of eligible expenditures can be found in terms and conditions documents for the other distinctions-based ISET streams.

“Eligible activities encompass a wide range of labour market activities including locally designed programs in support of the FNLMS and aim to provide:

- employment related and career development assistance and outreach to First Nations, including youth and people with disabilities (for example, client assessment, case management, job search, job retention assistance, summer jobs, work experience, and other supports, compatible with the objectives of FNLMS)
- wrap around services by providing expanded social supports to contribute to client success, including dependent care costs, childcare, living expenses, transportation, counselling, and other supports needed to ensure clients success with skills development, training and employment
- providing financial incentives to individuals to encourage them to accept employment
- providing financial assistance to individuals to help them obtain skills for employment, ranging from basic to advanced skills
- providing financial assistance to help individuals in skills laddering and career growth
- supporting projects to help individuals create jobs for themselves by starting a business (including mentorship, coaching, support in advancing an action plan)
- supporting projects that provide individuals with opportunities through which they can gain work experience, which will lead to ongoing employment
- early interventions with youth by offering career exploration, mentorship and services complementary to the K-12 education system to increase graduation rates of First Nations students
- activities in support of capacity building of First Nations service delivery organizations to deliver enhanced employment related programs and services by providing human resource training to improve case management and client support
- skills development and employment-related activities that incorporate First Nations languages and cultures
- supports to help individuals achieve better mental health and wellness
- strengthening and/or enhancing organizational capacity, for example governance, business planning, financial reporting, compliance, performance measurement
- supporting labour market information, research and analysis projects that support the design and delivery of labour market services
- initiating and sustaining partnerships with other government departments, provinces and territories, and/or private sector
- enhancing existing and building potential new employer linkages, enhanced labour market information, skills inventories to enable organizations to accurately forecast in



demand employment opportunities and recommend relevant training programs, and to connect First Nations workers to available jobs matching their qualification

- leveraging existing programs for referrals and up to date labour market information to better use and/or integrate existing data collection systems
- marketing and promoting First Nations service delivery organizations and First Nations clients
- other activities and locally designed programs that support the objectives of the ISET Program and FNLMS”

Source: See Section 4.0 Eligible activities of Terms and conditions for contributions: First Nations labour market strategy - Indigenous Skills and Employment Training Program. Equivalent documents are posted on the same website for Inuit, Métis Nation, and Urban/Non-affiliated Indigenous people Labour Market Strategies. <https://www.canada.ca/en/employment-social-development/programs/indigenous-skills-employment-training.html>



Appendix B: Digging Deeper on Regional Trends

Information on more specific regional labour market trends in Ontario can be found from Local Workforce Planning Boards. There are 26 local board areas in Ontario. The province began funding local boards in the 1990s in order to identify local labour market needs and support workforce development.⁹⁰ These boards develop annual labour market information (LMI) reports.

This appendix highlights two regional reports, which provide additional information on labour market trends in Northern Ontario in the Algoma and Superior North areas. Superior North was prior to this year one of the nine local boards to be provided with additional resources by the ministry as a Local Employment Planning Council.⁹¹ In 2019 the Ontario Government set out a mandate for all local boards to undertake a study on in-demand skilled trades in their areas. IAESC can access these trades-specific regional studies from local boards as they are completed and posted to local board websites.

B.1 Algoma Workforce Investment Corporation

Algoma is a local board area in Northwestern Ontario. The cities of Elliot Lake and Sault Ste. Marie are the area's two major population centres and Sault Ste. Marie is home to nearly three-quarters of Algoma's 114,000 inhabitants. Turning to the structure of the labour market, 80% of Algoma's jobs are in the Services-Producing Sector, with healthcare and retail making up 30% of jobs. The skilled trades, transportation and equipment operators represent 17% of total employment.

Despite only representing 20% of the labour market, the Goods Producing Sector contains the three highest paying occupations in the district. As shown in Figure 4 below, utilities, mining and manufacturing all provide salaries in excess of \$50,000 per year.

⁹⁰ Workforce Planning Ontario. (2020). *Champions of Ontario's Local Labour Market Solutions*. Retrieved from Workforce Planning Ontario: <http://www.workforceplanningontario.ca/en/> According to Workforce Planning Ontario, a network established in 1994 to play a coordinating function for local boards, "The primary role of Workforce Planning Boards is to help improve understanding of and coordinate community responses to labour market issues and needs."

⁹¹ From 2015 to 2020 Ontario experimented with giving 9 of the 26 local boards additional resources to become "Local Employment Planning Councils" with additional capacity and responsibility. This pilot ended in March 2020. Ministry of Labour, Training and Skills Development. (2020). *Ending the Local Employment Planning Council Pilot (LEPCs): Questions and Answers*. Retrieved from Employment Ontario Partners' Gateway: <http://www.tcu.gov.on.ca/eng/eopg/publications/lepc-qs-as-ending-pilot-en.pdf>



Figure 6: Average Income by Sector, Algoma District, Ontario, 2018-2019



Source: Algoma Workforce Investment Corporation. (2019). *Local Labour Market Planning Report*. Sault Ste. Marie: Queen's Printer for Ontario. Retrieved from Algoma Workforce Investment Corporation: <https://awic.ca/en/reports/local-labour-market-planning/>

When it comes to the number of individual businesses, Real Estate, Retail and Construction represent the three largest sectors for the number of firms across all employee size categories (0, 1-19, 20-99, and 100+). The large numbers of self-employed individuals in these sectors is largely responsible for these high business number figures. When looking at geographic location, the data shows that 65% of all firms in the district are located in Sault Ste. Marie.

The three industry areas showing the largest job growth in Algoma are as follows:

1. Health Care (in particular nurses and personal support workers)
2. Manufacturing (including roles for the skilled trades, such as electricians and welders)
3. Construction (Carpenters, electricians, and truck drivers)

In January 2019, Sault Ste. Marie's unemployment rate was 4.4% compared to Ontario's rate of 5.7%.⁹² Overall, Algoma faces future challenges of population retention, an aging workforce and currently levels of educational attainment that are comparatively low.⁹³

⁹² As noted, all information covered in this report is pre-COVID-19. Unemployment figures such as these are particularly likely to be impacted.

⁹³ Algoma Workforce Investment Corporation. (2019). *Local Labour Market Planning Report*. Sault Ste. Marie: Queen's Printer for Ontario. Retrieved from Algoma Workforce Investment Corporation: <https://awic.ca/en/reports/local-labour-market-planning/>



B.2 Superior North Workforce Planning Board (SNWPB)

Thunder Bay-Superior North is a local board area in the Northwest of Ontario and represents 35 unique communities in the region. The largest of these is Thunder Bay, with over 100,000 residents.

SNWPB's Annual Labour Market Report highlights trends that will have an impact on the volume and types of employment available, including increased automation. Recognizing these trends, the planning board has highlighted that the future will require a greater focus on soft skills, and technology.

Sales and service occupations make up the largest proportion of jobs in the region, representing 42% of total employment. The skilled trades and manufacturing are the next largest sectors, proving 16% of jobs.

