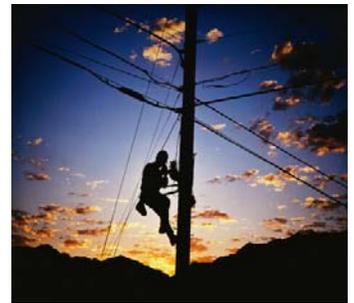


All The Skills To Succeed:

Report of
the Newfoundland
and Labrador
Skills Task Force



March 2007

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Foreword

Newfoundland and Labrador is going through tremendous change right now. We want our people to be ready to compete and participate in emerging opportunities. With large-scale development projects under consideration, it is imperative for us to cultivate the necessary skills to respond to our province's rapidly growing needs.

Building a qualified and skilled workforce to meet industry requirements needs the combined efforts and input of many stakeholders, including industry, labour, post-secondary institutions, governments, and other key stakeholder groups. To realize this goal, the Honourable Joan Burke, Minister of Education, appointed this Skills Task Force with a mandate to identify skill requirements, anticipate skill gaps, and determine necessary responses from our province's post-secondary and labour market programs.

The past 12 months has been a pleasurable and an enlightening experience, working with the dedicated and professional members of the Task Force. Our discussions have been lively, engaging and informed. When we began to focus on this report and action plan, the enthusiasm for, and commitment to, our province's growth was evident, together with a strong desire to continue finding ways to meet the skills challenges which we now face. I would like to thank my Task Force colleagues for sharing their expertise, debating ideas thoroughly, and giving their time to make this endeavor a success. A special thank you, as well, to all who so actively contributed during our consultations - their input was critical in the development of our action plan.

This report, *All the Skills to Succeed*, does not offer a quick fix; instead it is a long-term plan requiring substantive efforts from all stakeholders throughout the province. The skills of our people are a vital provincial asset. We must all do our part to ensure that our people can increase their employability and achieve their ambitions for themselves, their families and their communities. Ultimately it is our people who will shape the future of this province.

We hope this action plan will provide our people with the tools and support they need to participate actively in our economic opportunities and to ensure their future right here in Newfoundland and Labrador.



Bob Ridgley, M.H.A.
St. John's North District
Chair

Skills Task Force Members

Bob Ridgley MHA St. John's North (Chair)

Employer/Labour Representatives

Gerard McDonald	Vice President, Human Resources, Newfoundland and Labrador Hydro
Margaret Allan	Manager, Administration and Regulatory Affairs, Husky Energy
Bob Marshall	Superintendent of Training, Voisey's Bay Nickel Company
Marilyn Tucker	President, Newfoundland and Labrador Employers' Council
Steve McLean	Executive Director, Professional Engineers and Geoscientists of Newfoundland and Labrador
Heather Bruce-Veitch	Manager, Iron Ore Company of Canada
Rick Dalton	Business Manager, International Brotherhood of Electrical Workers
Greg Pretty	Director, Industrial/Retail Sector, FFAW/CAW
Gus Doyle	United Brotherhood of Carpenters
Margie Hancock	Public Service Alliance of Canada

Post-Secondary Representatives

Rob Shea	Assistant Professor, Faculty of Education, Memorial University of Newfoundland
Corinne Dunne	Vice President, Development and College Advancement, College of the North Atlantic
Kay LeMessieur	Representative, Newfoundland and Labrador Association of Career Colleges

Others

Michelle Brazil	Industry Outreach Coordinator, Women in Resource Development Committee (Women)
Marjorie Flowers	Former Manager, Joint Voisey's Bay Training Authority (JETA) (Aboriginal People)
Deborah Armstrong	Regional Council of Rural Secretariat for Grand Falls-Windsor/Springdale/Harbour Breton
Jessica Magalios	Newfoundland and Labrador Chair, Canadian Federation of Students

Other Government Representatives

Peter Noel	Principal Assistant to Premier
Wayne Penney	Assistant Deputy Minister, Human Resources Labour and Employment
Rachelle Cochrane	Assistant Deputy Minister, Department of Education

“Newfoundland and Labrador must be diligent about building a qualified and skilled workforce that meets industry requirements, especially those associated with large-scale development projects To increase our global competitiveness and attractiveness as a place to do business, we must be able to say confidently that we can and are ready to provide the skilled people to do the job.”

Hon. Joan Burke, Minister of Education
March 23, 2006

Executive Summary

The Government of Newfoundland and Labrador established the Skills Task Force in March 2006 in light of changing demands, needs and opportunities within the skilled-labour market of this province. The Skills Task Force members were chosen to represent different interest groups in the province and geographical regions. Members were appointed from government, academic and training institutions, business and industry, labour unions, industry associations, development groups and other agencies.

In addition to the research and other support supplied by the Department of Education, the Skills Task Force engaged in an extensive consultation process, which included meetings with key industry sector organizations and a series of regional forums in communities throughout the province. The Skills Task Force also invited and received written submissions and briefs from identified stakeholders and the general public.

The Skills Task Force was mandated to advise Government about future provincial skills requirements (labour supply and demand), particularly those associated with large-scale development projects, to identify skills gaps and their impact on attracting large projects, and to assess our ability to respond to these needs. The Skills Task Force was asked to identify and develop strategies to ensure an appropriate and responsive training, education and support system to meet demands, and to ensure that our graduates are prepared to participate fully in emerging opportunities.

The Need for Action. Newfoundland and Labrador faces many challenges in ensuring that we have enough workers with the right skills to satisfy our existing labour needs, to compete with other jurisdictions for both workers and new projects, and to meet future demands. Although this province has made real progress in recent years with decreasing unemployment, increasing wages, growth in real personal income and an expanding provincial GDP, a segment of the skilled population continues to take jobs outside Newfoundland and Labrador. At the same time, the remaining workforce is aging, and more of the existing jobs are demanding new and up-dated skills. Research indicates that local skilled labour and labour requirements for existing and new projects will be affected by skills gaps.

This situation creates particular problems for large-scale development projects that are important for our continued economic growth and the generation of new employment opportunities. These projects include the Hibernia, Terra Nova and White Rose offshore petroleum projects and the Iron Ore Company's mining operations in Labrador City. New projects include Voisey's Bay nickel mining and refining projects, the Hebron offshore oil development and the Lower Churchill hydroelectric project. In addition, Newfoundland and Labrador Refining Corporation is planning for the construction of a new oil refinery in Placentia Bay. These projects will require many workers, and will have to compete with construction projects across Canada and around the world and other industries, businesses, and public and private-sector institutions in the province.

Strategies and Recommendations. The research, analysis and consultation process of the Skills Task Force has identified the following key themes:

Changing Attitudes and Opening Doors. In Newfoundland and Labrador – as in other provinces - the skilled trades are often perceived as second-choice or even “last-resort” career options with little potential for advancement. Research shows that students, parents, teachers, guidance counselors and the general public continue to view a university education as the preferred post-secondary option for our young people. One contributing factor to this attitude is the lack of knowledge about the career choices available, particularly among youth. Another is out-of-date ideas about these jobs and the salaries they pay, and about the opportunities that now exist in this and other provinces.

Recent research indicates that insufficient career planning is one reason that many youth do not participate in post-secondary training and can lead to frequent program changes, higher debt loads, and longer periods for post-secondary completion. However, experience has shown delivering consistent levels of career education in remote communities over a wide geographical area poses unique challenges in this province.

The Skills Task Force recognizes that information and guidance about skilled trades and technical professions will help to influence the way people – particularly youth – think about careers in skilled trades. Specific recommendations related to this strategy are aimed at increasing awareness of the value of these careers among the general public, and facilitating access to information, especially within the K-12 school system, about opportunities and educational requirements.

Improving Access, Performance and Outcomes. Many students and adult workers have different learning needs and face a variety of barriers that can limit their participation in occupations and training opportunities. These include financial, physical, social, learning and geographical barriers. Particular problems have been identified in mathematics, as well as in basic literacy and numeracy.

New approaches are required to deliver training when and where it is most needed, by the most appropriate means available. In addition to improved access to training opportunities, better recognition of skills many workers already possess is necessary. A significant number of workers are classified as “unskilled” because their existing proficiencies have not been properly assessed. Proper assessment and recognition of prior learning and qualifications will assist in certifying workers.

The Skills Task Force understands that improved performance and outcomes and greater access to education and training opportunities are required for new and current workers’ need to succeed in the skilled trades and technical professions. Specific recommendations are proposed to:

- Increase awareness of the importance of completing an academic program stream for more diverse post-secondary options and greater program success and increase support to those individuals taking such programs;

- Enhance access to Adult Basic Education and Literacy programs;
- Encourage greater participation and success in workplace education opportunities;
- Strengthen the use of prior learning assessment tools in the classroom and the workplace.

Improving Apprenticeship Programs and Journeyman Opportunities. Training and certification of apprentices that achieves a nationally recognized level of expertise is essential to ensuring a reliable supply of qualified skilled workers. However, many apprentices are not completing their apprenticeship programs to become certified journeymen.

Many apprentices encounter difficulty logging the required hours (upwards of 7,200) of relevant work experience under the direction of a journeyman, particularly in some rural areas and along the coast of Labrador. Additionally, many of those apprentices who have the required hours find it difficult to return to school to complete their programs because of distance and time away from jobs.

To improve apprenticeship programs and opportunities for journeymen, the Skills Task Force proposes actions aimed at enhancing access to these programs and ensuring that they can be completed efficiently and successfully including:

- Providing a more seamless transition to apprenticeship programs from high school;
- Providing alternative delivery means, times and locations for trades training programs;
- Advancing the quality and consistency of academic programs for skilled trade occupations;
- Increasing opportunities for apprentices to gain work experience;
- Improving the completion rate of apprentices;
- Enhancing certification of certified journeymen to meet industry needs.

Supporting Access for Under-Represented Groups.

Under-represented or under-utilized groups of people in this province constitute a valuable but often untapped source of skilled labour. These include women, Aboriginal people, persons with disabilities, displaced workers, low-skilled and older workers. The Skills Task Force recognizes that we can increase the skill, strength and diversity of our workforce by providing better opportunities for these potential workers. To do so, the Skills Task Force recommends specific actions aimed at:

- Ensuring that Aboriginal Peoples have appropriate access and support to relevant education and training opportunities in the skilled trades and technical professions;
- Encouraging greater participation in the skilled trades and technical professions by women, and provide the support needed to do so;
- Increasing opportunities for older skilled workers to remain active in the workforce;
- Providing skills training support to individuals



with little or no eligibility for labour market programs funded through Employment Insurance;

- Increasing options and opportunities for persons with disabilities to participate and remain in the workforce;
- Increasing labour-market participation of youth; and,
- Increasing labour-market participation of all under-represented groups.

Retaining and Recruiting Skilled Workers. Strong competition from other provinces for skilled workers – particularly from Alberta, where unemployment rates are the lowest in North America and wages are the highest in Canada, is causing difficulty for many Newfoundland and Labrador employers. One of the most significant issues is wages. In many cases, Newfoundland and Labrador employers are unable to offer salaries and benefits comparable to western competitors. For many workers, stable and steady employment is essential if they are to remain in this province; however, seasonality of many jobs in Newfoundland and Labrador contributes to a lack of continued employment. These are difficult issues we must address to keep our new graduates and our existing workforce, and to attract former and new workers.

To encourage skilled trades and technical professionals to remain in Newfoundland and Labrador after graduation, and encourage others to come or return to the province, the Skills Task Force proposes actions to improve retention incentives and recruitment, and to provide increased opportunities for continuing, full-time employment in the province.

Assessing and Responding to Industry Needs. Skill shortages exist in all regions and within all industries in Newfoundland and Labrador. However, specific sectors are facing unique skill challenges due to increased competition from other provinces, a rapidly aging workforce and a variety of training-related issues. Skill shortages and demands are further pronounced in rural and remote parts of the province. Major industrial projects, in combination with continued requirements of existing industries, will continue to exert substantial demands on our labour force in certain key skills areas over the next decade.

The Skills Task Force understands that responding to industry needs requires addressing skill gaps and planning for future needs, especially those related to large-scale development projects. Development of specific mechanisms to anticipate future demands in the province and identification of gaps are necessary to ensure that the resources are in place to meet needs when they are identified.

Ensuring Strong Partnerships. Because Newfoundland and Labrador has a small population living in a vast geographical area and sharing limited financial resources, working together is a necessity. Solid partnerships among industry, training institutions, labour, governments and many other stakeholders is an essential foundation for any successful labour force development strategy. Industry associations will need to work closely with employers to develop appropriate education and training initiatives.

The Skills Task Force recognizes the importance of building, strengthening and sustaining strong strategic partnerships to support the various strategies and actions recommended in its Action Plan. This Report recommends initiatives to support training and human resource planning

partnerships with industry sectors, particularly those that have been identified as important in the ability of the province to compete in external markets.

Priorities. While the Skills Task Force considers each of the objectives and actions in the report as important elements in a comprehensive strategy to identify and meet Newfoundland and Labrador's future skills requirements, it recognizes that certain actions should be given priority, considering concerns over shortages in certain skills areas. These include actions to help address existing gaps which could hinder our participation in major projects in the coming years, as well as gaps in specific skilled trades and technology occupations which require immediate attention to begin addressing the most significant shortages.

Implementation. To ensure coordinated delivery and continued monitoring, the Skills Task Force recommends the Industry Coordinating Committee (ICC), with representation from industry, labour, post-secondary institutions, non-governmental organizations and government, be tasked with stewarding the implementation of the Action Plan.

1. Mandate and Process

1.1. Purpose

In 2006, Government announced its intention to create a Skills Task Force “in order to ensure that our graduates are prepared to take on the tremendous opportunities emerging in Newfoundland and Labrador in a wide range of industries.” The Skills Task Force would identify future workforce skills requirements, assess the ability of the workforce to meet these needs, and identify strategies that could help to satisfy industry demands, particularly for large-scale development projects.

The Skills Task Force was launched by the Minister of Education, the Honourable Joan Burke, in March 2006. In her announcement, Minister Burke observed that “employers from across many industries, including those in the traditional resource-based industries, are telling us they are facing increasing demands for skilled workers to keep pace with new technologies and to remain competitive. Yet, they are having difficulty finding and keeping the skilled workers they need. This is an issue that many other jurisdictions are facing, both nationally and globally, making it even more critical that we have a clearly defined action plan to protect the interests of Newfoundland and Labrador.”

In announcing Government’s plan to create the Skills Task Force, the Hon. Loyola Sullivan, then Minister of Finance, noted that it was the next step in an overall strategy to ensure that Newfoundlanders and Labradorians are fully prepared to participate and succeed in the labour force and the marketplace:

“... last year we released our *White Paper on Public Post-secondary Education*, a strategy to improve accessibility and the quality and range of programs at the College of the North Atlantic and Memorial University. These are the public institutions in which the quest for knowledge and skills is focused toward success. This year, we will put into action our new Innovation Strategy, a broad plan to extend that preparation for success deep into the business sector where innovation can open up whole new worlds of opportunity and prosperity in both urban and rural communities.

In order to ensure that our graduates are prepared to take on the tremendous opportunities emerging in Newfoundland and Labrador in a wide range of industries, we are this year establishing a Skills Task Force...” *Budget 2006*.

The Skills Task Force was created to bring together key players and the expertise needed to assess our present situation, understand our current and future requirements and advise Government on the best course of action to meet the challenges we face.

