EDUCATION AND TRAINING ACTION PLAN

THE THOMPSON ECONOMIC DIVERSIFICATION WORKING GROUP
FINAL REPORT September 2012
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THOMPSON ECONOMIC DIVERSIFICATION WORKING GROUP

WORKING GROUP MEMBERS:
- THOMPSON UNLIMITED
- CITY (CHAIR)
- PROVINCE of MANITOBA
- FEDERAL GOVERNMENT

INVITED STAKEHOLDERS:
- VALE
- UNITED STEEL WORKERS LOCAL 6166
- MMF
- NACC
- NCN
- KTC
- MKO
- rePLAN
- THOMPSON CHAMBER OF COMMERCE

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Invited Stakeholders
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1. INTRODUCTION

1.1 The Thompson Economic Diversification Working Group

The need to broaden and diversify the economic base in Thompson and surrounding region is a long-standing priority. Economic volatility in recent years, coupled with the November 2010 announcement that Vale will transition its operations in Thompson to mining and milling by 2015, have underlined the need for the City, the region and community partners to tackle this issue head on.

The Thompson Economic Diversification Working Group (TEDWG) was formed to spearhead this effort. Launched on May 18, 2011, the TEDWG has a simple mission: to accelerate Thompson's development as a regional service centre in Northern Manitoba with a strong mining pillar. The TEDWG is chaired by the City of Thompson, and enjoys broad and diverse stakeholder participation with representatives from the Province of Manitoba, Vale, Manitoba Keewatinowi Okimakanak (MKO), Keewatin Tribal Council (KTC), Manitoba Metis Federation (MMF), the Northern Association of Community Councils (NACC), Nisichawayasihk Cree Nation (NCN), Thompson Unlimited, and the Thompson Chamber of Commerce. The Government of Canada and USW Local 6166 have also been invited to participate. TEDWG is being supported by rePlan, a Canadian planning organization that works with resource-based communities in Canada and internationally.

This group is responsible for identifying and pursuing the most promising opportunities to help Thompson and the surrounding region diversify its economy and strengthen its position as an economic contributor in Northern Manitoba. Priority areas identified by TEDWG stakeholders include:

- Restorative Justice
- Education and Training
- Housing
- Fostering a Local and Regional Identity
- Economic Development

Sub-committees, including representatives of the above mentioned organizations as well as other regional stakeholders, have been established to address these priority areas and prepare plans that support immediate action.

In addition, the TEDWG stakeholders are committed to strengthening the City of Thompson’s governance framework through an updated District Development Plan and Zoning By-Law. The dynamic relationship between the City of Thompson and regional communities will be better defined through another initiative of the TEDWG, the Thompson and Region Infrastructure Plan. When taken together, the District Development Plan, Zoning By-Law and Thompson and Region Infrastructure Plan provide a 20-year strategy to stimulate and manage both economic and population growth through targeted infrastructure development and sustainable land use planning in Thompson and region.

The Thompson Economic Diversification Plan will provide immediate direction on specific priorities such as Education and Training. It will also provide a framework for continued action with regards to economic diversification and development over the long-term.

1.2 Purpose of this Document

The Thompson Economic Diversification Working Group has identified Education and Training as a priority area for action when addressing barriers to economic development and fostering new economic activities. This Action Plan provides a comprehensive overview of the current state of Education and Training programs and performance in the region and documents a way forward by outlining strategic, implementable priority projects. In essence, this document continues and expands the Education and Training conversation between Northern and Aboriginal stakeholders – educators and educational institutions, local employers, the Federal and Provincial Governments – and articulates broadly-supported actions and solutions for the North.

1.3 Area of Study

The area of study for this project includes the City of Thompson and surrounding region. The boundaries of the surrounding region were defined by the Thompson Economic Diversification Working Group and are highlighted in Figure 1.1 on the previous page.
1.4 Engagement Process

1.4.1 Education and Training Sub-Committee

To ensure this work represents the interests, needs and goals of regional stakeholders and community members, a sub-committee for Education and Training was established as part of the TEDWG process. This sub-committee is made up of a diverse group of individuals who have expertise, work in, or have an interest in this priority area. The goal of this sub-committee was to identify current challenges and existing strengths and ultimately to determine how to most directly address the priority of Education and Training through the elaboration of an Action Plan and related priority projects.

The work undertaken by the sub-committee directly shaped the content of this Action Plan. Sub-Committee members represent a number of local and regional organizations as well as Provincial government departments including:

- Atoskiwin Training and Employment Centre
- Boys and Girls Club
- Chamber of Commerce
- City of Thompson
- Employment Manitoba
- Entrepreneurship, Training and Trades, Province of Manitoba
- Frontier School Division
- Keewatin Tribal Council
- Manitoba Keewatinowi Okimakanak
- Manitoba Metis Federation
- Nisichawayasihk Cree Nation
- Northern Manitoba Mining Academy
- Northern Manitoba Sector Council
- Northern Technical Centre
- R.D. Parker Collegiate
- School District of Mystery Lake
- Thompson Unlimited
- Thompson Urban Aboriginal Strategy
- University College of the North
- Vale
- YWCA
- NorWest Manufacturing

1.4.2 Summary Minutes: Education and Training Sub-Committee Meetings

Eight Education and Training meetings and one workshop were held with sub-committee members (See Appendix A for more detailed meeting summaries and minutes).

Figure 1.2 - Education & Training Sub-Committee Members Visit the Northern Manitoba Mining Academy in Flin Flon, Manitoba
2. BASELINE STUDY

2.1 Purpose of Baseline Study

This Baseline Study provides an overview of existing education and training programs, as well as the educational performance, available skills, labour market demand and related demographic trends, in Thompson and the region.

The Baseline Study served to inform planning undertaken by the TEDWG Education and Training Sub-Committee as stakeholders evaluated possible areas of action, identified priority initiatives and elaborated the terms of reference for implementation.

In addition, the Baseline Study, by providing an up-to-date analysis of regional education and training capacity and labour market supply, demand and gaps, is intended to support the ongoing activities of regional stakeholders as they advance complementary projects and seek funding and partnerships.

2.2 Context

The City of Thompson and Northern Manitoba host high-quality employment opportunities, innovative and expanding educational institutions and a rapidly growing youth population. However, though many residents of the region have succeeded in this environment, many others remain excluded, with substantial barriers between them and these educational and employment opportunities.

At present, the Thompson Region faces notable challenges related to education and training:

- Long-standing low rates of funding per student, exacerbated by a growing youth population
- Low high-school graduation rates
- Unfilled employment positions but also a skills gap for many prospective employees
- A need for greater alignment and partnership between employers, educators and funding partners as well as students and prospective employees
- A lack of vocational and trades programming
- A lack of social supports and transitional programming (e.g. childcare, housing, transportation) for those who want to study and work in Thompson

Confronting these challenges, the Thompson Region is home to a growing group of institutions, community organizations and partnerships working to bridge these gaps and extend educational and employment opportunities to all residents of the North. Sustained economic growth and diversification in Thompson and the region requires further action on this front: addressing issues of funding and curriculum gaps, tackling past exclusion, linking employers to educators and students and providing the requisite broad base of educational and social supports for Northern Manitobans and the region as a whole to achieve their economic potential.

2.3 Demographic Profile

Northern Manitoba is marked by distinct trends appearing in its First Nations communities, remote villages and industrial centres related to population growth and economic performance. However, the well-being of each community is tied into the collective evolution of the region as a whole.

2.3.1 Population and Growth Rate

Between 2006 and 2011, the Thompson Region’s population grew to nearly 50,000 people, expanding by 6%, higher than the provincial rate. Exceptional growth – 15% – was recorded in the region’s First Nations communities whereas populations declined in Thompson (a decline of -4.6%) and at an even greater rate in centres such as Churchill, Leaf Rapids and Lynn Lake.

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2006</th>
<th>2001</th>
<th>06-11 % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>THOMPSON REGION</td>
<td>49,513</td>
<td>46,673</td>
<td>44,066</td>
<td>6.1</td>
</tr>
<tr>
<td>City of Thompson</td>
<td>12,829</td>
<td>13,446</td>
<td>13,256</td>
<td>-4.6</td>
</tr>
<tr>
<td>Region w/o City</td>
<td>36,684</td>
<td>33,227</td>
<td>30,810</td>
<td>10.4</td>
</tr>
<tr>
<td>FN Communities</td>
<td>31,363</td>
<td>27,211</td>
<td>25,136</td>
<td>15.3</td>
</tr>
<tr>
<td>MANITOBA</td>
<td></td>
<td></td>
<td></td>
<td>5.2</td>
</tr>
</tbody>
</table>

Figure 2.1 - Thompson and Region Growth Rate Trends
Thompson, as a mining centre, has gone through significant population changes over the years as the population has fluctuated in line with the City’s economic fortunes. At its peak in the early 1970s, Thompson had a population of over 20,000 residents (FemNorthNet, 2012). In 2011, Thompson’s population was 12,829, having decreased by 617 residents since 2006.

In contrast, between 2006 and 2011, the population in the surrounding regional communities increased by 10.4%. The Region’s First Nations communities grew by 15.3%. This population growth is markedly faster than the provincial rate of 5.2%.

### 2.3.2 Age Distribution

The regional population is especially young, with a median age of 24, compared with the provincial median of 38. The City of Thompson itself is relatively young compared with other cities in Manitoba and Canada (Figure 2.2). That said, Thompson’s youngest population cohorts have decreased in recent years, including the number of school-age children, which has decreased from 3,551 in 1991 to 3,066 in 2008 (AECOM, 2010).

Notably, the Aboriginal population in Thompson is much younger when compared to the non-Aboriginal population. In 2006, over half of the Aboriginal population, or 57%, was under the age of 25 whereas 35% of the non-Aboriginal population was under the age of 25 (Statistics Canada, 2010). In addition, 38% of Aboriginal residents in Thompson were youth under the age of 15, compared to just 20% of non-Aboriginal residents (Statistics Canada, 2010).

The young population, both in the City and region, suggests a strong potential for economic growth and vitality in the North over the long term. However, as identified by TEDWG stakeholders and demonstrated in Sections 2.4 and 2.5 of this baseline, education, skill development and employment opportunities must undergo a further evolution to fully address the individual and collective promise and ambitions of the Region’s population. The region’s youth, a growing presence in the North but also a mobile population, must be engaged as leaders in the definition of this future.

### 2.3.3 Community Make-Up

Figure 2.3 shows the large Aboriginal population that resides in both the region and in Thompson itself. In fact, in 2006, the City of Thompson had the largest proportion of Aboriginal people (4,930 residents or 36%) of any Canadian city. The Aboriginal population in Thompson grew by 410 people (9%) between 2001 and 2006 (Statistics Canada, 2010: 6).

![Figure 2.3 - Aboriginal Population as Percent of Total](image)

Figure 2.4, 2.5 and Figure 2.6 (next page) further detail the contrasts in education levels between Thompson, the region, the Province and the rest of Canada.

In both Thompson and the Region, more men have received a certificate or diploma in trades and apprenticeships, while women have achieved higher levels of education in all other areas (Figures 2.5).

### 2.4 Current State of Education

#### 2.4.1 Education Levels

When compared to the rest of Canada and Manitoba, the region (not including Thompson) had significantly lower levels of educational attainment in 2006, with 67% of the population (age 15 and over) having no certificate, diploma or degree of any kind. The City of Thompson itself also has a higher percentage of people (age 15 and over) having no certificate, diploma or degree (35%), higher than the provincial average. Indeed, high school graduation rates of are less than fifty percent (46%) (FemNorthNet, 2012: 12).

These figures suggest that existing or traditional models of education may not address the needs of all students and that alternative models of education should be explored to reverse this trend.

Figure 2.4, 2.5 and Figure 2.6 (next page) further detail the contrasts in education levels between Thompson, the region, the Province and the rest of Canada.
2.4.2 School Divisions, Public Schools and First Nation Community Schools

In Thompson and the region, three School Divisions administer public elementary and secondary school education: the School District of Mystery Lake, Frontier School Division and the Division Scholaire Franco-Manitobaine. These School Divisions support 21 provincially-funded public schools (elementary and secondary schools) in Thompson and the region. Eight of these schools are in Thompson.

In addition to public schools, there are also 24 First Nation or Band-operated schools (elementary and secondary schools) that are located in the region. These schools are federally funded.

(For more information regarding elementary and secondary schools in the Thompson Region, see Figures 2.7 and 2.8 and tables on pages 6 and 7.)

2.4.3 Post–Secondary Institutions

Post-secondary programming is also offered in Thompson and the region. University College of the North operates a main campus in Thompson plus eight regional centres in the Region (see Figure 2.9), in addition to its services outside the Thompson Region.

In 2010-2011, 602 students were enrolled at the Thompson campus. With a new campus under construction in the City, UCN anticipates expanding enrollment in Thompson to 1,000 students by 2020. UCN also offers distance education opportunities across the region. Inter-Universities Services, a consortium of four Manitoba universities, and Campus Manitoba offer distance education programs as well as academic and resource centres in Thompson and the North. The University of Manitoba administers the Northern Social Work Program in Thompson.

(For more information regarding post-secondary institutions in the Thompson Region, see Figure 2.9 and tables on page 8.)

<table>
<thead>
<tr>
<th>Highest levels of Education (Age 15 and over)</th>
<th>Region</th>
<th>Thompson</th>
<th>Manitoba</th>
<th>Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>No certificate, diploma or degree</td>
<td>67%</td>
<td>35%</td>
<td>29%</td>
<td>17%</td>
</tr>
<tr>
<td>High school certificate or equivalent</td>
<td>12%</td>
<td>26%</td>
<td>27%</td>
<td>24%</td>
</tr>
<tr>
<td>Apprenticeship or trades certificate or diploma</td>
<td>6%</td>
<td>11%</td>
<td>10%</td>
<td>13%</td>
</tr>
<tr>
<td>College; CEGEP or other non-university certificate or diploma</td>
<td>6%</td>
<td>15%</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>University certificate or diploma below the bachelor level</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>University certificate, diploma or degree</td>
<td>5%</td>
<td>10%</td>
<td>15%</td>
<td>21%</td>
</tr>
</tbody>
</table>

Figure 2.4 - Thompson Education Levels (male and female)

Figure 2.5 - Region Education Levels (male and female)
### SCHOOL DIVISIONS, PUBLIC SCHOOLS, FIRST NATION COMMUNITY SCHOOLS

<table>
<thead>
<tr>
<th>School Division</th>
<th>Programs / Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School District of Mystery Lake (SDML)</strong>&lt;br&gt;www.mysterynet.mb.ca/</td>
<td>The School District of Mystery Lake (SDML) in located in Thompson and has responsibility for 6 primary schools, 1 high school and roughly 3,000 students. SDML provides a number of supports to students including: a coordinator of special services, culturally proficient education consultants, a Cree language coordinator, community family liaison, district counsellor, education technology consultant, French language coordinator, literacy support teacher, speech and language therapy, school district psychologist.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institution</th>
<th>Programs</th>
<th>Location</th>
<th>Enrolment (2011/12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burntwood Elementary</td>
<td>K-8</td>
<td>Thompson</td>
<td>338</td>
</tr>
<tr>
<td>Deerwood School</td>
<td>K-8</td>
<td>Thompson</td>
<td>245</td>
</tr>
<tr>
<td>Juniper School</td>
<td>K-8</td>
<td>Thompson</td>
<td>273</td>
</tr>
<tr>
<td><strong>R.D.Parker Collegiate Institute</strong>&lt;br&gt;<a href="http://webserver.mysterynet.mb.ca/rdpc/">http://webserver.mysterynet.mb.ca/rdpc/</a></td>
<td>9-12&lt;br&gt;Several areas of study:&lt;br&gt;- Academics&lt;br&gt;- Fine Arts: Art, Drama, French Immersion, Music&lt;br&gt;- Practical Arts: Electronics, Home Economics, Metals, Woods&lt;br&gt;- Vocational: Automotive Technology, Aviation, Business Education, Carpentry, Computer Aided Drafting, Food Services, Hairstyling, Mineral Science and Print Media&lt;br&gt;- Have begun work on a first aid, safety, WHMIS and essential skills training program&lt;br&gt;- Work placement and HSAP program</td>
<td>Thompson</td>
<td>953</td>
</tr>
<tr>
<td>Riverside School</td>
<td>K-8</td>
<td>Thompson</td>
<td>327</td>
</tr>
<tr>
<td>Wapanohk Community School</td>
<td>K-8</td>
<td>Thompson</td>
<td>404</td>
</tr>
<tr>
<td>Westwood Elementary</td>
<td>K-8</td>
<td>Thompson</td>
<td>371</td>
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<table>
<thead>
<tr>
<th>School Division</th>
<th>Programs / Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Division Scholaire Franco-Manitobaine (DSFM)</strong>&lt;br&gt;www.Dsfm.mb.ca</td>
<td>The Division Scholaire Franco-Manitobaine operates French primary and secondary schools throughout Manitoba. They have an elementary school in Thompson. The Division also offers an international baccalaureate, distance learning, art classes, alternative programming, and community events.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institution</th>
<th>Programs / Capacity</th>
<th>Location</th>
<th>Enrolment (2011/12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>École Communautaire La Voie du Nord</td>
<td>École Communautaire La Voie du Nord is the only French school in the area and offers kindergarten to grade 8.</td>
<td>Thompson</td>
<td>70</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Division</th>
<th>Programs / Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frontier School Division (FSD)</strong></td>
<td>The Frontier School Division (FSD) is the largest school division in Manitoba. It operates 15 schools in the Region. FSD has a strong focus on technical and vocational training and has significant connections to industry. Frontier School Division also offers adult education, continuing education and distance education.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institution</th>
<th>Programs / Capacity</th>
<th>Location</th>
<th>Enrolment (2011/12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brochet School</td>
<td>N-12</td>
<td>Brochet</td>
<td>142</td>
</tr>
<tr>
<td>DR Hamilton School</td>
<td>K-9</td>
<td>Cross Lake</td>
<td>77</td>
</tr>
<tr>
<td>Duke of Malborough School</td>
<td>N-12</td>
<td>Churchill</td>
<td>179</td>
</tr>
<tr>
<td>Gillam School</td>
<td>N-12</td>
<td>Gillam</td>
<td>409</td>
</tr>
<tr>
<td>Jack River School</td>
<td>N-6</td>
<td>Norway House</td>
<td>424</td>
</tr>
<tr>
<td>Julie Lindal School</td>
<td>N-6</td>
<td>Ilford</td>
<td>28</td>
</tr>
<tr>
<td>Leaf Rapids Education Centre</td>
<td>N-8</td>
<td>Leaf Rapids</td>
<td>202</td>
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First Nation Community Schools

<table>
<thead>
<tr>
<th>Institution</th>
<th>Programs / Capacity</th>
<th>Location</th>
<th>Enrolment (2011/12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Nation Community Schools</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><a href="http://www.aadnc-aandc.gc.ca/eng/1100100020527">http://www.aadnc-aandc.gc.ca/eng/1100100020527</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1972 Memorial School</td>
<td>7-12</td>
<td>Oxford House</td>
<td>260</td>
</tr>
<tr>
<td>Oxford House Elementary School</td>
<td>N-6</td>
<td>Oxford House</td>
<td>430</td>
</tr>
<tr>
<td>Mikisew Middle School</td>
<td>N/K, 5-8</td>
<td>Cross Lake</td>
<td>490</td>
</tr>
<tr>
<td>Otter Nelson River School</td>
<td>N-4, 9-12</td>
<td>Cross Lake</td>
<td>1017</td>
</tr>
<tr>
<td>Fox Lake School</td>
<td>N-8</td>
<td>Gillam</td>
<td>30</td>
</tr>
<tr>
<td>Garden Hill First Nation High School</td>
<td>7-12</td>
<td>Garden Hill</td>
<td>284</td>
</tr>
<tr>
<td>Kistiganwacheeng Elementary School</td>
<td>N-6</td>
<td>Garden Hill</td>
<td>640</td>
</tr>
<tr>
<td>God’s Lake Narrows First Nation School</td>
<td>N-9</td>
<td>God’s Lake Narrows</td>
<td>356</td>
</tr>
<tr>
<td>Amos Okemow Memorial School</td>
<td>N-11</td>
<td>God’s River</td>
<td>250</td>
</tr>
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<td>Sakastew School</td>
<td>N-12</td>
<td>Pukatawagan</td>
<td>631</td>
</tr>
<tr>
<td>Nisichawayasihk Neyo Ohtinwak Collegiate</td>
<td>9-12</td>
<td>Nelson House</td>
<td>242</td>
</tr>
<tr>
<td>Otetiskiwin Kiskinwamahhtowekamik</td>
<td>N-8</td>
<td>Nelson House</td>
<td>684</td>
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<tr>
<td>Petit Casimir Memorial School</td>
<td>N-12</td>
<td>Lac Brochet</td>
<td>346</td>
</tr>
<tr>
<td>Red Sucker Lake School</td>
<td>N-12</td>
<td>Red Sucker Lake</td>
<td>314</td>
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<tr>
<td>Peter Yassie Memorial School</td>
<td>N-12</td>
<td>Tadoule Lake</td>
<td>62</td>
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<tr>
<td>Abraham Beardy Memorial School</td>
<td>N-10</td>
<td>Shamattawa</td>
<td>328</td>
</tr>
<tr>
<td>St. Teresa Point Elementary School</td>
<td>N-4</td>
<td>St. Theresa Point</td>
<td>500</td>
</tr>
<tr>
<td>St. Theresa Point High School</td>
<td>9-12</td>
<td>St. Theresa Point</td>
<td>148</td>
</tr>
<tr>
<td>St. Theresa Point Middle School</td>
<td>5-8</td>
<td>St. Theresa Point</td>
<td>240</td>
</tr>
<tr>
<td>Chief Sam Cook Mahmuwee Education Centre</td>
<td>N-12</td>
<td>Split Lake</td>
<td>700</td>
</tr>
<tr>
<td>George Knott School</td>
<td>N-12</td>
<td>Wasagamack</td>
<td>500</td>
</tr>
<tr>
<td>George Saunders Memorial School</td>
<td>N-8</td>
<td>York Landing</td>
<td>106</td>
</tr>
</tbody>
</table>

There are 23 Band operated schools in the Region. These schools receive funding from Aboriginal Affairs and Northern Development Canada.