Table 23 shows a detailed distribution of businesses across the region by industry. The right-hand column of the Table provides information on the Ontario Distribution Rank for a provincial comparison. This shows how the industry ranks in terms of the overall number of businesses in Ontario. For example, real estate ranks number one overall in Ontario, because it has the highest number of individual businesses in that sector.⁹⁴ Overall, the region has a proportionally lower number of administrative and support service businesses, and proportionally more food service and drinking places than the province as a whole.

⁹⁴ This is understandable given the very high numbers of individually operating licensed realtors.



Table 23: Top 10 industries by number of business, North Superior Region, Ontario, 2019

| Industry | Total No. Businesses | Distribution (%) | Ontario Distribution Rank |
|--|----------------------|------------------|---------------------------|
| Real estate | 1,741 | 16.1% | 1 |
| Professional, scientific, and technical services | 838 | 7.8% | 2 |
| Ambulatory health care services | 784 | 7.3% | 4 |
| Specialty trade contractors | 585 | 5.4% | 3 |
| Securities, commodity contracts, and other financial investment and related activities | 469 | 4.3% | 5 |
| Food services and drinking places | 332 | 3.1% | 9 |
| Religious, grant-making, civic, and professional and similar organizations | 326 | 3.0% | 10 |
| Construction of buildings | 315 | 2.9% | 8 |
| Administrative and support services | 314 | 2.9% | 6 |
| Repair and maintenance | 295 | 2.7% | 12 |

Source: Algoma Workforce Investment Corporation. (2019). *Local Labour Market Planning Report*. Sault Ste. Marie: Queen's Printer for Ontario. Retrieved from Algoma Workforce Investment Corporation: https://awic.ca/UploadedFiles/files/Reports/Labour_Market_Report_Web.pdf

Apprenticeships are an important training pathway for employment in the region. In the 2016-2017 fiscal year, there were 279 new registrants in apprenticeship training programs. This number is up slightly from 2016, while remaining below the three-year high in 2014-2015, which saw 341 registrants.

The top three skilled trades by registrations in the district are as follows:

- General Carpenters (14.3%)
- Truck and Coach Technicians (10.7%)
- Automotive and Service Technicians (10.4%)

Superior North Workforce Planning Board (SNWPB) is currently in the process of holding Community Labour Market Discussions with all 35 communities that it covers (including a number of on-reserve communities). The aim is to ensure that employment services in the region are designed and delivered around community and labour market needs. Given the additional resources available to SNWPB as a Local Employment Planning Council, they have been able to undertake a series of additional research projects aiming to better understand the specific labour market needs of the region. This includes research into the potential for future automation of job roles and a series on human capital profiles across the region. The most recent of these (focused on Thunder Bay) highlighted the importance of tackling trends in population reduction, increasing



female participation in the labour force, and making Indigenous education a top priority in the region.⁹⁵

Appendix C: Multi-Page Tables

This Appendix contains multi-page Tables referred to in the body text of this report.

Table 24: Regional Job Bank data, the ten highest-paying roles per economic region of Ontario. Data filtered by non-College/University training pathway and “good” jobs outlook, Ontario, 2019

| Economic Region | NOC Title | Median Wage (\$/hr.) | Training Pathway |
|------------------------------|---|----------------------|--|
| Hamilton - Niagara Peninsula | Boilermakers | \$41 | High School + Three/Four-Year Apprenticeship |
| | Computer programmers and interactive media developers | \$39 | Coding Bootcamp/Part-time learning opportunities |
| | Contractors and supervisors, heavy equipment operator crews | \$39 | High School + Three/Four-Year Apprenticeship |
| | Refrigeration and air conditioning mechanics | \$32 | High School + Three/Four-Year Apprenticeship |
| | Heavy-duty equipment mechanics | \$32 | High School + Three/Four-Year Apprenticeship |
| | Web designers and developers | \$29 | Coding Bootcamp/Part-time learning opportunities |
| | Sales and account representatives - wholesale trade (non-technical) | \$24 | High School or Specific Training |
| | Transportation route and crew schedulers | \$24 | High School or Specific Training |
| | Nurse aides, orderlies, and patient service associates | \$20 | High School or Specific Training |
| | Restaurant and food service managers | \$20 | High School + Experience |
| Kingston - Pembroke | Computer programmers and interactive media developers | \$37 | Coding Bootcamp/Part-time learning opportunities |
| | Web designers and developers | \$34 | Coding Bootcamp/Part-time learning opportunities |
| | Refrigeration and air conditioning mechanics | \$29 | High School + Three/Four-Year Apprenticeship |
| | Heavy-duty equipment mechanics | \$28 | High School + Three/Four-Year Apprenticeship |
| | Sales and account representatives - wholesale trade (non-technical) | \$24 | High School + Experience |

⁹⁵ Moazzami, B. (2019). *Northern Projections Thunder Bay District Human Capital Series*. Thunder Bay: Northern Policy Institute.



| | | | |
|--------------------------------|---|------|--|
| | Nurse aides, orderlies, and patient service associates | \$21 | High School or Specific Training |
| | Transport truck drivers | \$20 | High School or Specific Training |
| | Home support workers, housekeepers, and related occupations | \$18 | High School or Specific Training |
| | Other assisting occupations in support of health services | \$18 | High School or Specific Training |
| | Couriers, messengers, and door-to-door distributors | \$17 | High School or Specific Training |
| Kitchener Waterloo - Barrie | Computer programmers and interactive media developers | \$43 | Coding Bootcamp/Part-time learning opportunities |
| | Boilermakers | \$41 | High School + Three/Four-Year Apprenticeship |
| | Refrigeration and air conditioning mechanics | \$32 | High School + Three/Four-Year Apprenticeship |
| | Construction millwrights and industrial mechanics | \$29 | High School + Three/Four-Year Apprenticeship |
| | Web designers and developers | \$29 | Coding Bootcamp/Part-time learning opportunities |
| | Transportation route and crew schedulers | \$24 | High School + Three/Four-Year Apprenticeship |
| | Heavy-duty equipment mechanics | \$24 | High School + Three/Four-Year Apprenticeship |
| | Sales and account representatives - wholesale trade (non-technical) | \$22 | High School or Specific Training |
| | Nurse aides, orderlies, and patient service associates | \$20 | High School or Specific Training |
| | Other assisting occupations in support of health services | \$20 | High School or Specific Training |
| London | Computer programmers and interactive media developers | \$35 | Coding Bootcamp/Part-time learning opportunities |
| | Web designers and developers | \$34 | Coding Bootcamp/Part-time learning opportunities |
| | Contractors and supervisors, heavy equipment operator crews | \$32 | High School + Three/Four-Year Apprenticeship |
| | Construction millwrights and industrial mechanics | \$32 | High School + Three/Four-Year Apprenticeship |
| | Refrigeration and air conditioning mechanics | \$29 | High School + Three/Four-Year Apprenticeship |
| | Automotive service technicians, truck and bus mechanics, and mechanical repairers | \$26 | High School + Three/Four-Year Apprenticeship |
| | Heavy-duty equipment mechanics | \$25 | High School + Three/Four-Year Apprenticeship |
| | Sales and account representatives - wholesale trade (non-technical) | \$22 | High School or Specific Training |