1.2. Mandate

The Skills Task Force was mandated by Government to meet specific objectives:

- To identify the future skills requirements (labour supply and demand) for the economy, particularly those associated with large-scale development projects.
- To identify skills gaps and the potential impact of these gaps on attracting large-scale development projects.
- To assess the Province's ability to respond to these requirements including:
 - the existing post-secondary education system;
 - workplace-based training;
 - labour market programs to support participation (for example, female participation in trades; the transition from the fishing industry to new industries); and,
 - labour market information.
- To identify and develop strategies to ensure an appropriate and responsive training, education and support system to meet industry demands by maximizing workforce development (including targeting current and new labour market participants).

1.3. Members

Meeting these objectives requires the involvement of many stakeholders across the province. Many sectors including labour, business, education and government have an interest in the work of the Skills Task Force. Each sector brings its own perspective and its own expertise in finding solutions.

In establishing the Skills Task Force, Government has recognized that these sectors as well as the different geographical regions of the province need to be engaged. The Skills Task Force consists of members from government, academic and training institutions, business and industry, labour unions, industry associations, development groups and other agencies and represents both rural and urban areas, from the island and from Labrador. (Appendix contains detailed information about the members.)

Mr. Bob Ridgley, MHA for St. John's North, is chair of the Skills Task Force and the Department of Education is the lead government department for the initiative.

The Skills Task Force is a partnership among many diverse interests who share a common goal - to ensure that we are ready and able to make the most of our opportunities. It is an example of the kind of partnerships required in labour, business, education and government in the coming years if we are to meet the challenges ahead.

1.4. Process

The Skills Task Force has been supported by a research team within the Department of Education in coordination with other government agencies. This research – into provincial and national demographics, current and future labour force trends, education and training requirements, and economics and statistics – supplemented the research and analysis previously completed by other departments including labour market research led by the Department of Human Resources, Labour and Employment and the Labour Market Sub-Committee of the Strategic Partnership Initiative.

To complete its work, the Skills Task Force engaged in an extensive consultation process, guided/facilitated by a series of questions, physical/oral consultations and invitation of written submissions and briefs from identified stakeholders and the general public. While discussions were not in any way limited by the topics presented, the questions were a valuable guide during the consultation process. A web site was established (www.ed.gov.nl.ca/edu/skills) to provide information on Skills Task Force activity and to receive feed-back through e-mail.

The consultations were conducted in two phases. The first involved a series of consultations with key industry sector organizations, while the second consisted of a series of regional forums in communities throughout the province. Further details about the consultation process are given in the following section.

In addition to this final report and recommendations, the Skills Task Force presented an interim working report to Government in July 2006.

1.5. Consultations



The Skills Task Force consulted with key industry sector organizations and engaged in public consultations targeting nine Rural Secretariat Regions within the Province. The summary of the advice and information provided to the Skills Task Force through this process is provided in the Chapter entitled “What We Heard”.

Sector Consultations

Through its sector consultation process, the Skills Task Force engaged a broad range of industry associations and professional organizations, representing small business interests, construction and skilled trades, fisheries and aquaculture, mining, oil and gas, manufacturing, information and communication technologies, tourism and hospitality, agrifoods, labour, and marine and ocean technology and

services. These groups were asked to provide their thoughts about how to address their sector's skill needs.

Between May and October 2006, the Skills Task Force conducted 12 sessions and requested written submissions from an additional 24 associations, special interest groups and other stakeholders.

Regional Consultations

Recognizing that the skills requirements and training infrastructure in the province have a strong regional dimension, the Skills Task Force conducted a further 17 public forums throughout the province during August – September, 2006.

Invitation lists were developed through consultation with the Rural Secretariat Regional Planners and other government departments, to identify a representative mix of business, labour, social, cultural and environmental perspectives. The overall aim was to ensure that a cross section of the various groups were represented, including those of employers, workers, students, under-represented groups and other key stakeholders in each of the regions.

In addition to those specifically invited to attend, the general public was invited to participate. The sessions were advertised in local papers and the *Telegram* and the *Herald*.

Each regional consultation session was scheduled for a three-hour period and guided by the Skills Task Force questions. The consultations were led by the Chair or Vice-Chair and assisted by an independent facilitator. Several members of the Skills Task Force also attended each session. A record of the discussions was also prepared.

Approximately 350 people participated in the sessions, representing businesses and industry, labour, education, special interest and community groups, and local and provincial government agencies.

Written Submissions and Comments

Through its web site, and by other means, nearly 40 written briefs were submitted to the Skills Task Force.

1.6. Organization of the Report

The following section provides a summary of the key issues identified and the advice received through the Skills Task Force consultation process (Chapter 2, “What We Heard”), organized by the key themes that emerged. The next sections, “Understanding Our Future Needs” and “The Need for Action” (Chapters 3 and 4), provide an overview of our current labour supply and demand situation, including some internal and external factors affecting our labour market, and

examines the anticipated challenges in the coming years. They consider, in particular, future skills requirements associated with anticipated large-scale development projects.

Chapter 5, “Strategies for Success,” outlines the Skills Task Force’s recommendations for addressing both existing and future skill needs. These are organized under seven broad strategies. Each strategy identifies objectives and specific actions and recommends the stakeholder group(s) that should be responsible for leading each action.

The Skills Task Force recognizes that specific skilled trades and technology occupations require immediate attention if we are to be prepared to meet the future requirements of several major projects. Chapter 6, “Setting Priorities,” identifies these components.

The final chapter, “Moving Forward,” discusses the next steps needed to implement the Skills Task Force’s strategies, the means for monitoring their effectiveness and ensuring that new actions are identified and acted upon.

2. What We Heard

Through its members and the consultation process, the Skills Task Force brought together many of the key players and stakeholders in the provincial labour market. Participants included representatives of industries that are creating today's and tomorrow's labour demand, and making decisions about major projects. Others spoke for institutions and organizations responsible for training and certifying our future workforce, or for organizations that represent skilled workers and professionals.

These experts and other citizens also brought a regional perspective to the issues, identifying unique concerns in some cases, but more often confirming that most challenges are common to many areas of the province and many industries.

The collective comments and advice about the skills that will be needed, how best to deliver training and where resources can be applied most effectively, was an invaluable part of the Skills Task Force's investigations. Identification of specific issues, challenges and opportunities helped to frame the strategies of the Skills Task Force and focus its recommendations.

The following sections provide a summary of the comments received through the consultation process and submitted briefs. They are organized according to themes that arose both from consultations and the Skills Task Force's research and deliberations. These themes are also the focus of the strategies put forward by the Skills Task Force in Chapter 5 of this report.

2.1. Attitudes and Information

Throughout the consultations, participants noted that students, key influencers (parents, teachers and guidance counselors) and the general public continue to view a university education as the preferred post-secondary option for Newfoundland and Labrador youth. Often, public and private post-secondary college programs and non-professional careers are perceived as secondary or even "last-resort" options. This is especially true for skilled-trade careers.

The need to recruit more of our youth into various skilled trades and technology occupations was a concern noted by participants. Many felt that the perceptions of young people – and of much of the general public – about careers in several industry sectors (e.g. construction, manufacturing, hospitality and tourism) is poor, and that these perceptions create difficulties for employers trying to attract young workers. Part of this problem stems from out-of-date ideas about the jobs and the associated salaries. Another factor is that many students and their advisors are simply not aware of the opportunities that exist in these industries in this province. It was noted that in Labrador, where large industrial projects have had a long and familiar history, students are still unaware of the many local career options available to them.

Recognizing the need to change attitudes about skilled trades, participants thought there should be a focus on educating students, their advisors and the public about the full range of post-secondary and career opportunities. Participants believed that it is important to promote career options to K-12 students, especially in rural areas where there are fewer opportunities. Targeting students early in their schooling through more career counseling and experiential learning (such as skilled trades curricula or co-op programs) is essential to help young people make informed decisions about their future careers.

In particular, participants thought it vital for more youth to have first-hand exposure to a wider range of career opportunities before they make choices, hence training institutions should consider more “orientation to trades” programs for students, allowing experience in a variety of skilled trade areas. At several sessions it was also suggested that a provincial youth apprenticeship program be developed similar to models in other jurisdictions.

It was noted by many participants that the Department of Education’s new Skilled Trades and Technology curriculum (currently being piloted in 30 high schools) and its Career Development 101 course are increasing student exposure to different post-secondary opportunities and careers, and promoting *all* as first-choice options. These initiatives need to be expanded to all parts of the province.

The federal government’s television advertisements promoting skilled trades, sponsored locally by College of the North Atlantic, have also been very successful and need to be expanded to include more careers in other sectors.

The role of high school guidance counselors was discussed at the majority of the sessions. Many participants felt that, because they often have to play the role of a social worker, guidance counselors in today’s school environment are not able to dedicate enough time to career counseling. Some form of dedicated career counseling is needed either at the school or district level.

Overall, it was recognized that assisting students in their transition to post-secondary education and in exploring labour market opportunities is essential to ensuring a steady labour supply in a wide variety of industry sectors in both the near and long term.



2.2. Access to Education, Training and Certification

Participants recognized that many students and adult workers have different learning needs and often face a variety of obstacles that can limit their participation in various occupations and training opportunities. These include financial, physical, social, learning and geographical barriers.

Participants thought that post-secondary training institutions should exercise greater flexibility in their program design and delivery to meet the unique needs of individuals and different industry sectors. Alternative delivery methods specific to occupations and provincial labour market conditions need to be explored, including the increased use of video-conferencing technologies and the use of mobile training units (e.g. technologically-equipped tractor trailers) to provide training to those living in rural and remote communities.

To build on existing programs and to provide work experience for students, more co-op and work-term opportunities should be created. This would benefit employers by ensuring more experienced entrants and generating greater awareness of the expectations of both parties.

To increase support for the specific needs of regions (e.g. apprenticeship/skilled trades in Labrador City, or hospitality/tourism in the Bonavista area) and to address industry-specific requirements (e.g. agrifoods, mining), it was suggested that Centres of Excellence be established to help draw together the expertise and resources required to develop responsive training programs in those concentrated areas.

Throughout the consultations, it was noted that too many of the workers in this province are classified as “unskilled” when they have, in fact, acquired many valuable skills that have not been properly assessed and recognized. There is, therefore, a need for greater use of “prior learning assessment and recognition” (PLAR) processes in this province. (This is an option for workers with extensive on-the-job experience and expertise, but little formal training, to achieve formal recognition and certification of their skills.) As noted throughout the consultations, several good PLAR processes already exist in this province, but many people are not aware of them. It was suggested that increased efforts be made to inform students and workers about the PLAR process and related supports that are available.

There was also a general consensus that the PLAR tools used should be standardized so that they are accessible to all. Alternative testing and evaluation methods (such as oral tests) that recognize differences in language, culture and abilities should be used.

In a related area, participants at a number of consultations observed that the current assessment process for Trade Qualifiers (TQs) in this province needs to be changed. (The TQ option allows workers to take journeyman exams for certification in a trade, even if they have not completed the formal courses.) Stronger assessment and counseling is needed for TQs before they write journeyman certification examinations. As it currently exists, the process requires individuals to challenge the examination and be unsuccessful before they are allowed to access further training. The up-front assessment process must be changed so that weaknesses in literacy or study skills can be identified and addressed *before* an individual writes the certification exam.

2.3. Apprenticeship Programs

The training and certification of apprentices¹ is essential to ensuring a reliable supply of qualified skilled workers. Repeatedly throughout the consultations, the Skills Task Force heard that the current apprenticeship system is too inflexible. Employers are frequently too busy to let their apprentices return to school for block training. It can also be personally difficult and financially risky for apprentices, especially those who may have to leave a job to travel to other parts of the province for advanced-level training not available locally.

Participants noted that getting apprentices to complete their apprenticeship and become certified journeypersons is a major hurdle in many skilled trades. A large number of apprentices are finding it difficult to get the required hours (upwards of 7,200) of work experience under the direction of a journeyperson. Apprenticeship completion rates are hindered by limited relevant work opportunities in the province, particularly in some rural areas and along the coast of Labrador. Participants spoke of decreasing numbers of journeypersons available to take on apprentices due to out-migration and retirements. Furthermore, some apprentices fear that they will lose their job if they progress to journeyperson status as they then qualify for higher wage rates that their current employer may be unwilling to pay.

Getting employers to hire on apprentices can also be a challenge. Some employers would rather hire experienced journeypersons than inexperienced apprentices, while others are hesitant to hire apprentices because they know that these employees will want to be released at some point to do further training. This is especially problematic for smaller businesses. Participants suggested that the enhancement of tax incentives or wage subsidies for hiring apprentices could increase employer participation; however, these types of initiatives would require extensive marketing.

Participants strongly voiced their concerns about the current apprentice/journeyperson ratio. At present, an apprentice must work under a certified journeyperson to have his or her work experience recognized towards qualification. With a ratio of 1:1 (one journeyperson for every apprentice), there are often not enough journeypersons on staff to supervise additional apprentices. The Skills Task Force was advised that changing the apprenticeship ratio requirements could allow employers to take on more apprentices and thereby help to increase apprenticeship completion rates.

The issue of compulsory certification was also raised. Some participants felt the lack of compulsory certification in most trades has contributed to apprenticeship completion problems. Increasing the number of compulsory certified trades could increase participation by employers and increase the number of apprentices who complete their programs.

¹ Apprenticeship combines on-the-job experiential learning (provided by an employer who hires the apprentice) with technical training to produce a qualified and certified journeyperson. After completing training, the required hours of work under the supervision of a journeyperson, and passing the relevant interprovincial or provincial certification examination, apprentices receive a Certificate of Qualification. At that point the apprentice is qualified as a journeyperson, and can also supervise apprentices.

Another issue concerned apprentice mobility. Entry-level apprenticeship program graduates who are unable to find work locally often leave to find jobs in other provinces. Because these individuals are not registered apprentices in Newfoundland and Labrador, it is difficult to track their progress. They may also experience difficulties being recognized as apprentices in other provinces. It was indicated that Government should allow people from this province to complete advanced-level training within Newfoundland and Labrador during the off-season, regardless of where they are registered as apprentices. Participants also suggested that some mechanism be developed to help track apprentices and apprenticeship graduates who move away to work.

Many participants felt that greater flexibility is required to accommodate the needs of apprentices and their employers. Post-secondary institutions should consider delivering shorter blocks of training, distance or online training, and evening or weekend training, along with day-release training and off-season programs. They also suggested that post-secondary training institutions consider the use of simulators (e.g. for excavators and other pieces of heavy equipment) to allow more sites to deliver apprenticeship training more often and at lower costs.

In the course of their consultations, the Skills Task Force frequently heard concerns about the apprentice logbook and the process of recording qualifying work hours. The logbook or “Record of Occupational Progress” must be completed and maintained by the apprentice and the employer; yet, despite being given a short in-service training session, the discharge of the logbook still confuses many. Furthermore, apprentices find the logbook unwieldy because of its size.

2.4. Under-Utilized and Under-Represented Workers

Throughout the regional and sector consultations, participants noted that under-represented or under-utilized groups constitute a valuable and often untapped source of skilled labour in certain industries. These include women, Aboriginal people, persons with disabilities, and low-skilled and older workers. Participants suggested that more promotional effort targeting these groups is needed to ensure that they are aware of the career opportunities and program supports available to them.

Mentorship programs are considered a very valuable and successful means of increasing women’s participation in certain industries (e.g. oil and gas, construction). Participants suggested that incentives be established to encourage more employers and journeypersons to become involved in mentorship programs for women. Increased supports for women are also needed, both in school and in the workplace, including childcare services and flexible work schedules.