First Nation communities or their regional organizations have responsibility for delivering the education programs and services offered at these schools.
## POST-SECONDARY INSTITUTIONS, ORGANIZATIONS AND PROGRAMS

<table>
<thead>
<tr>
<th>Institution</th>
<th>Programs / Mandate</th>
<th>Location</th>
<th>Enrolment / Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University College of the North (UCN)</strong>&lt;br&gt;<a href="http://www.ucn.ca">www.ucn.ca</a></td>
<td>• UCN is devoted to community and northern development that reflects the Aboriginal reality and cultural diversity of northern Manitoba&lt;br&gt;• UCN offers certificate, diploma and degree programs. Degree programs include: Bachelor of Arts; Bachelor of Education; Joint Baccalaureate Nursing (UCN and University of Manitoba); Bachelor of Midwifery&lt;br&gt;• UCN also offers apprenticeship training in carpentry, industrial electrical and industrial mechanic / millwright, per the provincial apprenticeship curriculum&lt;br&gt;• UCN has a Faculty of Trades and Technology – the majority of programs are offered at the campus located in The Pas&lt;br&gt;• UCN offers housing and daycare to help students achieve their education goals&lt;br&gt;• In Thompson 24 new family housing units will be available in the Fall of 2012&lt;br&gt;• A new campus in Thompson is being built. It will feature a 90,000 square foot building that will include a daycare, student services, a library and Aboriginal Centre. The first classes in the new building are targeted for January 2014&lt;br&gt;• UCN includes the Northern Manitoba Mining Academy (NMMA) in Flin Flon (outside the Thompson Region but considered an important precedent by TEDWG partners). A broad range of programming to support the entire life cycle of the mining industry is being developed and offered. The NMMA operates with a unique governance model that includes several academic, industry (including Vale) and community partners.</td>
<td>• Main campuses are located in Thompson and The Pas&lt;br&gt;• There are 12 regional centers, 8 of these are located in the Region defined for this project&lt;br&gt;• The campus in The Pas is outside the region&lt;br&gt;• UCN also provides opportunities for distance education</td>
<td>• Approximately 2,400 students&lt;br&gt;• In 2010/2011 enrollment for the Thompson Campus was 602.&lt;br&gt;• Anticipated enrollment by 2020 is approximately 1000&lt;br&gt;• The 2010/2011 Graduate Satisfaction &amp; Employment Survey found that students have a 56% employment rate, 20% unemployment rate and that 19% have returned to school to further their education&lt;br&gt;• An analysis of graduates in the workforce shows that 75% are working in a field related to their education, 55% accepted their first job prior to graduation, with an additional 29% within the first three months</td>
</tr>
<tr>
<td><strong>Inter-Universities Services (IUS)</strong>&lt;br&gt;(Brandon University, University of Winnipeg, University College of the North)&lt;br&gt;<a href="http://www.ucn.ca/ics/Programs/Inter-Universities_Services.">www.ucn.ca/ics/Programs/Inter-Universities_Services.</a></td>
<td>• A consortium of the four Manitoba universities with a mandate to deliver university credit courses to residents living north of the 53rd parallel.&lt;br&gt;• Students are both part time and full time, and take courses for interest and professional development&lt;br&gt;• IUS’s courses are offered by on-site instructors who are brought into the community or by teleconference for communities with lower enrolments</td>
<td>• Varies - Thompson, The Pas and Regional communities&lt;br&gt;• Main campus and administrative functions in Thompson through UCN</td>
<td>• 351 registered students (2010/2011)&lt;br&gt;• 68% of students identify UCN as their home university</td>
</tr>
<tr>
<td><strong>University of Manitoba Northern Social Work Program</strong>&lt;br&gt;<a href="http://umanitoba.ca/social_work/programs/119.htm">http://umanitoba.ca/social_work/programs/119.htm</a></td>
<td>• The Bachelor of Social Work Program in Thompson is an extension of the Faculty of Social Work on the Fort Garry Campus</td>
<td>• Thompson</td>
<td>• 20-25 students per year - 4 year program&lt;br&gt;• 91% of Thompson NBSW graduates are employed&lt;br&gt;• 64% of Thompson NBSW graduates are employed in Northern Manitoba</td>
</tr>
<tr>
<td><strong>Campus Manitoba</strong>&lt;br&gt;<a href="http://www.campusmanitoba.com">www.campusmanitoba.com</a></td>
<td>• Campus Manitoba facilitates access to post-secondary education for students in Manitoba&lt;br&gt;• It has partnerships with Brandon University, Université de Saint-Boniface, University College of the North, University of Manitoba, University of Winnipeg, Assiniboine Community College, and Red River College of Applied Arts, Science and Technology&lt;br&gt;• CMB centres provide academic and logistical support for students; access to computers, high-speed internet, staff to help with technical problems and exam invigilation&lt;br&gt;• Lectures are provided online, supplemented by CDs, videos, printed manuals and posted information</td>
<td>• Distance education; CMB centres located across Manitoba, including Northern Manitoba</td>
<td></td>
</tr>
</tbody>
</table>
2.4.4 Alternative Education Models/Programs

Many of the Education and Training Sub-Committee meeting discussions centred on “Alternative” Education Models. Specifically, models that are “People First” or responsive to student needs, flexible, supportive and community-driven are needed for students who do not comfortably fit into the traditional education system, in particular at-risk Aboriginal youth.

The need for alternative education models and programs is highlighted by low high school graduation rates (see Section 2.4.1) and the long waiting list for students who want to enroll in alternative programming. For example, The Boys and Girls Club, located in Thompson, provides education, life skills and trades programming for “at-risk youth”. The Boys and Girls Club has a waiting list of 150 youth.

Discussion also focused on providing more education and training programs in the trades that are directly linked to local employment opportunities in the resource industry. The need for trades-related programming is also highlighted by employers during the TEDWG process, in keeping with the ongoing skilled labour shortages (see Section 2.5).
Figure 2.8 - Communities Without Access to a Grade 12 Education.
Figure 2.9 - The location of post-secondary institutions in Thompson and the Region
Figure 2.10 - Communities lacking access to high-speed internet. This service deficit makes it difficult for residents (especially those living in remote communities) to access online post-secondary programming.
<table>
<thead>
<tr>
<th>Organization</th>
<th>Program / Mandate</th>
<th>Location</th>
<th>Enrollment / Impact</th>
</tr>
</thead>
</table>
| **Manitoba Metis Federation**       | • Partner in the Aboriginal Skills Employment Training Strategy (ASETS)  
• Partner in delivery of Underground Mining Program with Crowflight Minerals and UCN  
• Métis Human Resource Development and training  
• Youth programs  
• Provides career counselling services  
• Works with local businesses to create new employment opportunities                                                                                         | Thompson         | • 9 individuals from Cross Lake and Wabowden graduated and were employed as result of Underground Mining Program                                                                                                                                                                  |
| www.mmf.mb.ca                       |                                                                                                                                                                                                                   |                  |                                                                                                                                                                                                                                                                                                                                                 |
| **Manitoba Keewatinowi Okimakanak (MKO)** | • Partner in the Aboriginal Skills Employment Training Strategy (ASETS).  
• Partner in Resource Rangers Natural Resource Youth Training Program  
• Partner in Commuter Program - gives youth the experience of commuting to and working in Thompson from regional communities  
• Youth Leadership Program - helps youth aged 16-18 years to develop life skills.  
• Partner in delivery of Underground Mining Program with Crowflight Minerals and UCN                                                                     | Thompson         | • 9 individuals from Cross Lake and Wabowden graduated and were employed as result of Underground Mining Program                                                                                                                                                                  |
| www.mkonorth.com                    |                                                                                                                                                                                                                   |                  |                                                                                                                                                                                                                                                                                                                                                 |
| **Keewatin Tribal Council (KTC)**   | • Partner in the Aboriginal Skills Employment Training Strategy (ASETS)  
• Provides student and counselling services for member communities                                                                                         | Thompson         |                                                                                                                                                                                                                                                                                                                                                 |
| www.ktc.ca                          |                                                                                                                                                                                                                   |                  |                                                                                                                                                                                                                                                                                                                                                 |
| **YWCA of Thompson**               | • LEAP program: 20-week program that assists with life skills, basic certification (i.e., Food Handling, First Aid) and with job applications  
• Steps to Success: adult literacy, workplace essential skills training (reading, writing, numeracy, computer skills, working with others, etc.). Continuous, year-round intake.  
• The Assessment Centre: Assists individuals in making education and career decisions. Offers career counselling, academic and essential skill testing (e.g. G.E.D. practice tests, C.A.A.T. tests, Myers-Briggs tests, and the Strong Interest Inventory). | Thompson         | • About 25% of LEAP students graduate and enter the work force. Assists 40 students per year  
• Steps to Success assists about 300 people per year  
• The Assessment Centre assists about 400 people per year to make decisions regarding education and/or career development  
• Provides Workplace Essential Skills Training as well as Adult Literacy Programming for about 300 people a year                                                                                              |
<table>
<thead>
<tr>
<th><strong>Northern Manitoba Sector Council (NMSC)</strong></th>
<th><strong>Northern Learning and Support Centre</strong></th>
<th><strong>MacDonald Youth Services</strong></th>
<th><strong>Boys and Girls Club</strong></th>
<th><strong>Futures Program Marymound</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>NMSC is a not-for-profit corporation representing the region’s major employers in the Mining, Forestry and Energy sectors</td>
<td>Services include:</td>
<td>Provide services to youth up to age 21. Provide placement programs for short and long-term care for youth who are wards of child welfare agencies</td>
<td>Youth Build Program offers education, life skills, trades programs (carpentry)</td>
<td>Futures is a drop-in style resource centre</td>
</tr>
<tr>
<td>Works to improve the recruitment, training and retention of northern and Aboriginal people</td>
<td>• student assessment program</td>
<td>Educational opportunities for these youth include pre-employment training, life skills training (i.e., shopping, cooking, paying bills), and a wilderness program</td>
<td>Work with youth at risk who don’t fit into traditional school system</td>
<td>Offer a number programs for children and families: Baby Think it Over, Play Groups, Roots of Empathy, Parenting, School’s Cool, Nobody’s Perfect and Individual support</td>
</tr>
<tr>
<td>Developed the Northern Essential Skills Training Initiative (4.5 million over 3 years to train 300 people)</td>
<td>• education reform</td>
<td>Wilderness program offers a number of specific activities including:</td>
<td>Student-centred programming</td>
<td></td>
</tr>
<tr>
<td>In partnership, NMSC developed the following programs:</td>
<td>• school planning</td>
<td>• Alternative Day Program (designed for youth not involved in traditional school programs or formal employment - brush clearing, yard work, snow clearing etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Introduction to Industry</td>
<td>• research and development special education</td>
<td>• Remote Camping (Bush camp 30 minutes from Thompson), Rock Climbing and Caving, Gym Night (weekly for 12 - 17 year olds, September - May each year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mineral Science Program</td>
<td>• information communication technology</td>
<td>• Cultural Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Process Operator Training</td>
<td>• training initiatives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Exploration Technician</td>
<td>• First Nations’ language initiatives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Underground Mining Program (with Crowflight Minerals and UCN)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mineral Technology Diploma program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Skill upgrading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>These Programs are tailored to suit the industry employer and must have a job tied to them in order for them to be offered</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thompson</td>
<td>Thompson</td>
<td>Thompson</td>
<td>Thompson</td>
<td>Thompson</td>
</tr>
<tr>
<td>• 300 people trained as part of Essential Skills Training Initiatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Approximately 100 individuals have been employed as a result of Crowflight programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Supported the training of over 300 individuals in a variety of working and skills upgrading initiatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thompson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Readiness Program and Schools Cool Program had 40, 4 year old students graduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Ma-Mow-We-Tak Friendship Centre**  
www.mamowwetak.mb.ca | - Ma-Mow-We-Tak Friendship Center offers support to Aboriginal people making the transition from life on-reserve or isolated communities to urban life in Thompson  
- Its educational and employment services include: adult basic education; employment assistance services; partners for careers; youth employment assistance services  
- In partnership with the Thompson Employment Development Centre, the Manitoba Metis Federation and Thompson Local Management Board, has developed and delivered Employment Training Programs and Employment Opportunities Programs | Thompson | - The majority of the training participants are hired by the Ma-Mow-We-Tak Friendship Centre upon successful completion of the training program |
| **Igniting the Power Within**  
www.ignitingthepowerwithin.ca | - Igniting the Power Within offers certification workshops on Essential Skills and Prior Learning Assessment and Recognition (PLAR) for First Nations and Metis employment counsellors in Manitoba | Winnipeg - with the ability to serve First Nation and Metis communities in region |
| **Workplace Education Manitoba**  
www.wem.mb.ca | - Primary delivery agency for Essential Skills assessments and training in Manitoba  
- Supported development of the Igniting the Power Within curriculum and similar initiatives | Thompson |
2.5 Current State of Employment

Education and Training is a key component of social development and awareness and economic aspiration; importantly, access to education and training opportunities enables individuals to attain the skills necessary to acquire interesting, fulfilling and gainful employment.

According to Statistics Canada (2006), a large proportion of Thompson’s population is employed in resource based industries (21%).

<table>
<thead>
<tr>
<th>Employment Sectors</th>
<th>Thompson 2006</th>
<th>Region 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Services</td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>Agriculture and other resource-based industries</td>
<td>21%</td>
<td>10%</td>
</tr>
<tr>
<td>Health care and social services</td>
<td>12%</td>
<td>17%</td>
</tr>
<tr>
<td>Business services</td>
<td>12%</td>
<td>11%</td>
</tr>
<tr>
<td>Educational services</td>
<td>7%</td>
<td>19%</td>
</tr>
<tr>
<td>Retail trade</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td>Construction</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Finance and real estate</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Wholesale trade</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure 2.11 - Employment Sectors

The city’s largest employer is Vale, which currently employs 1,424 workers, equivalent to roughly 20% of Thompson’s labour force. Twenty-five percent of the workforce in Thompson is employed by the local, provincial or federal government and another 14% of the workforce is employed by the local education system.

Other notable businesses in Thompson include Calm Air, Manitoba Hydro and a major construction company (formerly Smook Bros.) (FemNorthNet, 2012: 6-7).

In the region outside of Thompson, as of 2006, a large portion of the regional population is employed in education, health care and social services with a notably low number of workers employed in resource-based industries despite the presence of the resource sector in the North.

Thompson’s overall unemployment level is significantly higher (6.9%) than Manitoba’s unemployment rate (5.5%); however, the unemployment rate for Aboriginal residents in Thompson is much higher at 14.2%. In 2006, the regional unemployment rate (outside the City) was very high at 24%.

2.5.1 Labour Market Supply, Demand and Gaps

The high unemployment rate may bear a direct relationship with low education levels in both Thompson and the region. That said, although high unemployment is a reality, it does not appear to be due to lack of available jobs, at least in the resource sector.

To determine the factors in ongoing worker retention issues, quantifiable shortages in trained and trainable Apprentices and Trade Qualified Professionals and the potential for skill development within specific trades, TEDWG undertook a Labour Market Survey of regional employers in 2012-2013.

An overview of Labour Market Survey results is presented on pages 24 and 25 of this document.

As the labour market survey revealed, workforce challenges and shortages currently prohibit many businesses and organizations from expanding their northern operations in such areas as mining, truck transport, heavy equipment operations and maintenance, and contracting. The majority of survey respondents reported having at least one vacancy in their workforce – some reported ten or more vacancies.

In 2008, the Northern Manitoba Sector Council estimated that hydro, mining and forestry would require at least 2,800 new hires over the next 5 years and possibly more (Northern Manitoba Sector Council, News Release, 2008). However, Northern employers have expressed a challenge in the “recruitment, training and retention of northern and Aboriginal people for northern employment opportunities” (Northern Manitoba Sector Council Website, Home, 2012).

Vale management has noted that the company consistently hires a number of people from outside the North to fill vacant positions at its operations. The attrition rate for Vale employees is high – Vale loses 75% of those hired within a 5 -10 year period. Medium-sized employers responding to the Labour Market Survey reported even greater retention challenges.

The primary reasons given by survey respondents for challenges in retaining skilled tradespeople were the lack of appropriate training programs in Thompson and individuals’ unwillingness to move to or stay in Thompson. In parallel, the survey indicated that local hires are most likely to stay in the region.

Simply put, present-day employment challenges are undermining promising economic opportunities in North; however, northern solutions - namely, a well-educated, appropriately-trained and employed northern workforce - are similarly undercut by unresolved education, training and retention issues.

2.6 Education and Training Funding Sources and Partnerships

From sub-committee discussions, it is clear that numerous partnerships between community organizations, educational institutions and industry have taken shape in the Region in order to address gaps in traditional education and train-
ing programs (e.g., Adolescent Health and Education Committee; Thompson Urban Aboriginal Strategy; MKO; MMF; NMSC; Vale; partnership programs between UCN, KTC and Employment Manitoba).

Funding and support through government programs has also helped to advance many of the initiatives highlighted in this study. Below are some examples of government programs that provide these supports for Education and Training.

- Human Resources and Skills Development Canada
- Western Economic Diversification Canada
- Aboriginal Skills and Employment Partnership
- Industry Workforce Development
- Community Development Trust Fund
- Manitoba Education
- Aboriginal Academic Achievement Grant
- Manitoba Hydro
- Employment Manitoba
- Apprenticeship Manitoba
- Workplace Education Manitoba
- Industry Workforce Development (Manitoba Entrepreneurship, Training and Trade)

In addition to government programming, private funding and support are offered by local employers and charitable organizations such as the Martin Aboriginal Education Initiative.

### 2.7 Barriers and Opportunities

The regional context described in this Baseline Study – relatively low educational attainment levels; high unemployment rates; the high number of unfilled jobs; a young, growing and mobile regional population – highlights both substantial barriers to overcome as well as encouraging opportunities to create an environment for sustained economic growth and diversification over the long term.

The following summarizes these barriers and opportunities with regards to education, training and employment. The summary reflects both the analysis undertaken as part of the Baseline Study and, importantly, the contributions of the local experts and practitioners who were part of the TEDWG Education and Training sub-committee.

#### Education Barriers

- Low educational attainment levels
- Low high school graduation rate
- At-risk youth (particularly Aboriginal youth) not engaged in current education system
- Lack of flexibility and empathy in top-down institutional models
- Lack of “alternative” models
- Lack of vocational programming and programming in the trades
- Lack of alignment, networking, and partnership between educators and labour market employers, funding partners, and other educators.
- Increased population in the region but lack of funding to First Nation Community Schools
- Lack of social supports and transitional programming (i.e., childcare, housing, transportation) for those who want to go to school

#### Education Opportunities

- Existing community organizations and dedicated educators working to provide innovative programming and alternative education models
- Innovative Educational Institutions (i.e., UCN, ATEC) that provide responsive local programming and social supports like student housing and childcare
- Industry provides funding and partners on education initiatives (e.g., Vale)
- Existing partnerships between different community organizations, educational institutions, government and industry which can be built on and strengthened

#### Employment Barriers

- High unemployment particularly in the region and amongst Aboriginal population
- Low academic and job skills when jobs available (skills gap)
- Lack of awareness and disconnect between education and training and employers (labour market)
- Disconnect between education programming, training opportunities and employment needs - i.e. pathways to employment
- Employee retention challenges
- Ongoing vacancies in skilled positions
- Lack of technical training institutions in the Thompson region
- Difficulty securing organizational resources and stable funding for new post-secondary programming that responds to labour market needs given the current provincial fiscal situation
- Lack of social supports and transitional programming (i.e., childcare, housing, transportation) for those who want to work

#### Employment Opportunities

- Number of community organizations and government initiatives working to help unemployed and under-employed residents
- Good jobs exist and are coming to the North (especially in the resource sector)
Growing young population could provide a future workforce with a lot of potential

A ready-and-waiting cohort of potential apprentices and trades students looking for employment with positions for trained, skilled workers to match

Existing partnerships between different community organizations, educational institutions, government and industry which can be built on and strengthened

Based on the baseline research, consultation inside and outside sub-committee meetings and considerable reflection by all stakeholders, a clearer understanding of local resources, barriers, opportunities and aspirations takes shape. This Baseline Study, developed collectively by the TEDWG partners, supports and strengthens the ideas for action put forward by local experts and stakeholders in the sub-committee meetings.

The following chapters outline the steps proposed by the TEDWG partners to address these barriers, capture these opportunities and fully fulfill the Thompson Region’s educational and economic promise for the benefit of all Northern Manitobans.
### LABOUR MARKET SURVEY IN SUPPORT OF AN INDUSTRIAL SKILLS AND TRADES TRAINING CENTRE IN THOMPSON, MANITOBA

This survey has been put together by a Project Implementation Team (PIT) made up of representatives from the Northern Manitoba Sector Council, the University College of the North, Vale, Keewatin Tribal Council and Manitoba Keewatinowi Okimakanak. This interim decision-making body is tasked with the objective of developing a Master Plan for the centre that will best align the institutional capacities of a training facility with the immediate demands of industry in the region. This Master Plan will outline a detailed Functional Program and Governance Structure for the Centre as well as a Capital Funding Plan and business model from which the PIT can leverage support from industry, government and other interested parties. This survey hopes to reveal the immediate and long-term needs of industry related to the availability of skilled tradespeople and apprentices ready to work in the region.

### SURVEY FINDINGS: STATISTICAL ANALYSIS BREAKDOWN

To summarize the findings of the Labour Market Survey, the PIT utilized UCN’s Planning & Program Analysis group to run a more detailed statistical analysis on the data gathered. The results of this analysis present preliminary statistics that add detail to the general trends related to the needs and challenges facing the region. A breakdown of this statistical analysis can be found for each question of the survey as preliminary findings are drawn from the sample of 14 industry responses received.

#### 1) In your experience, are you finding that potential employees are willing to move to Thompson for work?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.7% believe people are willing to move to Thompson.</td>
<td>![Image]</td>
</tr>
<tr>
<td>42.8% believe people are not willing to move to Thompson.</td>
<td>![Image]</td>
</tr>
<tr>
<td>21.4% are unsure.</td>
<td>![Image]</td>
</tr>
</tbody>
</table>

#### 2) In your experience, are you able to attract tradespeople who are adequately qualified and have the appropriate education or certification required for the positions you seek to fill (i.e. are they able to acquire the next level in certification)?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.4% believe they are able to attract adequately qualified tradespeople.</td>
<td>![Image]</td>
</tr>
<tr>
<td>42.8% believe they are unable to attract qualified tradespeople.</td>
<td>![Image]</td>
</tr>
<tr>
<td>35.7% answered “N/A” as they do not hire tradespeople.</td>
<td>![Image]</td>
</tr>
<tr>
<td>* Those that answered “N/A” include organizations that hire truck drivers with special class licenses and public utilities such as Manitoba Telecom which hire technicians (not recognized as trades).</td>
<td>![Image]</td>
</tr>
</tbody>
</table>

#### 3) In your experience, how long is your company able to retain apprentices and skilled tradespeople in Thompson/the North?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The longest retention period is noticed at Vale. A number of employers suggest that once employees – apprentices, specifically – become qualified, they seek employment either at Vale or outside of the region. Vale differentiates between retention periods for local and non-local hires. The clear indication is that local hires tend to stay and non-local are difficult to retain.</td>
<td>![Image]</td>
</tr>
<tr>
<td>6 of the respondents indicate N/A as they do not hire apprentices or Journey Persons.</td>
<td>![Image]</td>
</tr>
</tbody>
</table>

#### 4) In your opinion, what might be the greatest challenge(s) to finding and retaining skilled tradespeople in Thompson/the North?