| | | | |
|---|---|--|--|
| | Nurse aides, orderlies and patient service associates | \$21 | High School + Specific Training |
| | Industrial butchers and meat cutters, poultry preparers, and related workers | \$20 | High School + Specific Training |
| Muskoka - Kawarthas | Firefighters | \$43 | High School + Specific Training |
| | Refrigeration and air conditioning mechanics | \$29 | High School + Three/Four-Year Apprenticeship |
| | Real estate agents and salespersons | \$25 | High School + Specific Training |
| | Carpenters | \$25 | High School + Three/Four-Year Apprenticeship |
| | Sales and account representatives - wholesale trade (non-technical) | \$23 | High School or Specific Training |
| | Transport truck drivers | \$23 | High School or Specific Training |
| | Nurse aides, orderlies, and patient service associates | \$20 | High School or Specific Training |
| | Home support workers, housekeepers, and related occupations | \$18 | High School or Specific Training |
| | Process control and machine operators, food, beverage, and associated products processing | \$18 | High School or Specific Training |
| | Other customer and information services representatives | \$16 | High School or Specific Training |
| | Northeast | Steamfitters, pipefitters, and sprinkler system installers | \$36 |
| Heavy-duty equipment mechanics | | \$32 | High School + Three/Four-Year Apprenticeship |
| Refrigeration and air conditioning mechanics | | \$29 | High School + Three/Four-Year Apprenticeship |
| Sales and account representatives - wholesale trade (non-technical) | | \$23 | High School or Specific Training |
| Transport truck drivers | | \$22 | High School or Specific Training |
| Nurse aides, orderlies, and patient service associates | | \$21 | High School or Specific Training |
| Other assisting occupations in support of health services | | \$18 | High School or Specific Training |
| Process control and machine operators, food, beverage, and associated products processing | | \$18 | High School or Specific Training |
| Home support workers, housekeepers, and related occupations | | \$18 | High School or Specific Training |
| Bus drivers, subway operators, and other transit operators | | \$16 | High School or Specific Training |
| | Computer programmers and interactive media developers | \$38 | Coding Bootcamp/Part-time learning opportunities |
| | Steamfitters, pipefitters, and sprinkler system installers | \$37 | High School + Three/Four-Year Apprenticeship |



| | | | |
|--------------------------------|--|------|--|
| Northwest | Construction millwrights and industrial mechanics | \$33 | High School + Three/Four-Year Apprenticeship |
| | Refrigeration and air conditioning mechanics | \$31 | High School + Three/Four-Year Apprenticeship |
| | Aircraft mechanics and aircraft inspectors | \$28 | High School + Three/Four-Year Apprenticeship |
| | Transport truck drivers | \$24 | High School or Specific Training |
| | Sales and account representatives - wholesale trade (non-technical) | \$23 | High School or Specific Training |
| | Nurse aides, orderlies, and patient service associates | \$21 | High School or Specific Training |
| | Bus drivers, subway operators, and other transit operators | \$20 | High School or Specific Training |
| | Home support workers, housekeepers, and related occupations | \$18 | High School or Specific Training |
| Ottawa | Elevator constructors and mechanics | \$42 | High School + Three/Four-Year Apprenticeship |
| | Aircraft instrument, electrical and avionics mechanics, technicians and inspectors | \$40 | High School + Three/Four-Year Apprenticeship |
| | Contractors and supervisors, heavy equipment operator crews | \$34 | High School + Three/Four-Year Apprenticeship |
| | Refrigeration and air conditioning mechanics | \$29 | High School + Three/Four-Year Apprenticeship |
| | Real estate agents and salespersons | \$25 | High School + Specific Training |
| | Heavy-duty equipment mechanics | \$25 | High School + Three/Four-Year Apprenticeship |
| | Sales and account representatives - wholesale trade (non-technical) | \$24 | High School or Specific Training |
| | Carpenters | \$22 | High School + Three/Four-Year Apprenticeship |
| | Transport truck drivers | \$22 | High School or Specific Training |
| | Other assisting occupations in support of health services | \$21 | High School or Specific Training |
| Stratford - Bruce Peninsula | Boilermakers | \$43 | High School + Three/Four-Year Apprenticeship |
| | Contractors and supervisors, heavy equipment operator crews | \$35 | High School + Three/Four-Year Apprenticeship |
| | Construction millwrights and industrial mechanics | \$30 | High School + Three/Four-Year Apprenticeship |
| | Plumbers | \$28 | High School + Three/Four-Year Apprenticeship |
| | Real estate agents and salespersons | \$27 | High School + Specific Training |
| | Heavy-duty equipment mechanics | \$27 | High School + Three/Four-Year Apprenticeship |



| | | | |
|--|---|----------------------------------|--|
| | Supervisors, food, beverage, and associated products processing | \$26 | High School or Specific Training |
| | Automotive service technicians, truck and bus mechanics, and mechanical repairers | \$24 | High School + Three/Four-Year Apprenticeship |
| | Sales and account representatives - wholesale trade (non-technical) | \$22 | High School or Specific Training |
| | Transport truck drivers | \$21 | High School or Specific Training |
| Toronto | Elevator constructors and mechanics | \$44 | High School + Three/Four-Year Apprenticeship |
| | Boilermakers | \$41 | High School + Three/Four-Year Apprenticeship |
| | Steamfitters, pipefitters, and sprinkler system installers | \$36 | High School + Three/Four-Year Apprenticeship |
| | Contractors and supervisors, heavy equipment operator crews | \$36 | High School + Three/Four-Year Apprenticeship |
| | Construction millwrights and industrial mechanics | \$28 | High School + Three/Four-Year Apprenticeship |
| | Aircraft mechanics and aircraft inspectors | \$28 | High School + Three/Four-Year Apprenticeship |
| | Supervisors, food, beverage, and associated products processing | \$27 | High School or Specific Training |
| | Heavy-duty equipment mechanics | \$26 | High School + Three/Four-Year Apprenticeship |
| | Real estate agents and salespersons | \$24 | High School + Specific Training |
| | Bus drivers, subway operators, and other transit operators | \$24 | High School or Specific Training |
| Windsor - Sarnia | Boilermakers | \$41 | High School + Three/Four-Year Apprenticeship |
| | Steamfitters, pipefitters, and sprinkler system installers | \$40 | High School + Three/Four-Year Apprenticeship |
| | Refrigeration and air conditioning mechanics | \$28 | High School + Three/Four-Year Apprenticeship |
| | Heavy-duty equipment mechanics | \$27 | High School + Three/Four-Year Apprenticeship |
| | Supervisors, food, beverage, and associated products processing | \$26 | High School or Specific Training |
| | Automotive service technicians, truck and bus mechanics, and mechanical repairers | \$24 | High School + Three/Four-Year Apprenticeship |
| | Welders and related machine operators | \$21 | High School + Three/Four-Year Apprenticeship |
| | Sales and account representatives - wholesale trade (non-technical) | \$21 | High School or Specific Training |
| Nurse aides, orderlies, and patient service associates | \$20 | High School or Specific Training | |
| Transport truck drivers | \$20 | High School or Specific Training | |

Source: Government of Canada (2020, June 30). Job Bank. Retrieved from: www.jobbank.gc.ca



Table 24 is discussed in Section 2.6.4. For each region, this Table presents trades that meet one or more of the following criteria: 1) have an average BuildForce rating from 2020-2029 of at least 3.4, 2) appear within the region's top in-demand jobs in the job bank data analyzed above, and/or, 3) are within the top-10 most common trade groups in Ontario.