Participants suggested that employers can help to address issues of accessibility and participation for persons with disabilities by modifying tools and equipment, and providing other physical supports. For Aboriginal people, participants noted that initiatives such as the Aboriginal Trade Access program (a one-time program that provided broader work opportunities for Aboriginal apprentices) was quite successful, and that offering more of these types of bridging or transition programs on an ongoing basis would be valuable. It was noted in the consultations that accessing

training and job opportunities is also an issue for low-skilled workers and that programs such as “Bridging the Gap” are beneficial.

Older experienced workers, including recent retirees, are recognized as valuable assets that we should continue to draw upon. Participants noted that older workers know their organization’s history and understand how their workplace fits into the broader community. In addition to being a potential active labour source, older workers and retirees can be excellent mentors for their younger counterparts and other individuals. Participants suggested that such mentorship programs be developed as a means of retaining the knowledge of retirees within their industries.

2.5. Retaining and Attracting Workers

There is strong competition from other provinces for our skilled workers – particularly from western Canada. Many Newfoundland and Labrador employers are having difficulty retaining existing workers as well as attracting new employees. Participants noted that entire families are leaving the province – children, parents and grandparents – not just individuals looking for temporary work.

Current wage rates were seen as one of the most significant issues. Participants also highlighted the large number of seasonal or part-time jobs here, noting that the lack of continuity in employment can be discouraging to individuals looking for work. Many individuals want stable and steady employment if they are to remain in the province. Employers offering full-time, year-round employment opportunities stand a much better chance of attracting and keeping their workers.

Participants stated that while large projects may offer steady work and good pay for a few years, it still may not be enough to entice skilled workers living in other provinces to move back home. Many of these workers want some certainty that there will be a series of new projects to keep them employed over the long term, not just for the duration of a single development.

Participants noted the lack of accessible and relevant labour-market information at the local level. They cited examples of individuals who decided to leave the province, believing that no local employment opportunities existed within their region when in fact this was not the case. Accurate, up-to-date, and user-friendly information about local job opportunities is needed.

To retain and attract workers, creative measures are required. Government and industry need strategies to keep our new graduates, retain our experienced labour force, and encourage our skilled workers living and working in other areas to come home.

Participants commented that, although offering higher wages could be effective, it is not the only incentive that employers should use to keep and attract workers. Sign-on bonuses and incentives for moving to more rural and remote parts of the province could be offered. Longer-term strategies include bursaries or sponsorships offered to people choosing to live in rural communities, and the allocation of dedicated training seats to residents of rural or coastal communities. This could help to retain workers in coastal Labrador, for instance.

Participants suggested that benefit packages, including health/dental and retirement, childcare services, flexible and accommodating work schedules, and other such incentives should be considered by all employers. Agreements where training is paid in exchange for a commitment to work in a certain part of the province for a number of years might also be considered by employers, especially those based in more rural areas.

Communities and Government also have important roles to play in retaining and attracting skilled workers. Efforts have to be made to enhance community services, such as health, recreational services and other amenities. Participants recommended that the province do a better job of promoting the quality of life for workers in Newfoundland and Labrador, highlighting the positive aspects of living, working and raising families in this province.

It was also suggested that a database be developed to hold information on skilled workers who have left the province. Regular contact could be made with these workers to inform them of new employment opportunities in the province and to link them with potential employers.

2.6. Responding to Specific Labour Force Needs

The Skills Task Force consultations revealed that skill shortages exist in all regions and within all sectors. However, specific sectors are facing unique challenges because of increased competition from other provinces, a rapidly aging workforce and complicated training issues. For instance, for some industries, no training is currently available in the province for the workers they need. Others require more extensive formal training; still others require more skills enhancement training, or a combination of both.

Although there are differences in specific skill needs and shortages within different regions and different sectors, there was a strong overall consensus during the consultations that the skilled trades are very much in demand. Electricians, carpenters, welders, millwrights, and plumbers were among the skilled-trade professions most often identified.

Outside the skilled trade areas, the health-care sector was noted as experiencing high demands in occupational areas such as home support workers, pharmacists, lab and x-ray technologists, nurses, and other health-care specialists. In many communities, entry-level minimum-wage positions in the service/retail sector are also becoming increasingly difficult to fill.

Throughout the consultations, participants noted the need for greater essential or employability skills training for workers. Management skills, leadership skills, advanced computer skills, business skills, communication skills and creativity are some of those sought by employers in all sectors.

Skill shortages and demands are even more pronounced in rural and remote parts of the province, where there are significant challenges for recruiting and retaining skilled workers. Because of the prevalence of seasonal work in many of these areas, some employers find themselves hiring

lower-skilled or unskilled workers and subsequently facing increased safety issues and decreased opportunities for further business growth and expansion.

More training opportunities for local residents are needed to address accessibility issues, especially in rural communities. It was noted throughout the consultations that the need to travel long distances for training can be a barrier for both workers and employers. Time and again, participants stated that better access to training is needed, either through increased offerings at the local level, or through more distance/on-line/alternative program delivery. Rotating programs from public college campus to campus every few years, as well as offering more off-season, on-site and mobile training, and compact training, were also among the suggestions.

To ensure that training is correctly targeted to fill skill gaps and industry needs, it was noted that better and more frequent communication is required directly between industry and the training institutions. Such communication does not always occur or is not always effective, and this hinders the ability of post-secondary training institutions to understand and address specific training needs. Industries must be able to communicate their training needs clearly to institutions, but training institutions must also actively seek information from industry.

Stronger partnerships are needed between industry (including industry associations and labour and training institutions), through advisory committees, skills forums and other means, to ensure that the proper skill sets and alternative delivery methods are developed to meet changing needs and future opportunities.



2.7. Strategic Partnerships

Because Newfoundland and Labrador has a small population with limited financial resources living in a vast geographical area, working together is a necessity. Participants see solid partnerships among industry, training institutions, labour, Government and the many other stakeholders as an essential foundation for any successful strategy. Increased investment, not just in terms of funding, but also in terms of expertise and time, is needed by all the province's interest groups. There is a need to pull together in order to meet collective challenges.

Partnerships to address skilled labour needs can take many different forms and engage a variety of different stakeholders, individuals and communities. Partnerships can occur between stakeholder groups, and within stakeholder or sector groups.

Participants suggested, for instance, that industry associations should work more closely with employers to develop appropriate education and training initiatives. In turn, industry should work more closely with training institutions on curriculum design and development. More strategic alliances are needed around training delivery to increase flexibility and to address related funding challenges. Participants pointed out that a one-size-fits-all approach or catch-all

solutions will not work as there are sector-specific and region-specific areas of need. Partnerships with educational institutions in other provinces may be necessary to ensure access to the required specialized training.

Virtually all participants highlighted the need for continuing and continual communication and information sharing among all partners. Better dialogue among stakeholders could lead to increased employer/industry collaboration, especially if all feel that their voice is being heard.

Participants felt that the Skills Task Force strategies stand a much better chance of succeeding if they promote a collaborative approach.

3. Understanding Our Future Needs

The literature and statistical research undertaken for the Skills Task Force supported many of the comments and much of the advice received during the consultation process. This information also added to the Skills Task Force's understanding of the issues, particularly as they relate to our current status and anticipated future work-place needs. This information, together with the consultation inputs, was critical in shaping the Skills Task Force's strategies and recommended actions, and ensuring that they were evidence-based. This and the following chapter provide additional information in areas relevant to the Skills Task Force's mandate.

The following discussion provides more detailed information about our need for skilled workers over the next several years. It is based primarily on the new demand that is expected to be generated by several large-scale development projects now in the planning or development stages, and in light of the present requirements of other industries and current projects.

3.1. Specific Needs of Large-Scale Projects

The Skills Task Force was mandated to consider, in particular, issues associated with large-scale development projects that are expected to proceed over the next several years in Newfoundland and Labrador. Specifically, the Skills Task Force was requested to “identify skills gaps and the potential impact of these gaps on attracting large-scale development projects,” and to develop strategies to address these gaps.



Major Project Demand in Newfoundland and Labrador.

Several major industrial projects are currently operating in the province, and others are in the early phases of development or in the advanced planning stages. More are on the horizon. Over the next decade or so, all of these projects, in combination with the continuing requirements of existing industries, will exert substantial demands on our labour force. Major projects now operating in the province, and included in the following analysis, are the three offshore oil developments – Hibernia, Terra Nova and White Rose – and the Iron Ore Company of Canada (IOC) mining operations in Labrador.

Hibernia – In June 2006 the Canada-NL Offshore Development Petroleum Board increased its reserve estimates for the Hibernia project, and total reserves are now estimated at 1,244 million barrels, a 379 million barrel increase. Cumulative production at Hibernia from first oil in November 1997 up to the end of 2006 was 521 million barrels – leaving 723 million barrels of reserves yet to be extracted. In the following labour demand analysis Hibernia oil production and employment levels on the project remain at near 800 annually.

Terra Nova – Cumulative production at Terra Nova, from first oil in January 2002 up to the end of 2006 was 178 million barrels, despite a production suspension from May to November 2006 for a scheduled retrofit. This leaves approximately 176 million barrels to be extracted, and Terra Nova is expected to continue to produce oil over the next decade with employment averaging roughly 700 annually.

White Rose - In 2006, its first full year of operation, annual production at White Rose was 32 million barrels. A sixth production well came on stream at the end of 2006, increasing daily production capacity. The project operator, Husky Energy, recently announced that they plan to improve efficiency and increase throughput capacity during a scheduled turnaround in the summer of 2007. White Rose is expected to continue to produce oil for the next decade with production employment averaging 700 annually.

IOC Mining Operations – Recent major expenditures at the IOC mine in Labrador City improved in both iron ore transportation and production. After a two-year project to upgrade its concentrator, IOC will boost overall concentrate production by 500,000 tonnes per year. Iron ore markets are currently very strong and IOC is expected to continue producing at full capacity over the coming decade. Production-related employment in Labrador averages roughly 1,200 annually, but a large number of IOC's current labour force is expected to retire in the coming decade. This will generate significant replacement demand for skilled workers in Western Labrador.

New projects that are well-advanced in the planning stage include:

Voisey's Bay – Voisey's Bay Nickel Company Limited currently approximately 550 people at the nickel mine at Voisey's Bay, Labrador and a hydromet demonstration plant at Argentia. Over the next five years, the company is planning to construct and operate a commercial nickel processing plant to process nickel mined from Voisey's Bay. The plant is planned for the south side of Long Harbour, Placentia Bay, and will have the capacity to produce 50,000 tonnes of finished nickel product and associated copper and cobalt products annually. Construction is expected to take place over the 2008 to 2011 period with construction related employment peaking at roughly 1,000 in 2010. Production from the facility will start in 2011 and continue thereafter, requiring roughly 400 employees annually.

Hebron Project – The province's fourth offshore petroleum development, the Hebron Project, involves the construction, placement and operation of a gravity-based structure (GBS) to extract oil from the Hebron field, located in the Jeanne d'Arc Basin. The site is located approximately 8 km north of the Terra Nova field, 340 km east of St. John's, and the Canada-NL Offshore Development Petroleum Board estimates this to contain recoverable oil resources of 731 million barrels. The following labour demand analysis completed by the Department of Finance assumes that engineering, construction, mechanical outfitting and hook-up and commissioning of the GBS portion of this project would take place in Newfoundland and Labrador. A small portion of the topside modules would also be construction locally, but a significant portion of the topsides work would be done outside the province. Construction activity is assumed to begin in 2010, with

local construction employment peaking at roughly 2,500 in 2011. Construction would end in 2013 and production would begin shortly after. (Production employment demand is not included in the analysis.)

Lower Churchill Project – Located 225 kilometres from the existing 5,428 megawatt generating facility at Churchill Falls, Labrador, the proposed Lower Churchill development includes two potential sites – a 2,000 megawatt project at Gull Island and 824 megawatt project at Muskrat Falls. Together, these two projects can produce enough energy to supply up to 1.5 million households annually. The nine-year construction period is scheduled to begin at Gull Island in 2009, with construction of Muskrat Falls being initiated approximately three years later. The construction of these projects will happen over approximately 10 years and will provide considerable employment benefits to the province.

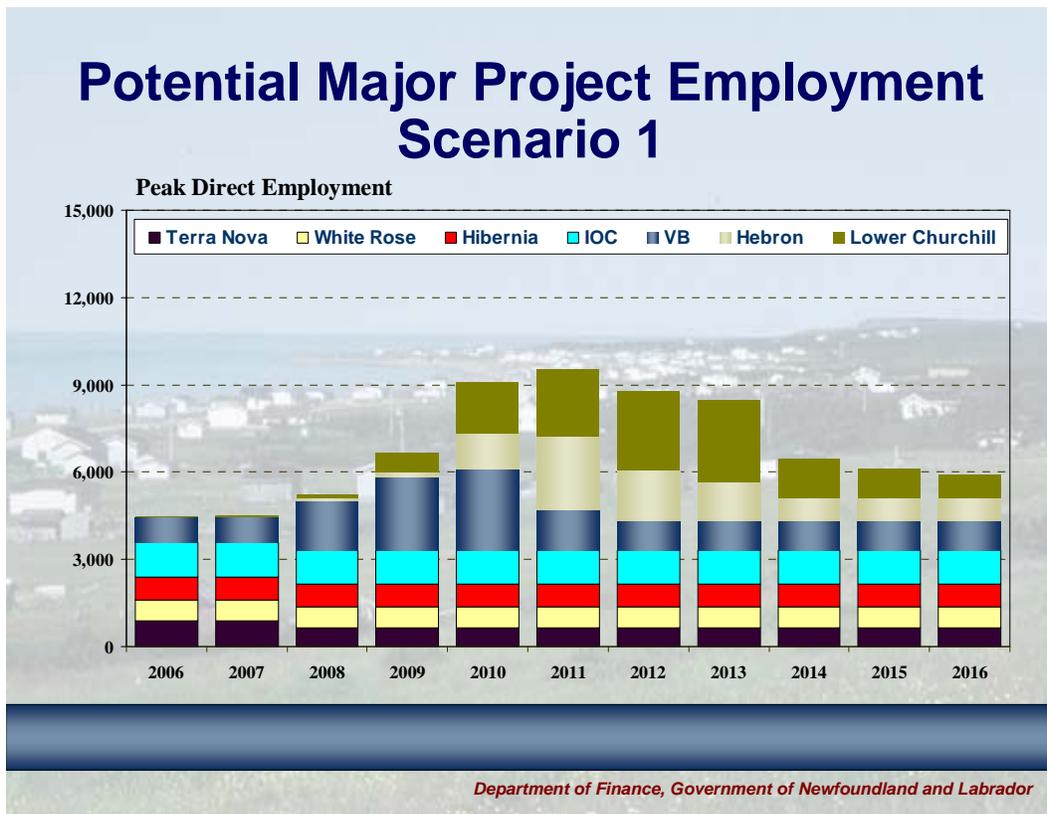


Figure 3.1: Scenario 1 – Potential Major Project Employment

Scenario 1

The preceding graph (3.1) shows the total expected demand for workers in all skill areas for these four on-going and three new projects. Under this scenario, demand for workers for these projects would more than double the current level of 3,700 in 2011, with over 9,000 employed. The largest increases in demand would come from the Hebron and Lower Churchill projects over this period, as shown in the chart below. Many of these projects would require large numbers of workers with the same skilled trades and will, as a result, compete with each other – and with construction projects across Canada and around the world – for the limited workers in certain skills areas.