1. They need to get training outside of the region
2. People don’t want to relocate to Thompson
3. Lack of qualified people
4. Must “steal” from other northern employers or import
5. Remoteness
6. Lack of affordable housing
7. Economic uncertainty of the community (reliance on the mine)

#### 5) Does your company have an immediate need for trades training? If so, please use the table below to indicate the number of new hires or upgraded apprentices you expect to need over the next 1, 3 and 5 years.

<table>
<thead>
<tr>
<th>Year</th>
<th>New Hires</th>
<th>Apprentices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>50</td>
<td>10</td>
</tr>
</tbody>
</table>

#### 6) What is your confidence that these employees [identified in question #5] will be found?

The majority of respondents either gave no response or one of the following:

- “likely but will require significant time effort and resources from our company”, or
- “help from outside resources would make this more likely.”

#### 7) Please describe the trends or challenges you are facing in your new hires.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>43% indicate the majority of new hires require significant improvement to their skill sets.</td>
<td>![Image]</td>
</tr>
<tr>
<td>36% indicate new hires cannot find affordable housing.</td>
<td>![Image]</td>
</tr>
<tr>
<td>29% indicate the majority of new hires are from the north.</td>
<td>![Image]</td>
</tr>
<tr>
<td>Most of the respondents who indicate new hires are from the north also indicate they are hiring entry level or non-trades positions.</td>
<td>![Image]</td>
</tr>
<tr>
<td>None of the respondents indicate that new hires are adequately skilled. This lack of response is significant.</td>
<td>![Image]</td>
</tr>
</tbody>
</table>

#### 8) What area(s) of training does your company see as having the most pressing need for new hires?

Respondents ranked needs as follows:
1. Class 1 Drivers
2. Electrical
3. Safety
4. Heavy Duty Mechanics
5. Computer Diagnostics
6. Power Engineers

#### 9) Please indicate if you feel that you could benefit from further information on Provincial training and resources in the following areas?

43% of respondents indicate:

A. Provincial support and funding for apprenticeship and trades programming.
B. Recruitment and retention strategies aimed to increase the number of students in northern trades programs.
C. A comprehensive list of what trades and apprenticeship training programs are currently being delivered in northern Manitoba
F. Information on the number of students who are currently seeking trades and apprenticeship training in Manitoba
9) Continued...

50% of respondents indicate:
E. An evaluation of what kinds of training programs would best meet your company’s employment needs – including those that aren’t currently offered.
14% of respondents indicate:
D. A comprehensive list of trades and apprenticeship programs currently being delivered in southern Manitoba would be of benefit.

10) Please review the table below and indicate if your company anticipates needing to source the listed ongoing skill development training programs for your employees, over the next 1-5 years.

**SKILL DEVELOPMENT COURSES:**
- Preventative Maintenance - 1
- Transport Of Dangerous Goods - 1
- Machine Alignment - 1
- Hydraulics - 3
- Class 1 Drivers - 1
- WHMIS - 4
- Confined Space - 1
- Conflict Resolution - 2
- Drafting - 1
- E-learning - 1
- Electronic Trouble-Shooting - 2
- Fail Arrest - 1
- Failure Analysis - 1
- Ladder Safety - 1
- Problem Solving - 1
- Project Management - 1
- Interpersonal Communication – 1

**SKILL DEVELOPMENT PROGRAMS:**
- Pre-Technology - 3
- Technical Writing - 1
- Heavy Equipment Operator - 7
- Introduction to Industry - 4
- Computer Systems Technician - 1
- Small Engine Repair - 2
- Diamond Driller - 1
- Maintenance Management - 1
- Electrical Engineering Technology - 1
- Class 1 Drivers - 1
- Class 3 Drivers - 1
- Laboratory Technician - 1
- Adult Learning/GED – 1
- Electronic Trouble-Shooting - 2
- Fail Arrest - 1
- Failure Analysis - 1
- Ladder Safety - 1
- Problem Solving - 1
- Project Management - 1
- Interpersonal Communication – 1

11) How many students are you currently sponsoring through their Apprenticeship training?

Currently there are approximately 100 people being sponsored through apprenticeship programs.
Of these 100, the largest majority are through a single major employer in the region – Vale – who currently has 55 Apprentices.

12) Where are your sponsored students currently taking their Apprenticeship training?

Respondents identify the following: Assiniboine Community College, Red River Community College, UCN, and other (NAIT, SAIT, Moose Jaw).

13) Many Northern companies are forced to look outside of the region or Province for training their new or existing employees. What training programs are you currently outsourcing to institutions outside of the region, and to what institutions, specifically, are you outsourcing them?

- 4 respondents indicate outsourcing for training.
- They indicate that for soft skills training this is outsourced to private sector suppliers (non-specific), Power Engineer training (no indication where), and Instrumentation Mechanics which is outsourced to NAT and SAIT.

14) Assuming that a training centre was available in Thompson to deliver the above training programs that you listed, would you prefer to have these programs offered in Thompson? If no, please explain.

- 79% of respondents indicate they would like training to be available in Thompson.
- 1 “no” is located in The Pas (400km distance).
- 2 regarded this question as N/A.

15) What training model(s) does your company currently undertake?

- 50% of respondents currently sponsor apprentices.
- 21% currently have a co-op training model.
- 14% currently have pre-employment training models.
- 7% currently have cost recovery training models.
- 7% indicated “other” and training is done “in house”.

16) If Thompson had its own Industrial Skills and Trades Training Centre tailored to specific Northern needs, what role, if any, would your company ideally like to play in it?

Respondents indicate they would be involved in the following ways:
- 57% would provide informal input into program development that is of interest to their company.
- 43% would sit on the Advisory Committees that oversee specific programs.
- 36% would utilize contract training programs at the Centre.
- 29% would play a formal governing role on the Centre’s board of directors.
- 29% would partner with the Centre to provide co-op placements for students.

17) In what way (if any) would your company be willing to support an Industrial Skills and Trades Training Centre in Thompson?

If Thompson had its own Industrial Skills and Trades Training Centre tailored to specific northern needs the respondents indicated they would be involved in the following ways:
- 14% would be willing to fund the development and construction of a new facility in a one-time donation.
- 14% would provide funding for ongoing operations of specific programs at the Centre.
- 14% would make equipment donations for use.
- 36% would sponsor students through their apprenticeships and pre-employment programs.
- 7% would provide physical shop space for any off campus training programs.

18) Would your company look to take advantage of the following services?

- 50% would take advantage of Labour Market Demand Analysis.
- 36% would use Workplace Essential Skills assessments.
- 36% would use Canadian Welding Bureau (CWB) testing.
- 29% would use a welding simulator.
- 14% video conferencing.
- 14% Job Search Development.
- 7% Other – (Conference and Training facility use).
3. **Priority Evaluation Matrix**

In light of the barriers and opportunities outlined in Section 2.7, the TEDWG partners recognize that new initiatives and new partnerships are needed to extend more inclusive educational programming to Northern residents and better link education and training to employment and entrepreneurial opportunities. Such enhancements to the current educational offering and experience, specifically improvements that reflect culture and conditions in Northern Manitoba, are necessary ingredients in achieving economic growth and diversification over the long term.

The following chapters outline strategies for implementation of a “priority project” along with recommendations for other key projects that will advance Education and Training in Thompson and the Region.

### 3.1 Project Ideas: Taking Action

A number of projects were identified by the Education and Training sub-committee as a way to address barriers and build on local opportunities. The project concepts represent ideas that emerged as prevailing priorities among sub-committee members, which were confirmed in detail at the sub-committee’s April 2012 workshop. The concepts are also in line with precedents reviewed by the sub-committee of successful initiatives undertaken elsewhere in Manitoba and Canada. These project concepts include:

- Industrial Skills and Trades Training Centre
- Education and Training Advisory Committee
- Youth Education and Employment Strategy
- Childcare Strategy
- Extend High Speed Internet Service

It is important to note that this is not an exhaustive list. These projects have been identified as priorities, but can also be used as a catalyst for other project ideas and ongoing action.

### 3.2 Evaluation Matrix

Given the number of projects identified, an Evaluation Matrix was developed to inform the selection of one project to initially focus collaboration: the priority project.

The Evaluation Matrix includes project criteria developed with input from the Education and Training Sub-Committee along with the data from the Baseline Study. These criteria represent desired project goals and outcomes in both the short term and long term. As such, these criteria can be used to guide projects as they are being developed, monitor progress and adjust the project as necessary.

The selected criteria include the following:

- Provide high-quality education
- Connect Education and Training to local employment opportunities
- Provide transitional and social supports
- Promote community building, partnership and coordinated strategic planning
- Increase education levels and job skills levels (e.g. high school, upgrading, post-secondary)
- Inclusive and client-centred (‘people first’)
- Increase employment rate
- Responsive to local culture and history
- Incorporate local culture and knowledge
- Benefit both the City of Thompson and the Region as a whole;
- Contribute to overall economic diversification and sustainability
- Build on strengths and existing educational initiatives, institutions and community organizations

The project that has the most potential to meet the criteria is the Industrial Skills and Trades Training Centre.
## EDUCATION AND TRAINING PRIORITY PROJECT EVALUATION MATRIX

<table>
<thead>
<tr>
<th>PROJECT IDEAS</th>
<th>PROVIDE HIGH-QUALITY EDUCATION</th>
<th>CONNECT TO LOCAL EMPLOYMENT OPPORTUNITIES</th>
<th>PROVIDE TRANSITIONAL/SOCIAL SUPPORTS</th>
<th>PROMOTE COMMUNITY-BUILDING, PARTNERSHIP, AND COORDINATED STRATEGIC PLANNING</th>
<th>INCREASE EDUCATION LEVELS / JOB SKILL LEVELS (HIGH SCHOOL, UPGRADING, POST-SECONDARY)</th>
<th>INCLUSIVE AND CLIENT-CENTRED (PEOPLE FIRST)</th>
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<td>1 INDUSTRIAL SKILLS AND TRADES TRAINING CENTRE</td>
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<td>Partially Meets Criteria</td>
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<tr>
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<tr>
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<td>Does Not Meet Criteria</td>
<td>Does Not Meet Criteria</td>
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<td>Does Not Meet Criteria</td>
<td>Does Not Meet Criteria</td>
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# ACTION PLAN #2: EDUCATION AND TRAINING

**Province of Manitoba** | **Northern Association of Community Councils** | **Nisichawayasihk Cree Nation** | **Thompson Chamber of Commerce** | **Vale**

## EDUCATION AND TRAINING PRIORITY PROJECT EVALUATION MATRIX

<table>
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<th>EVALUATION CRITERIA</th>
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<td>CHILDCARE STRATEGY</td>
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<td>CONTRIBUTE TO OVERALL ECONOMIC DIVERSIFICATION AND SUSTAINABILITY</td>
<td>BUILD ON STRENGTHS OF EXISTING EDUCATIONAL INITIATIVES INSTITUTIONS AND COMMUNITY ORGANIZATIONS</td>
<td></td>
</tr>
<tr>
<td>PROVIDE TRANSITIONAL/SOCIAL SUPPORTS</td>
<td>PROMOTE COMMUNITY-BUILDING, PARTNERSHIP, AND COORDINATED STRATEGIC PLANNING</td>
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</tr>
<tr>
<td>INCREASE EDUCATION LEVELS /JOB SKILL LEVELS (HIGH SCHOOL, UPGRADING, POST-SECONDARY)</td>
<td>INCLUSIVE AND CLIENT-CENTRED (PEOPLE FIRST)</td>
<td></td>
</tr>
<tr>
<td>INCREASE EMPLOYMENT RATE</td>
<td>RESPONSIVE TO LOCAL CULTURE AND HISTORY</td>
<td></td>
</tr>
<tr>
<td>INCORPORATE LOCAL CULTURE AND KNOWLEDGE</td>
<td>BENEFIT BOTH THE CITY OF THOMPSON AND THE REGION AS A WHOLE</td>
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## Long-Term Outcome | Short-Term Outcome | Sub-Total | Total
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<tr>
<td>12</td>
<td>5</td>
<td>7</td>
<td>12</td>
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</table>
Figure 4.1 - The ISTTC Priority Project will strengthen and support industrial skills and trades training across the region.
4. IMPLEMENTATION STRATEGY

The initiatives outlined in this chapter seek to meet the objectives put forward by the TEDWG Education and Training Sub-Committee. Specifically, the identified action items are designed to:

• Extend new, regionally-appropriate education and training opportunities to a broader population of Northern Manitoba residents;
• Directly link education and training to local employment opportunities; and
• Enhance regional partnerships through the development and implementation of these and future activities.

The priority project, an Industrial Skills and Trades Training Centre, has been prioritized given its close alignment with these objectives, the likelihood of near-term results and the emerging multi-stakeholder partnership driving the project. The priority project is profiled in Section 4.1 including a detailed three-step implementation strategy. Additional areas for action are described in Section 4.2.

4.1 Priority Project: Industrial Skills and Trades Training Centre

CONTEXT:

Along with its ability to meet nearly all criteria outlined in the Evaluation Matrix, the Industrial Skills and Trades Training Centre will also build on existing work to develop specialized industrial skills and trades training programs currently provided by the University College of the North and the Northern Manitoba Sector Council.

Currently, UCN offers three trades programs at an off-campus site on Severn Crescent in Thompson. These programs include four levels of Carpentry Apprenticeship, Facilities Basic Maintenance and Facilities Technician. In addition, UCN has been exploring how best to expand their Trades and Technology Program in Thompson. Their plans for a “Phase 2” expansion at the new Thompson Campus is dedicated entirely to Trades and Technology. The timeline for the implementation of this is not yet defined.

As well, the Northern Manitoba Sector Council, in partnership with Apprenticeship Manitoba, recently launched a Heavy-Duty Mechanics Apprenticeship Pilot program in Thompson. Delivery of this program involves collaboration between Vale, MKO, NMSC and the Assiniboine Community College in Brandon. Taking place on the former Kal Tire site in Thompson, this pilot program marks a first step towards the development of the ISTTC as it formed out of the partnerships and resources recommended by the PIT.

Both UCN and NMSC are focused on delivering programming in industrial skills and trades that will facilitate the development of a local, skilled workforce which will meet the needs of major employment sectors in the region.

Building on this existing work, this priority project acknowledges the opportunity to develop the permanent infrastructure needed to help these programs flourish and be sustainable in the long-term. As a permanent part of the community, the Industrial Skills and Trades Training Centre, would provide Thompson and the region with a home base for training that can grow through partnerships over time.

CONCEPT:

The Industrial Skills and Trades Training Centre will:

• Offer education and training programming that will connect students to local employment opportunities;
• Be a UCN facility that will provide specific programming in Industrial Skills and Trades;
• Be a sustainable key asset to residents and employers in the City of Thompson and region;
• Support economic growth and diversification;
• Deliver new infrastructure to the City of Thompson, enhancing the City’s reputation as the educational hub of the North;
• Provide opportunities for employment;
• Provide opportunities for community partnership; and
• Instill a sense of community pride.

As well, it will operate under the following guiding principles:

1) Northern people for Northern jobs

An Industrial Skills and Trades Training Centre that is developed, built and administered in the North will enable residents in the City of Thompson and surrounding region to take advantage of the significant opportunities for employment in the resource sector. As highlighted in the Baseline Study, the “recruitment, training and retention of northern and Aboriginal people for northern employment opportunities” in mining, hydroelectric generation and forestry is currently a challenge (Northern Manitoba Sector Council Website, Home, 2012). The shortage of skilled tradespeople has led northern industry employers and contractors to import skills and labour. This practice negatively impacts the region’s ability to develop a skills legacy and does not allow for the development of a local labour force. In addition, wages and subsequent spending power leave the region. Similarly, many northern residents must relocate outside the region to access specialized education and training programs.

The development of an Industrial Skills and Trades Training Centre will address these issues by providing students with targeted programming focused on meeting the current and future skill requirements of northern industry. Along with industry requirements, many communities in the North require significant infrastructure development (e.g., roads, housing). This fact is highlighted in the TEDWG Housing Action Plan and the Thompson and Region Infrastructure Plan (TRIP). The Industrial Skills and Trades Training Centre...
will also provide programming to help students develop the necessary skills to respond to community/regional infrastructure development needs.

2) Student-Centred

The Education and Training Sub-Committee discussed the merits of “Alternative” Education Models, particularly those that are “people first” or responsive to student needs, flexible, supportive and community-driven. These needs were highlighted in the Baseline Study in Section 2, which quantifies the low overall education levels in Thompson and the region, along with low high school graduation rates in Thompson. In Thompson, a significant number of young people are not engaged in the formal education system.

An Industrial Skills and Trades Training Centre has the potential to provide a venue to address the needs of students whose needs are not currently being met in the prevailing institutional system. A fundamental and longer-term goal of the Centre will be to provide the necessary supports to ensure that students can succeed. These supports may include counselling, childcare and housing. Building on the key support services UCN already provides, the goal is to create a facility that is barrier-free and that allows students to excel and thrive in a supportive learning environment.

3) Build Community Pride

Thompson and regional residents have access to valuable educational programs, resources and institutions. However, a key gap has been identified in the availability of industrial skills and trades training in the Thompson Region. A new Industrial Skills and Trades Training Centre fills this gap by building on existing programming as well as existing partnerships in the community. With the Centre, Thompson will continue to grow its reputation as the educational hub of the North, providing key services to local and regional residents. This is no small feat and is something that can solidify relationships between the City and regional communities.

In addition, in keeping with the objectives of the TEDWG Education and Training Sub-Committee, a goal of the Centre is to increase education and employment levels. Establishment of the Centre will not only benefit local employers but it will also directly benefit individuals and families.

Finally, this project builds on the work of the Education and Training Sub-Committee and the Thompson Economic Diversification Working Group. As such, it is a project that has broad community support. Given all these factors, the Industrial Skills and Trades Training Centre is in a good position to build and foster community pride.

4) Increase Employment Levels and Diversify the Economy

By providing programming that will create a local, skilled workforce, the Industrial Skills and Trades Training Centre will help address the high unemployment rate in Thompson and the region and fill job vacancies with local talent. In addition, if more Thompson and regional residents are able to fill local jobs, this increase in employment will create the economic base to support other local businesses in the area, thereby supporting economic diversification and growth. The Industrial Skills and Trades Training Centre will also create local employment opportunities in and of itself.

PROJECT IMPLEMENTATION:

Given the immediate opportunity that this priority project presents and in order to build on the work of UCN and NMSC, work on project implementation began in May 2012, prior to the completion of the TEDWG planning process. Steps taken to implement the work of the PIT were:

Step 1: Advisory Committee Established

Given the complexity of the project and number of community partners involved, an advisory committee was formed as a temporary and transitional stakeholder group tasked with initiating the project and sharing information and ideas on how to move forward.

The advisory committee was made up of representatives from the following key community partners:

- University College of the North
- Northern Manitoba Sector Council
- Manitoba Keewatinowi Okimakanak
- Vale
- rePlan (facilitator)

Two meetings were held with this committee on May 22 and 28, 2012. In order to advance the Industrial Skills and Trades Training Centre project, advisory committee members agreed to establish a Project Implementation Team (PIT), responsible for the planning and coordination needed to get the Centre up and running.

Step 2: Project Implementation Team Established

The Project Implementation Team is made up of key community partners:

- Freda Lepine, Manitoba Keewatinowi Okimakanak
- Aggie Weenusk, Keewatin Tribal Council
- Trent Rowsell, Vale
- Chris Reddy, UCN
- Roland Misling, UCN
- Konrad Jonasson (Key Advisor), UCN
- Doug Lauvstad, Northern Manitoba Sector Council
- Don Nisbet (Key Advisor), Northern Manitoba Sector Council
- Liz Sousa, Project Coordinator, Northern Manitoba Sector Council
- Aggie Weenusk (facilitator / architect), rePlan
- Drew Sinclair (architect), rePlan
The PIT was created as an interim decision-making body, tasked with providing the technical expertise necessary to take immediate action on the development of an Industrial Skills and Trades Training Centre. The PIT worked simultaneously on long-term and short-term goals, reflected in the final Master Plan for the ISTTC. The Master Plan focuses on the establishment of a sustainable UCN facility whose programming connects education and training to employment. This is elaborated throughout its chapters, including the functional program, costing analysis and governance structure.

The PIT met weekly from May to August 2012, then bi-weekly from September 2012 to February 2013. For more information on the roles and responsibilities of the PIT and on how the PIT operates and functions, please refer to the Project Implementation Team, Industrial Skills and Trades Training Centre Terms of Reference in Appendix B of this report.

**Step 3: Develop a Work Plan**

Table 4.1 describes the Work Plan followed by the PIT to develop the necessary inputs for the Final Master Plan for the ISTTC.

**Step 4: Develop the ISTTC Master Plan**

The Master Plan provides a full documentation and comprehensive summary of the technical expertise provided by the PIT throughout the various stages of the Work Plan. The Master Plan outlines preliminary recommendations for how the ISTTC should be developed in Thompson as an entity of UCN. It also suggests recommended actions for the use of the Master Plan by a future permanent governing body.
4.2 Other Areas for Action

Implementation strategies for other project areas identified through the sub-committee process are outlined below.

4.2.1 Education and Training Advisory Committee

As demonstrated and documented in the TEDWG process, a number of innovative community organizations, educational institutions and government programs in Thompson and the region currently provide responsive local programming for residents. To maximize the benefits of this work, the TEDWG Education and Training Sub-Committee identified a need for increased communication, more careful alignment and coordination on strategic planning between these different groups.

Existing education-related committees in the Region bring together numerous stakeholders but may not be representative of all stakeholders and issues. Over the medium term, increased communication between partners should evolve towards collaboration and a mandate for joint implementation of projects and programs. An Education and Training Advisory Committee would continue the joint learning and collaboration achieved in the TEDWG process and ensure that action plan recommendations are implemented, monitored and complemented by future initiatives.

The Education and Training Advisory Committee will:

- Be made up of individuals who have expertise, work in or have an interest in Education and Training;
- Determine, work on and support Education and Training initiatives in Thompson and the surrounding region (e.g., support and implement projects highlighted in the Education and Training Action Plan);
- Provide opportunities for alignment, networking, partnering between educators, funding partners and employers; and
- Focus on action.

Succeeding the TEDWG Sub-Committee format, the Education and Training Advisory Committee would provide a regular venue for individuals and organizations to come together to strengthen partnerships, share ideas and resources, and advocate for and work on initiatives collaboratively. An Advisory Committee comprising a wide range of community partners will also foster joint funding submissions, help to garner community support for initiatives and ensure that projects are reflective of community needs and interests.

Such unity is essential to the effective implementation of the initiatives outlined in this section of the Education and Training Action Plan as well as future projects. These projects will more likely succeed if ideas and initiatives are developed and overseen by the collective of stakeholders (see Figure 4.2 on the next page).