Table 25: 9-year Forecasts for Labour Demand in Key Trades, Ontario, 2020-2029

| Region/Trade | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 |
|--|------|------|------|------|------|------|------|------|------|------|
| Central Ontario Residential | | | | | | | | | | |
| Carpenters | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Plumbers | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Heavy equipment operators (except crane) | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Refrigeration and air conditioning mechanics | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Truck drivers | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Welders and machine operators | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Central Ontario Non-Residential | | | | | | | | | | |
| Boilermakers | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Carpenters | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Construction millwrights and industrial mechanics | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Heavy equipment operators (except crane) | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Heavy-duty equipment mechanics | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Plumbers | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Refrigeration and air condition mechanics | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Steamfitters, pipefitters, and sprinkler system installers | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Truck drivers | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Welders and machine operators | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Eastern Ontario Residential | | | | | | | | | | |
| Carpenters | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Heavy equipment operators (except crane) | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Plumbers | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Refrigeration and air conditioning mechanics | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Welders and machine operators | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Truck drivers | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Eastern Ontario Non-Residential | | | | | | | | | | |
| Carpenters | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Heavy equipment operators (except crane) | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Heavy-duty equipment mechanics | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Plumbers | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Refrigeration and air condition mechanics | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Steamfitters, pipefitters, and sprinkler system installers | 4 | 4 | 4 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| Welders and machine operators | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Truck drivers | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |



| GTA Residential | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|
| Carpenters | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Heavy equipment operators (except crane) | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Plumbers | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| Refrigeration and air conditioning mechanics | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| Truck drivers | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Welders and machine operators | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| GTA Non-Residential | | | | | | | | | | |
| Boilermakers | 5 | 4 | 4 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| Carpenters | 4 | 4 | 3 | 3 | 4 | 4 | 2 | 2 | 2 | 3 |
| Construction millwrights and industrial mechanics | 4 | 3 | 4 | 3 | 3 | 4 | 3 | 2 | 2 | 3 |
| Electricians | 5 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 2 | 3 |
| Heavy equipment operators (except crane) | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 |
| Heavy-duty equipment mechanics | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| Plumbers | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Refrigeration and air condition mechanics | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Steamfitters, pipefitters, and sprinkler system installers | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Truck drivers | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |
| Welders and machine operators | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 |
| Northern Ontario Residential | | | | | | | | | | |
| Carpenters | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Plumbers | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Heavy equipment operators (except crane) | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Northern Ontario Non-Residential | | | | | | | | | | |
| Boilermakers | 3 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Carpenters | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| Heavy equipment operators (except crane) | 4 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 |
| Heavy-duty equipment mechanics | 3 | 4 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| Plumbers | 4 | 4 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| Refrigeration and air condition mechanics | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Steamfitters, pipefitters, and sprinkler system installers | 4 | 4 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 |
| Welders and machine operators | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| Truck drivers | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 |
| Southwestern Ontario Residential | | | | | | | | | | |
| Carpenters | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Heavy equipment operators (except crane) | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |



| | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|
| Plumbers | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Refrigeration and air conditioning mechanics | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Truck drivers | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Southwestern Ontario Non-Residential | | | | | | | | | | |
| Boilermakers | 5 | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 |
| Carpenters | 4 | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 3 |
| Construction millwrights and industrial mechanics | 5 | 5 | 3 | 3 | 4 | 3 | 4 | 3 | 3 | 3 |
| Heavy equipment operators (except crane) | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| Heavy-duty equipment mechanics | 4 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| Gasfitters | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 3 |
| Ironworkers and structural metal fabricators | 5 | 3 | 4 | 3 | 2 | 4 | 3 | 3 | 3 | 3 |
| Plumbers | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 3 | 3 | 3 |
| Refrigeration and air conditioning mechanics | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 |
| Steamfitters, pipefitters, and sprinkler system installers | 5 | 3 | 2 | 3 | 5 | 3 | 4 | 3 | 3 | 3 |
| Truck drivers | 4 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| Welders and related machine operators | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

Source: BuildForce Canada. (2019). *Construction & Maintenance Looking Forward: Ontario*. Retrieved from BuildForce Canada: <https://www.buildforce.ca/en/lmi/forecast-summary-reports>



Table 26: Demand Outlook for Key Non-Construction Occupations with Potential Skilled Trades Pathway by Economic Region, Ontario, 2019

| Region | Trade | Job Outlook | (\$/hr) |
|-------------------------------|---|-------------|---------|
| Hamilton - Niagara Peninsula | Automobile Mechanic | Fair | \$21 |
| | Hairstylists and barbers | Fair | \$15 |
| | Cook | Good | \$14 |
| | User support technician (IT Contact Centre Technical Support Agent/ IT Hardware Technician) | Fair | \$22 |
| | Early childhood educators and assistants | Fair | \$17 |
| Kingston - Pembroke | Automobile Mechanic | Fair | \$24 |
| | Hairstylists and barbers | Fair | \$15 |
| | Cook | Good | \$14 |
| | User support technician (IT Contact Centre Technical Support Agent/ IT Hardware Technician) | Fair | n/a |
| | Early childhood educators and assistants | Fair | \$17 |
| Kitchener - Waterloo - Barrie | Automobile Mechanic | Fair | \$25 |
| | Hairstylists and barbers | Fair | \$15 |
| | Cook | Good | \$14 |
| | User support technician (IT Contact Centre Technical Support Agent/ IT Hardware Technician) | Fair | \$27 |
| | Early childhood educators and assistants | Fair | \$18 |
| London | Automobile Mechanic | Good | \$26 |
| | Hairstylists and barbers | Fair | \$15 |
| | Cook | Good | \$14 |
| | User support technician (IT Contact Centre Technical Support Agent/ IT Hardware Technician) | Fair | \$28 |
| | Early childhood educators and assistants | Fair | \$17 |
| Muskoka - Kawarthas | Automobile Mechanic | Fair | \$24 |
| | Hairstylists and barbers | Fair | \$15 |
| | Cook | Good | \$14 |
| | User support technician (IT Contact Centre Technical Support Agent/ IT Hardware Technician) | Fair | n/a |
| | Early childhood educators and assistants | Fair | \$17 |
| Northeast | Automobile Mechanic | Fair | \$24 |
| | Hairstylists and barbers | Fair | \$15 |
| | Cook | Good | \$14 |