Table 3.1 shows key occupations where the major project demand for workers is expected to be greatest as a result of the seven projects. Peak demand for these occupations over the next several years is presented based on occupational demand numbers estimated by government or provided by the major players in these projects. Information regarding the factors that will affect local availability (supply) of workers (i.e. new graduates, retirements and deaths) is also shown. The columns in the table show the following:

- Column A (2006) is an estimate of that year's peak employment on these projects for the workers indicated, mainly for the ongoing operations of the IOC, Hibernia, Terra Nova and White Rose projects.
- Column B shows peak demand for each occupation in the coming years when major development projects are added. For most occupations, this peak demand occurs between 2010 and 2013 with overall peak demand occurring in 2011.
- Column C is simply Column B less Column A and shows the expected change in major project occupation demand between 2006 and the peak year.
- Column D shows the expected numbers of new graduates coming into these occupations (Grads) over the next five years between 2007 and 2011. These graduate projections were developed by looking at annual graduates over an eight-year period (1998 to 2005) and adding in new program offerings.
- Column E estimates the projected retirements and deaths (R & D) from these occupations over the next five years from 2007 to 2011.
- Column F shows the net effect of new graduates minus retirements and deaths.
- Column G indicates the ability of local labour markets to meet projected increases in major project demand (under the scenario presented), in the absence of any migration to or from the province, and assuming there were no significant numbers of unemployed workers with the training required to work in these occupations available in Newfoundland and Labrador in 2006. Other factors, however, could affect the supply and demand such as the possibility that current workers and new graduates will leave the province in the coming years, or that additional workers might move to this province from other provinces or countries. These possible migration adjustments in reaction to changes in demand and supply have not been factored into the analysis.

Table 3.1: Potential Shortfall of Workers by Occupational Area, 2006- to Peak Demand, for Seven Large-Scale NL Projects as of October 2006

Occupations	A 2006	B Peak Demand	C Demand Change 06 to Peak	D Grads 06 to 11	E R&D's 06 to 11	F Grads less R&D's	G Potential Shortfall at Peak
Civil Engineers	16	131	115	125	66	59	60
Mechanical Engineers	42	119	77	265	63	202	-
Electrical and Electronics Engineers	26	88	62	155	46	109	-
Drafting Technologists and Technicians	2	81	79	115	40	75	10
Electricians (Except Industrial and Power System)	95	346	251	205	247	-42	290
Industrial electricians	74	184	110	0	120	-120	230
Electrical Power Line and Cable Workers	0	113	113	70	71	-1	110
Plumbers	0	95	95	N.A.	60	-60	160
Steamfitters, Pipefitters & Sprinkler System Installers	9	254	245	419	96	323	-
Ironworkers	0	297	297	15	57	-42	340
Welders and Related Machine Operators	94	808	714	180	186	-6	720
Carpenters	6	530	524	691	608	83	440
Concrete finishers	0	249	249	5	10	-5	250
Construction Millwrights and Industrial Mechanics	55	254	199	378	168	210	-
Stationary Engineers & Auxiliary Equipment Operators	11	155	144	N.A.	65	-65	210
Crane Operators	30	91	61	118	68	50	10
Drillers & Blasters – Mining & Construction	13	78	65	20	30	-10	80
Truck Drivers	67	466	399	478	684	-206	600
Heavy Equipment Operators (Except Crane)	98	258	160	607	300	307	-
Painters and Coaters - Industrial	2	75	73	N.A.	10	-10	80

In the absence of significant in-migration of skilled workers, the local labour market will experience serious skilled labour shortages in the coming years if these projects proceed as outlined above. Occupations with the largest potential for shortages include civil engineers, electricians, plumbers, iron workers, welders, concrete finishers, carpenters, stationary engineers

and truck drivers. These are many of the same occupations which are currently in great demand in Alberta and across the country. Competition for these skilled workers is expected to remain very strong in the coming years, given the outlook for growing construction activity in Alberta.

While this table shows the top 20 occupations in terms of overall demand, there are many others required by these projects where there will be worker shortfalls. These include occupations such as accountants, financial auditors, petroleum process operators and those in several other engineering fields. Shortages of a few design engineers, for example, could be just as critical to a project as shortages in other areas where labour supply gaps are higher in number.

It is also important to note that this table does not take into account the number of new graduates who will choose to leave the province to work, nor does it consider workers coming – or returning – from other places. Skills shortages are likely to occur if these projects go ahead, unless sources of new supply can be found, such as increased numbers of graduates, fewer retirements, mobility of workers from other jurisdictions in Canada, and greater international immigration of skilled workers.

Below are two other potential scenarios for major project development in this province over the coming decade.

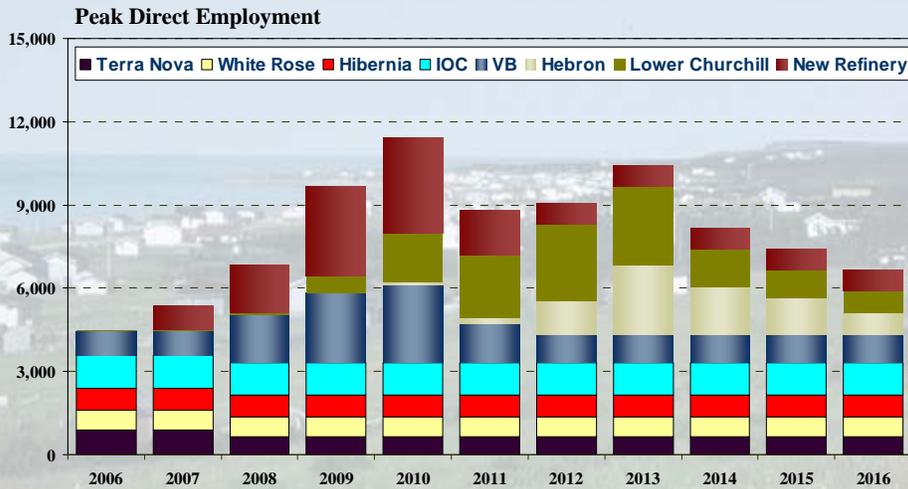
Scenario 2

Figure 3.2 includes the same projects as the chart above but the start date for the Hebron project has been moved out two years to 2012. In addition, a potential eighth project, a new refinery, has been added. Newfoundland and Labrador Refining Corporation is currently planning for the construction of a new crude oil refinery to be located at the head of Placentia Bay, near the existing refinery and the Whiffen Head Marine Oil Terminal. Construction costs for a new refinery are estimated at over \$4.0 billion and the refinery would have an initial production capacity of 300,000 barrels per day with the option to be expandable to 600,000 barrels per day in the future. The primary products of such a refinery would be gasoline, kerosene/jet fuel, ultra-low sulphur diesel and refining byproducts.

The refinery infrastructure would include the processing facilities, a marine terminal, crude and product storage tanks, an access road and utilities. The project would require a significant number of skilled construction workers, with direct employment peaking at 3,000 employees during construction. In the long-run, approximately 750 skilled employees would be required to operate the refinery. Construction of the refinery would take three years to complete and, under the assumptions in Scenario 2, significant construction activity would begin in 2008 with production starting in 2011.

Including the new refinery project increases the potential peak employment demand for major projects to nearly 12,000 in 2010, followed by a drop in 2011 when refinery construction ends. Another spike occurs in 2013 as Hebron construction activity peaks, followed by another drop off as its construction ends.

Potential Major Project Employment Scenario 2

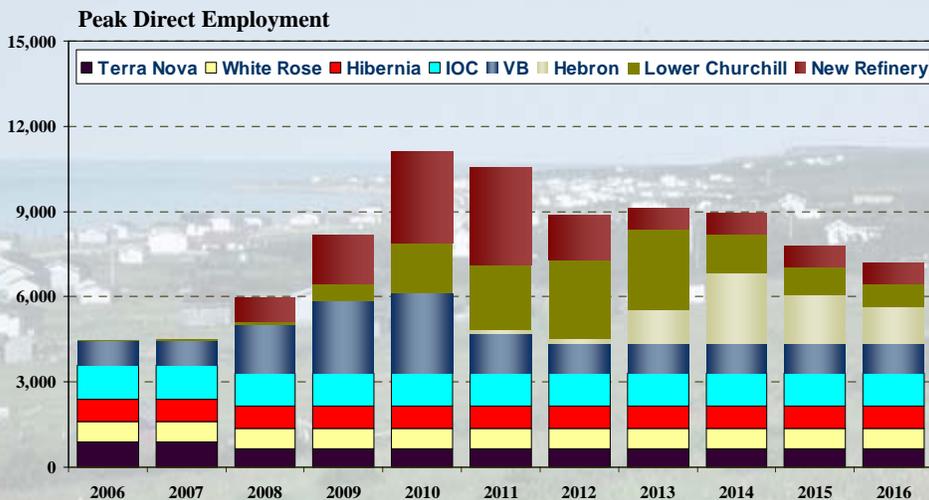


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Department of Finance, Government of Newfoundland and Labrador

Figure 3.2: Scenario 2 – Potential Major Project Employment

Potential Major Project Employment Scenario 3



3

Department of Finance, Government of Newfoundland and Labrador

Figure 3.3: Scenario 3 – Potential Major Project Employment

Scenario 3

Figure 3.3 (Scenario 3) provides alternative starts dates for the projects showed in Scenario 2 with both the new refinery and Hebron delayed one year. Under this scenario, refinery construction would start 2009 and Hebron construction would start in 2013. These assumptions smooth out the demand for skilled labour from 2010 onward potentially providing more work continuity and better long-term job prospects for skilled construction works in this province.

When considering each of these scenarios, it is important to note the limitations associated with the projections, considering potential changes in timing as well as uncertainty with sanctioning. Uncertainties about the amount of work associated with the projects that will be performed locally, how competitive the wages are, how many workers can be attracted from outside the province and the availability of new technologies are also important limitations on these projections.

3.2. Other Demands

Local Demand. Apart from the large-scale projects, the province's other industries, businesses, and public and private-sector institutions will continue to demand skilled workers. Many of these also require workers with similar skills to those needed by the large-scale development projects. If the overall size of the available labour pool does not increase, these large-scale development projects may drain workers from other sectors, leaving them with shortages.

National and International Demand. In addition to our own increasing labour market demands, projects and industries in other parts of Canada compete for our skilled workers. In other areas of Atlantic Canada, there will also be competition for workers with high-demand skill sets. The Atlantic Provinces Economic Council's 2006 Major Projects Inventory identifies 357 projects in various stages of development throughout Atlantic Canada, valued at nearly \$54 billion. Of these projects, 59% of the investment is in the three Maritime Provinces.²

The Alberta boom needs special consideration. In Alberta, housing demand jumped by 17% last year alone and the home construction sector is being challenged to find enough workers to build houses. The oilsands project in Alberta, for instance, has siphoned off most of the workers in the domestic housing marketplace as industrial clients are paying more for their labour.³



² APEC, *Atlantic Report*, Spring/Summer 2006.

³ Philip Cross and Geoff Bowlby, "The Alberta Economic Juggernaut: The Boom on the Rose," *Canadian Economic Observer*, September 2006 (Statistics Canada – Catalogue no. 11-010).

These labour markets, and those in other countries, frequently offer very attractive salaries and other incentives, and, over the last decade or so, skilled and educated Newfoundlanders and Labradorians have left this province to work. The reality today is that we compete for our workforce in a global marketplace.

4. The Need for Action

Today, Newfoundland and Labrador is at an important crossroads. We have several large-scale development projects on the horizon and we have secured a good return on the royalties from our offshore resources. Decreasing unemployment, increased wages, growing GDP and increased real personal income are positive indicators for this province. Nonetheless, despite the improving economy, many of our people are still leaving to take jobs outside Newfoundland and Labrador. They are going from rural areas at higher rates than from urban areas, and some of those who are leaving are skilled and well-educated workers.

For many decades, Newfoundland and Labrador has experienced high levels of net out-migration as residents moved away, primarily in search of better employment opportunities. Net out-migration increased rapidly over the period 1993-94 to 1997-98 as people adjusted to the collapse of the ground-fishery, EI changes and government cutbacks. After peaking at 11,984 in 1997-98, net out-migration trended downward for the next several years in conjunction with a period of strong economic growth. Between 2001-02 and 2003-04, net out-migration averaged 2,000 persons per year and appeared to be fairly steady, but data for 2004-05 and 2005-06 show net out-migration increasing again. In 2005-06 net out-migration increased to 4,159 persons.



A combination of “pull” factors (e.g., strong employment and wage growth in other provinces) and “push” factors (e.g., a lull in mega-project development, difficulties in the fishery and forestry industries) are driving these migration trends. Traditionally, Ontario had been the main destination but Alberta has been the principal destination of choice for the past six quarters.

Over the next several years, our rate of out-migration is expected to slow, once the short-term adjustments related to the loss of jobs from Voisey’s Bay and White Rose construction, the Stephenville mill closure and recent problems in the fishery are complete and construction activity on the Voisey’s Bay hydromet facility begins.

In the last decade or so, the number of new entrants to our labour force has declined. Over the past 40 years, annual births in Newfoundland and Labrador have declined from nearly 16,000 in the mid-1960s to 4,400 last year, due to declining fertility rates and out-migration of young people. Most people generally enter the labour market between the ages of 15 and 24 and exit or retire between the ages of 55 and 64. As Figure 4.1 shows, because of the higher number of births that occurred in the 1950s and 1960s (the baby boom), between 1970 and 1990,

Newfoundland and Labrador generally had three times as many potential new entrants to the labour force (15 to 24 years old) as there were potential retirees (55 to 64 years old).

During that period, the large number of new entrants combined with rising female labour participation rates put increased pressure on the provincial labour supply. The economy was unable to generate enough new jobs for the available labour supply, resulting in high unemployment rates and high rates of out migration. However, births are now declining and the number of new entrants to the labour force is now dropping rapidly. At the same time many of the baby boomers are nearing retirement age. The number of potential retirees now exceeds potential new entrants and this gap is expected to widen in the coming years. These demographic factors will limit labour supply growth.

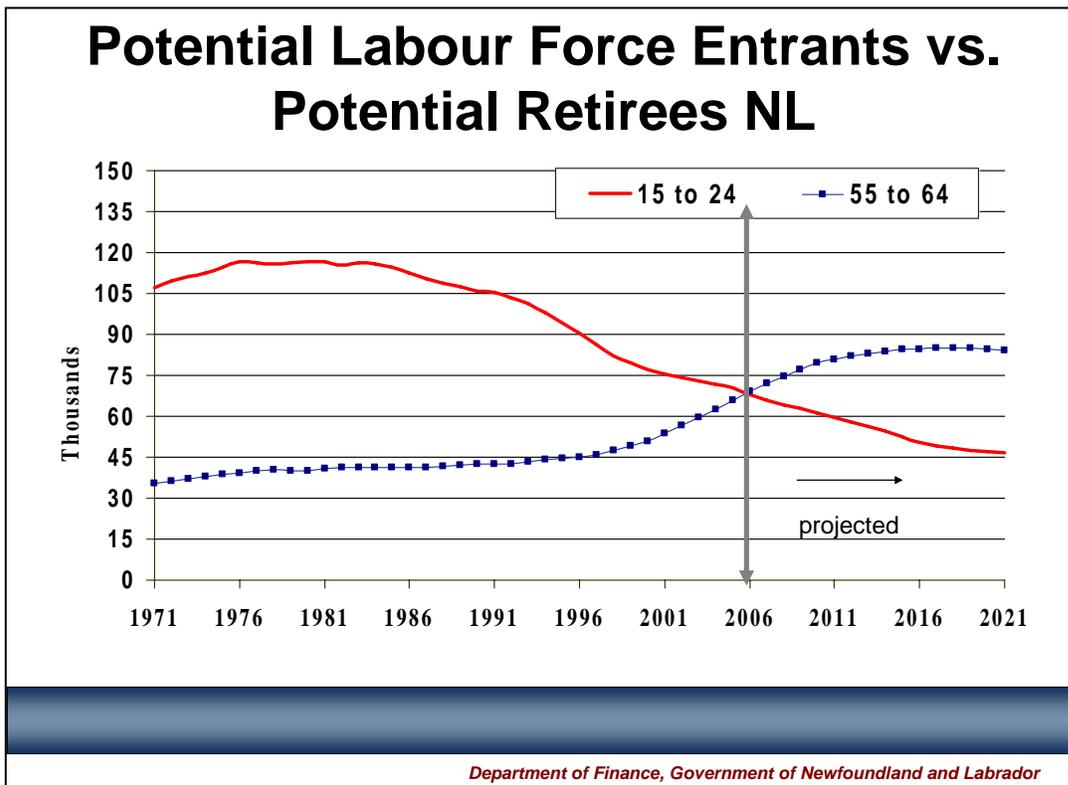


Figure 4.1: Potential Labour Force Entrants vs Potential Retirees

This is not a problem in Newfoundland and Labrador alone. As *The Economy* 2006 notes, “in industrialized countries, the number of workers retiring from the labour market will exceed new entrants within 10 years. The situation in other industrial countries and other parts of Canada means that we will have very stiff competition for keeping our own workers here as well as for attracting workers from away.”