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<tr>
<th>Action</th>
<th>Responsible Party</th>
<th>Timing</th>
</tr>
</thead>
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<tr>
<td>Advertise / invite possible committee members to join</td>
<td>TEDWG and Education and Training sub-committee members</td>
<td>Q1 2013</td>
</tr>
<tr>
<td>Create a Terms of Reference for how the committee will operate / roles and responsibilities of members</td>
<td>Education and Training Advisory Committee</td>
<td>Q1 2013</td>
</tr>
<tr>
<td>Create a Vision for the Education and Training Advisory Committee</td>
<td>Education and Training Advisory Committee</td>
<td>Q1 2013</td>
</tr>
<tr>
<td>Align priority (priorities) for implementation and future action with TEDWG Education and Training Action Plan</td>
<td>Education and Training Advisory Committee</td>
<td>Q1 2013</td>
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<tr>
<td>Create a work plan to accomplish projects and goals – a work plan may include: • Partnership strategy • Community engagement strategy • Funding strategy • Calendar of events/ activity timeline • Budget</td>
<td>Education and Training Advisory Committee</td>
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<td>Develop a monitoring strategy</td>
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<td>Q3 2013</td>
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<tr>
<td>Implement projects and goals</td>
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</tr>
<tr>
<td>Monitor progress and successes and revise changes to the work plan</td>
<td>Education and Training Advisory Committee</td>
<td>Ongoing</td>
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</tbody>
</table>
4.2.2 Youth Education and Employment Strategy

Education and Training sub-committee members identified a Youth Education and Employment Strategy as an area where greater collaboration is both needed, in light of existing challenges, and possible, given the numerous stakeholders active and interested in youth education. A Youth Education and Employment Strategy will:

- Create broader awareness of existing education and employment programs and opportunities for youth;
- Help youth navigate and get involved in the various education and employment programs and opportunities that currently exist (i.e., Youth Build, Mini University, Rangers Natural Resource Program, etc.);
- Have a particular focus on working with disengaged youth who are currently participating in education or employment programs;
- Support, develop and bring new ideas and programming to Thompson and the region that will engage youth in education and employment opportunities (i.e., Career Trek); and
- Increase education and employment levels in Thompson and the region.

As outlined in the Baseline Study, Thompson and the surrounding region have a young and growing population. In addition, Thompson and the region have lower levels of education and higher unemployment rates when compared to the rest of Manitoba and Canada.

Children begin ‘drifting out’ of the school system as early as Grade 4, so careful consideration needs to be given to how school and community partnerships can be created to ensure that every child is actively participating in educational experiences that offer quality academic experiences in a culturally and linguistically relevant manner. Considering the success of the current family visiting program offered through Maternal Child Health, parenting support would form a beneficial part of this strategy. Another potential partner is Career Trek, which works with children across grade levels in other Manitoba communities.
As part of this strategy, thought needs to be given to creating supports for children who move between urban schooling experiences in Thompson and schools in their home communities. These transitions often result in compromised attendance, achievement, and graduation.

The strategy should also endeavour to support Mystery Lake School Division and community partners to work with families, children, teachers and recreation venues to emphasize active living, ‘wrap around’ activities for school-age children (before and after school), and the connection between school attendance, healthy life choices, and school achievement.

All aspects of this strategy require explicit partnerships with Mystery Lake School Division and a wide range of community partners, including business and industry.

A Youth Education and Employment Strategy will ensure that this young growing population has programs and resources in place to help them gain meaningful employment. By supporting and building the potential of youth, Thompson and the region will be supporting economic development, growth and diversification.

### 4.2.3 Childcare Strategy

A Childcare Strategy will:

- Increase the number of childcare spots available in Thompson;
- Provide quality childcare for parents in Thompson and members of regional communities residing in Thompson;
- Increase the number of trained Early Childhood Educators;
- Better enable parents to attend school or attain gainful employment; and
- Encourage economic growth and diversification directly by creating more jobs in the childcare field and indirectly by enabling parents to attend school or attain gainful employment.

The shortage of childcare spaces was identified as a significant issue by the Education and Training Sub-Committee. In particular, not having access to childcare is a barrier to attending school, participating in training opportunities or attaining gainful employment for many parents. In Thompson, there is an estimated need for 210 additional infant spaces, 427 additional pre-school spaces and 768 additional school-age spaces, for a total of over 1,000 spaces (FemNorthNet, 2012: 10).

Developing additional child care spaces in family care home settings should also be explored. Family child care homes serve smaller numbers of children, and can be particularly effective for the provision of before- and after-school care and infant/toddler care. Individual providers may also work with parents who require care for extended hours and those working shifts.

Training and professional development can be provided to family care providers on a one-on-one basis (coaching, mentorship) as well as in small groups. The small group approach encourages community-building, joint problem-solving, and a sense of belonging for those who are otherwise quite isolated in their work.

All aspects of this strategy require explicit partnerships with Mystery Lake School Division and a wide range of community partners, including business and industry.

A coordinated and pro-active childcare strategy, supported by key service providers and employers in the community as well as the City of Thompson, would begin to address this significant need.

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<tr>
<th>Action</th>
<th>Responsible Party</th>
<th>Timing</th>
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<tr>
<td>Determine who is responsible for initiating / undertaking strategy. Possibilities could include:</td>
<td>Education and Training Advisory Committee</td>
<td>Q1 2013</td>
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<td>• Education and Training Advisory Committee</td>
<td>Thompson Urban Aboriginal Strategy (TUAS)</td>
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<tr>
<td>Develop a Youth Education and Employment Strategy Work Plan. A work plan may include:</td>
<td>Education and Training Advisory Committee</td>
<td>Q2 2013</td>
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<tr>
<td>• Partnership strategy</td>
<td>Thompson Urban Aboriginal Strategy (TUAS)</td>
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<tr>
<td>• Information gathering strategy (examples, precedents on innovative programming, etc.)</td>
<td>Thompson Urban Aboriginal Strategy (TUAS)</td>
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<tr>
<td>• Community engagement/ awareness strategy (outreach to disengaged youth, schools, communities, etc.)</td>
<td>Thompson Urban Aboriginal Strategy (TUAS)</td>
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<tr>
<td>• Funding strategy</td>
<td>Thompson Urban Aboriginal Strategy (TUAS)</td>
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<tr>
<td>• Calendar of events/ activity timeline</td>
<td>Thompson Urban Aboriginal Strategy (TUAS)</td>
<td></td>
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<tr>
<td>• Budget</td>
<td>Thompson Urban Aboriginal Strategy (TUAS)</td>
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<tr>
<td>Develop a monitoring strategy.</td>
<td>Education and Training Advisory Committee</td>
<td>Q3 2013</td>
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<tr>
<td>Monitor progress and successes, make changes to the work plan when necessary.</td>
<td>Education and Training Advisory Committee</td>
<td>Ongoing</td>
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### 4.2.4 Extend High Speed Internet Service

Extending High Speed Internet Service across Northern Manitoba will:

- Enable residents living in regional and/or remote communities to access online educational programming / opportunities;
- Enable residents living in regional and/or remote communities to better access information on employment opportunities; and
- Increase education and employment levels of residents living in the region.

Fifteen communities in the region surrounding Thompson (as defined by the Thompson Economic Diversification Working Group) do not have high-speed internet access (see Figure 2.10).

Given the remoteness of many of these communities, reliable internet access is imperative to improve access to information. For residents living in these communities, this service deficit is a barrier to accessing online educational programming and to learning about employment opportunities.

In addition, as outlined in the Housing Action Plan, there is a shortage of housing in Thompson. Compounded with issues of affordability, culture shock and limited transitional supports, near-zero housing vacancy rates make relocating to Thompson very difficult for those pursuing educational opportunities. Reliable high-speed internet access could provide opportunities for residents living remotely to take advantage of post-secondary programming offered online. Improving internet access would also benefit younger students and prospective employees.
5. CONCLUSION

The goal of sustained economic growth and diversification in the Thompson Region put forward by the TEDWG partners will not be achieved without changes to the education and training sector, both in programming and in terms of individual attainment. At present, unacceptably low educational performance, disengaged youth and underfunded programming coexist in Northern Manitoba with unfilled well-paid employment positions and fly-in, fly-out labour. Any long-term failure to fully connect training to employment and education to aspirations will negatively affect all stakeholders in the North.

This Education and Training Action Plan, in conjunction with the other initiatives launched by the TEDWG, represents a common vision supported by diverse stakeholder groups from across the Thompson Region. Extended consultation and collaboration has delivered immediate action on new educational programming with additional priority action items positioned to make an impact.

The history of institutional education in the North is characterized by creative and diligent endeavours but also by disappointment, disengagement and, for some, enduring pain. Contemporary needs continue to demand new, carefully-crafted solutions. It is through such continued and committed collaboration on new projects and new partnerships, driven to provide better opportunities for succeeding generations, that the North and its residents will build a stronger and healthier Thompson Region.
ACTION PLAN #2: EDUCATION AND TRAINING
Works Cited


Cogle, C., Executive Director, YWCA. Personal Communication. February 9, 2012.


Gamblin, L., Program Director, Youth Build, Boys and Girls Club. (2011, Sept. 23). Sub-Committee Meeting.


Land, R., Manager of Corporate Affairs, Vale. (2011, Sept. 23). Sub-Committee Meeting.


APPENDIX A: EDUCATION & TRAINING SUB-COMMITTEE MEETING MINUTES
Summary Minutes

Date & Time: 23 September 2011, 9:00 – 11:30 a.m.
Held At: Rotary Place
Project Name: Education and Training
Re: Scoping an Education and Training Strategy
Attending:
- Ryan Land (RL), Vale
- Charlene Lafreniere (CL), UCN
- Doug Lauvstad (DL), Northern Manitoba Sector Council
- Liz Sousa (LS), Northern Sector Council
- Lisa Gamblin (LG), Boys and Girls Club
- Mark Matiaszek (MM), Thompson Unlimited
- Brandee Albert (BA), MKO
- Grant Kreuger (GK), Frontier School Division
- Michelle Drylie (MD), rePlan
- Laura Mannell (LM), rePlan

Regrets: Bev Hammond, School District of Mystery Lake

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<thead>
<tr>
<th>ITEM DESCRIPTON</th>
<th>ACTIONS</th>
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<tr>
<td>1.0 Welcome &amp; Introductions</td>
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<tr>
<td>- All participants introduced themselves</td>
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<td>- Lisa Gamblin, Boys and Girls Club of Thompson</td>
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<td>- Charlene Lafreniere, University College of the North</td>
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<tr>
<td>- Ryan Land, Vale. RL commented that in many of the meetings he attends – Training and Education comes up as an issue and priority. People in the community are very interested in this topic.</td>
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<td>- Doug Lauvstad, Northern Manitoba Sector Council. DL explained that the Northern Manitoba Sector Council was established in 2007 by the industry sector with the mandate to address workforce development issues. In 2007 the demand for a skilled workforce was very high. Today there is still a huge need – soon there will be 1000s of new jobs in the North. Hydro has $18 billion worth of projects on the go. Northern Manitoba needs to address this skills gap.</td>
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<td>- Grant Krueger, Frontier School Division. GK explained that the Frontier School Division represents 41 schools. There is a need to refocus schools on a vocational perspective. There is a need to understand staffing, resources and to find ways to deliver resources to schools.</td>
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<td>- Brandee Albert, Manitoba Keewatinowi Okimakanak. BA explained that she was there to share MKO’s ideas about education and future aspirations.</td>
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<td>- Mark Matiaszek, Thompson Unlimited. MM is currently working with the Thompson Economic Diversification Working Group. Education and Training has emerged as a key priority in terms of economic diversification. There is also a need to work on immigration and bringing people to our Region.</td>
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<tr>
<td>- Lisa Gamblin, Boy &amp; Girls Club of Thompson</td>
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2.0 Discussion of the ‘Current Reality’

- RL - The reality is that there are many jobs available on the one side and many people who want jobs on the other side.
- We have a massive untapped resource – human resource here in the North. People want jobs, skills, professions, careers – people want these things in their own communities.
- What are the skills that industry, businesses need – how do we build a bridge to cross this this large valley/gap?
- If we hire people from the North for jobs in the North the turnover will be much lower. When Vale hires outside the North – high attrition rates. For instance in 5 – 10 years will lose 75% of those hired. Currently we are hiring many people who are not from this area.
- Education and Training is about basic supply and demand.
- DL – The education system and the needs of the labour market need to be better aligned. We need to make sure everyone is on the same page.
- Many of our skilled people are actually leaving the North/Manitoba. Alberta/Saskatchewan are taking a lot of skilled people from the North. We are exporting our people outside of the Region. We may have a marketing issue.
- CL – We need to jump out of the box. These talks have been going on for a long time. No one can prove we need these jobs, what’s wrong with our people flying in and out – bringing money back to our Region. Why are people in this area afraid that if they get training they won’t be able to get a job?
- BA – MKO represents about 65,000 people in the Northern Region of Manitoba. The populations in these communities are growing fast. Currently, it is difficult to support communities – education does not meet Provincial standards. The funding we get for education from the Federal government has been the same for the past 40 years – we can’t provide appropriate education. We can’t afford good equipment, wood shops, science labs etc. Students must go to Thompson to get the training they need to enter the workforce but then they face a number of issues such as culture shock. It is difficult for students to succeed. We need to advocate to the Federal government, we need support so we can tap into our human resources. This next generation has the possibility of bringing about great change.
- DL – We need to change the way we are thinking. For instance, some community members may not see themselves in a mining job – we need to show people that these types of jobs are real possibilities. This also requires funders to think differently about what parameters people should fit into – this requires a shift in thinking among all participants.
- CL – we need to align ourselves more strategically and remove boundaries. We should start thinking about early childhood education, post-secondary education etc. together.
- One of the major shifts at UCN is the realization that this type of institution can’t only be publicly funded. If we want to reach our excellence goals, private sector funding also needs to come into play. We need to develop partnerships with businesses, communities etc.
- UCN will change courses to reflect what industry needs – we will shift internally to do this.
- Another huge shift at UCN is our focus on raising money for research and scholarships.
In terms of immigration – we should learn from the models we have used to attract people to Thompson and then use some of the ideas that have worked to support Aboriginal communities when their residents want to move to Thompson for work or school. For instance, people who have come to Thompson to work at McDonalds were given housing and support to ensure they were able to be successful and then stay in the area. This is a good model – if we could apply it and focus this type of model on Aboriginal and Northern people that would be great.

GK – Good point – regional communities want these types of opportunities. In addition, regional schools need technical/trade shops. They need spaces for this type of programming. They need people who can teach these skills, it’s all about engaging kids.

RL – Let’s use the fire analogy. Speaking of the class of 2015 – we can’t do everything for this class right now, but we need a Plan so things can get better, we need a strategy. Currently, we don’t have an integrated strategy and we are putting out a lot of flames. When we focus on chaos – we fail to see the fires that are just about start. We can’t solve all of our problems today but we can start thinking about the future.

Currently there is a Trades School in Flin Flon and an Alternative School in The Pas. It would be great if we could have some of this programming in Thompson.

LG – I understand these issues, I run the Thompson Youth Build Program. We work on Education, Life Skills, Trades Programs. This program is not only for Aboriginal people but 100% of our participants are Aboriginal. Currently, we have 8 students from NCN and these students need housing and funding. The program is about developing life skills, showing people how to be an individual, self-sustaining, how to ask for help from the right people. Once people learn these skills, they become a resource person themselves and can give back to others.

Many of our students have led some pretty intense lives. 75% of our students are on court ordered conditions, on probation, or on house arrest. We understand our student’s needs and help them to make good choices and to move forward in a positive direction.

Regional communities need this type of resource. Youth Build could work in partnership with schools to help deal with some of the issues students are facing today. You need people in the schools who can identify with the students because they have lived or understand the consequences of a certain kind of lifestyle. We need to go into schools, identify youth at risk and make our system work for them.

CL – watching the students go through the Youth Build program and graduate is awesome.

RL – there are 150-200 school aged youth who are not engaged in the school system. We need to engage these youth. In The Pas they developed the Red Brick School to do this.

Our current school systems are not capable of handling these kids – this is not a fault of our schools – just a reality. We need to deal with basic needs.

CL – as we move forward we need to think about all levels of education (early childhood education and up).

In terms of art – for many years there has been a need for an Art Centre. A board was incorporated that included MKO, KTC, MMF, TRC, UCN – need to develop a business plan/case – determine the market. There is a real opportunity here. The arts are very important to
### 3.0 Priorities for Immediate and Long-Term Strategic Plans

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<th>Action Plan</th>
<th>Priority</th>
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<tr>
<td>MD</td>
<td>How do we start to align these ideas/programs; MD – a first step could be to do an inventory. It would be helpful to have a real understanding of what exists currently and also to determine our longer-term strategic goals.</td>
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<td>BA</td>
<td>Need to understand our population sizes and see what our needs are. Often once people have training they get stuck in their communities. We need to do some research/homework, to understand what skills are needed – to make sure people get the proper training.</td>
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<td>We need houses, roads – how can we get the North to work on these issues? MKO is trying to develop programs and partnerships to address issues – this work can benefit all people not just MKO communities.</td>
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<td>LS</td>
<td>Good point on working together – we should all be working towards this goal.</td>
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<tr>
<td>There is a North Sector Plan, which is a regional plan that expires in 2014. It includes curriculum, an assessment program, it is essential skills based and includes learning plans and employment plans. There are also other programs in the North – career check – it help kids of all ages figure out what they might want to do in the future. There is a Guiding Circles Program, Train a Trainer Program etc. There are many programs. We need to build more awareness of what already exists. There is also Aboriginal Business Canada – which makes entrepreneurship affordable.</td>
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<td>Making a list of all these resources and linking them to people would be helpful.</td>
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<td>DL</td>
<td>Our plan needs to be about moving people from Point A – Point B – the next piece is identifying the gaps. For instance, is it facilities, funding, etc.</td>
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<td>CL</td>
<td>In terms of alignment – this is something the Thompson Urban Aboriginal Strategy (TUAS) group does really well. This group could also be a good resource. Their priority is education and training, and housing. There is a community forum on October 11th – then more focused consultation to figure out how to use the funding for next year. TUAS has $400,000 to allocate annually. One issue that has come up is childcare. People have a hard time getting a job because they don’t have access to childcare.</td>
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<td>DL – Childcare is a big issue. Women are an untapped talent/resource for the mining industry. Women are better operators than men. There are many good reasons to have women in heavy industry. What do we need to do to allow women to enter the workforce? If childcare is the issue – then we know where to put funding. Make a business case for childcare.</td>
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<td>GK</td>
<td>Goal is excite kids with tactile education. The reality is that many kids can only go to school in their community until about grade 7 or 8. How do we allow kids to learn skills they need in their own communities?</td>
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<td>The Northern Technical Centre which will be finished by February will include programs on trades, hairstyling. The goal will be to build 2 RTM’s every year. To encourage girls to take trades programming – there will be an all-female class every 3 years.</td>
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### 4.0 Summary Comments

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<td>MM – youth and adults are struggling, need to find a direction, need to go through a meaningful program – skills should be transferable, focus</td>
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Make an inventory of what programs already exist
Identify the gaps
on the North.
- DL – many skilled people who are not working, kids who go down south for university and never come back.
- RL – great need in outlying communities but also here in Thompson. When service Thompson also service outlying communities. This community is screaming for trades / alternative education.
## Summary Minutes

**Date & Time:** 21 November 2011, 7:00 am – 7:00 pm  
**Held At:** Northern Mining Academy, Flin Flon  
**Attending:**  
- Sandra Trottier (ST), MMF  
- Rob Watt (RW), RDPC  
- Leslie Tucker (LT), SDML  
- Gord Barr (GB), RDPC  
- Kelvin Lynxleg (KL), MKO  
- Linda Markus (LM), Chamber  
- Ryan Land (RL), Vale  
- Charlene Lafreniere (CL), UCN  
- Doug Lauvdstad (DL), Northern Manitoba Sector Council  
- Liz Sousa (LS), Northern Manitoba Sector Council  
- Lisa Gamblin (LG), Boys and Girls Club  
- Grant Kreuger (GK), Frontier School Division  
- Rob Penner (RP), Executive Director, NMMA  
- Don Nisbet (DN), Program Coordinator, NMMA  
- Michelle Drylie (MD), rePlan  
- Laura M Mannell (LMM), rePlan  
- Pamela Ritchot (PR), rePlan  

**Meeting No.:** 1  
**Project Name:** Education and Training  
**Re:** Tour of Northern Manitoba Mining Academy, Flin Flon

### ITEM  DESCRIPTION

**ITEM** | **DESCRIPTION** | **Actions**
---|---|---
1.0 | **Drive To Flin Flon: Comments – Future Direction of Education and Training** |  
- Education and Training is a large area - in terms of this project (economic diversification) and in terms of filling jobs locally - this Action Plan should focus on Trades and Technology.  
- There is a need to do something in education for the Regional communities. Many of the schools in regional communities do not have the appropriate funding to be able to ensure students are meeting their educational needs – education is not meeting provincial standards. In terms of First Nation communities, even though populations are growing – the Federal Government hasn’t increased educational funding for the past 40 years.  
- Resource companies need to contribute funding and support to help local people get the skills they need to work in the resource sector.  
- At the high school level, we need to develop a sense of caring for our students who want to focus on trades and support them in all ways possible if they are passionate about acquiring a skill.  
2.0 | **Presentation and Discussion: Building a World Class Workforce in Northern Manitoba** |  
- DL – We are facing many challenges in regards to education, training and employment in the north. These challenges include:  
  - High and increasing demand for skills
### 3.0 Tour of Mining Academy

- **RP** – It is our hope that the Northern Manitoba Mining Academy will create an environment where students, researchers and miners rub shoulders to enhance collaboration and get more students interested in a career in the resource sector.
- **RP** - Curriculum will be flexible - in that courses will be provided that reflect the training and skills that are required and needed currently, by industry. This is meant to ensure that when people graduate, they get jobs right away.
- **RP** - Maintaining a direct connection between the resource sector and the Academy will be facilitated by a Board that is actually made up of Resource Industry companies along with educational institutions like
**UCN.**

- **RP** - The Mining Academy has a Simulator where students can learn how to use heavy equipment underground in a safe environment and give them the experience needed to feel confident once they start work. There is also a simulator in Thompson.