| | | | |
|-----------------------------|--|------|------|
| | User support technician (IT Contact Centre Technical Support Agent/ IT Hardware Technician) | Fair | \$29 |
| | Early childhood educators and assistants | Fair | \$19 |
| Northwest | Automobile Mechanic | Fair | \$25 |
| | Hairstylists and barbers | Fair | \$15 |
| | Cook | Good | \$14 |
| | User support technician (IT Contact Centre Technical Support Agent/ IT Hardware Technician) | Fair | \$29 |
| | Early childhood educators and assistants | Fair | \$20 |
| Ottawa | Automobile Mechanic | Fair | \$23 |
| | Hairstylists and barbers | Fair | \$14 |
| | Cook | Good | \$14 |
| | User support technician (IT Contact Centre Technical Support Agent/ IT Hardware Technician) | Fair | n/a |
| | Early childhood educators and assistants | Fair | \$17 |
| Stratford - Bruce Peninsula | Automobile Mechanic | Good | \$24 |
| | Cook | Good | \$14 |
| | User support technician (IT Contact Centre Technical Support Agent/ IT Hardware Technician) | Fair | \$29 |
| | Early childhood educators and assistants | Fair | \$18 |
| Toronto | Automobile Mechanic | Fair | \$26 |
| | Hairstylists and barbers | Fair | \$14 |
| | Cook | Good | \$14 |
| | User support technician (IT Contact Centre Technical Support Agent/ IT Hardware Technician) | Fair | \$30 |
| | Early childhood educators and assistants | Fair | \$19 |
| Windsor - Sarnia | Automobile Mechanic | Fair | \$24 |
| | Hairstylists and barbers | Fair | \$15 |
| | Cook | Good | \$14 |
| | User support technician (IT Contact Centre Technical Support Agent/ IT Hardware Technician) | Fair | \$21 |
| | Early childhood educators and assistants | Fair | \$19 |

Source: Government of Canada (2020, June 30). Job Bank Trend Analysis Data. Retrieved from Government of Canada: <https://www.jobbank.gc.ca/trend-analysis>



Table 27: Regional Training Infrastructure in Selected High-Demand Construction Trades, Ontario

| Region | Mean BuildForce Rating (2020-2029) | Location of TDAs (2018 list) |
|--|------------------------------------|--|
| Eastern Ontario | | |
| Plumbers | 3.1 | Algonquin College of Applied Arts And Technology, Woodroffe Campus. |
| | | La Cite collegiale, Alphonse Desjardins Campus. |
| | | St. Lawrence College of Applied Arts And Technology, Kingston Campus. |
| Refrigeration and air condition mechanics | 3.2 | La Cite collegiale, Alphonse Desjardins Campus. |
| | | Algonquin College of Applied Arts And Technology, Woodroffe Campus. |
| Steamfitters, pipefitters, and sprinkler system installers | 3.2 | None |
| Greater Toronto Area (GTA) | | |
| Carpenters | 3.1 | College of Carpenters and Allied Trades Inc, Woodbridge Campus |
| | | George Brown College of Applied Arts And Technology, Casa Loma Campus. |
| Boilermakers | 3.3 | Humber College of Applied Arts And Technology, North Campus |
| Steamfitters, pipefitters, and sprinkler system installers | 3.2 | JTAC Local 46 Training Centre, Scarborough Campus. |
| | | United Association Local 853 Sprinkler Fitters of Ontario, Markham Campus. |
| | | George Brown College of Applied Arts And Technology, Casa Loma Campus. |
| Welders and machine operators | 3.2 | JTAC Local 46 Training Centre, Scarborough Campus. |
| | | Durham College of Applied Arts And Technology, Whitby Campus. |
| Northern Ontario | | |
| Boilermakers | 3.2 | Confederation College of Applied Arts And Technology, Dorion - Thunder Bay Campus. |
| Plumbers | 3.1 | Sault College of Applied Arts And Technology, Sault Ste. Marie Campus. |
| | | Collège Boréal, Sudbury Campus. |
| Southwestern Ontario | | |
| Boilermakers | 3.7 | Boilermakers Local 128, Union training centre-Sarnia Campus. |
| Carpenters | 3.1 | Georgian College of Applied Arts And Technology, Owen Sound Campus. |
| | | St. Clair College of Applied Arts And Technology, Main Windsor Campus. |
| | | Mohawk College of Applied Arts And Technology, Stoney Creek Campus. |

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|--|-----|---|
| | | Lambton College of Applied Arts And Technology, Lambton College - Apprenticeship and Skilled Trades |
| Construction millwrights and industrial mechanics | 3.7 | Mohawk College of Applied Arts And Technology, Stoney Creek Campus. |
| | | Fanshawe College of Applied Arts And Technology, London Campus. |
| Plumbers | 3.2 | Fanshawe College of Applied Arts And Technology, London Campus. |
| | | Fanshawe College of Applied Arts And Technology, London Campus. |
| | | Fanshawe College of Applied Arts And Technology, London Campus. |
| | | U.A. Local 67/M.C.A. Zone 9/9A Apprenticeship Committee, Brantford Campus. |
| | | St. Clair College of Applied Arts And Technology, Main Windsor Campus. |
| Refrigeration and air conditioning mechanics | 3.2 | Mohawk College of Applied Arts And Technology, Stoney Creek Campus. |
| | | Conestoga College of Applied Arts And Technology, Waterloo Campus. |
| Steamfitters, pipefitters, and sprinkler system installers | 3.4 | Mohawk College of Applied Arts And Technology, Stoney Creek Campus. |
| | | Lambton College of Applied Arts And Technology, Lambton College - Apprenticeship and Skilled Trades |

Source: Ministry of Labour, Training and Skills Development. (2019, November 25). *Apprentice Program Data by Local Boards*. Retrieved from ArcGIS.com: <https://www.arcgis.com/home/item.html?id=9dcc91f83c6f4dd98e4e93a02882c112>
 BuildForce Canada. (2019). *Construction & Maintenance Looking Forward: Ontario*. Retrieved from BuildForce Canada: <https://www.buildforce.ca/en/lmi/forecast-summary-reports>