In recent years, Alberta has become a magnet for attracting skilled workers and technical professionals from across Canada. Fuelled by high energy revenue and the expanding opportunities this has brought, Albertan industries are competing for many of the same skill sets this province needs to advance and sustain our own large-scale developments, and they are doing

so with ever-increasing wage rates and extra incentives. According to Statistics Canada, “Alberta is in the midst of the strongest period of economic growth ever recorded by any province in Canada’s history...” and “... it has the highest share of its population employed of any province or [US] state and the lowest unemployment rate.”⁴ It also has the highest wage rates among the provinces and has become a magnet attracting people from across the country.

Western recruiters have focused on the eastern Canadian labour force using targeted print media and extravagant job fairs. This situation is not expected to change any time soon. The oilsands projects will trigger other large-scale investments (such as pipelines, petrochemical plants and more refineries), as well as the required infrastructure to support these workers, ranging from skyscrapers to supermarkets. The only check on this growth may be their difficulty finding enough labour.

Unless our workforce is ready and qualified to meet the needs of large-scale development projects, this province will be challenged to compete with provinces like Alberta on new projects and within new industry growth areas. As Minister Burke observed when announcing the creation of the Skills Task Force, “To increase our global competitiveness and attractiveness as a place to do business, we must be able to say confidently that we can and are ready to provide the skilled people to do the job.”⁵

We have to attract enough workers with the appropriate levels of skills and expertise to meet our present and coming labour force demands and ensure that the maximum number of well-paying jobs from major projects go to Newfoundlanders and Labradorians. We must also provide competitive pay and benefits to Newfoundlanders and Labradorians as well as those recruited from out-of-province. This will ensure components of large-scale development projects are completed locally and we can take advantage of the employment, experience, and technology transfer opportunities associated with that work.

We have already made considerable gains in developing a skilled workforce and we must continue to build on that growth. Newfoundlanders and Labradorians place a high value on post-secondary education. Our university participation rate is higher than the national average and, at the college level, participation is the highest in Atlantic Canada. As shown in Table 4.1, the enrolment profile of our post-secondary students has undergone only moderate change in recent years, both in the number seeking higher education and the institutions they choose to attend.

⁴ Statistics Canada, *Canadian Economic Observer*, September 2006.

⁵ NLIS 2 March 23, 2006 (Education)

Table 4.1: Enrolment in Provincial Post-Secondary Institutions, NL, 2003 – 2006

Institution	Fall 2003	Fall 2004	Fall 2005	Fall 2006	% Change 2003-2006
Memorial University	17,394	17,785	17,803	17,509	0.66%
Marine Institute	1,141	1,159	1,197	1,371	20.16%
College of the North Atlantic ¹	6,627	6,408	6,222	6,326	-4.54%
Private Colleges	2,648	2,521	2,633	2,757	4.12%

¹ Does not include international enrolment

Enrolment figures from 2003 to 2006 show a slight increase at Memorial as well as an increase (20%) at the Marine Institute. Private training institutes across the province have also experienced a slight increase since 2003. While College of the North Atlantic had a slight decrease in enrolment, an investment of \$1.5 million is being provided to the College to increase program offerings in skilled trades for the 2006/07 academic year. This investment by Government will result in 120 seats in eight new programs. For Memorial and the Marine Institute, programs have been revamped to emphasize areas that have particular relevance to Newfoundland and Labrador, process industries, the energy sector and the advanced technology sector.

Also encouraging is the slowing out-migration of our post-secondary graduates. During the most recent years for which data are available, their out-migration rate decreased from 28% to 22% at the university undergraduate level and from 20% to 14% at the college level⁶.

To keep more of our new graduates and their families from leaving and to attract other workers, we need a “critical mass” of job prospects that will foster continuous employment in this province. During the consultations, one of the most consistently named obstacles to retaining skilled workers, and to bringing back those who have left the province, was the need for work continuity. Workers, especially those now living and working away, need to know if they choose to move within or back to the province, they can count on continuous full-time employment. Our people need to feel confident that they will have gainful employment in Newfoundland and Labrador for the long term.

We also need to address other key issues in our existing labour market supply and education system, particularly those issues that speak to greater participation in the skilled trades.

⁶ *CareerSearch 2004, Employment Experience and Earnings of 2002 Graduates*, Department of Education, 2004.

4.1. Attitudes and Options

The Skills Task Force heard in a variety of contexts that we need to improve both attitudes and access to information about the skilled trades if we are to begin to solve our skills shortages. In January 2004, the Canadian Apprenticeship Forum (CAF-FCA) prepared a report about obstacles limiting apprenticeship participation in Canada.⁷ That report identified nine main barriers:

- negative attitudes towards apprenticeship and a poor image of the trades;
- a lack of information about and awareness of apprenticeship;
- difficulties with unwelcoming workplaces or training environments;
- costs of apprenticeship to individuals, employers and unions;
- concerns about the impacts of economic factors on work and apprenticeship continuation;
- concerns about the lack of resources to support apprenticeship;
- concerns about basic and essential skills for apprenticeship;
- shortcomings in workplace-based and technical training; and
- regulations governing apprenticeship.

The Skills Task Force heard that many of the same barriers exist in this province. Trades are often perceived by youth, students and parents as second-choice or undesirable careers with little potential for advancement.

Promotion. One of the factors contributing to present stereotypes is the knowledge of career choices available, particularly among youth. Typically, students are not exposed to careers in skilled trades and technology occupations as post-secondary options until they reach senior high.

With many jurisdictions across the country experiencing a shortage of skilled workers, there has been increased emphasis on promotion in recent years. Most recently, in September 2006, the Department of Education introduced the *Futures in Skilled Trades and Technology* Program pilot in 30 high schools. Other recent initiatives include a provincial website that serves as a “one-stop shop” for apprenticeship information, and allows apprentices to search for relevant employment opportunities (<http://www.ed.gov.nl.ca/app/index.htm>).

At the national level, the Canadian Apprenticeship Forum and Skills/Compétences Canada (S/CC) joined forces in early 2003 to promote the skilled trades and apprenticeship. Their goal was to address the issue of skills shortages from two perspectives. The first was to change the negative perception of careers in the skilled trades, and the second was to encourage greater employer participation in apprenticeship. The campaign, *Skilled Trades – a Career You Can Build On*, began in May 2004 and ran through 2006. The media campaign was focused on changing attitudes of youth and providing parents, educators and employers with information about the benefits of careers in skilled trades and technology occupations.

⁷ Robert Blakely, *Apprenticeship is the Future, Concurrent Session Report from the 2002 Canadian Apprenticeship Forum*, 2002.

Career Education. More and better information about skilled trade occupations as valued career choices is central to promoting the trades and reforming public perceptions.⁸ Evidence shows that those who have engaged in career planning are more successful in finding jobs, solving problems and handling crisis situations.⁹ Recent research also indicates that insufficient career planning is the reason that many youth do not participate in post-secondary training.

Lack of career planning is an important factor in unstable labour-force attachment. Studies repeatedly show that parents, guardians and friends are the most important sources of post-secondary and career advice for young people. This can be especially problematic if their parents or friends are unemployed or working in unskilled jobs. For example, the study *Beyond High School*, a 2003 analysis of 2001 high school graduates reported that only 44% of those surveyed whose parents had less than a high-school education went on to post-secondary studies after graduation.¹⁰ Clearly, if parents – particularly those with low educational levels – are left out of the information loop about education, careers and financial-support, it will be more difficult for their children to consider a wide range of occupations when making career choices.

Although targeted career education would benefit many young people, both levels of government already spend millions of dollars in this province on career-related initiatives. A 2004 provincial review found more than 250 provincially-based organizations offering career-related information and supports.¹¹ These include career counseling services, prepared labour-market information, and various other resources under the Canada-Newfoundland and Labrador Labour Market Development Agreement and other agreements. Within our K-12 system, the provincial government has instituted courses and other formal opportunities to help prepare students for post-graduation decisions.

Despite the many opportunities and services available in the province, there is growing evidence that young people are not making good use of them. The 2002 research study *The Role of Guidance in Post-Secondary Planning* concluded that reaching audiences with information about both post-secondary education and financial support has less to do with the amount of information provided than with how it is presented, coordinated and personalized.¹² In particular, the distribution of a large part of the province's population in rural and remote communities over a wide geographical area poses unique challenges for delivering consistent levels of career education.

⁸ Human Resources Development Canada, *Knowledge Matters – Skills and Learning for Canadians*, 2004.

⁹ E. Mountain, *What Quality Outcomes for Career Development Across All Ages do Policy Maker. and Practitioners Jointly Endorse Now?*, a paper presented to the 2001 Symposium of International Association for Educational and Vocational Guidance.

¹⁰ Department of Youth Services and Post-Secondary Education, *Beyond High School*, Government of Newfoundland and Labrador, 2003.

¹¹ Department of Youth Services and Post Secondary Education, Internal Review, Government of Newfoundland and Labrador, June 2004.

¹² Canadian Career Development Foundation *The Role of Guidance in Post Secondary Planning*, Canada Millennium Scholarship Foundation, Montreal, March 2003, p.30.

4.2. Achievement

All skilled trades and technology occupations require some form of post-secondary education and training. Fortunately, more of our high school students are now choosing to complete high school and pursue post-secondary studies.

High school graduation rates have steadily increased from 63.5% in 1988-89 to approximately 79% in 2004-05. *Beyond High School* also shows that between 1996 and 2001 the percentage of high school graduates directly entering university increased from 44% to 46%.¹³ A further 25% of those students directly entered a public or private college or the Marine Institute, an increase of 5% since 1996. The introduction of a mandatory Career Education course in all high schools across the province in September 2006 is expected to increase participation in post-secondary education.

While these changes are bringing our education and training levels more in line with the Canadian average, there are still a number of significant differences. For instance,

- 13% of Newfoundlanders and Labradorians have a university degree compared to 21% for Canadians overall;
- 40% have a college/university certificate or diploma compared to 35% of Canadians;
- 23% have a trades certificate or diploma compared to 13% of Canadians; and
- 31% have less than a high school education compared to 20% of Canadians.¹⁴

Within the province, attainment levels are also different in rural and urban areas. In 2001, 19% of the population in urban areas aged 25 to 54 had a university degree, while 37% had a high school certificate or less as their highest attainment level. In rural areas, just 7% held a university degree and 56% had high school or less.

While strong educational advances have been made in certain areas, challenges still remain in the areas of mathematics, literacy and other basic skills. Problems in these areas can limit a person's participation or success in the skilled trades and technology occupations.

Mathematics. A 1999 study on attrition rates¹⁵ at College of the North Atlantic reported an average attrition rate of 45% among those students enrolled in its three-year programs.¹⁶ A further study¹⁷ found that persistence in Engineering Technology programs was directly linked to the student's choice of math in the K-12 system, with students from Advanced Math studies enjoying the greatest academic success in these three-year programs.

¹³ *Beyond High School*, Table 5.5.1.

¹⁴ *Foundation for Success: White Paper on Public Post-Secondary Education*, Government of Newfoundland and Labrador, 2005.

¹⁵ The attrition rate includes students who have voluntarily withdrawn from their program and remain in good academic standing as well as those who have been required to leave.

¹⁶ College of the North Atlantic, *Report on Student Graduation and Retention Rates, 1998-2003*, 2004.

¹⁷ Dale Kirby, "Investigating College Student Attrition: A Report of an Internship at College of the North Atlantic with an Analysis of First-Semester Student Attrition," 1999.

Yet, according to the 2005 distribution of Math enrolment, 25% of the province’s senior high students are enrolled in General Math, 61% in Academic Math and just 22% in Advanced Math. The proportion in Advanced Math varies by school district with some reporting enrolment as low as 15%.

Literacy and Numeracy. The 2003 International Adult Literacy and Skills Survey (IALSS) highlighted concerns about some segments of Newfoundland and Labrador’s population.¹⁸ While younger and post-secondary educated residents showed strong achievement, a substantial proportion of other groups performed below the level considered essential for functioning well in today’s social and economic environment.

The IALSS measured proficiency levels in four areas: prose, document, numeracy and problem solving, and established five levels of performance, with Level 1 being the lowest and 5 the highest. Newfoundland and Labrador’s average scores were below the Canadian average and below Level 3, as the following Table shows.

Table 4.2: Proportion of the Population Scoring Below Level 3 (Scale of 1–5) on Literacy and Numeracy Measures

Measure	Newfoundland and Labrador	Canadian Average
Population 16 Years and Over		
Prose literacy	55%	48%
Numeracy	65%	55%
Working-Age Population (16 – 65 Years)		
Prose literacy	50%	42%
Numeracy	61%	50%

In all, this represents approximately 181,000 Newfoundlanders and Labradorians of working age (16-65 years) with low prose literacy and 220,000 with low numeracy skills.

Our performance is of particular concern since it may affect the types of jobs that can be supported in our economy and could stifle future growth. Problems in these areas are also associated with a higher proportion of lower income jobs, more unemployment and higher expenditures on social programs.

The Atlantic Provinces Economic Council (APEC) in its March 2006 Report Card echoed these concerns.¹⁹ It stated that, without a strong commitment to address poor literacy performance, the Atlantic Region as a whole risks being further marginalized in an economic environment that places an increasing premium on knowledge, skills and adaptability. Low skill levels impede the ability of industries to adopt advanced technologies to strengthen their competitiveness.

¹⁸ Statistics Canada, 2003 International Adult Literacy and Skills Survey, Government of Canada.

¹⁹ APEC, “Literacy is Key to Improving Atlantic Economic Prospects,” March 2006.

There is also evidence that population literacy levels impact productivity measures, with higher average literacy levels being associated with higher per capita GDP and increased labour productivity.

As might be expected, low literacy and numeracy levels are associated with low education levels. According to the 2001 Census, almost 35,000 Newfoundlanders and Labradorians between the ages of 20 and 44 have attained some high school as their highest formal level of education. Despite this and the large part of our population who have low education levels, relatively low numbers enroll in Adult Basic Education (ABE) and General Education Development (GED) programs. In 2001, our GED participation rate for adults without high school diplomas was just 0.2%, one of the lowest in the country.