### 4.0 Summary Discussion

- **RP** – The Northern Manitoba Mining Academy is a good example or model of what is possible in terms of connecting education and training to industry. It took $4 million and 24 months to create this academy. We were lucky that things came together well.
- **CL** - What alignment is there with other levels of education?
- **RP** – All levels of education are represented on the Board.
- **DL** – Our vision is to have grade six students from Norway House come to the academy and use the simulator. We have a chance to show kids that there are jobs here in North, where they live – they are good jobs and high paying jobs. For example, some heavy duty equipment operators have a starting salary of $100,000.
- **DN** – We are trying to approach training at various levels. We want to tailor our approach to what people need to get local residents into the workforce as quickly as possible. We won’t close our doors to anyone, but we are also not lowering our standards of education.
- **CL** – Our group is really on a fact-finding mission at home in Thompson and in the Region as well. Do you have any advice? When Flin Flon’s smelter closed – what did you do? How did you make this academy happen?
- **DN** – You need a plan – then when opportunities come along you can make things happen. Here in Flin Flon the right people were communicating and things worked out well. Now Industry is interested in supporting us – people are coming to us with offers, they want to be part of it.
- **DN** – There are not a lot of training centres like ours out there. Programming for this facility led the design instead of vice versa. This was essential. We asked ‘what are the needs of industry?’ and ‘what programs are required?’ before we thought about the design of the building.
- **LS** – How has the Academy impacted life in the community – housing, businesses, etc.?
- **DN** – Our hope is that this area will become the geological centre of the universe. The academy is having a good impact. People are starting to see their community with a new perspective. We have something unique here. Businesses are already talking about how this academy will impact the main street. There is real buy-in from the community.
- **DL** – This project elevates the mining industry. People are starting to realize that mining jobs are highly technical and require skills and training. People can make a real career in this industry.
- **Hydro** has committed up to 1,100 jobs in Northern Manitoba. Many mines will be opening up. The resource sector is nervous there will not be enough people to fill positions. We need to address this gap.
- **LT** – It would be useful if the NMSC could give a presentation to the School Board of Mystery Lake Trustees.
- **DL** – We would be happy too. It would be great to do this presentation to principals and superintendents as well. It would be great if they would come to this facility to see what the potential is.
- **DN** – There is also a need for a paradigm shift. We need to be creative...
and think outside the box to attract people to this sector. For instance, if we are going to attract women – we need to provide on-site daycare, we need to rethink shiftwork and transportation. There are a lot of things that we can do. We can’t keep flying people in. There are many opportunities and we need to take advantage of them.

- LG – is there a way that we can give a presentation regarding the simulator to youth in remote communities. They would be very interested.
- RP – Yes, we could work something out.
- ST – If we had a similar presentation that would be helpful when working with our clients.
- RP – a combined effort will help to ensure that we can be successful.
**Date & Time:** 17 January 2012, 9:00 am – 12:00 p.m.  
**Held At:** Thompson City Hall  
**In Attendance:**  
- Linda Markus (LM), Chamber  
- Grant Kreuger (GK), FSD  
- Brent Johnson (BJ), FSD  
- Don McCaskill (DM), FSD  
- Sya Gregovski (SG), SDML  
- Cat Cogle (CC), YWCA  
- Valdine Flaming (VF), UCN  
- Jim Beardy (JB), KTC  
- Marilyn Duval (MD), City of Thompson  
- Liz Sousa (LS), NMSC  
- Bob Davies (BD), RDPC  
- Mark Matiaszek (MM), TU  
- Glenn Laycock (GL), Vale  
- Freda Lepine (FL), MKO  
- Brandee Albert (BA), MKO  
- Teresa Linklater (TL), student  
- Sandra Trottier (ST), MMF  
- Ryan Land (RL), Vale  
- Jeff McMaster (JM), Entrepreneurship,  
  Training and Trades, Province of Manitoba  
- Kelvin Lynxleg (KL), MKO, TUAS  
- Laura M Mannell (LMM), rePlan

**Meeting No.:** 2  
**Project Name:** Thompson Economic Diversification Plan  
**Re:** Education and Training Sub-Committee Meeting

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<td>1.0</td>
<td>Welcome &amp; Introductions</td>
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- Introduction of meeting participants.  
- LMM gave an overview of the Economic Diversification Working Group and sub-committee process.  
- LMM - In terms of where we are now with our Education and Training work, we had an initial brainstorming session that was held in September where participants contemplated the ‘current reality’ of education and training in Thompson, the Region and the North.  
- LMM - We then had our first official sub-committee meeting in late November where we travelled to Flin Flon to tour the Northern Manitoba Mining Academy.
Overview of Past Discussions

- LMM – Given that there are a few new people here today, I’ll give a brief overview on some of the key things that have come out of our discussions so far.
- LMM – An important focus has been on how there are real job opportunities in the north, but at the same time there is also a high unemployment rate. Some of the reasons for this gap include:
  - Local residents being unaware of possibilities to work in the mining and resource industry. As a result skilled people leave the North – or potential employees don’t get the training they need to do the jobs available.
  - Low academic performance and job skills in Thompson and the Region. This is connected to for example, high dropout rates, regional communities not having appropriate funding for educational facilities/programs.
  - Childcare – if you want women or single parents to go to school or work, there is a need for more childcare options.
- LMM - Through our discussions, it also has become quite clear that groups and organizations in Thompson and the Region are very aware of these issues. Currently, there are many programs and initiatives that are attempting to improve and address this situation – which is positive.
- LMM - However, many of these initiatives are not aligned or co-ordinated. Organizations are struggling on their own – which can lead to missed opportunities. Just imagine what could be possible if all these groups were working together.
- LMM – These discussions have brought up a couple of questions
  1. How can we better align training and education programs?
  2. Given that the North has so many employment opportunities in the resource sector – how do we better connect education and training to the resource sector and ensure that Northern people get Northern jobs?
- LMM - At this point we have a good understanding of the challenges, so what do we do next – what will the focus of the Education and Training Action Plan be?
- LMM – To get us thinking creatively, some of our sub-committee members have kindly agreed to tell us about some innovative education and training programs they have or are currently working on.

2.0 Presentations on innovative local Education and Training programs

Northern Technical Centre (Frontier School District)

- DM – The Frontier School District has approximately 6,500 students and supports approximately 40 Northern communities. Altogether we have 14 high schools, but we have limited capacity for industrial arts programming – this is delivered sporadically. How can we get kids interested in these areas if we don’t have programming?
- DM - This question led to the creation of the Northern Technical Centre. The Centre supports community-based building programs, brings kids together in camps etc. All of this programming is good but it was sporadic as well – it has been a challenge not having a real physical centre.
- DM - A centre has been in the works for about 4 or 5 years. We should have a new building in February. Kids will now be able to do programming in their own communities as well as at the Northern Technical Centre.
- GK – The Centre will be open in the 2nd week of February and is
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<th>located in Cranberry Portage. It will consist of collegiate vocational programs.</th>
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<td>• These will include a cosmetology lab with esthetician training. We may start a tattoo program. We will develop this program fully over the next 3 years.</td>
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<td>• GK - In the centre of the building – there is a building construction / carpentry program that will allow us to build homes – indoors. We built one last year as a model and sold it to a buyer in Saskatchewan.</td>
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<td>• GK - We are also blending our programs so that adult learners and youth can be in the same class. Kids can learn from Adults who have some work experience and skills. We are working hard to develop mentorship opportunities.</td>
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<td>• GK - We will have up to 300 students and be able to house them. We will provide 4 meals a day which means we will be providing 600 meals a day. We have 2 chefs to help with all that food. We are building a Culinary Arts program as well.</td>
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<td>• GK - We just hired four of our graduates. When possible we would like to work with our graduates – this is a great model.</td>
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<td>• GK - Another thing to keep in mind is that throughout the Frontier School District we have maintenance workers who need help. Through training students at the Northern Technical Centre, communities will be able to hire their own community members to do this maintenance work.</td>
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<td>• GK - In terms of the Building Construction Program, it’s very condensed and very project based. A student from Broche can take the program and then go back to their community and start practicing what they learned right away. Their community becomes a workshop and this helps other people in the community get engaged with our programming.</td>
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<td>• GK - Another program we have is Power Mechanics. We have been talking with Vale with the hopes that they might hire our students. We are also working with communities who are active with the Victory Resource Program. We have been going to communities to see what resources they need for tactile industrial arts programs. We are trying to determine what kinds of infrastructure/equipment communities need to make this type of programming successful locally.</td>
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<td>• GK - We also need to spread the word that mining is an option for employment – many young people don’t know this.</td>
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<td>• DM – We are trying to help younger kids get real life experience so they can make informed decisions in high school. Kids love tactile education. Part of our programming is to take kids to communities where we find broken stuff and then we renovate it. The kids love it.</td>
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<td>• FL – Do you still have the Rangers Program?</td>
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<td>• GK – Yes, this program is geared around mining, forestry, and resource based education.</td>
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<td>• GK – There are a lot of kids who are not in school. We need to re-engage these kids.</td>
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<td>• BJ – There is a need to connect Education and Training to employment possibilities. Educators need to think about this more.</td>
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<td>• MD – The Frontier School District has a great teaching program which has had a number of successes and awards.</td>
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| | • DM – When we build capacity at schools, we attempt to identify people in a community who are interested in working with kids. We provide training programs so they can do this. We also try to increase capacity of people in industrial arts. We now have 15 people who can work in
Neeginan Institute of Applied Technology

- KL – I worked for the Centre for Aboriginal Human Resource Development (CAHRD) for 10 years. Neeginan Institute of Applied Technology is an institution supported by CAHRD. It has programming in carpentry, mechanics, medical lab technicians etc. CAHRD has built an excellent reputation and now businesses are coming to them because we have been able to train people for the jobs that exist in the workforce. Industry, the Province, they ask us to train people in a certain way for certain jobs.
- KL – To understand why Neeginan is successful, I need to speak about CAHRD as a whole. Their goal is to train the Aboriginal population. In terms of staff they try to hire Aboriginal first. This is important because staff need to understand where their students are coming from.
- KL – The policy is that as soon as a student comes to us we place them. We give them a test, set them up with an employment councillor – this councillor helps them carry through with their tasks and is always their contact person if they need help. The councillor stays with a student throughout the program and even when they get a job, to help them be successful.
- KL – If people come to us with minimal skills, we help them to get the updating they need for what they want to do. This is why Neeginan has been so successful. The staff offer a wide range of supports that our students need. They help them find a place to live, counselling etc. They are their advocates and will do everything possible to help the students be successful.
- KL – There are no 3 strikes and you’re out. The philosophy is based on - how much have you accomplished since the last time we saw you?
- KL – If students don’t know how to come to class on-time the staff are not judgemental, they try to figure out why this is happening. In my role at Neeginan, I worked with teachers to help them understand the behaviour of our students. Because of these supports, students can work through their issues and start working on their education. This support is a part of all the programs Neeginan offers.
- KL - Another support is Daycare which is called Kokum’s place. This daycare is only for students not staff. It allows students to be able to focus on school.
- KL- Housing is also provided. There are 40-50, 1 – 2 bedroom units. Attendance is mandatory to stay in housing, but again staff work with students to ensure they are successful.
- KL - New family units are now also being built. Hopefully these will be available in September.
- KL - This programming has been in place for 10 years. The programming is all run out of a huge centre and they are starting to run out of space. It has been a very successful program, especially in terms of working with Aboriginal people. The Centre seems like a home, people don’t want to leave. There is a real community focus. Sometimes students even come back as teachers. There have been many success stories, but not a lot of time to promote these successes. There are many talented and successful students.
- KL - Neeginan graduates 55 students a year that either go onto employment or further education.
- RL – I had an opportunity to visit and tour Neeginan. It’s a nice place, a
nice campus, but the key thing about Neeginan is the intangible – it’s the philosophy that exists there.

- RL – In terms of numbers – 95% of graduates go directly into jobs. There is a 90% retention rate of those graduates within their respective jobs.
- RL – Vale is constantly losing their workforce. Many of the students from the outlying communities are leaving the north and going to Winnipeg for their education. The support there is huge. The Partnerships Neeginan has are huge. With that program once you get a job, students can get up to 3 months of transitional housing.
- RL – How does Red River College feel about this program?
- KL – Students who graduate from Neeginan will then go to Red River College. It isn’t really an either/or situation. Neeginan helps people go to other institutions. It is about integrated adult learning. The supports are there to get students to where they need to be to have success.
- KL – The courses are done on a monthly basis so we have intake of new students once a month. This helps to make sure people don’t fall through the cracks. It ensures that when people come in off the street, they are helped.
- KL – The way Neeginan engages the business world is through an employer advisory board. This ensure that for different training programs, employers are directly involved.

**MKO**

- FL – MKO has been working on a number of Education and Training initiatives. We have a similar philosophy to Neeginan. There are no 3 strikes and you’re out. We support our students. We have a 90-100% graduation and placement rate. We have tracked our graduates and they are doing well. We are in constant touch with graduates. This support is key.
- FL - Our initiatives in Wabowden were connected to the mining industry. We had a 7 member manager team that met monthly. They worked with students, kept them on track, ensured that training programs had the right equipment, did assessments etc. The key is ongoing mentoring and support.
- FL – MKO has a Ranger Program that is located out in Egg Lake. There is a former remand centre there that has been turned into a big café, residential area and teaching spaces. It is a 6 week program that teaches First Aid, CPR, Driver’s Training, heavy equipment safety, boat safety and quad safety.
- FL – The driver training component is done in partnership with MPI. This training is important because many First Nation youth have a hard time getting their driver’s licenses when they live remotely.
- FL – We almost lost the program, but we kept pushing and now we have many interested students and many applications. The program is not Federally funded. The Province provides $20,000 and the rest of the funding comes from Vale, Hydro and other industry.
- FL – Through this program, students are taught about what jobs are available in the north. There are lots of jobs out there in forestry, hydro, mining.
- FL – On weekends, students go to cultural sites and events where they have a chance to observe what Chiefs are saying and talking about. They go to pow wow’s, Mile 20 to experience a sweat. The students learn a lot. The Frontier School District has agreed to give kids a ½ credit for attending this program. Mystery Lake School District is also
interested. Kids want to do this program. More and more people are becoming interested, especially here in Thompson. It would be great to have a Ranger’s program in Thompson, but it’s tricky because of the accommodation issues.

- FL – MKO also has the Commuter Program. We did a pilot in Wabowden and Nelson House. The goal was to expose youth to commuting. They commuted every morning to Thompson to work at Pizza Hut, Safeway etc.
- FL The program has good results. Participants build up their confidence – in 5 weeks you see how kids can transform. We should think about expanding this program to older youth as well.
- FL – Our key issue is finances – how do we pay for this program. It’s a good program, it helped local businesses, youth and families and helped local taxi drivers as well.
- LS – It’s nice for youth to be able to go home at night.
- LM – This presents a real opportunity for entrepreneurialism. If some of the regional communities are interested in running a commuter service like a taxi or bus service or a shuttle service, this could be a good option.
- LS – For this type of project, Aboriginal Business Canada will put in an equity portion. There are resources out there that can help with this type of project.
- BA – MKO also has their Youth Leadership Program which supports 16-18 year olds who are out of school or unemployed. They do 2 weeks of training in different areas. The program connects them to life skills. We try to bring in organizations that help students see what is possible. Students also build friendships. Sessions are led by Aboriginal youth facilitators. Youth feel more comfortable in this situation. We have seen success in this program. Many students go back to school or find employment opportunities.

UCN
- VF – UCN was created 10 years ago. There are two campuses, one in Thompson and one in The Pas. UCN works to provide students with the supports they need so they can successfully attend school. For instance, UCN provides daycare and student housing.
- VF - UCN has a number of faculties:
  - Faculty of Arts and Science
  - Faculty of Education
  - Faculty of Business
  - Faculty of Health
  - Faculty of Trades and Technology
- VF - Most of the trades programs are offered in The Pas. We are hoping that in the future more of these programs will be offered in Thompson.
- VF - UCN also has university degree programs. It is exciting to be able to offer these programs in the North. We have a:
  - Bachelor of Arts
  - Bachelor of Business Administration
  - Bachelor of Education
  - Bachelor of Nursing
  - Bachelor of Midwifery
- VF - We also have a number of Certificate and Diploma programs.
- RL – One thing that works for Neeginan is the Employer Advisory Group. Something like this could help to ensure that UCN
programming is reflective of the job market. Something like that is needed at UCN.

- VF – In terms of our Business Administration Program, it has an advisory group and some partnerships with communities
- RL – Assuming the goal is employment, it would make good sense for employers to be in the room. This is a gap for UCN as well as a possible opportunity. Vale is in conversation with UCN but only because we asked.
- FL – With the Midwifery program there is meant to be an advisory committee and project management team, to make sure students and employers are on the same page.
- LM – In our Local and Regional Identity meeting yesterday we discussed how it is important for students to have work experience but that sometimes this is difficult for UCN students, depending on who sponsors them to go to school. For instance, if Aboriginal Affairs and Northern Development funds a student – they are restricted in terms of being able to work. However, it is important for students to be connected with potential employers so they can understand the world of work. This is one of those critical steps. If students work here, they will develop good business relationships, people may want to stay here and live here.
- VF – Within UCN’s healthcare and nursing programs this is happening but it could be broader. Perhaps we need to negotiate with our business programs and with student sponsors. Are these restrictions in the students best interests?

**Comments**

- LS – I wanted to share some news about a pilot project (quantum leap program) that is happening this summer. It is an Academic Summer School Program that will take place out at Paint Lake. It will be for grade 11 and 12 students. The program will focus on math and physics.
- LS - It is being supported by Northern Manitoba Sector Council, Hydro and other partners.
- JM – I appreciate being a part of this meeting today and being able to share a few of my thoughts. I work for the Province of Manitoba in the role of Industry Workforce Development. A critical element that I see is that businesses have to be sustainable to be able to expand. Once people are employed and are working, they will continue to need training so they can move up.
- JM – Ties to the business community and employers are essential. There is a need for more supports in terms of distance education, evening classes etc. We try to work with employers to offer these services.
- JM - Today we heard a lot about entry level jobs, but these jobs won’t be there if current employees aren’t able to get the updating they need to ensure a business thrives over the long-term.
- JB – I’d like to add to this discussion of workforce development. KTC works with First Nation communities. What we experience is the desire to get our young people the training and education opportunities they need. It is difficult for us to do so because our workforce – our frontline workers don’t have the skills needed to help our youth. They don’t have the skills to be able to engage with youth. We have been trying to address this issue – we have been trying to engage other partners, we are looking for funders. Who do we approach to develop our frontline
workers so they can better help their clients?
- JB – KTC has worked with UCN to develop a modular program, but we still have needs – immediate needs and longer-term needs. There is a diploma program called First Nation Active Measures, but many of our workers can’t take this training because it is a full-time program over two years.
- JB – At the community level the pool of skilled individuals is smaller. We need to work with them to bring them up.
- FL – Would Vale’s Asset’s Program support Social Assistant Staff in communities?
- RL – One program we are working on with MKO is - Building Communities Without Borders. The program is about building capacity in communities to prepare people to work in the mining industry. It makes sense that Distance Programs are important for First Nation folks in Regional communities.
- BA – Another program to look into is Enlightening the Power Within.
- JB – It’s a big concern that we have young people in our communities that we can’t fully engage because our staff just can’t do this.
- FL – In our communities, the Social Assistance Workers are so overwhelmed. They have no time to mentor or to engage youth. Band workers are stretched thin and they can’t council young people either. It’s unfortunate to not be able to help kids who are on welfare because the capacity is not there.
- TL – Another thing to think about is the need for transitional programming. As a student here in Thompson coming from Nelson House – there is culture shock, housing issues, daycare issues. There are lot of things to overcome in order to be successful here. It’s not easy.
- LS – It seems that we are creating our own barriers. We have services for new immigrants to help them be able to feel at home in Thompson. We need to do this for people from outlying communities as well.
- FL – There are some services out there, but people just don’t know about them, which goes back to what Jim was saying about training our own people so they can inform clients of these services.
- FL – We need to develop better relationships between Thompson and outlying communities so outlying communities feel welcome when they come to Thompson. So these people will want to work here. This also brings up the need for housing and again transitional services.

### 3.0 Education and Training Work Plan

- LMM – We have drafted an Education and Training work plan that will essentially help to guide our work and highlights the deliverables and the outcomes of our process.
- LMM - We have already completed the first phase of work where we worked to understand the current reality of education and training in Thompson and the Region. We did this at our initial brainstorming session in early September as well as at our first official sub-committee meeting back in late November when we visited the Northern Manitoba Mining Academy in Flin Flon.
- LMM - Our next step is to do a more comprehensive baseline analysis or study because it is clear from our meetings thus far that there is a huge need for data collection. There are a lot of programs out there, as well as funding opportunities – but we need to have a better understanding of all these programs and essentially put all this information in one place.
- LMM - By doing this analysis it will not only help us to more clearly see...
and understand what Education and Training opportunities exist currently, but it will allow us to determine how to better coordinate existing programs and efforts. It will also allow us to better determine how these efforts could be connected to funding dollars.

- LMM - In addition, having good baseline data will ensure that whenever a request for proposal comes out or if any of you are putting together a study or need information for something you will have this baseline to start from. It will take about 2 - 3 months to pull this study together.

- LMM - Beyond this baseline data, we need to determine what the focus of our Education and Training Action Plan is going to be. We have already heard a lot of great ideas, so to help figure out how to focus our energy we will then move on to Phase 3 where we will develop an Evaluation Matrix.

- LMM – Essentially, we will determine criteria to help us make a decision about what to focus on. For instance, criteria could include increasing graduation rates, developing job skills etc. We can then use this criteria to evaluate different project priorities identified by stakeholders. The priority that coincides with the most criteria – will go to the top of the list and this will become the project to focus on.

- LMM - It will be important that as we develop this matrix and go through this process that we are also developing partnerships to help with project implementation. Partners could offer skills, knowledge, funding etc. We can look for those partnerships within our own sub-committee, with government, different agencies etc. We can think outside the box and really try to get the most out of everyone’s skills, abilities and funding.

- LMM - Once we have determined our preferred project and have a good sense of who the partners are going to be we will then develop a Terms of Reference for the pilot project. This will basically outline what we are going to do and how we would like to do it.

- LMM - Once we have done that we will move onto phase 4 of the work plan where we will essentially put all of this information together in a draft Action Plan. The Action Plan will be reviewed by the sub-committee the Working Group and then be refined into our final Action Plan.

- LMM - The Action Plan will contain an implementation strategy for the pilot project, as well as measures/indicators of success - so we can evaluate how we are doing and if we need to do anything differently to meet the goals outlined in the Plan.

- LMM – The Action Plan will also contain recommended next steps for the other ideas, thoughts, projects that have discussed as part of our process.

- LMM – This is our draft work plan. We brought a draft to the PMT this morning and will bring a draft to our WG tomorrow. We will get back to the sub-committee with a final draft at our next meeting.

### 4.0 Vision, Priorities and Actions - Next Steps

- LMM – I hope our discussion today gives you a good sense of what we have done so far and where we would like to go next. A good next step for us today would be to begin to think about some initial ideas regarding an Education and Training Vision: What do you want Education and Training to be – to look like for Thompson and the Region?

Please see attached flip chart notes.
**ITEM** | **DESCRIPTION** | **ACTIONS**
--- | --- | ---
1.0 | Welcome & Introductions | 
- Introduction of meeting participants.
- MD gave an overview of the work the sub-committee had completed to this point.

Education and Training Baseline Study Presentation | 
- LMM – The Baseline study paints a picture of the Education and Training reality as it exists today in Thompson and the Region. What is being presented is still Draft. The point of today’s meeting is to hear what you think – for instance, if there are corrections that we need to make or gaps in the information. If we have strong baseline study then we have a strong argument to present to funders, possible partners etc. as we move forward with the E+T Action Plan.
- The data we gathered for the baseline comes from a variety of sources including census data. As I’m sure you know census data isn’t always accurate, however it does give a good idea or picture of the trends in terms of what is happening economically, socially etc. – which is helpful when thinking about topics like Education and training.