Table 28: Northern Training Infrastructure in Construction Trades with Buildforce Ratings, Ontario

| Region | Mean Buildforce Rating (2019-2029) | Location of TDAs (2018 list) |
|--|------------------------------------|---|
| Boilermakers | 3.2 | Confederation College of Applied Arts And Technology, Dorion - Thunder Bay Campus. |
| Carpenters | 2.9 | Canadore College of Applied Arts And Technology, Commerce Court Campus. |
| | | Collège Boréal, Sudbury Campus. |
| | | College of Carpenters and Allied Trades Inc, Carpenters' Local 2486 Training Centre |
| | | Confederation College of Applied Arts And Technology, Dorion - Thunder Bay Campus. |
| | | Northern College of Applied Arts And Technology, Porcupine Campus |
| | | Cambrian College of Applied Arts And Technology, Woodroffe/ Pembroke Campus. |
| Heavy equipment operators (except crane) | 2.8 | None |
| Heavy-duty equipment mechanics | 2.9 | Cambrian College of Applied Arts And Technology, Woodroffe/ Pembroke Campus. |
| | | Collège Boréal, Sudbury Campus. |
| | | Canadore College of Applied Arts And Technology, Commerce Court Campus. |
| | | Confederation College of Applied Arts And Technology, Dorion - Thunder Bay Campus. |
| | | Northern College of Applied Arts And Technology, Porcupine Campus |
| | | Sault College of Applied Arts And Technology, Sault Ste. Marie Campus. |
| Plumbers | 3.1 | Sault College of Applied Arts And Technology, Sault Ste. Marie Campus. |
| | | Collège Boréal, Sudbury Campus. |
| Refrigeration and air condition mechanics | 2.9 | Cambrian College of Applied Arts And Technology, Woodroffe/ Pembroke Campus. |
| Steamfitters, pipefitters, and sprinkler system installers | 2.9 | Sault College of Applied Arts And Technology, Sault Ste. Marie Campus. |
| Welders and machine operators | 2.9 | Sault College of Applied Arts And Technology, Sault Ste. Marie Campus. |
| | | A.P.R. Welding Academy, Sault Ste. Marie Campus. |
| | | Cambrian College of Applied Arts And Technology, Woodroffe/ Pembroke Campus. |
| | | Collège Boréal, Sudbury Campus. |



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|---------------|-----|--|
| | | Confederation College of Applied Arts And Technology, Dorion - Thunder Bay Campus. |
| Truck drivers | 2.7 | None |

Source: Ministry of Labour, Training and Skills Development. (2019, November 25). *Apprentice Program Data by Local Boards*. Retrieved from ArcGIS.com: <https://www.arcgis.com/home/item.html?id=9dcc91f83c6f4dd98e4e93a02882c112>
 BuildForce Canada. (2019). *Construction & Maintenance Looking Forward: Ontario*. Retrieved from BuildForce Canada: <https://www.buildforce.ca/en/lmi/forecast-summary-reports>

Table 29: Northern Training Infrastructure in all Trades: TDA List, 2018

| Non-Construction Trade | Location of TDAs |
|--|--|
| Assistant Cook | Canadore College of Applied Arts And Technology, Commerce Court Campus. |
| | Sault College of Applied Arts And Technology, Sault Ste. Marie Campus. |
| Automotive Service Technician | Canadore College of Applied Arts And Technology, Commerce Court Campus. |
| | Confederation College of Applied Arts And Technology, Dorion - Thunder Bay Campus. |
| | Sault College of Applied Arts And Technology, Sault Ste. Marie Campus. |
| | Northern College of Applied Arts And Technology, Porcupine Campus |
| | Collège Boréal, Sudbury Campus. |
| Brick and Stone Mason | Sault College of Applied Arts And Technology, Sault Ste. Marie Campus. |
| Child Development Practitioner | Canadore College of Applied Arts And Technology, Commerce Court Campus. |
| | Collège Boréal, Sudbury Campus. |
| Construction Craft Worker | Construction & Allied Workers Local Union 607, Northstar Training Centre |
| | Labourers' Local 493 Training Trust Fund, Training Centre Hanmer |
| Cook | Sault College of Applied Arts And Technology, Sault Ste. Marie Campus. |
| | Canadore College of Applied Arts And Technology, Commerce Court Campus. |
| | Confederation College of Applied Arts And Technology, Dorion - Thunder Bay Campus. |
| Developmental Service Worker | Collège Boréal, Sudbury Campus. |
| Drywall, Acoustic and Lathing Applicator | Carpenters Local 1669 Training Centre, Local 1669 |
| | Ottawa Walls & Ceilings Training Centre, Sudbury Campus |
| Educational Assistant | Collège Boréal, Sudbury Campus. |
| Electrician - Construction and Maintenance | Collège Boréal, Sudbury Campus. |
| | Confederation College of Applied Arts And Technology, Dorion - Thunder Bay Campus. |
| | Sault College of Applied Arts And Technology, Sault Ste. Marie Campus. |
| | Northern College of Applied Arts And Technology, Porcupine Campus |
| General Carpenters | Canadore College of Applied Arts And Technology, Commerce Court Campus. |



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| | Collège Boréal, Sudbury Campus. |
| | College of Carpenters and Allied Trades Inc, Carpenters' Local 2486 Training Centre |
| | Confederation College of Applied Arts And Technology, Dorion - Thunder Bay Campus. |
| | Northern College of Applied Arts And Technology, Porcupine Campus |
| | Cambrian College of Applied Arts And Technology, Woodroffe/ Pembroke Campus. |
| General Machinist | Cambrian College of Applied Arts And Technology, Woodroffe/ Pembroke Campus. |
| | Canadore College of Applied Arts And Technology, Commerce Court Campus. |
| Hairstylist | Sault College of Applied Arts And Technology, Sault Ste. Marie Campus. |
| Heavy-duty Equipment Mechanics | Cambrian College of Applied Arts And Technology, Woodroffe/ Pembroke Campus. |
| | Collège Boréal, Sudbury Campus. |
| | Canadore College of Applied Arts And Technology, Commerce Court Campus. |
| | Confederation College of Applied Arts And Technology, Dorion - Thunder Bay Campus. |
| | Northern College of Applied Arts And Technology, Porcupine Campus |
| | Sault College of Applied Arts And Technology, Sault Ste. Marie Campus. |
| Industrial Electrician | Collège Boréal, Sudbury Campus. |
| | Sault College of Applied Arts And Technology, Sault Ste. Marie Campus. |
| Industrial Mechanic Millwright | Cambrian College of Applied Arts And Technology, Woodroffe/ Pembroke Campus. |
| | Collège Boréal, Sudbury Campus. |
| | Confederation College of Applied Arts And Technology, Dorion - Thunder Bay Campus. |
| | Northern College of Applied Arts And Technology, Porcupine Campus |
| Information Technology Hardware Technician | Canadore College of Applied Arts And Technology, Commerce Court Campus. |
| Information Technology Network Technician | Canadore College of Applied Arts And Technology, Commerce Court Campus. |
| Instrumentation and Control Technician | Confederation College of Applied Arts And Technology, Dorion - Thunder Bay Campus. |
| Ironworker | Sault College of Applied Arts And Technology, Sault Ste. Marie Campus. |
| Marine Engine Technician | Canadore College of Applied Arts And Technology, Commerce Court Campus. |
| Metal Fabricator (Fitter) | Cambrian College of Applied Arts And Technology, Woodroffe/ Pembroke Campus. |
| | Canadore College of Applied Arts And Technology, Commerce Court Campus. |
| | A.P.R. Welding Academy, Sault Ste. Marie Campus. |
| Motorcycle Technician | Canadore College of Applied Arts And Technology, Commerce Court Campus. |
| Parts Technician | Sault College of Applied Arts And Technology, Sault Ste. Marie Campus. |
| Plumbers | Sault College of Applied Arts And Technology, Sault Ste. Marie Campus. |