Several research studies by the Organization for Economic Co-operation and Development (OECD)²⁰ confirm that those who do not participate in adult education, or participate less than others, tend to be people with the lowest educational attainment and literacy levels, older populations, the long-term unemployed, workers in small- and medium-sized enterprises, workers in blue-collar occupations, and lower-wage earners. It has also been demonstrated that many lower-skilled workers do not see the need for further education and training, often believing that their existing skills are adequate.

4.3. Apprenticeship

Despite the increasing demands for highly trained and skilled workers and the challenges we face in keeping those we have, some apprentices have not achieved journeyman certification. In 2006 there were approximately 4,000 registered apprentices in the system. These are people who have registered in an apprenticeable trade at some point but have not completed the process and become certified journeymen.



Achieving journeyman status is important because it certifies that the individual has achieved a nationally-recognized level of expertise in their profession. In addition to bringing higher wages, and allowing the person to work without supervision, journeyman certification improves employability and mobility. This standard is also regarded as important for ensuring quality of work and increasing public safety.

Apprenticeship programs generally last three to five years with approximately 80% of that time spent in the workplace and the remainder in a training institution. Entry-level courses are generally accessed through public or private post-secondary training institutions. After completing entry-level courses (normally spanning 30 to 40 weeks), apprentices seek on-the-job experience and work skill signoff with an employer. Advanced-level training is interspersed with this on-the-job training. Once all courses have been completed at the institution, the prescribed number of hours logged on the job, and the appropriate skills signed off by a journeyman, apprentices are eligible to challenge their journeyman certification examination.

²⁰ <http://www.oecd.org/dataoecd/35/40/30470766.pdf>

In 2006, 1044 certification examinations were challenged by both apprentices (527) and Trades Qualifiers (477). The overall pass rate was 55%; however, at 62%, apprentices had considerably more success than Trades Qualifiers (48%).

To the individual, apprenticeship is one of the least expensive forms of post-secondary training since individuals work in paid employment for an extended period, learning on the job. This allows them to earn an income while learning their trade. The rate of pay for an apprentice is based on a percentage of the wage rate for a certified journeyperson under the employer's operation. For a first-year apprentice, this wage rate is generally 55% of the journeyperson's rate and increases as the apprentice progresses through the apprenticeship period until certification is achieved.

The following sections describe and discuss some of the issues affecting the success and efficiency of our present apprenticeship program.

Academic Training and Program Delivery. In general, apprentices in this province have little difficulty completing their entry-level training. However, once they start working, some feel further training is unnecessary for continued employment. Others encounter barriers such as concerns about loss of income or resistance from employers to release them for training in the classroom.

While release can be a challenge to both apprentices and employers, a recent Department of Education survey revealed block training is still considered the most effective means of providing apprentices with the knowledge and skills they require to pass their certification exam when compared to internship training models. Within the classroom environment, self-paced independent learning is the norm for most advanced-level theory training in the province. It can reduce time in the classroom for students who are able to move through the program material at a faster pace. For those who struggle with the material, instructors can provide one-on-one attention. However, because these courses are delivered in a group setting, the opportunities for personalized instruction may be limited. Distance education, on the other hand, may allow for greater independence and more time efficiencies.

Through its research, the Skills Task Force has become aware of several initiatives in place in other jurisdictions in Canada and elsewhere to address these issues. These initiatives aim to provide greater flexibility and more choice for apprentices through alternative training methods which, in some cases, reduce the time spent in the classroom by half. It has been recognized, however, that there is no single model for alternative trades-training delivery as each trade has unique requirements.

A number of post-secondary institutions in Canada now offer apprenticeship theory courses in an on-line (internet) format, providing students with learning tools that include video, home assignments and tests. In some jurisdictions, mobile training units bring the classroom to the student's door and have proven to be especially valuable to apprentices living in remote areas. While a practical option for only certain trades, both theory-based and practical training can be accomplished with these units since they are fitted with the latest in equipment. At a price tag of

approximately \$1.3 million, mobile training units are costly; however, in most instances, these costs have been offset through private-sector partnerships and donations.

With classroom training reduced, apprentices are off the work-site for shorter periods. Other benefits include flexibility around personal schedules for both the learner and the instructor, the ability for learners to continue to work and earn money, and consistency in both teaching and learning using standardized training materials.

Trades Qualifiers. There are many experienced people who have worked in their trades for many years but have never been registered as apprentices. Through the Trade Qualifier option, these individuals can write the relevant certification exam and – if successful – become certified as journeypersons.

For many of these workers, however, writing the certification exam is a daunting undertaking, especially since most have been away from formal schooling for many years. Experience has shown, that compressed or refresher training may not result in higher pass rates and that other supports may be needed. The Department is now engaged in developing strategies to assist candidates before they write the initial exam – with exam-writing skills, refresher training in essential skills, more comprehensive prior-learning assessment and coaching.

Another option for experienced workers not already in an apprenticeship program is to become an apprentice with advanced standing. This occurs through a formal “prior learning assessment and recognition” (PLAR) process with the worker entering an apprenticeship program and completing any remaining requirements.

On-the-Job Training. Employers that hire apprentices are expected to provide high-quality work experience in an environment conducive to learning and to compensate them in accordance with the established wage rates. As a requirement of the apprenticeship training contract, employers need to release apprentices to attend in-school training and to complete their technical courses. This may take up to 10 weeks and occurs at some point after the completion of entry-level training. This is called “block release.”

The ability to log hours varies by trade and, to a large extent, by age. Younger (25 years or less) and older (41 years and older) apprentices have the most difficulty logging hours. For young apprentices, it may be a reflection of their weaker labour market attachment while for more mature apprentices, it can be a lack of recognition for their on-the-job work. Female apprentices in non-traditional trades also have difficulty finding trade-related employment. This may be due in part to a lack of mobility as a result of family responsibilities.

Although most apprentices log their hours in this province, some go away to work because of difficulties finding local apprenticeable jobs. There is also the attraction of higher wages in western Canada.

In response to these challenges, the Department of Education recently received approval for a Targeted Wage Subsidy pilot program for apprentices. Delivered through Service Canada, the

program is designed to help apprentices gain the necessary workplace skills and experience. The program allows apprentices to offer employers a subsidy for their apprenticeship wages.

Government has also decided to lead by example. In its most recent budget, the Province provided funding to hire apprentices internally and within some of its agencies.

While the cost of hiring apprentices is one obstacle to employers, the required one-to-one apprentice-to-journeyperson ratio is another issue. As many businesses have a limited number of certified journeypersons to mentor apprentices, the current ratio can prevent or limit an employer's ability to hire apprentices. The Government of Alberta recently changed the ratio of apprentices to journeypersons by excluding final period apprentices in three- and four-year apprenticeship programs from the ratio calculation.

For Trades Qualifiers, promoting increased participation in the apprenticeship program and greater success in challenging the certification examination could also help. With more individuals becoming certified, a greater number of journeypersons will be available to supervise apprentices.

4.4. Upgrading

In order to keep pace with change, most workers need to upgrade their skills at some point in their careers to stay competitive in expanding local and international markets or to adapt to new technologies and equipment.

While this can be challenging for anyone in the workplace, it can be especially difficult for some and without the appropriate skills to adapt to new knowledge and technologies, these individuals are at an increased risk of job loss.

During its industry consultations, the Skills Task Force was encouraged to learn that the Newfoundland and Labrador division of Canadian Manufacturers and Exporters, in co-operation with College of the North Atlantic, had received funding to pilot a project with its manufacturing sector members. Its aim is to share information about essential skills and the resources available to promote and improve them among employees.

Workplace Education. In some organizations, much of the needed skills upgrading takes place in the workplace. Workplace education can assist employees to acquire the skills they need to keep pace with new concepts, improve and increase their competencies, and contribute to the growth of the business.

Employees report that workplace education not only gives them increased earning power and qualifications for promotion, but also self-confidence, improved employability and increased job satisfaction. Employers who support



workplace education enjoy a skilled workforce which translates into increased financial savings, productivity gains and profits.

Across Canada, many different approaches to workplace education have been adopted by both small and large organizations. Newfoundland and Labrador has the lowest rates of formal job-related training (25.9%) and employer-supported formal training (19.9%) in the country.²¹ This is, in part, because industries are dominated by small- and medium-sized enterprises and small businesses usually do not have enough workers to allow for the economies of scale that benefit larger organizations.

Furthermore, most of the support that does exist has been concentrated on the more highly skilled members of the workforce.

4.5. Employing all our Skills

To succeed in the global, knowledge-based economy, a region must be capable of producing, retaining and attracting a critical mass of well-educated and appropriately trained people.

Simply increasing the number of new graduates will not solve this situation. Some of these new graduates will leave to work in other provinces. In addition, as the Skills Task Force heard during the consultations, many of the positions that will have to be filled in the coming years require workers with considerable experience in their professions. While some jobs will be new-graduate “entry level,” many require the expertise that only comes with years of practice.

A better solution is to tap the capabilities and potential of all. This will include new post-secondary graduates, but must also draw on the resources of experienced older workers, displaced workers, females and other under-represented groups such as Aboriginal peoples, immigrants, persons with disabilities and those currently receiving Income Support.

New Graduates. Compared to earlier generations, younger workers today are taking longer to enter the workforce. Across Canada, they are remaining in school much longer and therefore lengthening the transition time from school-to-work.

Newfoundland and Labrador’s low tuition costs – some of the lowest in the country – help the situation by reducing cost. The provincial government also offers eligible post-secondary graduates a Debt Reduction Grant that allows them to reduce or retire the amount of provincial student loan debt they accumulate during their studies. Despite these measures, student groups argue the need to service student loan debt contributes to the out-migration of graduates.

Experienced (Older) Workers. Newfoundland and Labrador now has the lowest birth rate in Canada. The province’s increasing older population and shrinking number of younger people means that we may not have a large enough pool of young workers to replace older workers when they retire. Engaging older adults in education and continuing employment has thus become more crucial for our social and economic sustainability.

²¹ Statistics Canada, 2003 Adult Education and Training Survey (AETS).

Older workers (the “baby boomers”) represent almost one-third of Canada’s population. They bring many positive attributes to the workplace including stability, experience, transferable technical and organizational skills, and a strong work ethic.

The retirement of baby boomers over the next few years will greatly reduce the size of Canada’s labour force and will result in the loss of much expertise and knowledge. Over the next decade, retaining older workers will be increasingly important to businesses and organizations throughout Canada.

Despite these realities, there is limited evidence that employers in this province have changed their policies in order to keep their older workers. Even though older employees may have skills, habits and attitudes that match employer priorities, they need to maintain and update their skills.

New employer practices could strongly support the recruiting, renewing and retaining of older workers. These practices could include changes to benefit packages that encourage retention; flexible options for employment, including part-time work; training younger supervisors in the management of older workers; and providing more opportunities for updating older workers’ skills, particularly technology skills. In turn, employers who offer creative options to their older workers may become more attractive to younger workers seeking similar flexible and innovative work environments.

Displaced Workers. In recent years, the rapid changes in the world economy have resulted in major labour market shifts. Given the recent employment challenges with the paper mill in Stephenville and fish plants in Harbour Breton and Fortune, some of our key industries are losing jobs while others, including the skilled-trade occupations, are involved in intensive recruitment efforts. A match between increasing availability and growing needs is necessary to provide displaced workers with new jobs and retain their skills, and to help meet increasing shortages in other industries.

Because many of our displaced workers will need new or re-focused skill sets, education and training solutions are essential. Given that some have low levels of formal education, there is also a requirement for essential-skills upgrading to help with this transition.

Women. In Canada, women make up 46% of the labour force but are still under-represented in many occupations and sectors which are facing labour shortages. In transportation, trades and construction work, females represent only 7% of the workforce, and only about one in five professionals in natural sciences, mathematics and engineering. In 2001, 70% of all Canadian women in the work force were employed in teaching, nursing and related health/administrative occupations.²²

In Newfoundland and Labrador, 55.4% of women currently participate in the labour market compared to 62.3% of males.²³ Because more women than men have the primary responsibility for child care, they move in and out of the labour force more often. What is important, however,

²² *Workplaces that Work: Creating a Workplace Culture that Attracts, Retains and Promotes Women*, Conference Board of Canada, 2003.

²³ Statistics Canada, Labour Force Survey 2006.

is to ensure that when skilled females try to enter or re-enter the labour market, they have the supports they need, particularly accessible and affordable high-quality daycare.

Despite lower participation in the workforce, participation in post-secondary education and training is not lower for women in Newfoundland and Labrador. Female enrolment at Memorial University represents 60% of the total and approximately 47% of enrolment at College of the North Atlantic. However, women continue to engage in the more traditional female programs. They accounted for just 17% of registered apprentices in the province and 3% of those apprentices in non-traditional trades as well as 20% of enrolment in engineering and applied science programs.

Clearly, gender expectations continue to guide the post-secondary path that many female students choose, and these may limit opportunities for both the individual and for meeting our future skilled workforce needs.²⁴ Initiatives profiling women in the skilled trades and technology occupations, such as those found in the national *Skilled Trades – a Career You Can Build On* campaign, can help. Furthermore, a workplace that meets both men’s and women’s needs must be flexible and free from limiting stereotypes. This will create a win-win situation for both the female worker and the employer.

As for many other workers, education and training funding is an issue for many women who want to work in the trades, but their efforts to secure government assistance are often hampered by their lack of previous labour market attachment. This is especially true for those seeking Human Resources Skills Development Canada funding where support hinges on Employment Insurance eligibility.

Aboriginal People. Although Newfoundland and Labrador’s non-Aboriginal population is shrinking, our Aboriginal population is growing. Aboriginal people now make up one of the fastest-growing segments of the Canadian population, increasing at almost twice the national average. As demonstrated in Statistics Canada’s 2001 Aboriginal Peoples Survey, this segment represents an increasingly educated and available workforce which is eager to assume a more active role in the economy.

Although Aboriginal people can offer increasingly diverse skills to the workforce, their participation rates are lower and their unemployment rates higher than those of other Canadians. In 2004, the Canadian Aboriginal people’s unemployment rate stood at 24% – more than double the overall rate -- and is dominated by seasonal or part-time work.

While there has been some improvement, Aboriginal people remain significantly under-represented in terms of enrolment in Canadian colleges, universities and other post-secondary institutions.²⁵ Many believe the Canadian educational system and curricula target a white, urban, middle-class culture. Hence, the system and the values conveyed are often thought to have little relevance to Aboriginal people’s concerns. Consequently, representatives have continually

²⁴ At a Snail’s Pace: The Presence of Women in Trades, Technology and Operations in Newfoundland and Labrador.

²⁵ *Best Practices in Increasing Aboriginal Postsecondary Enrolment Rates*, R.A. Malatest & Associates, 2002.

stressed the importance of training and employment programs that are designed, developed and delivered in culturally relevant ways.

As governments on all levels strive for increased participation by Aboriginal populations in post-secondary studies, Newfoundland and Labrador has seen some growth, particularly in programs with cultural significance. Programs such as these, which encourage and support Aboriginal people's participation in post-secondary education, can help to build the skilled labour force we need to address our expected skills gaps. They will also facilitate meaningful integration into the labour market which can translate into improved health and wealth for our province's Aboriginal populations.

Immigrants. By 2025, it is expected that all of Canada's net population growth will be through immigration. However, most immigrants settle in Canada's major urban centres, so it is not surprising that Statistics Canada reports that Newfoundland and Labrador's net international migration in 2004-05 was just 470 people. For immigrants who do come here, Newfoundland and Labrador also has a low retention rate (36%). This is a concern as immigrants could fill many labour market shortages that cannot easily be met through local training or recruitment efforts.