Please see attached Education and Training Baseline Study Presentation
In terms of population – Thompson has gone through significant population changes over the years.

In the early 1970’s, Thompson had a population of over 20,000 residents.

Between 2006 and 2011 the population dropped by 4.6% or 617 residents and now has a population of 12,829 residents.

Contrarily in the Region – between 2006 and 2011 the population has grown by 10.1% which is quite significant when compared to Thompson and the Province of Manitoba.

While Thompson’s population has decreased significantly, the Region’s population has increased significantly. As a result, Thompson as a Service Centre or hub will need to think about the necessary services like Education and Training that will be required to serve these communities over the long-term. Regionally, communities will also need to think about what they need to do locally to provide E+T services to their growing populations.

In terms of Age distribution - Thompson and the Region have a young population. Both Thompson and Region have a larger proportion of people under 25 than the rest of Manitoba and Canada. This means that it is important to plan for and consider education, skill development and employment opportunities for youth.

This also tells us that Thompson and the Region has a lot of potential – there are many young people and human resources to help make Thompson and the Region thrive over the long-term.

In terms of community-make-up, there is a large Aboriginal population in the Region. Thompson also has a large Aboriginal population. In fact, Thompson has the largest Aboriginal population of any Canadian City.

More than 1 in 3 people in Thompson are Aboriginal or 36%. Over half of this population 57% is under the age of 25 compared to 34% of the non-aboriginal population. So there is also a young aboriginal population in Thompson. This tells us that it is important to consider who is using education and training services and resources, in order to design programs and services that best meet needs of residents.

In terms of Education and Training Institutions and Programs – there are Public Schools - these are Provincially funded and are comprised of both elementary and high schools. There are 20 public schools in the region defined for this study and 7 of these schools are in Thompson.

There are First Nation community schools. These are Federally funded and are made up of elementary and high schools. In our defined Region there are 13 such schools.

Finally, we have Post-Secondary institutions/ other organizations – that offer traditional university and college programs as well as other programs geared at upgrading, skill development (job preparation) etc. There are 18 of these institutions/ organizations in Thompson and the Region.

UCN plays a big role in offering Post-Secondary programming. UCN is currently serving approx. 2400 students. Their main campus is in Thompson and they also have 5 Regional Centres within this Region and 12 altogether. They also have a campus in the Pas – which is outside the Region.

At our last sub-committee meeting, it was brought up that employment councillors don’t always have the capacity to serve community needs, in terms of helping residents determine how to move forward with
Education and Training and Employment. One interesting program that is offered in the Region is called “Igniting the Power Within”. This group does work in the Region and they provide training specifically for Employment Councillors.

- FL – It’s not only that Employment Councillors don’t have capacity – they are also overwhelmed. This position is like a “catch-all” – Employment Councillors must also do EI, old age security, child services etc. – and they don’t get paid for all this extra work.
- CL – The definition of “capacity” can be differently interpreted so it’s good to clarify.
- FL – MKO and ATEC also do some university programming like Nursing.
- LMM - In our sub-committee meetings we have talked about different Education and Training Models and how Models that were geared towards employment (especially in the trades), that were People First – (responsive to student needs - flexible, supportive) and programs that were community driven make good sense – and that perhaps there is a need for more “alternative programming” like this in Thompson and the Region.
- At our WG meeting - we had some discussion about whether Alternative programming or education is the right phrase to use – we also discussed how there is a need to define what the sub-committee and WG sees as their Vision or desired outcome for Education and Training. We did this a little bit at our last sub-committee meeting – but we will have an opportunity to do this in more detail at our Workshop in March.
- LMM – There are a number of institutions and organization that offer or advocate for ‘alternative programming’ –specifically in the trades. I’m not sure on exact numbers but there seems to be about 35 trades programs in the area.
- LS – Sometimes programs start and stop based on need – so numbers are always fluctuating.
- Clink – Currently at ATEC – we have the tiered program that provides schooling in essential skills, pre-trades (up-to grade 10) and a mature student program. Our programs focus on math, science, English and computer literacy. We should have a Welding program by September and an Early Childhood Education program for September as well.
- Clink - We are offering other specialized programs based on community needs such as a Financial Management program. This program is 3 years and has 9 courses. There are 12 students in the program and it is tailored to meet the needs of our students. For instance, the courses are offered 1 weekend a month which ensures that all students will be able to fit courses into their schedule.
- Clink - ATEC also does need assessment and training plans – again to ensure we are taking the needs of students into consideration.
- Clink - We also have a partnership with Vale – so our courses can be tailored to the needs of industry. 133 people showed up for our first meeting with Vale which was really exciting.
- Clink - We are looking at Barriers and gearing our programming to address barriers.
- FL – MKO, Nelson House, the Province and number of other businesses are partnering to put on a Commuter Program.
- CL – In regards to the Commuter Program – ANA also had this program in Split Lake.
- FL – Split Lake has now opted out of the program.
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<td><strong>LM –</strong> The Commuter Program is supported by Thompson businesses. Workers arrive on-time, develop skills, gain pride and earn a paycheque.</td>
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<td><strong>LM –</strong> I have a question regarding ATEC. Are all the programs offered by in-house instructors? Or by Video?</td>
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<td><strong>Clink –</strong> some of the programs are offered directly in the community. Some are offered online but we have teacher assistants in the classroom to help students. Some of the classes are also done through Skype. In terms of our Essential Skills program we are using community members who have been trained in the program. Some of our programs do require degree-holders as teachers. We also have a 24 bed facility for housing.</td>
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<td><strong>FL –</strong> I would recommend that everyone get a tour of ATEC.</td>
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<td><strong>Clink –</strong> It is a one-stop-shop for all community members.</td>
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<td><strong>LS –</strong> In terms of the Northern Manitoba Sector Council – we work closely with industry. Industry sits on our board. All of the programs we offer have jobs at the end.</td>
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<td><strong>LS –</strong> In terms of the launch at Nelson House, this will be an 8 week program on location at Vale and offers of employment will be made at the end of the program. We have done programming like this in Norway House, Nelson House and we will soon be starting in Thompson. At RD Parker – there is now Mineral Science Program, this is a 4 year pilot project.</td>
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<td><strong>FL –</strong> Since the Nelson House Launch, we have had many calls to ask for something similar in other communities.</td>
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<td><strong>CL –</strong> This is good information that is being shared. When people are offered employment, will they have already gone through – medical, aptitude and assessment?</td>
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<td><strong>LS –</strong> When students enter the program they already have the prerequisites for employment.</td>
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<td><strong>FL –</strong> There was a similar program with Crowflight (now CaNickle). Through that program we graduated 44 underground miners. Some of these people are working in Wabowden, some in Thompson and some in Alberta. They were taught by underground miners. UCN issued the certificates for this program.</td>
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<td><strong>LS –</strong> Workplace Education Manitoba (WEM) hires the instructors, deals with the logistics, approves the curriculum and coordinates transcripts.</td>
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<td><strong>JL –</strong> WEM taps into things quickly and partners with a number of institutions. WEM has the ability to get resources. In terms of the Employment Councillors or Education Coordinators we were chatting about earlier, Employment Manitoba has recognized this issue. We have worked with the Province of New Brunswick and the University of Manitoba to offer a “Career Development Practitioner” Certificate Program. This is being offered in Winnipeg. We are looking to get an agreement to offer this program in the North through UCN. Access to solid training provides resources and networking opportunities. The intake for April is full, but we want to do another intake in October, but it should be in the North.</td>
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<td><strong>LMM –</strong> That was an overview of Education and Training programs being offered, but what are the levels of education in Thompson and Region?</td>
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|   | **LMM -** When compared to the rest of Canada and Manitoba – Thompson and Region have a higher number of people without a High School Diploma. Over 30% of people in Thompson have no high
school diploma. Close to 70% of people in the surrounding Region have no high school diploma.

- **LMM** – Overall – 17% of people in Thompson or the Region have graduated with an Apprenticeship or Trades certificate or program. LMM – In sub-committee meetings we have heard that while trades programs are offered, it is sometimes difficult for people to advance because there aren’t apprenticeship opportunities.

- **FL** – Trades people in communities are stuck at level 1 & 2 because they can’t get enough hours to make it to the next level. People end up losing their levels because they don’t log enough time. Many people also get stuck on their math – even if they have skills in a trade – the math stops them.

- **FL** – Now with WEM and the Apprenticeship Branch – they have recognized the need for upgrading in local communities. They have started to identify local teachers who can help with tutoring. This allows students to stay in their communities. This is a new program, we won’t know the results until 2 years down the road.

- **JL** – There is a need for essential skills. These skills are needed to be able to get through training. Then there is the need for training and technical skills and finally there is a need for exposure or for helping students use their skills. Many transitional supports are also needed.

- **JL** – UCN cancelled 2 technical training carpentry programs due to low enrollment.

- **FL** – This program started with 15 students and ended with 4 or 5. These students needed mentoring, a project management team, follow-up etc. There is a need for counselling and supports especially for people coming into Thompson.

- **CL** – Are these supports required after or during a program?

- **FL** – During is really important.

- **CL** – I will follow-up with Jackie Fitzpatrick to see if there is information on why students left this program.

- **JL** – It would be interesting to know the reasons why people dropped out to develop appropriate retention programs. Employment Manitoba is there to help create some of those supports/counselling – for some of this transitional programming.

- **FL** – It is important to determine the reason for someone’s struggle right away.

- **JL** – I know there are transitional supports for immigrants, are there similar programs for Aboriginal people moving to Thompson?

- **LS** – Does the Thompson Urban Aboriginal Strategy (TUAS) do this type of work?

- **CL** – TUAS strategizes and is also a funder. The Steering Committee focuses on a number of priorities such as business, education and housing.

- **LMM** – Back to levels of Education, in Thompson more men have certificates in the Trades than women – however, women have higher levels of education in all other areas.

- **LMM** – As we saw earlier, there are lower levels of education generally in the Region and accept for trades, women have higher levels of education than men.

- **LMM** – One of the main reasons we are looking at Education and Training is because it is very much connected to employment, which is of course important to consider when attempting to improve economic diversification. In terms of employment numbers there is a larger proportion of the population employed in resource-based industries. A
Large proportion of the population is also employed in Healthcare, Education, Retail and Business Sectors.

- When looking at major employers in Thompson - more people work for Vale than any other employer. Vale currently employs 1,424 workers, which makes up 42% of Thompson’s labour force.
- 25% of people work for local, provincial or the federal government and 14% are employed by the local education system. These 3 sectors employ 4 out of every 5 workers in Thompson.
- In terms of jobs that are coming to the North, it looks like they will be in the resource sector. The Northern Manitoba Sector Council estimates that hydro, mining and forestry will require at least 2,800 new hires over the next 5 years and likely more. This number is for all of the north not just our region.
- The unemployment rate is higher in Thompson and the Region when compared to Manitoba. The Manitoba unemployment rate is 5.5%, the Thompson unemployment rate is 6.9%. In Thompson, the unemployment rate for Aboriginal residents is higher at 14.2%. The Region has the highest unemployment rate at 25%.
- LMM – We also know that there are labour shortages in a number of sectors although it is difficult to get numbers on this.
- LM – Should also mention that there are other industries that support the resource industry workers – for instance, the service industry. In this industry there are entry level positions and middle management positions. Many new Canadians are coming in to fill these jobs. We need to link the growing human resources in the Region to these jobs as well.
- LMM – In looking at all the data we know there are a number of barriers in regards to Education and Employment. For instance, low high school graduation rate, lack of childcare (1000 spaces), housing, transportation, disconnect between education and training and employers.
- FL – Another barrier that is not mentioned is addictions and gangs. With Childcare – high school students sometimes have to look after siblings so their parents can work.
- LS – Housing has a specific sub-committee, but childcare is the ‘elephant’ in the room. How do we get it on the agenda?
- FL – We have a daycare program at MKO. We are graduating 11 Level 3’s. All of these students are in the Island Lake area.
- FL – There are many barriers when it comes to First Nation Daycares. It is very difficult to get up to standard. Many daycares are in bad repair.
- CL – I agree with the points on childcare. It has been addressed more as a ‘stat’ but it is a major issue. TUAS has supported a child care programs that allows people to open businesses in their own homes. There is an Early Childhood Education program as UCN for levels 1 and 2. I will follow up with Barb Carlson regarding ECE level 3.
- JL – ECE’s are very low paying jobs but require a high level of education – it’s discouraging.
- LT – You can train ECE’s but without facilities, there nowhere for them to work. Vale needs to do a study on childcare needs for their employees.
- RL – Vale is ready to be part of the solution. We offer Education and Training onsite.
- RL – 1000 spaces needed for daycare likely means 100 new jobs and 25 new businesses. I recognize the need, but we don’t have the
expertise in this area – we could be partner.

- FL – MKO has a daycare working group this group is made up of 7 people representing regional communities. If we could get them to meet with people in Thompson could get the whole perspective on daycare and really figure out how to move forward.

- Clink – We have two daycares in Nelson House, but they are not licensed yet. Often people trained at level 2 or 3 will get snapped up by the schools because the schools pay better.

- RL – Perhaps we need to do a Youth Employment Survey. The Boys and Girls Club may have data on students not engaged in school. This organization certainly has a story to be told and celebrated.

- LG – The homelessness rate of youth in Thompson is very high. They face many barriers because they have nowhere to stay, they have limited emotional support, limited financial support and gang issues.

- LG – The Boys and Girls Club helps with life skills, we have programs in carpentry etc. We really need to support our youth. They feel like they are the problem. If we support our youth this will bring us together as a community.

- FL – The other thing that is not mentioned are the impacts of the Residential School system as well as the impacts from kids in the 60s who were bounced around in the Foster Care system. These were abusive systems – leading people to feel that no one cares about them – abuse is passed on. Many troubled youth come from homes where family members are dealing with these terrible impacts. There needs to be education and awareness of these issues at our schools.

- RL – At R.D. Parker – for 80% of the student population the rules at school work – that structure works. However, this structure is a barrier for many of those students.

- RL – The Boys and Girls Club is where the students who don’t fit into this structure go.

- LG – There are 150 kids who are on the waiting list.

- FL – Have to commend the staff at the Boys and Girls Club. They are dedicated, patient and consistent. This is the way we can get people to pass over the bridge.

- LG – I am so impressed with the students that go through this program. They are going to be the greatest leaders of tomorrow.

- LMM – There are a number of strengths in both education and employment. In terms of education - like the Boys and Girls Club there are a number of community organizations and dedicated educators working to provide the best programming. Innovative educational institutions exist in this area, and there are many funding and partnership opportunities. In terms of employment – good jobs exist and are coming to the north, there is a growing, young population (future workforce) and there are number of community organizations working to help un-employed or under-employed residents.

- LMM – the Baseline study supports what we have discussed in our sub-committee meetings and tells us that in terms of a future direction for Education and Training – there is a need to focus on youth, Aboriginal residents, social supports, trades and to build on existing partnerships and programs.
WORKSHOP SUMMARY

Date & Time: 24 April 2012, 1:00 pm – 4:00 pm
Held At: Burntwood Hotel
In Attendance:

- Brandee Albert (BA), MKO
- Doris Young (DY), UCN
- Shirley Jensen (SJ), KTC
- Liz Sousa (LS), NMSC
- Mark Matiasek (MM), TU
- Freda Lepine (FL), MKO
- Ryan Land (RL), Vale
- Rob Watt (RW), (RDPC)
- Jessica Mills (JM), City
- Charlene Lafreniere (CL), UCN
- Darrell Cole (DC), Career Trek
- Bill Bumstead (BB), Neeginan Institute
- Ailbe Prendiville (AP), Norwest MFG.
- Jo-Anne White (JW), YWCA
- John Baker (JB), ICR
- Glenn Laycock (GL), Vale
- Lisa Gamblin (LG) Boys + Girls Club
- Jim Beardy (JB), KTC
- Kristen Dick (KD), KTC
- Katherine Nazzie (KN), KTC
- Ruby Ramsay (RR), TCN / ASETS
- ATEC
- Dawn Sands (DS), TNRC
- Leslie Tucker (LT), EM
- Laura M Mannell (LMM), rePlan
- Michelle Drylie (MD), rePlan
- Pamela Ritchot (PR), rePlan
- Paul Farish (PF), rePlan
- John van Nostrand (JVN), rePlan

Meeting No.: 5
Project Name: Thompson Economic Diversification Plan

Re: Education and Training Workshop
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<th>ITEM</th>
<th>DESCRIPTION</th>
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<td>1.0</td>
<td>Priority Project Criteria / Ideas</td>
<td>Please also see attached Flip Chart notes and Presentations.</td>
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<td>Small Group Discussions - Flip Chart Notes /Ideas</td>
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<td>Group 1</td>
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<td>• Connect Education and Training to Regional and Local Employment opportunities to ensure students/young people + adults have skills needed for employment</td>
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<td>o Examples of local employment opportunities include - MB Hydro, Vale, PCL, Smook, Glacier etc.</td>
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<td>• Connect Education and Training to support services (mentoring, housing, daycare, counselling)</td>
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<td>• Exposure to Education and Employment opportunities for youth</td>
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<td>o Mini university, mentorship, CEPS, Rangers Program, Career Trek, Youth Build</td>
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<td>o Provide opportunities (process, stages to move through) for students (ie., grade 5 – post-secondary)</td>
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<td>o Transitional supports for residents in outlying communities to ensure successful participation in education and employment opportunities</td>
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<td>• Strengthen existing partnerships and work towards continuous strategic planning and implementation</td>
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<td>o Regional Advisory Committee</td>
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<td>• Work towards the creation of a Northern Regional Education and Training Centre (explore the Neeganin Model)</td>
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<td>Group 2</td>
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<td>• Education and training that leads to a concrete results</td>
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<td>• Connect Education and training to local employment opportunities</td>
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<td>o Industry, Infrastructure Development etc.</td>
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<td>• Buy-in from employers to work with educators/students</td>
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<td>o Connection and communication between educators and employers</td>
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<td>• Appreciation/recognition of local knowledge by educators and employers</td>
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<td>o Think creatively - connect economic development opportunities to local knowledge</td>
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<td>o exchange programs between communities and employers, orientation programs</td>
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<td>• Build skills locally, build capacity locally, hire locally</td>
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<td>o Knowledge stays in Thompson and the Region</td>
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<td>• Regionalize Post-Secondary Education</td>
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<td>• Co-ordination, alignment, strategic</td>
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<td>• Provide social supports</td>
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<td>o Transportation, housing, etc.</td>
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<td>• Extend high speed accessibility</td>
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### Group 3
- Partnership with Industry and Government
- Connect with Aboriginal Community
- Connect with training providers
- Market Driven
- Client Centered

### Large Group Discussion

The Education and Training priority project and other projects highlighted in the Education and Training Action Plan should:
- connect to existing infrastructure, existing institutions, existing programs
- link to industry and employment
- reflect a social consciousness – education isn’t any good if doesn’t do good for community/region
- respond to colonialism / residential school and resulting impacts (reconciliation) – “Returning to Spirit” reconciliation program
- support an exchange of knowledge
- be appreciative of all local knowledge – consider how to connect this knowledge to education and employment opportunities
- address the need to improve the apprenticeship process
- incorporate local culture
- incorporate the development of life skills
- be employment driven
- reflect an inside-out approach
- allow the community to do build something together – it should be a stepping stone for alignment, relationship building and a model for future projects
- Have an immediate and long-term impact

Please see attached information on the “Returning to Spirit” reconciliation program.
## MINUTES

### Education and Training Baseline Study Presentation

- LMM – With the draft baseline study completed and based on our discussions at the E+T Workshop in April, we have a sense of how we are going to move forward with our priority project.
- As we discussed at our workshop, a set of criteria were developed in consultation with sub-committee members to determine the E+T priority project. These criteria incorporate the goals and objectives that we’ve discussed as a group. They will help us choose a priority project.

### Re: Education and Training Sub-Committee Meeting

See attached presentation for criteria.
ACTION PLAN #2: EDUCATION AND TRAINING

and provide direction for future projects and recommendations.

- CL – How were the criteria used to identify the priority project?
- LMM – The priority project that we are beginning to move ahead with is an Industrial Skills and Trades Centre located in Thompson. This was chosen as the priority project because it provides an opportunity to build on the existing work undertaken by UCN, and the Northern Manitoba Sector Council (NMSC); it has the potential to meet all of the project criteria; it provides us an opportunity to take immediate action; and it has the potential to address issues and build on strengths brought up by the sub-committee.
- We have the potential to take advantage of a unique opportunity involving UCN, NMSC, MKO and Vale as key partners.
- CL – Has there been any discussion around what other groups should be at the table?
- LMM – We had an initial discussion at an Advisory Committee meeting for this project, but we have not had this discussion with the smaller Project Implementation Team (PIT) yet. The focus right now is on getting the project off the ground and realising some early success to help push the longer-term goal forward.
- CL – Is this a linear process? Previously, we had discussed a simultaneous process that would look at the short-term and long-term goals of the project at the same time.
- LMM – This is a simultaneous process. Our immediate focus is on getting the Industrial Skills and Training Centre up and running to offer a program in October 2013. However, the purpose of the overall priority project is to advance the long-term goals of the partners, building on the work already completed by UCN.
- Some criteria will be met immediately, but others will be achieved over the long term with support from key partners and TEDWG stakeholders.
- There is an opportunity to deliver a Heavy Duty Mechanics program at the Centre this Fall. Building on the success of this program, we can achieve some of the long-term goals that have been identified.
- RL – Could the subcommittee receive regular feedback from the Project Implementation Team to know how these long-term goals are being addressed?
- LMM – Yes, regular communication on PIT activities will be established.
- CL – At our workshop in April, sub-committee members suggested organizations that should be represented on the PIT, including the School District of Mystery Lake, Apprenticeship Manitoba, KTC, and Workplace Education Manitoba.
- RB – How many months is the Heavy Duty Mechanics (HDM) program?
- DL – Apprenticeship Manitoba’s program totals 23 months. Students spend 16 to 20 weeks in the classroom and 3,600 hours gaining on-the-job experience. At the end of 23 or 24 months, they will have completed their L1 classroom and practical and their L2 classroom training. From there, they could register as an L3 HDM apprentice, which makes them eligible for employment.
- CL – Is the HDM program already receiving funding from Apprenticeship Manitoba?
- RL – Yes. Historically, this program would not have been offered in Thompson, though. Vale sends trainees to Assiniboine Community College (ACC) in Brandon for this training. Trainees would prefer to
stay in Thompson, but the program is not currently available here. In some cases, Vale loses potential employees when they are exposed to other employment options in Brandon. Bringing the HDM program here is important to Vale’s staff retention plans, and it also provides an opportunity to develop infrastructure in Thompson that will support a longer-term legacy.