| | |
|---|--|
| | Collège Boréal, Sudbury Campus. |
| Pressure Systems Welder | Confederation College of Applied Arts And Technology, Dorion - Thunder Bay Campus. |
| Railways Car Technician | Canadore College of Applied Arts And Technology, Commerce Court Campus. |
| Refrigeration and Air Condition Mechanics | Cambrian College of Applied Arts And Technology, Woodroffe/ Pembroke Campus. |
| Reinforcing Rodworker | Ironworkers Local 786 Office & Training Centre |
| Residential Air Conditioning Systems Mechanic | Cambrian College of Applied Arts And Technology, Woodroffe/ Pembroke Campus. |
| Roofer | Confederation College of Applied Arts And Technology, Dorion - Thunder Bay Campus. |
| Saw Filer/Fitter | Collège Boréal, Hearst Campus. |
| Small Engine Technician | Canadore College of Applied Arts And Technology, Commerce Court Campus. |
| | Sault College of Applied Arts And Technology, Sault Ste. Marie Campus. |
| Steamfitter | Sault College of Applied Arts And Technology, Sault Ste. Marie Campus. |
| Truck and Coach Technician | Canadore College of Applied Arts And Technology, Commerce Court Campus. |
| | Collège Boréal, Sudbury Campus. |
| | Confederation College of Applied Arts And Technology, Dorion - Thunder Bay Campus. |
| | Northern College of Applied Arts And Technology, Porcupine Campus |
| Welders and Machine Operators | Sault College of Applied Arts And Technology, Sault Ste. Marie Campus. |
| | A.P.R. Welding Academy, Sault Ste. Marie Campus. |
| | Cambrian College of Applied Arts And Technology, Woodroffe/ Pembroke Campus. |
| | Collège Boréal, Sudbury Campus. |
| | Confederation College of Applied Arts And Technology, Dorion - Thunder Bay Campus. |

Source: Government of Ontario (2018). List of Approved TDAs and Programs. Ministry of College and Universities, Government of Ontario, Toronto.



Table 30: eCampus Ontario Micro-Certification Pilots (Partners and Pilot Description)

Partners: Conestoga College, Workforce Planning Board of Grand Erie

Pilot: Adapt existing content of Connect2Skills, a micro-certification for upskilling workers in warehousing and logistics, to align with eCampusOntario framework elements of verifiability, ownership and extensibility

Partners: George Brown College, Deafblind Community Services, The Canadian Helen Keller Centre, Deaf Blind Ontario Services

Pilot: Create new content to issue micro-certifications in deafblind intervening, evaluating proficiency and accuracy in medical communication skills (e.g. American Sign Language)

Partners: Humber College, Purolator

Pilot: Create new content to issue micro-certifications in data fluency for freight and parcel delivery workers (and possibly other positions within the organization)

Partners: Lambton College, Tertec Enterprises Inc., Link2Feed, CCI Studios Inc., Cipher Interactive Inc.

Pilot: Create new content to issue micro-certifications Internet of Things and Modern Web Design in Sarnia-Lambton region

Partners: OCAD University, Myant Inc.

Pilot: Create new content to issue micro-certifications for user-centered product design in wearable technology

Partners: Ontario Tech, Lakeridge Health

Pilot: Create new content to issue micro-certifications in safe patient transfer and injury prevention to health care workers and students in BHSc programs

Partners: Queen's University, City of Kingston

Pilot: To create scalable Design Thinking content & micro-certifications for individuals and groups within Queen's University, the Kingston community, and beyond

Partners: Sault College, Project Learning Tree Canada

Pilot: Create new content to issue micro-certifications to current forest practitioners and up-and-coming forestry professionals in the understanding and application of Indigenous rights and relationship building

Partners: St. Lawrence College, City of Kingston

Pilot: Create new content to issue micro-certifications in intercultural intelligence to assist City of Kingston with implementation of Workplace Inclusion Charter

Partners: University of Waterloo, Electricity Human Resources Canada

Pilot: Adapt existing content to issue micro-certifications in teamwork and communication

Partners: Western University, Big Brothers Big Sisters of London Area, Pillar Nonprofit Network

Pilot: Adapt existing content to issue micro-certifications in change management for non-profit workers

Partners: Wilfrid Laurier University, The Brantford Police Service

Pilot: Create new content to issue micro-certifications to enhance detection and improve communication for police officers investigating human trafficking cases

Partners: University of Windsor, TransForm Shared Services Organization

Pilot: Adapt existing content to issue micro-certifications in Health Informatics to skilled workers and support the 2020 implementation of a new hospital information system in Windsor-Essex, Erie St. Clair and Chatham regional health services

Partners: York University, Markham Stouffville Hospital, Black Creek Community Health Centre, Sunnybrook Health Sciences Centre, University Health Network, Access Alliance Community Health Centre, Lassonde School of Engineering

Pilot: Adapt existing content to issue micro-certifications to health care workers in health coaching and patient navigation.



Table 31: First Nations ISET Service Delivery Organizations in Ontario

| Initial Recipients | Ultimate Recipients or Communities Served |
|---|--|
| Aboriginal Labour Force Development Circle (First Nation) | Alderville First Nation |
| | Batchewana Employment and Training |
| | Gezhtoojig Employment and Training |
| | Huron Area Aboriginal Management Board |
| | Kagita Mikam Employment and Training Inc. |
| | Mississaugas of the New Credit Employment and Training |
| | Miziwe Biik |
| Akwasasne Career and Employment Support Services | Akwasasne |
| Anishinabek Nation (Union of Ontario Indians) | Anishinabek Employment and Training Services |
| | Fort William First Nation |
| | Gezhtoojig Employment and Training |
| | Long Lake #58 First Nation |
| | Mnidoo Mnising Employment and Training |
| | M'Chigeeng First Nation |
| | Thessalon First Nation |
| | Nipissing First Nation |
| | Whitesand First Nation |
| Anishinabek Employment and Training Services | Animbiigoo Zaagi'igan Anishinaabek (Lake Nipigon) |
| | Biigtigong Nishnaabeg (Pic River) |
| | Biinjitiwaabik Zaaging Anishinaabek (Rocky Bay) |
| | Bingwi Neyaashi Anishinaabek (Sand Point) |
| | Kishke Zaaging Anishinaabek (Gull Bay) |
| | Michipicoten First Nation |
| | Netmizaaggamig Nishnaabeg (Pic Moberg) |
| | Pays Plat First Nation |
| | Red Rock Indian Band |
| Grand River Employment and Training (GREAT) | Six Nations Members (on-reserve and in surrounding communities) |
| London District Chiefs Council | Delivery site information not on website, but member communities are: Aamjiwnaang First Nation, Caldwell First Nation, Chippewas of Kettle and Stony Point First Nation, Chippewas of the Thames First Nation, Delaware Nation – Moravian of the Thames, Munsee-Delaware Nation, Oneida Nation of the Thames |