Governments recognize this, and procedures are now in place to allow faster permanent resident status for some who have the specialized occupational or entrepreneurial skills needed to fill skills gaps. This is a commonly used approach for the recruitment of foreign doctors; however, many immigrants not actively recruited by government are having difficulty finding employment in their profession in this province. For immigrants in occupations regulated by licensing boards, this is sometimes the result of their foreign credentials not being recognized, or delays in that process. Credential recognition is a provincial responsibility and licensing and regulatory bodies are provincial entities. While some professions may follow Canada-wide standards, practitioners are still licensed by the relevant provincial jurisdiction.

Potential employers may face similar challenges for workers not assessed by regulatory boards. They sometimes have difficulty properly assessing immigrants' education, language skills and prior learning experience. Similarly, immigrants often have difficulties promoting themselves and showing that they have the right skills for the available jobs.²⁶

Recognizing these important issues, the provincial government has recently released a comprehensive Immigration Strategy for the Province that will not only address specific skill shortages, but support post-secondary institutions in their efforts to recruit international students.

Persons with Disabilities. In Newfoundland and Labrador, more than 10% of the population has some type of disability; for many, this creates a barrier to entering or staying in the labour market. Statistics Canada reports that overall, just 29% of persons with disabilities in this province were employed in 2003 compared to 48% for Canada as a whole. The rate of participation was lowest for women with disabilities.

²⁶ T. Owen, *The Labour Market Experience of Immigrant*, University of Toronto, 2005.

A 1991 survey²⁷ of persons with disabilities identified lack of job accommodation and flexible hours, loss of supports and income, and inadequate training as some of the factors that prevented them from participating. Overall, people with higher levels of education are more likely to be part of the paid labour market, but educational attainment among persons with disabilities is lower than the average.

The Canada-Newfoundland and Labrador Labour Market Agreement for Persons with Disabilities provides cost-shared funding for a range of provincially-delivered programs and services that provide the skills, experience and related supports necessary to prepare people with disabilities to find and keep jobs. These programs include enhanced access to education, training and skills development, as well as disability supports and accommodation in learning institutions.



Persons Receiving Income Support. Individuals and families who have little or no earnings are provided with financial assistance by the provincial government to meet basic needs such as food, shelter and clothing in the form of Income Support. Because of the diversity of needs, the number receiving Income Support fluctuates. In 2004, the average monthly figure was about 28,100 persons. Of this number, 45.5% were considered employable,²⁸ but received support because they were unemployed or underemployed and did not earn enough to meet daily living expenses.

However, while many of this latter group consider themselves available for employment, they may face significant barriers, including illness, age or low levels of education. While education levels for those receiving Income Support have been increasing, in 2004, 65% of adults, 18 years or older and 53% of those aged 18 to 29 years, had less than a high school education.

Labour market programs and services are not always accessible to those receiving Income Support. In many cases, eligibility for federal Employment Insurance (EI) is a requirement for access to a large number of labour market programs, and EI is only accessible after a person has been employed for some time. Less than half of unemployed Canadians receive EI support benefits, and, as a result, many people – including youth, recent immigrants, aboriginal people, persons with disabilities, the currently employed and those receiving social assistance – are not eligible for labour market programs funded through Employment Insurance.

Because there is a strong trend towards inter-generational dependency on Income Support,²⁹ it is imperative that clients are moved into gainful employment so that the cycle of reliance can be broken. Doing so will also allow the active participation of more citizens in our skilled workforce.

²⁷ Statistics Canada, Health and Activity Limitation Survey (HALS), 1991.

²⁸ Annual Report 2004-05, Department of Human Resources, Labour and Employment.

²⁹ *Inter-generational Dependency on Social Assistance*, New Wave Research Inc., 2003.

5. Action Plan - Strategies for Success

This chapter provides the Skills Task Force's strategies for meeting its mandate and ensuring an appropriate and responsive training, education and support system to meet labour market demands, now and in the coming decades.

These strategies, and the specific recommendations that flow from them, constitute the Skills Task Force's Action Plan. It was developed based on research, on the thoughtful advice received during the consultation process, and on the Skills Task Force members' own experience and expertise in these matters.

The strategies are organized under the key themes resulting from the consultations and subsequent deliberations. For each theme area, a major strategic direction is indicated, followed by objectives and specific actions aimed at implementing the strategies. For each of the actions, the Skills Task Force indicates which group or agency it believes should undertake or lead the initiative.

The following chapter indicates several priorities from among these recommendations, as well as specific advice about filling some important gaps expected in our labour supply in the next few years, based on several major development projects.

Although the Skills Task Force has recommended 50 principle actions to implement its strategies, these are not intended to be exhaustive. The Skills Task Force is confident that other opportunities for action will be identified as this report is circulated and the strategies begin to roll out. The Skills Task Force is also certain that new issues, challenges and opportunities will develop in the coming years. In these cases, the research, approaches and strategic partnerships identified in this document may provide guidance for further action and new solutions.

It is important to note that the Skills Task Force directs its recommendations to several stakeholders in this province. Although established by the Government of Newfoundland and Labrador, the Skills Task Force identifies the need for action by educational and training institutions, businesses, industries and industry associations, labour and others, as well as by Government. Meeting our current challenges and our future needs requires our collective attention and our concerted efforts. Government alone cannot solve this for us.

Everyone who has an interest in the economic success and future vitality of this province has an interest and a responsibility to participate in the solution. This includes all parents who want their children to have the choice to live and work in Newfoundland and Labrador.

5.1. Changing Attitudes and Opening Doors

Strategic Direction: Influence the way people – particularly youth – think about careers in the skilled trades and technical professions, and ensure that they have the information and guidance they need to consider and pursue education and training in these areas.

Objective: Increase awareness of the value of careers in skilled trades and technical professions among the general public, and facilitate access to information, especially within the K-12 school system, about opportunities and educational requirements.

Actions:

The Skills Task Force recommends that

1. Government
 - a) Provide dedicated career counseling support to junior and senior high students at the district and school level to enhance career development.
 - b) Provide resources to ensure K-12 teachers are kept current on emerging opportunities, particularly in their region.
 - c) Increase access to career, employment and labour market information and supports for individuals and organizations throughout the province, including rural workers, youth and agencies such as school boards.
 - d) Feature skilled trades and technology occupations during education week and establish graduation ceremonies for journeyperson certification.
 - e) Support College of the North Atlantic and Memorial University in delivering trades and technology exploration programs, where appropriate, with a focus on delivery to rural communities.
 - f) Expand the Skilled Trades and Technology Program pilot to additional schools and develop relevant new courses for Levels II and III students.
2. Industry and industry organizations
 - a) Include the promotion of career opportunities in related careers in sectoral marketing initiatives.
 - b) Inform guidance counselors and teachers about career options through regional educator forums.
 - c) Actively participate in career education initiatives within the K-12 school system.
3. Schools and School Boards
 - a) Develop partnerships with industry to promote career options in the skilled trades and technology occupations and consider using both retirees and active workers as resources.
 - b) Improve awareness of existing resources for career counseling and career development,

such as those available through Government's apprenticeship and certification web site.

4. Labour

- a) Actively participate in and support the promotion of career opportunities in skilled trades.

5.2. Improving Access, Performance and Outcomes

Strategic Direction: Improve the availability and accessibility of the education, training, upgrading and recognition of prior learning that new and current workers need to succeed in the skilled trades and technical professions.

Objective: Increase awareness of the importance of completing an academic program stream for more diverse post-secondary options and greater program success, and increase support to those taking such programs.

Actions:

The Skills Task Force recommends that

5. Government

- a) Create and deliver a consistent and sustained message on goal setting, motivation and personal achievement to students and parents from Kindergarten through Grade 12.
- b) Introduce a handbook in Grade 7, similar to *Oncourse – The Grade 9 Handbook for Students and Parents*, to provide early insight into the course choices and program options (i.e., advanced, academic, and general) that can affect graduation status and career options.
- c) Implement the Action Plan for Excellence in Mathematics to provide K-12 students with a stronger foundation in mathematics.
- d) Increase participation rates in senior high Academic and Advanced Mathematics programs.
- e) Seek industry-sponsored scholarships or "Employment Awards" for senior high Advanced and Academic Mathematics programs.

6. College of the North Atlantic and private training institutions

- a) Review mathematics and science entrance standards for skilled trades and three-year technology programs and add appropriate foundation courses as required.

Objective: Enhance access to Adult Basic Education and Literacy programs.

Actions:

The Skills Task Force recommends that

7. Government
 - a) Establish a matching fund to assist small and medium employers in providing incremental essential skills and literacy training.
 - b) Provide regional approaches to literacy development to support community capacity building.
 - c) Take a more strategic approach to literacy development that recognizes community differences and supports multiple points of access for clients, offer professional development opportunities to ABE instructors and literacy tutors, and continue to develop responsive ABE curricula.

Objective: Encourage greater participation and success in workplace education opportunities.

Actions:

The Skills Task Force recommends that

8. Government
 - a) Continue to pursue discussions with the federal government concerning the use of EI funds to support workplace training and paid training leave.
9. Employers
 - a) Encourage greater employer investments in workplace education, profiling the increased economic returns of workplace education.
10. Labour
 - a) Work with employers in implementing workplace training initiatives.

Objective: Streamline the credit transfer process, and strengthen the use of prior learning assessment tools in the classroom and the workplace.

Actions:

The Skills Task Force recommends that

11. Government

- a) Improve the success of the Trades Qualifiers Program by providing better literacy and skills assessment tools, enhancing credits available for prior learning and offering pre-examination supports.
- b) Request the Council on Higher Education place priority on the transfer of post-secondary credits, with an immediate focus on skilled trades and technology programs.

12. Memorial University

- a) Develop institutional policy on PLAR, particularly for those programs that lend themselves to this form of learning.

5.3. Improving Apprenticeship Programs and Journeyman Opportunities

Strategic Direction: Enhance access to, and participation in, apprenticeship programs and ensure that these programs can be completed efficiently and successfully.

Objective: Provide a more seamless transition to apprenticeship programs from High School.

Actions:

The Skills Task Force recommends that

13. Government and Educational Institutions

- a) Develop a provincial youth apprenticeship model that includes a post-secondary credit and provides greater linkages to post-secondary education programs for K-12 students completing the Skilled Trades and Technology program, and scholarships for High School graduates who go on to skilled trades programs at colleges.

Objective: Provide alternative delivery means, times and locations for trades training programs.

Actions:

The Skills Task Force recommends that

14. Government

- a) Develop a distance learning pilot for advanced-level theory courses for apprentices.
- b) Establish a mobile training unit for skilled trade programs at College of the North Atlantic, with consideration given to funding partnerships with the private sector.

15. Post-Secondary Educational Institutions

- a) Provide greater flexibility in the delivery of apprenticeship programs by offering courses

during evenings and weekends and via distance as demand warrants, and using simulators in training, where feasible.

Objective: Advance the quality and consistency of academic programs for skilled trade occupations.

Actions:

The Skills Task Force recommends that

16. Government

- a) On a pilot basis, re-introduce provincial block exams at the completion of each technical training block.

17. Post-Secondary Educational Institutions

- a) Encourage program instructors to return to industry for periods of time in order to maintain currency in their occupation.
- b) Establish quality standards for Centres of Excellence that support industry needs.

Objective: Increase opportunities for apprentices to gain work experience.

Actions:

The Skills Task Force recommends that

18. The Provincial Apprenticeship and Certification Board

- a) Explore viable and sustainable alternatives to the one-to-one ratio for apprentices and journeypersons.

19. Government

- a) Establish a system of recognition for journeypersons who mentor apprentices to encourage their participation in training at the worksite.
- b) Request that the federal Skilled Trades Targeted Wage Subsidy Program be extended beyond the March 31, 2007 pilot year.
- c) State in tender specifications a requirement to hire a specified percentage or number of Newfoundland and Labrador apprentices, with restrictions eased if the company can demonstrate shortage of such apprentices.
- d) Require that industry demonstrate a commitment to hiring a specified percentage or number of Newfoundland and Labrador registered apprentices and engineering and technology students when approving development plans for large-scale projects, with restrictions eased if the company can demonstrate shortage of such persons.

- e) Continue building on the provincial apprenticeship system, including enhancing apprenticeship employment opportunities, and create an environment for other government entities, such as the Health Boards, to participate.
- f) Develop an Employer Apprenticeship Appreciation program that showcases active employers, establishes a Hire an Apprentice Week and improves access to apprenticeship materials.

20. Industry and Employers

- a) Provide increased employment opportunities for cooperative students, apprentices and engineering and technology students.

21. Labour

- a) Encourage greater use of apprentices among employers and greater participation of member journeypersons in mentoring apprentices.

Objective: Improve the completion rate of apprentices.

Actions:

The Skills Task Force recommends that

22. Government

- a) Contact registered apprentices with more than 7,200 logged apprenticeship hours and develop individualized apprenticeship training plans for obtaining journeyperson certification.
- b) Offer a study guide for registered apprentices and Trades Qualifiers before challenging the journeyperson exam.
- c) In consultation with the Provincial Apprenticeship and Certification Board, establish a process to evaluate requests for compulsory certification within the apprenticeable trades.

Objective: Reduce financial barriers to participation in apprenticeship.

Actions:

The Skills Task Force recommends that

23. Government

- a) Eliminate apprenticeship registration and exam writing fees, annual program renewal fees and private training institution program purchase fees.
- b) Explore ways to assist first-year apprentices with acquiring their tools, such as “cost of tools” grants or including eligibility for tool purchases in student loan education costs.

Objective: Enhance certification of Certified Journeypersons to meet industry needs.

Actions:

The Skills Task Force recommends that

24. Government

- a) Expand post-journeyperson training to College of the North Atlantic and private training institutions and widely promote these training opportunities to journeypersons.

25. Industry and Labour

- a) Encourage employed Certified Journeypersons to participate in post-journeyperson training.

5.4. Supporting Access for Under-Represented Groups

Strategic Direction: Increase our workforce's skills, strengths and diversity by providing better opportunities for under-utilized and under-represented workers.

Objective: Ensure that Aboriginal Peoples have appropriate access to and support for relevant education and training opportunities in the skilled trades and technical professions.

Actions:

The Skills Task Force recommends that

26. Government

- a) Deliver, in partnership with the Aboriginal community, culturally-sensitive adult basic education (ABE) and skilled trades programs for Aboriginal people.
- b) Send a strong message to provincial post-secondary institutions about the importance of greater attentiveness to the needs of Aboriginal peoples, particularly in providing greater flexibility in program offerings.
- c) Persist in securing access to federal Aboriginal Peoples programs for post-secondary education for members of the Federation of Newfoundland Indians and the Labrador Métis Nation.

Objective: Encourage greater participation in the skilled trades and technical professions by women, and provide the support needed to do so.

Actions:

The Skills Task Force recommends that

27. Government

- a) Support initiatives to promote participation by women, such as expanding the Women in Trades initiative, supporting career exploration programs and camps for females and continuing to target scholarships for females.
- b) Support high school initiatives, such as the Skilled Trades and Technology program, that encourage greater participation of females in the skilled trades.

28. Educational Institutions

- a) Increase offerings of exploration programs, such as the Orientation to Trades and Technology Program
- b) Hold targeted career forums for females, particularly in rural areas.

29. Industry, Employers and Labour

- a) Set goals for female participation in skilled trade employment opportunities.

Objective: Increase opportunities for older skilled workers to remain active in the workforce.

Actions:

The Skills Task Force recommends that

30. Government

- a) Implement older worker adjustment programs targeted at 55-64 year olds to assist in reintegrating displaced workers into sustainable employment.
- b) Lobby the federal government for an increased focus on older workers as part of its strategy to address the challenges facing the Canadian labour market.
- c) Place increased attention on offering guidance to older workers to assist with other/secondary career opportunities.