- CL – Right now ACC has first right of refusal for the HDM program, similar to UCN’s first right of refusal to offer the millwright program. This is a system we can’t change right now. Partners like UCN and SDML need to be supported and engaged through this process because of their role in the long-term diversification of Thompson’s economy.
- DL – The long-term vision is for UCN to offer these programs in Thompson.
- CL – It is possible, as Konrad has indicated, that this facility will be used in both the short-term and the long-term, if it continues to meet UCN’s long-term needs.
- BD – SDML is currently aligning the Province’s Heavy Duty Mechanics curriculum with the high school curriculum in order to offer that training up to Level 1. This is a long process, with teachers working on the curriculum on their own time.
- RB – The Winnipeg Technical centre might have templates that you could use for aligning curriculum.
- LM – This is an example of why this subcommittee is so valuable. It is a place for continuous learning between stakeholders. It gives us a chance to see what’s going on in other organizations and take advantage of opportunities.
- JM – Based on the time it takes to become accredited to provide the Heavy Duty Mechanics curriculum, would ACC be offering the course if it runs in October?
- DL – Yes, for the program beginning in October, ACC would provide the accredited instructors.
- CL – It is important to share the details of the conversation at the Advisory Committee to the subcommittee. UCN has completed two years’ worth of study on a functional program for this type of centre. The UCN 2020 Plan includes some of this detail. We should also remember the importance of stakeholders like MKO and MMF. They have access to ASETS dollars.
- FL – In addition to ASETS money, MKO also knows the numbers of students from and specific needs within communities. We need to act now to get people trained and ready to fill the mining and industry jobs that we know are out there or coming.
- DC – All of these stakeholders need to be included in meetings so we know all of the opportunities for funding.
- JL – It’s also important to clarify that WEM is at the table. We are able to provide some funding, but more importantly, we work one-on-one with students to help them navigate the system. We are here to problem-solve and we can help most individuals.
- CL – Is there a summary of what WEM supports in Thompson and the region?
- JL – There is, but it’s not publicly available for privacy reasons.
- FL – MKO also keeps their own statistics on who uses which supports and reports these to Service Canada.
- AB – What resources are available for high school students who do not have work experience and are ineligible for EI?
| J. L. | WEM can play a problem-solving role. We can help high school students understand what all of the resources available to them are. |
| R. L. | Vale sponsors a number of scholarships and bursaries with limited strings attached to allow students to take advantage of different options for education, like the Industrial Skills and Trades Centre once it’s established. |
| L. M. M. | Moving on to recommended and future project ideas, we have pulled together a short list of topics that came up throughout our discussions. These will need to be filled in in more detail before we can take action. |
| C. L. | It’s important to remember that when the subcommittee is brought together, it’s not only to be reported to. More active engagement within the subcommittee and with the broader community is needed. |
| E. N. | Entrepreneurship is something that should be highlighted on this list as it is key to broader economic diversification. |
| J. M. | There is also a need to engage the business community and educate them on the importance of training their existing staff for future transitions, management roles, etc. This helps open up entry level positions for people just coming into the workforce. |
| L. M. | We need to bring new money into Thompson’s economy. Entrepreneurship and private investment will diversify the economy. I’ve seen this in other communities that are about the same size as Thompson. |
| D. L. | Wealth creation is the foundation for economic development. Right now, we are either ignoring or exporting our workforce while we import outside workers. Keeping money in the community depends on getting Northerners into Northern jobs. |
| R. L. | Through the subcommittee process, we identified two streams of work. One focused on post-secondary and adult education, the other focused on youth. We still have not identified an action that could address the group of about 200 disengaged youth in this community. Are there ongoing programs to address this? Do we need something else? |
| J. W. | The Employment Links program at the YWCA has a large capacity that can accommodate these students. |
| A. B. | The Echoes and Futures off-site programs are holding on to more kids. Currently there are 16 kids in the program with an attendance rate of 86%. |
| C. L. | How do we think outside of the box to ensure disengaged youth have options to become more engaged? |
| A. B. | We are now working under new Provincial legislation that requires students to be in school until age 18. This was raised from age 16. We need to get very creative if we are going to keep kids engaged for longer. |
| R. L. | There are models for alternative education throughout Manitoba. Thompson is one of the only communities without this kind of program. The Province holds up the models used in other communities as best practices, so it is time Thompson started looking to develop a model of its own. |
| L. G. | With regard to the Youth Build program, we were told that the Province will no longer accredit life skills training. We are trying to rework our curriculum to ensure students get the credit they deserve while also learning these important skills. Life skills training is
essential to all education programs in this region.

- LG – Also, it is sometimes hard to build a team in Thompson. It might be because of the transitional nature of the city or a lack of funding, but there aren’t always opportunities where everyone gets on board to make something work. This subcommittee helps us all get on board.

- JM – Building on past success is the best way to move forward. Starting with the Industrial Skills and Trades Centre, we can bring in partners and build it together. It can be a model for how partners work together in Thompson.

- CL – There are many collective tables already active in Thompson. In a community like ours, ‘shrinking the room’ doesn’t work. Small project teams can end up with a very narrow focus.

- The Thompson Urban Aboriginal Strategy (TUAS) board is focused on Thompson. TUAS’s mandate includes education and training. Funding is available through TUAS and we can provide a coordinating role as well.

- DL – What is needed in Thompson is a clear pathway through the system. It’s not a programs issue, it’s a coordination issue.

- JM – People also need a clear pathway to access services at the Province.

- CL – It would be really worthwhile to take stock of our successes as well. This would help us understand why and how people have succeeded.

- JB – Could rePlan prepare an inventory of all the programs currently available?

- LMM – Our baseline analysis reflects this to a certain extent. We can update it, but we will require direct written input from all stakeholders.
**MINUTES**

**Date & Time:** 14 September 2012, 9:00 am – 11:00 am  
**Meeting No.:** 7  
**Held At:** Thompson City Hall  
**In Attendance:** Freda Lepine (FL), MKO  
Ryan Land (RL), Vale  
Charlene Lafreniere (CL), UCN  
Leslie Tucker (LT), Employment MB  
Roger Brunet (RB), Province of Manitoba  
Jim Beardy (JB), KTC  
Dawn Sands (DS), TNRC  
Paul Farish (PF), rePlan  
Michelle Drylie (MD), rePlan  
Pamela Ritchot (PR), rePlan

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- MD – Welcomed Sub-Committee members and thanked everyone for their attendance and participation.  
- All Sub-Committee members introduced themselves.  
| 1.0  | TEDWG Transitioning – TEDWG Going Forward |  
- MD described the transition of the TEDWG process. TEDWG stakeholders are still discussing next steps; however, we anticipate that the process will continue in two streams. One stream will be focused on strategic partnerships, led by the political leadership of TEDWG member organizations. This group is currently meeting as the Thompson and Area Round Table. The other stream is focused on economic development and will be clearly identified in Thompson Unlimited’s updated mandate.  
| 2.0  | Sub-Committee Discussion |  
- PF provided a summary presentation of next steps for implementation of the Education and Training Action Plan.  
- PR provided an update on the Industrial Skills and Trades Training Centre and the work of the Project Implementation Team (PIT).  
- rePlan is currently working with PIT members to refine the phases of programming (i.e. which programs will included in each of the three phases of the Centre’s development). PIT members are also identifying potential partners for implementation, including industry and government partners. Our primary focus right now is on the governance structure and functional program of the Centre. We will also include order of magnitude costs in the ISTTC Master Plan.  
- We have also drafted a labour market survey to be distributed to Northern Manitoba Sector Council board members and other industries/businesses in Thompson and the region. This survey will give us a better sense of what the 1, 3 and 5-year needs are in terms of supply and demand of skilled workers.  
- FL – At our last PIT meeting, after speaking with Louise Turcotte from Cambrian College/SkyTech in Sudbury, we realised that UCN’s

See attached presentation for details.
The community-based programming model is very similar to the delivery model used in other co-op models.

- RL – Speaking to the Advisory Committee structure for Education and Training, moving forward we will need a strong committee to coordinate the needs of educational institutions and industry and ensure that this coordination is occurring at the programming level as well.

- CL – What would the Advisory Committee structure look like? We need to ensure that it has a clear purpose and adequate resources if it is going to be successful. It shouldn’t duplicate existing committees. For example, we already have a similar committee structure under the Thompson Urban Aboriginal Strategy (TUAS).

- RL – Industry wants to be more engaged in the development of educational programming. This needs to be a coordinated effort to ensure we’re not duplicating services. We need to understand what the gaps are and lobby collectively.

- CL – We need to answer some important questions. What is the overall purpose of the Advisory Committee? Who is required to sit at the table? Is the purpose to align funding?

- LT – The purpose of the Advisory Committee should be to provide an integrated response to the education and training needs in the North. Employment Manitoba is currently working on an integrated response to these needs within communities.

- FL – Integration should be our goal. We initially came to the Education and Training Sub-Committee training table because everyone is here to share information. Typically, we operate in silos.

- JB – A model that KTC is using in some of our work may be a helpful framework in this discussion. It was developed by Burt and Spellman and includes five steps to integration. These include: Isolation, Communication, Coordination, Collaboration, and finally, Integration.
  - Isolation: Agencies don’t recognize the need to communicate nor attempt to communicate.
  - Communication: Talking to each other and sharing information. Communication can happen between any levels.
  - Coordination: Coordination is working together on a case-by-case basis.
  - Collaboration: Working together on a case-by-case basis, including joint analysis, planning and accommodation.
  - Integration: Intensive collaboration, involving extensive interdependence significant sharing of resources and high levels of trust.

- CL – The Thompson and Area Roundtable (previously the Northern Manitoba Roundtable) have been politically aligned for a long time, but this same alignment doesn’t flow down to the administrative level. There is work to be done to ensure that the right people come to meetings and that the reporting structures within each organization allow for the information to be appropriately shared.

- DS – The Advisory Committee likely needs a strategic planning session similar to the one that the Thompson Housing Authority (THA) held when stakeholders first came together. At the session, we would determine the committee’s mandate, purpose, goals, membership, etc.

- RL – We may also want to think about changing the term “Advisory” to something more action-focused.

- PF – The difference between the THA and a committee like this one is that the THA has a legal mandate (supported by the City of Thompson). We need to determine what would bring people together in the case of...
| Education and Training.  
LT – It could be structured to include both a Chair and a Vice-Chair to ensure more than one organization carries administrative responsibility.  
CL – We could use the model Jim suggested to structure a conversation about committee structure and how we move from Isolation to Integration.  
RL – Before that discussion, we need a roles chart that identifies who education providers, funders, industry and service providers are.  
LT – One comment about the Baseline Analysis in the Action Plan: we should include some more information about the challenges of addressing immigration influx and associated education/training needs.  

| 3.0 Next Steps  
PF – Our next meeting will be in mid- to late October. We will focus on developing the structure of the Advisory Committee, based on the “Stages of Integration” model.  
*UPDATE:* At the TEDWG meeting on September 19, 2012, stakeholders discussed the possibility of a co-chaired committee, led by UCN and the School District of Mystery Lake, and potentially Frontier School Division, as the educational institutions serving Thompson and the region. These stakeholders are being consulted and more information will be shared at the next Education and Training Sub-Committee meeting.
MINUTES

Date & Time: 29 October 2012, 9:00 am – 11:00 am  
Meeting No.: 8

Held At: Thompson City Hall  
Project Name: Thompson Economic Diversification Plan

In Attendance: Freda Lepine (FL), MKO  
Ryan Land (RL), Vale  
Ailbe Prendiville (AP), Norwest Mfg.  
Angele Bartlett (AB), School District of Mystery Lake  
Mark Matiasek (MM), Thompson Unlimited  
Paul Farish (PF), rePlan  
Michelle Drylie (MD), rePlan  
Pamela Ritchot (PR), rePlan

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  - PF – Welcomed Sub-Committee members and thanked everyone for their attendance and participation.  
  - All Sub-Committee members introduced themselves. |
| 1.0  | Updates on TEDWG and Education & Training Action Plan |  
  - PF discussed the current transitioning of the E&T sub-committee as a way to find a "landing spot" for the group’s work. This will allow its actions and mandates to be carried through by another body.  
  - MD discussed the Transition Diagram which explains how the TEDWG will move into two new entities in the Thompson and Area Round Table (TART) which will take on the political stream of the TEDWG work and Thompson Unlimited (TU) which will cover the economic initiatives.  
  - MD - In the other TEDWG Action Plans, there are very clear “resting places” for the plans to continue the agendas of the TEDWG. For example, the Housing AP will be taken up by the Thompson Housing Authority. With E&T starting from the ground-up, however, it needs to be fostered more and connected better to the different organizations and initiatives that already exist, though one clear body is not yet visible.  
  - PF – other E&T related initiatives exist that are currently addressing similar issues. Therefore, we should consider this group’s relationship to these other entities. Think about who would the future group be reporting to?  
  - PF – Update on the Action Plan, itself. The final document will be out next month and will include Action items and all Baseline data. |
| 2.0  | Sub-Committee Going Forward |  
  - PF - The E&T Advisory body will have to carry forward the action items.  
  - Jim Beardy’s model presented at the last meeting showed us a model for moving forward and working together. It is the Model of Integration, by Burt Spellman. It focuses on how as a group of collective organizations/individuals, we can move from isolation to Communication, to Coordination, to Collaboration, and finally reach Integration with “high levels of trust”.  
  - PF – We are open to ideas on what this committee could be in the future.  
  - RL – Based on the Spellman model, it looks like our subcommittee started See attached presentation for details. |
in Box 1, in a stage of “Isolation” and we are currently in Box 2: “Communication”.

- RL discussed the POINTS Program where there was an overlap between Industry, UCN, and the School District. The program developed in “Isolation” between education and training partners and worked through communication stages to get where it is today. This Education and Training Subcommittee still lacks the “Integration” stage and a coordinated response for the group.
- RL suggested that the baseline data elicits conflict because of the tendency to cause “finger-pointing” to identify why things currently exist as they do. Instead, the baseline data is meant to illicit change and to move the group towards “Coordination” stage of the Spellman model.
- RL -- through the POINTS Program, Vale put millions of dollars into training 20 graduates with no permanent infrastructure attached to the programming. Because of this, there is nothing left after the completion of the Program other than the graduates and their skills.
- How do we coordinate so that we can tackle these issues properly? Is this an Education and Training Advisory Committee? Who can properly address the overlap between industry, institution and community?
- MD -- we need to communicate more as a group. An advisory committee could happen if communication was present. It is essential in structuring this type of coordinated group.
- MD – the POINTS Programs illustrates the type of 1-off coordination that we need to move beyond, and the challenge to do this, is communication.
- MD – the strength of TEDWG is its coordination of similar people in the same room sharing information and contacts and staying in constant communication with each other.
- PF – as a group, it is good to keep our eye on where we want to move next.

Questions for the Sub-Committee on Moving Forward:

1. What commitments can people make and who should this committee be?
- FL suggested that maybe through the TUAS funds could be allocated towards the continuation of the E&T Advisory Committee. These funds could allow for someone (maybe Kelvin Lynxleg) to be a recorder and a keeper of the minutes for this Advisory Committee and its plans.
- RL asked if we are duplicating TAG. He said that it serves as a model of an inclusive group. He also made note of the potential to connect to the Youth and Education Subcommittee of TUAS.
- FL agreed that this Subcommittee of TUAS works with IAC or anyone in the Province promoting education and training. TUAS is also all-inclusive and the Thompson Chamber of commerce sits on it. She said that there are 5 people on each subcommittee.
- RL asked why this group is saying that we need an E&T Subcommittee if this group already exists elsewhere.
- FL said that while, yes, this committee exists, TEDWG and rePlan facilitate the minutes and coordination of the voices and people all at one table.
- RL asked if Frontier School Division is at the TUAS subcommittee table.
- FL said no but that Frontier School Division should be a part of the group because some Frontier students go to school in Thompson.
- RL asked what rePlan’s thoughts are on what the group needs? He noted that there is not a lack of opportunities for communication, but that we need more talking at rather than talking with (from rePlan).
- PF said that the group needs someone to administer the minutes and to “crack the whip” in order to keep people consistently involved.
PF said that there is a lot of ad hoc communication but very little of the strategic thinking needed to get at Implementation.

FL said that there is so much to discuss regarding Education. There are 200 students out of school right now which is a real issue for the AFM, the homeless shelter, the BRHA programs, mental health programs and so many other organizations and groups who are impacted by issues related to Education.

AB said that there are students sleeping in the homeless shelter at night with mental health issues who are still in school.

FL said that when you turn 18 years old, you are immediately out of the McDonald Youth Services (MYS), and so kids start staying at the homeless shelter or sleeping on people’s couches.

AB said there are currently no agencies that can help with this.

PF highlighted 2 issues: First that we need a broad group that gets together where these E&T issues can get addressed. Second, that a formalized, structured committee is needed to bound this discussion, keep it focused and action-oriented to a specific mandate and priority agenda, and who knows where we are going, rather than just spinning our wheels on many actions all the time.

RL talked about Project Northern Doorway. We need a very coordinated response. We are critically linked to Housing issues. He also highlighted the “wholly-responsive” approaches of Neeganin and the Main Street Project in Winnipeg. He suggested that this could be where TUAS might be a good solution for a continued entity of this group because they encapsulate these various groups.

PF asked if the School District of Mystery Lake could Host or Chair this group.

AB said yes.

RL mentioned the Co-/Tri- chairing between UCN, the School District of Mystery Lake and Frontier School Division. He asked how many opportunities exist for UCN and the School District to coordinate?

AB said that there is some sharing of resources in presentations and student-teachers as well as with the Education program at UCN. Also, with the rest of UCN, this could be an opportunity for more collaboration.

RL said that there is a semi-industrial facility next to UCN and UCN has a need for trades training. So how is it that we are not acting on this already?

FL said that people are afraid of putting too much money into developing anything for fear that it might threaten UCN’s Phase 2.

RL said he can see a lack of coordination in the conversations.

RL asked who will Chair and administer the future committee? Does it have a Purpose Statement? He said a Purpose Statement would allow all partners to pitch the committee back to their board and it would also allow the group to be very clear on what they want to accomplish as their Actions.

RL said that these students who have fallen through the school system are our clear mandate with this group. The Industrial Skills and Trades Training Centre can accommodate for some of these students. Maybe our mandate is to “Re-engage the Disengaged Youth” similar to the Echoes Program.

AB added that Youth Build also was highly successful and some students had to pay for it.

RL said that these programs are conditional on money. He said that while the CEPS Program deals with students who are already engaged in school system, we can still learn from this model even though our group’s focus is on disengaged youth.

AB said that addictions are a key component of this.
- FL agreed that the need for an Addictions or Detox Centre keeps coming up in every conversation we have, yet a facility still doesn’t exist in Thompson.
- AP asked why the new AFM facility cannot support this?
- FL explained that this is not a youth facility, so youth have to go to Portage la Prairie or Whiskey Jack and these facilities are always full.
- AP asked if Thompson’s facility is full.
- RL said yes, he thinks so.
- MM explained that the purpose and scope are different between the Detox, AFM, youth and Adult programs.
- FL said that one needs to be sober for 5 days before they can go into the AFM, which requires that they have a family member or other person in their life who will help them detox first. This is a big challenge.
- AP said that this ruins the point of the AFM.
- RL said that the next step would be to move to Coordination through developing a Purpose Statement. This statement could build in Coordination as a means of engaging the disengaged youth in the community. This is our group’s focus. This should be a very purpose-driven group looking to find “wins” together.
- AB asked if we should find a caseload of kids to focus on.
- RL said that we should identify a group of kids, perhaps 13? Similar to Northern Doorway. They will be our “clients”.
- AB agreed that this caseload/“client” list strategy is a very affective one.
- RL said that in the past we picked the “low-hanging fruit” focusing on the kids that already demonstrate some hope at succeeding. What about the kids with “no” hope? How do we get them over the hump and re-engaged?
- RL said that Youth Build sent Vale a student to take in but it was a student with some potential already. Vale wasn’t sent a “first step” person.
- RL suggested that we could ask potential clients to self-identify and then they can be taken up by the Advisory Committee.
- FL said that the first challenge will be tasking students at identifying what their own strengths are.
- FL mentioned TIDE – Talent, Identification, and Enrichment – that helps to focus on the strengths of someone.
- FL said that at the BU Voice Project, they identified traditional indicators of one’s success, vs. non-traditional indicators, which comes from the Cree word for “Good Life” – believed to be an indicator of success. This project identified 10 indicators of success, rather than just graduation, as a way of pushing current, accepted perceptions of success. The lesson out of it was that the be-all and end-all is not always graduation.
- RL addressed the worry of having a chair or co-chair is that all the weight of the group will rest on one person.
- FL said that we don’t actually need a chair, but an Administrator to keep minutes, book meetings, etc. and to make sure that formalities of the group are adhered to.
- RL said that the round table format allows each member to host one meeting and record the minutes.
- FL said that we can invite others in to talk about their programs and strategies as appoint of discussion and to get outside perspectives.
- AB said that other places are doing this and very successfully.
- FL said that Frontier School Division is doing this at Cranberry Portage.
- RL suggested that we need a collective responsibility so that the entire onus doesn’t fall just on a single person.
- PF asked if the group has the time and resources to carry the load of 10
youth?

- RL said that they don’t know the opportunities for Coordination until we all get around the table and discuss. There will obviously be a funding issue with this.
- RL said that, from an employer’s perspective, focusing on disengaged youth has a lot of merit. And, with the link to education, we can get the Federal Government on board with our initiatives.
- AB said that the School District cannot fund the Committee, but they can provide support and can identify kids in need.
- FL offered the MKO boardroom to host meetings.
- AB asked that the BRHA be brought to the table as well.
- AP commented that 99% of his employees are great but many miss work due to recovery issues related to drugs, alcohol, etc. And they have to be sent away to recover and get treatment.
- PF said that rePlan could put together a Terms of Reference for a committee such as this one we are discussing. This could be brought back in November to see if this model could catch on.
- PF listed those groups that have been identified to be involved in this committee: KTC, Ma-Mow-We-Tak, Frontier, Employment Manitoba, Apprenticeship Manitoba, MYS, Justice and Probation Services, the Homeless Shelter, YWCA, UCN, Boys and Girls Club, CEPS, MMF, AFM, BRHA (NRHA), Safer Choices Northern Network, Hope (NRHA’s Suicide Network) and YAC.
- PF asked why these disengaged kids aren’t already in current programs?
- RL said that the biggest gap for children is, unfortunately, that they don’t have a caring adult to support them.
- PF asked how we mandate this group to a very specific task
- PF also said that let’s not create a new committee if one already exists – so we need to really think about this.
- FL suggested that we stick with existing group members and invite other groups to our first meeting to identify the first 10 kids. We need to identify the SWAT.
- RL said we need to identify who we will invite to join – Thompson Aboriginal Education Advisory Committee, TUAS and the TUAS Education Committee.
- FL said if we invite all of these groups then we cannot focus at the first meeting and actually have actions.
- PF noted that the last Subcommittee meeting will be in November and we can rally all of the troops to wrap up TEDWG and kick off this new group. We will create the next step to engage other groups. He reminded the group that Project Northern Doorway grew over time on a needs basis.
- PF asked if this was a good conclusion to the meeting?
- RL said yes, but we need buy-in from all of the partners, and we cannot just task AB with this project.
- AB said that this is all of our responsibility, because it’s a reality of Thompson. She reiterated that the Caseload Model will focus on 10 kids and will be a very tangible and focused trial.
APPENDIX B: PROJECT IMPLEMENTATION TEAM (PIT) FOR THE ISTTC - TERMS OF REFERENCE
1.0 Background: TEDWG Education + Training, Industrial Skills & Trades Training, the PIT

In May 2011, the Thompson Economic Diversification Planning Project was initiated. The project is a result of Vale’s November 2010 announcement to transition to a mining and milling operation by 2015. The Thompson Economic Diversification Working Group (TEDWG) was created to spearhead the initiative and is made up of key stakeholders including the City of Thompson, Manitoba Keewatinowi Okimakanak (MKO), Keewatin Tribal Council (KTC), Manitoba Metis Federation (MMF), Nisichawayasihk Cree Nation (NCN), Northern Association of Community Councils (NACC), the Thompson Chamber of Commerce, Thompson Unlimited (TU), the Province of Manitoba and Vale.