| | |
|--|---|
| Mamaweswen – The North Shore Tribal Council | <p>NSTC ISETP / FNLMS manages three Sub Agreements for the local delivery of employment and training. These three Local Delivery Mechanisms (LDM) are:</p> <ul style="list-style-type: none"> -Naadmaadwiiuk LDM which covers the membership of: Serpent River First Nation, Atikameksheng Anishnawbek and Mississauga First Nation -Garden River First Nation LDM covers the membership of: Garden River First Nation -Sagamok Anishnawbek covers the members of: Sagamok Anishnawbek |
| Matawa Employment and Training – Kiikenomaga Kikenjigewen Employment and Training Services (KKETS) | <p>Website does not contain information about local delivery infrastructure. KKETS provides services to: Aroland, Constance Lake, Eabametoong, Ginoogaming, Marten Falls, Neskantaga, Nibinamik, and Webequie First Nations.</p> |
| Moose Cree First Nation | <p>Moosefactory Office plus contact-points for Kapuskasing Area and Cochrane Area</p> |
| Mushkegowuk Council | <p>Mushkegowuk Council Employment & Training Service (METS) administers Employment & Training funds for the following First Nations communities & its members:</p> <ul style="list-style-type: none"> Attawapiskat First Nation Chapleau Cree First Nation Fort Albany First Nation Kashechewan First Nation Missanabie Cree First Nation Taykwa Tagamou Nation Weenusk First Nation |
| Ogemawahj Tribal Council | <p>Website does not contain information about local delivery infrastructure. Member First Nations of Ogemawahj Tribal Council are: Alderville (also listed under Aboriginal Labour Force Development Circle), Beausoleil, Georgina Island, Moose Deer Point, Rama, Scugog Island</p> |
| Oneida Nation of the Thames | <p>Oneida Nation on the Thames</p> |



| | |
|---|---|
| <p>Shooniyaa Wa-Biitong</p> | <p>Kenora (headquarters) and Fort Francis Offices with Program Officers serving:</p> <p>Northern Region Lac Des Mille Lacs Lac Seul Wabauskang</p> <p>Eastern Region Couchiching Lac La Croix Naicatchewenin Nigigoonsiminikaaning Rainy River Seine River Mitaanjigamiing (Stanjikoming)</p> <p>Southern Region Anishinaabeg of Naongashiing (Big Island) Big Grassy Northwest Angle #33 Northwest Angle #37 Ojibways of Onigaming (Sabaskong) Wauzhushk Onigum</p> <p>Western Region Asubpeeschoseewagong Netum Anishnabek (Grassy Narrows) Iskatewizaagegan No. 39 Naotkamegwanning Obashkaandagaang (Washagamis Bay) Ochiichagewe' Babigo' Ining (Dalles) Shoal Lake #40 Wabaseemoong</p> |
|---|---|



| | |
|---|--|
| Sioux Lookout Area Aboriginal Management Board (SLAAMB) | <p>Based in Sioux Lookout and serving 25 communities, 20 of which are accessible by air only:</p> <p>Bearskin Lake First Nation Cat Lake First Nation Deer Lake First Nation Eagle Lake First Nation Fort Severn First Nation Kasabonika Lake First Nation Keewaywin First Nation Kingfisher Lake First Nation Kitchenuhmaykoosib Inninuwug (Big Trout Lake) Koocheching First Nation McDowell Lake First Nation Mishkeegogamang First Nation (Osnaburgh) Muskrat Dam First Nation New Slate Falls First Nation North Caribou Lake First Nation North Spirit Lake First Nation Pikangikum First Nation Poplar Hill First Nation Sachigo Lake First Nation Sandy Lake First Nation Saugeen First Nation Wabigoon First Nation Wapekeka First Nation Wawakapewin First Nation Wunnumin Lake First Nation</p> |
| Wabun Tribal Council (Mamo-Nuskomitowin) | <p>The Wabun Training and Employment Services department is responsible for the delivery of funds and programs to six First Nations: Chapleau Ojibway, Brunswick House, Flying Post, Matachewan, Mattagam, Wahgoshig</p> |
| Walpole Island First Nation | <p>Walpole Island</p> |
| Wikwemikong Unceded Indian Reserve | <p>Wikwemikong</p> |

Table 32: Inuit ISET Service Delivery Organizations in Ontario

| Initial Recipients | Ultimate Recipients or Communities Served |
|--------------------------------------|--|
| Tungasuvvingat Inuit | <p>Ottawa-based, uncertain of delivery across province</p> |

Table 33: Métis Nation ISET Service Delivery Organizations in Ontario

| Initial Recipients | Ultimate Recipients or Communities Served |
|---|---|
| Métis Nation of Ontario (MNO) | <p>Province-wide delivery with education and training contact points in 9 regions</p> |

Table 34: Urban/Non-affiliated ISET Service Delivery Organizations in Ontario

| Initial Recipients | Ultimate Recipients or Communities Served |
|--|---|
| Aboriginal Labour Force Development Circle (Urban) | <p>ALFDC is also listed as a First Nations stream recipient by ESDC - See location information in First Nations Stream section</p> |
| Niagara Peninsula Aboriginal Area Management Board | <p>Head Office in Six Nations with points of contact in Brantford, Fort Erie, Hamilton, Kitchener/Waterloo, St. Catharines, Niagara Falls</p> |



| | |
|---|--|
| <p>Ontario Federation of Indian Friendship Centres - Apatisiwin</p> | <p>"With 26 local service delivery sites across the province, Apatisiwin is the largest provider of employment and training services for urban Indigenous people in Ontario. Apatisiwin's Employment Counsellors provide community-based and one-to-one supports and resources, and can assist clients to access a range of training, education and skills development opportunities."</p> <p>23 Friendship Centres are listed as delivery sites on the OFIFC website (OFIFC may support additional Apatisiwin sites outside of this Friendship Centre delivery network):</p> <ul style="list-style-type: none"> Barrie Native Friendship Centre Can-Am Indian Friendship Centre of Windsor Dryden Native Friendship Centre Fort Erie Native Friendship Centre Georgian Bay Native Friendship Centre (Midland) Hamilton Regional Indian Centre Indian Friendship Centre (Sault Ste. Marie) Ininew Friendship Centre (Cochrane) Kapuskasing Indian Friendship Centre M'Wikwedong Native Cultural Centre (Owen Sound) N'Amerind Friendship Centre (London) N'Swakamok Native Friendship Centre (Sudbury) Ne-Chee Friendship Centre (Kenora) Niagara Regional Native Centre (Niagara-on-the-Lake) Nishnawbe-Gamik Friendship Centre (Sioux Lookout) Nogojwanong Friendship Centre (Peterborough) North Bay Indigenous Friendship Centre Red Lake Indian Friendship Centre Thunder Bay Indigenous Friendship Centre Thunderbird Friendship Centre (Geraldton) Toronto Council Fire Native Cultural Centre Timmins Native Friendship Centre United Native Friendship Centre (Fort Frances) |
|---|--|

Table 35: National Scope Urban/Non-affiliated Service Delivery Organizations

| Initial Recipients | Ultimate Recipients or Communities Served |
|---|--|
| Congress of Aboriginal Peoples (CAP) | National-scope delivery |
| Native Women's Association of Canada (NWAC) | Delivery through Provincial-Territorial Contacts |



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