In order to support and encourage economic growth and development, TEDWG identified a number of priorities including Restorative Justice, Housing, Fostering a Local and Regional Identity, Economic Development and Education and Training. For each of these priorities an Action Plan is being developed. The Education and Training Action Plan will be made up of a baseline study which outlines the current reality of Education and Training in Thompson and the Region, along with an implementation plan for a priority project. The Education and Training priority project is an Industrial Skills and Trades Centre located in Thompson.

This project was chosen by TEDWG and the Education and Training Sub-Committee which is made up of local residents who have a strong interest and/or expertise in this area. The Sub-Committee have met regularly over the past 10 months – providing guidance, input and ideas on how to advance the Education and Training in Thompson and the surrounding Region.

The Industrial Skills and Training Centre was chosen because it meets the Project Criteria (developed by the Education and Training Sub-Committee) outlined in Section 9.0 of this Terms of Reference, and also because this project builds on existing work completed by University College of North (UCN) and the Northern Manitoba Sector Council (NMSC). Work that has focused on expanding and developing new industrial and trades programming that will facilitate the development of a local, skilled workforce that will meet the needs of major employment sectors in the Region: Northern People for Northern Jobs.

The Project Implementation Team (PIT) has been created to get this project up and running.

2.0 Project Implementation Team (PIT)

The Project Implementation Team (PIT) is an interim decision making body – until a formal permanent Governance Structure for the Centre has been established. The Pit will work on immediate and long-term goals simultaneously.

In particular, members of PIT will focus on the initial work of determining a long-term Operational Program, which will include the full range of desired training programs, target enrolment and recruitment strategy, administrative requirements, as well as permanent governance and administrative structures. Once a permanent Governance Structure (which will include a Board of Directors) is in place, this Board will finalize the Operational Program and provide continued guidance to rePlan in the development of a Functional Program and draft Master Plan. The Governance Structure will be established under the authority of the University College of the North.

In addition to the long-term goal of establishing a stable institution with sustainable recruitment, administration, and program delivery, the PIT will also work to implement a Pilot Program (phase 1) - a Heavy Duty Mechanics Apprenticeship Co-op Program by the Fall of 2012. The Northern Manitoba Sector Council in partnership with Apprenticeship Manitoba have already begun work to bring this program to Thompson. The PIT will build on this opportunity and endeavour to prepare a portion of the facility (including required temporary fit-up and renovations) to have this program in place for the fall. This work will be simultaneous to the primary goal of developing a long-term vision, with the ultimate objective of integrating the future cycles of the Heavy Duty Mechanics Apprenticeship into a permanent portion of the facility. Substantial work on Phase 2 will begin following approval of the Operational Program, Functional Program, and Master Plan.

The end goal is to create a University College of the North facility that will provide specific programming in Industrial Skills and Trades. This facility will connect education and training to local employment opportunities. It will be sustainable, a key asset to residents and employers in the City Thompson and Region and encourage economic growth and diversification.
3.0 Guiding Principles

The activities of the Project Implementation Team will be based on the following principles:

*Fairness* – All stakeholder representatives will be treated fairly;

*Openness* – All stakeholder representatives will undertake activities in an open and transparent manner;

*Mutual Respect* – All stakeholder representatives will treat each other with respect;

*Cooperation* – All stakeholder representatives will strive to develop an Industrial Skills and Training Centre that best meet the needs of all parties;

*Collaboration* – All stakeholder representatives will work together in a collaborative manner towards the development of an Industrial Skills and Trades Centre;

*Egalitarian* – All stakeholder representatives will have an opportunity for equal input into the process;

*Informed Participation* – All stakeholder representatives will ensure the transfer of information to and from the organizations they represent.

*Agreement Seeking* – All stakeholder representatives will make collaborative and informed decisions on how to move forward with the project.

4.0 Project Implementation Team Membership

The following stakeholders will be represented on the Project Implementation Team:

- University College of the North (UCN)
  - Roland Misling
  - Chris Reddy
  - Konrad Jonasson (Advisor)

- Northern Manitoba Sector Council (NMSC)
  - Doug Lauvstad
  - Don Nisbett (Advisor)

- Vale
  - Trent Rowsell

- Manitoba Keewatinowi Okimakanak (MKO)
  - Freda Lepine

- Keewatin Tribal Council (KTC)
  - Aggie Weenusk

- Manitoba Metis Federation (MMF)
  - To be determined

- Liz Sousa – Interim Project Coordinator

- rePlan (Consultant)
  - Pamela Ritchot
  - Drew Sinclair
It is expected that representatives are able to contribute to the discussion of the Project Implementation Team and make informed decisions on behalf of their organizations. Each representative is responsible for coming to meetings prepared and for reporting back and engaging / getting direction from their respective organizations regarding the business of the PIT. When required and agreed upon by PIT members, technical advisors or other community partners may attend PIT meetings.

5.0 Roles and Responsibilities of Members

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| **Interim Project Implementation Team Representatives** | • Represent and act as decision-makers in setting the strategic direction (facility, programming, governance) for the Thompson Industrial Skills and Trades Centre  
• Attend all scheduled meetings  
• Come to meetings prepared, in order to make informed decisions  
• When appropriate, provide/share relevant information from respective organizations  
• Determine initial costs for running programs and building improvements – will evaluate and approve budgets as required  
• Ensure the development of the Centre is in-line with goals of the Education and Training Sub-Committee and Thompson Economic Diversification Working Group  
• Collaboratively work to provide direction and oversee the rePlan’s responsibilities (outlined below)  
• Collaboratively work to provide direction and oversee the Project Coordinator’s responsibilities  
• Work with Project Coordinator and rePlan to report back to Education and Training Sub-Committee / Working Group regarding decisions and progress of project |
| **University College of the North**                    | • Participate in the detailed development of the Thompson Industrial Skills and Trades Centre by providing relevant information and institutional expertise  
• Consult internally with organization and bring issues to the Project Implementation Team for discussion  
• Support implementation of the Centre, as required |
| **Northern Manitoba Sector Council**                   | • Participate in the detailed development of the Thompson Industrial Skills and Trades Centre by providing relevant information and sector expertise  
• Consult internally with organization and bring issues to the Project Implementation Team for discussion  
• Support implementation of the Centre, as required |
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| **Vale**                                         | • Participate in the detailed development of the Thompson Industrial Skills and Trades Centre by providing relevant information and industry expertise  
• Consult internally with organization and bring issues to the Project Implementation Team for discussion  
• Support implementation of the Centre, as required |
| **Manitoba Keewatinowi Okimakanak (MKO)**        | • Participate in the detailed development of the Thompson Industrial Skills and Trades Centre by providing relevant information and community expertise  
• Consult internally with organization and bring issues to the Working Group for discussion  
• Support implementation of the Centre, as required |
| **Keewatin Tribal Council (KTC)**                | • Participate in the detailed development of the Thompson Industrial Skills and Trades Centre by providing relevant information and community expertise  
• Consult internally with organization and bring issues to the Working Group for discussion  
• Support implementation of the Centre, as required |
| **Manitoba Metis Federation (MMF)**              | • Participate in the detailed development of the Thompson Industrial Skills and Trades Centre by providing relevant information and community expertise  
• Consult internally with organization and bring issues to the Working Group for discussion  
• Support implementation of the Centre, as required |
| **Interim Project Coordinator (Liz Sousa)**      | • Overall project coordination, collection of data, leveraging partnerships and supporting all aspects of the development of the Thompson Industrial Skills and Trades Centre  
• Dedicate 100% of work time to this project over the next 2-3 months  
• Take direction from and report to the Project Implementation Team  
• Work with rePlan to meet project goals and deadlines |
### 6.0 Procedures

**Facilitator**

Project Implementation Team meetings will be facilitated by rePlan. The Facilitator will:

- Attend and facilitate scheduled PIT meetings.
- Ensure that PIT meetings are conducted in a reasonable, calm and orderly manner and in accordance with agreed principles and procedures.
- Keep the meetings on schedule and focused on agreed agenda items.
- Have the authority to call breaks in the proceedings.
- Ensure that all views and voices are heard and no one PIT member dominates.
- Maintain objectivity with no bias shown to any one stakeholder organization or point of view.

**Agendas and Minutes**

The Project Implementation Team will determine the agenda items to be discussed at its next meeting prior to the end of each meeting. rePlan will prepare and finalize written records (major outcomes) of all PIT meetings, following a period of comment by all parties. rePlan in coordination with the Project Coordinator will finalise and circulate meeting agendas.

**Decision-Making**

In the spirit of the Guiding Principles defined for the Project Implementation Team, representatives will make collaborative and informed decisions on how to move forward with the project. Scheduled meetings will be focused on decision making.

**Caucus with Constituent Groups**

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| **rePlan (Process Management and Technical Expertise)** | • Support Project Coordinator in the monitoring, coordination and prioritization of activities to ensure adherence to process timelines and goals.  
• Facilitate the resolution of issues among stakeholders.  
• Support the Project Implementation Team in identifying process milestones, creating a detailed work schedule and timeline, refining the process as needed on an ongoing basis.  
• Provide technical Planning and Design expertise.  
• Deliver design drawings for the Centre.  
• Support Project Implementation Team and Project Coordinator in development of Functional Program, based on programs identified in Operational Program, as well as technical requirements of each program and administrative requirements to manage and operate the facility;  
• Prepare a Master Plan for the proposed venue that includes a preliminary build-out plan for the Pilot Program – phase 1, a Phase 2 build-out plan for priority programs and administrative requirements, and a Phase 3 full-build-out plan and rendered vision for the final build-out.  
• Support Project Implementation Team and Project Coordinator in communicating and reporting back to Education and Training Subcommittee and the Working Group. |
| **The City of Thompson** | |
| **Keewatin Tribal Council** | |
| **The Manitoba Métis Federation** | |
| **Manitoba Keewatinowi Okimakanak** | |
| **Thompson Unlimited** | |
All Project Implementation Team representatives are responsible for caucusing with their respective organizations to ensure leadership and key individuals are informed of the Project Implementation Team’s activities and that their input is being reflected in discussions. Where the Facilitator deems it appropriate during a PIT meeting, he/she may suggest the need for a caucus.

**Reporting Mechanism to the Education and Training Sub-Committee and Thompson Economic Diversification Working Group**

rePlan in coordination with the Project Coordinator and Project Implementation Team will report back to the Education and Training Sub-Committee and Thompson Economic Diversification Working Group on PIT activities and progress. This report back will include a regular email update twice a month (June – August). Sub-Committee and Working Group members will be encouraged to provide input and feedback through email and phone conversations with rePlan. A Sub-Committee and Working Group meeting will take place in September where rePlan, the Project Coordinator and PIT can give a full report back and garner input from stakeholders.

### 7.0 Media Releases

Media inquiries should be directed first to the Project Coordinator (Liz Sousa) who will act as the project spokesperson. She will also determine the best individual or organization to respond in the event that she does not want to speak on behalf of the project on a particular issue or inquiry.

If Project Implementation Team members are contacted directly by the media, they can make a statement on behalf of their organization. Project Implementation members will notify the PIT of any statements to be released to the media before public release.

In cases where the Project Implementation Team decides to issue a joint media statement on developments regarding the Thompson Industrial Skills and Trades Centre, representatives will work together to draft the statement, which will be then be issued by the Project Coordinator.

### 8.0 Priority Project Criteria

**Project Criteria** = Principles, Objectives, Key Outcomes

*Project criteria* were designed based on input from the Education and Training Sub-Committee along with the data from the Baseline Study. These Criteria represent desired project impacts (immediate and long-term). These criteria will be used to guide the development of the Thompson Industrial Skills and Trades Centre.

- Benefit both the City of Thompson and the Region (as defined by TEDWG) as a whole
- Provide high quality education and training
- Connect education and training to local employment opportunities
- Increase education levels and job skills levels
- Increase employment rate
- Provide transitional and social supports
- Inclusive and client centred (people first)
- Engage young growing population
- Build on strengths of existing educational initiatives, institutions and community organizations
- Promote alignment, coordination, partnership and strategic planning
- Promote community building
- Responsive to local culture and history
- Incorporate local cultural and knowledge
- Contribute to overall economic diversification and sustainability
- Opportunity for immediate action
APPENDIX C: PRECEDENT CASE STUDIES: TRADES INSTITUTIONS IN MANITOBA AND ONTARIO

The PIT’s next task was to address the question of “who will deliver these programs?” The preferred Governance Structure for the ISTTC is one which enables nimble, and collaborative programming that is responsive to industry needs. In order to develop a comprehensive understanding of the institutional structures at play, the PIT undertook a precedent study of existing educational institutions in Manitoba and Ontario where trades training is currently being delivered.

The results of the precedent study directly informed the governance model recommended for the ISTTC in its Master Plan. The Project Implementation Team members visited each institution’s facilities and completed a structural analysis of their institutional governance models, and an examination of key lessons learned from the operations of each institution. The precedent studies support this Master Plan with relevant examples on programming, partnerships, and spatial configurations developed in the functional program of the new ISTTC.

The key findings from each precedent study are summarized in this Appendix.
3.2.1 SKYTECH – SKILLS TECHNOLOGY INSTITUTE

Cambrian College of Applied Arts and Technology, Sudbury, Ontario

Cambrian College’s Skytech – the Skills Technology Institute – is a training supplier for Northern Ontario which grew out of a need to address skills shortages and the availability of qualified employees for industry throughout the region. Located in Sudbury, where mining, heavy equipment sectors and other trades-related industries flourish, Skytech was established by a consortium of stakeholders to respond to their growing and changing demand for trades programming. The SkyTech model provides a model to address several key themes:

NIMBLE PROGRAMMING:

• An Institutional model that delivers industry-led training that is unique, flexible and responsive to current needs. These training models are housed in a single location, including Co-Op Apprenticeship training, traditional Apprenticeship training, satellite training through Mobile Trades Training trailers, and industry-exclusive contract training.

• The “SkyTech Model” of Co-Op training helps SkyTech satisfy mutual training needs. Industry is able to preview the skills of prospective employees, while students experience individual, hands-on corporate training.

• Lifelong learning opportunities offer skill enhancement to existing tradespeople, providing the region with a pool of tradespeople whose skills are advanced and up-to-date with new technologies and practices.

GOVERNANCE STRUCTURED ON TRUST:

• SkyTech Management Board is an effective relationship with industry (Vale, Xstrata Nickel, Domtar, and Ontario Power Generation) propelled forward through mutual trust. Industry-led training means industry provides input on curriculum development and content, enrollment numbers, equipment used, and length of programming.

• Government partnerships allow for changes in programming and space configuration as needed in areas where government has clear jurisdiction over program policy.

• Cost-recovery model means industry puts in the resources needed to get the employees they require. All facilities include state-of-the-art equipment – at no expense to SkyTech – and new hires enter the workforce with a higher skillset.

FLEXIBLE, SMART SPACES:

• Class Modules rely on forklift-operated material organization to accommodate three streams of students at once through 24-hour lab use.
Assiniboine Community College’s School of Trades and Technology in Brandon provides a precedent case study of the Apprenticeship model for trades training in Manitoba. Located at their North Hill Campus, the brand new, state-of-the-art facility demonstrates the extent to which capital fundraising and provincial support play a key role in realizing a trades school of this nature. From the ACC, the PIT observed:

**CAPITAL FUNDING AND INDUSTRY PRESENCE:**

- Examples of capital funding by industry and industry sponsorships are present throughout the shops and labs at ACC.

- Corporate logos visible on laboratory doors, workstations in labs, and on plaques throughout public areas, signal the level of private sector involvement and the focus of investment. While primary funding was supplied by the Province of Manitoba, project feasibility was achieved through equipment and capital contributions from industry partners.
The Heavy Equipment Transportation Centre (HETC) is one of the province’s largest industrial training facilities. Located at Red River College’s Notre Dame Campus, it serves as a strong model for the development of highly-specialized learning spaces to meet specific needs of both the institution and industry.

**HIGHLY-SPECIALIZED SPACES:**

- RRC undertook an extensive facility design process involving an in-house architect (specializing in industrial training spaces), students, apprentices and staff. Critical knowledge and user know-how customized intricate details of the building, making it highly functional, flexible and smart.

- Equipment details and capacities respond directly to the specificities of the trade. Custom furniture and equipment was designed for maximum space utilization and cutting-edge technological training.

- Spaces at HETC are in some cases over-engineered to accommodate for future growth and expansion of equipment in the future.

**INDUSTRY SPONSORSHIP, BUY-IN AND PRESENCE:**

- Industry involvement on Trades Advisory Committees (TAC) for HETC provides constant input on programming.

- RRC’s Modified Apprenticeship Programs receive private funding from industry partners such as GM, Ford and Toyota. Tailored exclusively for industry employees, these programs bring new supplies, equipment, and curriculum from their sponsors in return for hosting programming at the HETC. These programs are often expedited and condensed, and students graduate with “brand-specific” training on specialized material for a particular employer.
In line with the key objective of the ISTTC, the Faculty of Trades and Technology at the University College of the North is founded on the mandate of responding to the needs of the northern labour market. With distributed campuses throughout Northern Manitoba, its Thompson facilities are currently facing important opportunities for expansion and relocation with the development of its new Provincially-funded Thompson Campus. This precedent illustrates how trades programming currently works at UCN, and supports a vision of enhanced partnerships with industry, communities and other educational institutions. The ISTTC will build on the following key themes:

**FAR-REACHING, ACCESSIBLE PROGRAM DELIVERY:**

- Grassroots programming focuses on community-centered learning at 12 regional centers dispersed across Northern Manitoba.
- Programming provides educational opportunities that are respectful of diverse Aboriginal and northern values at locations that are close to home.

**NORTHERN LABOUR MARKET-FOCUSED:**

- Trades and Technology stays connected to current and future labour market demands in order to develop programming that can meet many of the shortages in the skilled northern workforce.
- Connection between pre-employment programs and apprenticeship programs introduces northern students into Red Seal programming that make them crucial assets to their home labour market.
- UCN understands the sensitivities and challenges specific to the Northern Manitoba context and works within these to connect skilled students and graduates to employment opportunities in their region.

**ESTABLISHED GOVERNMENT RELATIONSHIPS:**

- Programming and facility expansion is made possible through funding and support from Apprenticeship Manitoba, Manitoba Infrastructure and Transportation, and the Council on Post-Secondary Education (COPSE).
- These established relationships provide channels for discussion on future programming, flexible industry-led delivery models and future funding initiatives to expand their trades facility at the ISTTC.
3.2.5 NORTHERN MANITOBA MINING ACADEMY

University College of the North Flin Flon Regional Centre, Flin Flon, Manitoba

Similar to the ISTTC, the Northern Manitoba Mining Academy in Flin Flon developed out of a need for a skilled, sustainable workforce for industry in Northern Manitoba. As a nimble entity of UCN, the NMMA provides a strong precedent for the ISTTC across a range of areas:

**ACTION-ORIENTED GOVERNANCE STRUCTURE:**

- The UCN-appointed Board of Directors is selected for each member's ability to make decisions and take action in serving the mandate of the Academy – that is, to provide skills training that meet the needs of Northern Manitoba's resource sector.

- A small Board of key organizations creates a productive partnership that ensures it remains nimble and focused on making quick decisions regarding trades training.

- The Executive Director must be a strategic, action-oriented individual whose open-mindedness allows them to coordinate unique and often unconventional programming from a range of partnerships, needs and opportunities.

**SPECIALIZED ARM OF UCN:**

- Operating alongside UCN's Flin Flon Regional Centre, the two facilities share resources and enhance each other's programming capabilities.

- The NMMA offers training programs directly related to the mining, resource and other industrial sectors in Northern Manitoba specifically for Northern Manitobans.

- Inter-institutional partnerships look beyond UCN to connect to leading educators in specialized fields to ensure that programming is of the highest caliber for Northern industry. Programs and research have brought collaboration with University of Manitoba, University of Winnipeg, and Brandon University.

**NORTHERN COMMUNITY FOCUSED:**

- Aboriginal and Northern Manitoban needs for Adult Education, post-secondary programming, and regionally-specific training helps to build a skilled Northern workforce. Board representation by Aboriginal organizations and UCN's Vice-President of Community-Based Services provides the grassroots linkages needed to make decisions on behalf of Northern communities.
3.2.6 NORTHERN TECHNICAL CENTRE

Frontier Collegiate Institute, Cranberry Portage, Manitoba

Frontier School Division’s Northern Technical Centre (NTC) is a new facility in Cranberry Portage, delivering Technical Vocational skills to students at a high school level. As a critical precursor to the post-secondary programs proposed for the ISTTC, this precedent facility focuses on the lack of skilled tradespeople in the North – where industry jobs are booming – with specific interest in the opportunities for youth to fill that skills gap. NTC offers several lessons in northern trades training models, across the following areas:

ENGAGING THE DISENGAGED:

- Programming at NTC responds to significant baseline data suggesting that current high school curricula do not appeal to or foster the development of every type of young learner.

- Responding to the high number of northern youth that are disengaged from the school system, NTC focuses on students they can reconnect to education through more dynamic and relevant teaching programs.

- The Engaged Learners Program focuses specifically on students who have been out of school for two or more years, and provides the training and supports to re-engage them in the school system.

- Adult Education programs directly feed re-engaged students into post-secondary programs and the workforce.

EDUCATIONAL “HUB” MODEL FOR THE NORTH:

- Across five Divisional Areas, NTC is the single “hub” for technical vocational training.

- Supporting the Distance Learning of each of Frontier’s northern communities means that students come to NTC from all across the north to receive cutting-edge trades training.

NIMBLE AND DYNAMIC NORTHERN PROGRAMMING:

- NTC’s unique trades programs step outside of provincially-mandated curriculum to include community-based essential skill development focused on tools to help students flourish in their home communities. Programs include search & rescue, sustainable energy strategies for home building, antler carving and raised-bed gardening.

- Courses in modular home and Hydro tower construction link academia to real-world experience for students as well as to revenue streams for the NTC.