31. Employers

- a) Explore various means of retaining and attracting older skilled workers, including such initiatives as benefit packages that encourage retention, flexible options for employment, and providing opportunities for updating skills, particularly technology skills.

32. Labour

- a) Work with employers to explore initiatives that provide encouragement to older workers to remain in the workforce.

Objective: Provide skills training support to individuals with little or no eligibility for labour market programs funded through Employment Insurance.

Actions:

The Skills Task Force recommends that

33. Government

- a) Negotiate a funding agreement with the Federal Government to provide financial support for skills training to non-EI eligible individuals.
- b) Increase opportunities for non-EI eligible individuals to acquire training at the workplace, including workplace literacy and employment skills training.

Objective: Increase options and opportunities for persons with disabilities to participate and remain in the workforce.

Actions:

The Skills Task Force recommends that

34. Government

- a) Expand strategies and supports to assist persons with disabilities in accessing employment opportunities.
- b) Develop a manual for employers to increase awareness of strategies to accommodate persons with disabilities in the workplace.

Objective: Increase labour market participation of youth.

Actions:

The Skills Task Force recommends that

35. Government

- a) Promote the use of the ABE Job Entry Profile as an option to attach successfully to the labour market.
- b) Increase access to supports for youth at risk, including enhancement programs for workplace skills, career planning and development, life skills and independence, as well as job search and counseling services.
- c) Develop a comprehensive program for individuals who have had a long-term dependency

on Income Support to assist them, through financial and other supports where feasible, in accessing the level of post-secondary education and training they require to establish a meaningful attachment to the labor market.

Objective: Increase labour market participation by all under-represented groups.

Actions:

The Skills Task Force recommends that

36. Government

- a) Require that Government request industry to provide a diversity plan, that includes a specified percentage or number of Newfoundland and Labrador disadvantaged groups and individuals including women, aboriginal groups, persons with disabilities and members of visible minorities, to be employed on large-scale development projects.
- b) Enhance access to employment related supports, including workplace training, to help increase participation among marginalized workers while supporting business growth and helping employers attract and retain the skilled workers they need, especially in rural areas.

37. Employers

- a) Place priority on diversity in the workplace, working in partnership with employer organizations and government to provide the tools and resources to assist in achieving this goal.

5.5. Retaining and Recruiting Skilled Workers to Come or Return Here

Strategic Direction: Increase the number of new skilled trades and technical professionals who remain in Newfoundland and Labrador after graduation, and encourage others to come or return to the province.

Objective: Keep more of our skilled workers in the province after graduation and recruit others to come, or return, to live and work here.

Actions:

The Skills Task Force recommends that

38. Government

- a) Develop common messages on the benefits of staying and working in Newfoundland and Labrador for use in promotional materials and by other organizations and businesses.
- b) Introduce financial initiatives to encourage post-secondary students and graduates to live and work in the province.

- c) Enhance wage subsidy programs and other employment supports to help retain post-secondary graduates in the province.
- d) Seek to maintain or enhance federal funding support for Student Employment initiatives.
- e) Support initiatives in the provincial Immigration Strategy that speak to the improved recognition of foreign credentials and the successful integration of immigrants into the workforce.

39. Industry and Employers

- a) Offer bursaries, return-for-service agreements and/or other incentives to attract and retain students and graduates in the workplace.

40. Labour

- a) Support efforts by employers to retain skilled workers and new graduates.

41. The Provincial Apprenticeship and Certification Board

- a) At the request of industry in Newfoundland and Labrador, continue to pursue the development of a process for foreign credential recognition of skilled trade occupations.

Objective: Provide more opportunities for continuing, full-time employment in the province.

Actions:

The Skills Task Force recommends that

42. Government, in partnership with labour and industry groups

- a) Explore and market local opportunities to supply components to meet industrial needs in other regions of Canada, providing long-term employment opportunities for skilled workers at home in Newfoundland and Labrador.

43. Industry and Employers

- a) Establish partnerships to share employees to provide full-time employment in seasonal industries.

5.6. Assessing and Responding to Industry Needs

Strategic Direction: Ensure that industry and educational institutions are able to respond to immediate skill gaps, are aware of future needs, and are able to meet them, especially those requirements related to large-scale development projects.

Objective: Develop means and on-going mechanisms to anticipate future skills requirements in the province and identify existing and expected gaps as well as to ensure that the resources are in place to meet the identified needs in a timely manner.

Actions:

The Skills Task Force recommends that

44. Government

- a) Review the federal government offer to enter into discussions on management options for the Labour Market Development Agreement to provide greater flexibility in responding to regional and provincial needs, particularly for non-EI eligible clients.

45. Government and Industry

- a) Establish an Industry Coordinating Committee (ICC) to identify the specific skill needs of industry and coordinate responses to meet them, particularly with respect to large-scale development projects.
- b) Hold annual planning forums to identify and plan for industry training needs.

46. Educational Institutions

- a) Offer flexible programs for some sectors that provide training for immediate industry needs, and then build on these skills through modules offered over time.

47. Employers

- a) Place priority on succession planning, especially in smaller workplaces, with Government working in partnership to provide tools

5.7. Ensuring Strong Partnerships

Strategic Direction: Build and strengthen strategic partnerships among Government, industries, communities and training institutions to support the Skill Task Force's Strategic Directions.

Objective: Support training and human resource planning partnerships with industry sectors, particularly those that have been identified as important to the province's ability to compete in external markets.

Actions:

The Skills Task Force recommends that

48. Post-Secondary Institutions

- a) Expand co-op programs and other forms of experiential learning that encourage attachment to the workplace.
- b) Expand training opportunities which involve sharing of industry-related equipment, industry-funded scholarships, and providing employment opportunities for apprentices

and co-op students and establishing mentorships.

- c) Increase opportunities for faculty professional development.
- d) Promote greater networking among industry, faculty and students.
- e) Establish industry-institutional advisory groups to work together on program development, where such groups do not currently exist.
- f) Increase partnerships in research and development activities.

49. K-12 school system

- a) Expand placements for co-op high school program offerings, where feasible.
- b) Promote industry participation in Career Day activities.
- c) Pursue opportunities for career exploration during the summer months.
- d) Seek equipment sharing opportunities with industry, where appropriate.
- e) Establish advisory groups to advise on career planning courses.
- f) Promote industry/employer participation in Junior Achievement programs.

50. Industry/Employers

- a) Support post-secondary institutions and the K-12 school system in their endeavours to educate and train students for the workplace.

6. First Priorities

The Skills Task Force considers each of the objectives and actions identified in this report as important elements to a comprehensive strategy to understand and meet Newfoundland and Labrador's future skills requirements. We recognize that certain actions should be given priority although this does not mean that others should not be acted upon quickly. Many – particularly those that address changes in the K-12 system – will take several years before they improve our situation, so implementation should not be delayed.

Given the current critical shortages in certain skills areas, as described in Chapter 3, the Skills Task Force has identified a number of actions as priorities. These actions help to address existing gaps which could hinder our participation in major projects over the next few years unless we respond immediately. The Skills Task Force believes that we will be well positioned to maximize the benefits of all future opportunities if these priorities are acted upon right away.

6.1. For Government

The priority actions identified for Government are

- To improve the success of the Trades Qualifier Program by providing better literacy and skills assessment tools, enhancing credits available for prior learning and offering pre-examination supports. (Recommendation 11a)
- To establish a system of recognition for journeypersons who mentor apprentices to encourage their participation in training at the worksite; request the federal Skilled Trades Targeted Wage Subsidy Program be extended beyond the March 31, 2007 pilot year; continue building on apprenticeship employment opportunities and create an environment for other government entities, such as the Health Boards, to participate. (Recommendation 19.a, b and e)
- To contact registered apprentices with more than 7200 logged apprenticeship hours and develop individualized apprenticeship training plans for obtaining journeyperson certification; offer a study guide for registered apprentices and Trades Qualifiers prior to challenging the journeyperson exam. (Recommendation 22.a and b)
- To eliminate apprenticeship registration and exam writing fees, annual program renewal fees and private training institution program purchase fees. (Recommendation 23.a)
- Introduce financial initiatives to encourage post-secondary students and graduates to live and work in the province. (Recommendation 38. b)
- Establish an Industry Coordinating Committee to identify the specific skill needs of industry and coordinate responses to meet them, particularly with respect to large-scale development projects. (Recommendation 45.a)

6.2. For Post-Secondary Institutions

The priority actions identified for post-secondary education institutions are

- To offer flexible programs for certain sectors that provide training for immediate industry needs, and then build on these skills through modules offered over time. (Recommendation 46.a)
- To expand co-op programs and other forms of experiential learning that encourage attachment to the workplace (Recommendation 48.a)

6.3. For Industry/Employers

The priority actions identified for Industry/Employers are

- To provide increased employment opportunities for cooperative students, apprentices and engineering and technology students. (Recommendation 20.a)
- To explore and market local opportunities to supply components used to meet industrial needs in other regions of Canada, providing long-term employment opportunities for skilled workers at home in Newfoundland and Labrador. (Recommendation 42.a)

6.4. Addressing Skilled Trades and Technology Shortages

In addition to these priority actions, the Skills Task Force has identified specific skilled trades and technology occupations which require immediate action to begin addressing the most significant skills shortages.

Table 6.1. Recommended Actions to Address Specific Skilled Trades Shortages¹

Skilled Trade	Range of Peak Shortfall	Year of Peak Demand	Actions Recommended
Industrial Electrician	200-300	2012	Offer an entry-level program at Labrador West campus of College of the North Atlantic. Concurrently, increase promotion of the Targeted Wage Subsidy Program to industrial employers.
Iron Workers	300-400	2011	Offer an iron worker program at College of the North Atlantic.
Welders and Related	700-800	2011	Industry Coordinating Committee to coordinate post-journeyman training (i.e. specialized training) as required by industry with consideration given to the use

Skilled Trade	Range of Peak Shortfall	Year of Peak Demand	Actions Recommended
			of a mobile training unit.
Carpenters	400-500	2012	Increase the participation of individuals with direct entry into carpentry occupations through a “fast-track” program that recognizes their learned skills.
Plumbers	100-200	2010	Look at opportunities to increase capacity in existing program(s).
Concrete finishers	200-300	2012	ICC to coordinate training as required by industry
Truck Drivers/ Heavy Equipment Operators	600-700	2012	Increase capacity at Bay St. George campus through the use of simulator training.
Painters	50-100	2011	ICC to coordinate training as required by industry.
Drillers/ blasters	50-100	2010	ICC to coordinate training as required by industry.

¹ Assumes that all major projects are reaching peak employment during the same period and does not consider the in-migration or out-migration of skilled workers.

In this respect, some action has already been taken with the Adult Basic Education Program being expanded and apprenticeship offerings being increased at the College of the North Atlantic and private training institutions in the province. There is also greater promotion of trades and technology at the high school level. The “Futures in Skilled Trades and Technology” program will allow for the development of new skilled trades and technology education courses in high school, and improve technological literacy skills among all students in Kindergarten to Grade 12.

7. Moving Forward

7.1. Implementation

It is essential that the Province move firmly and deliberately on actions prescribed in this Action Plan. To do otherwise would jeopardize our ability to build a strong provincial labour market capacity that can maximize future opportunities for growth and prosperity. To be truly effective, however, the Skills Task Force Action Plan requires coordinated delivery and continued monitoring.

To facilitate this, the Skills Task Force recommends that the Industry Coordinating Committee be tasked with stewarding the implementation of the Action Plan, in addition to identifying the specific skill needs of industry and coordinating responses to meet them. Recognizing the importance of working collaboratively on the issues, in its initial year the ICC should maintain a broad approach to stakeholder representation. It should include two Skills Task Force members from each sector group (industry, labour, post-secondary institutions, non-governmental organizations and Government). The ICC should be overseen by a Ministerial Committee with representation from the Departments of Education, Human Resources, Labour and Employment, and Business/INTRD. The ICC should report on the progress of the Action Plan annually to the Minister of Education, who should report in turn to Cabinet.

Within government, the Division of Skills Development with the Department of Education should coordinate the Action Plan and provide support to the ICC. In the first year, it is expected that ICC would meet quarterly to review progress; however, depending on the timing of large-scale projects, the frequency of meetings and membership on the ICC may need to be revisited.

7.2. Timetables

The Skills Task Force Action Plan will not provide an immediate remedy to the skill shortages that currently exist or to those that are now anticipated. Rather, the Action Plan is a multi-year initiative to build labour force capacity. As stated previously, the Skills Task Force considers each of its recommendations to be essential to this province's long term goals but it also recognizes that some action items have a more immediate and strategic priority. Thus it is recommended that Government and all stakeholders implement the action items based on the priority ranking of the Skills Task Force as detailed in Chapter 6, commencing in Fiscal Year 2007-08.

7.3. Monitoring

Ensuring that the work of this Skills Task Force remains a living and dynamic process rather than a fixed or rigid document requires continuous monitoring and evaluation of the Action Plan.

Regular monitoring will also allow mitigative actions to be taken to achieve objectives if the prescribed intervention is not working. Hence, it is recommended that an evaluation framework that includes targets, goals and “indicators of success” be developed to provide evidential and quantifiable proof of progress made.

It is also recommended that the ICC report annually to stakeholders on the implementation and advancement of the Skills Task Force Action Plan.

Appendices

Appendix 1 - Consultations

Regional Consultations

28 Aug 2006	Happy Valley Goose Bay, College of the North Atlantic
29 Aug 2006	Labrador City, Carol Inn
06 Sep 2006	St. Anthony, Vinland Motel
07 Sept 2006	Corner Brook, Holiday Inn
07 Sept 2006	Stephenville, Holiday Inn
08 Sept 2006	Port aux Basques, St. Christopher's Hotel
11 Sept 2006	Baie Verte, Baie Vista Inn
11 Sept 2006	Grand Falls-Windsor, Mount Peyton Hotel
12 Sept 2006	Bay d'Espoir, Vancor Motel
12 Sept 2006	Gander, Hotel Gander
18 Sept 2006	Bonavista, Hotel Bonavista
18 Sept 2006	Clareville, St. Jude Hotel
19 Sept 2006	Marystown, Marystown Hotel & Convention Centre
21 Sept 2006	Carbonear, Fong's Motel
21 Sept 2006	St. John's, The Battery Hotel & Suites
22 Sept 2006	Mount Pearl, Hotel Mount Pearl

Sector Consultations

19 May 2006	Newfoundland and Labrador Federation of Agriculture
19 May 2006	Canadian Federation of Independent Business, Newfoundland and Labrador
23 May 2006	Newfoundland and Labrador Building and Construction Trades Council
1 Jun 2006	Hospitality Newfoundland & Labrador
13 Jun 2006	Newfoundland Ocean Industries Association
16 Jun 2006	Canadian Manufacturers & Exporters Newfoundland & Labrador
20 Jun 2006	Newfoundland Aquaculture Industry Association
12 Jul 2006	Provincial Apprenticeship and Certification Board
19 Jul 2006	Newfoundland and Labrador Association of Technology Industries
26 Sept 2006	Newfoundland and Labrador Teacher's Association
29 Sept 2006	Canadian Federation of Students
20 Oct 2006	Newfoundland and Labrador Federation of Labour

Participants (Sector and Regional Consultations)

Industry Sector Consultations

Newfoundland and Labrador Federation of Agriculture (NLFA)

Friday, May 19, 2006; 9:00 am - 10:30 am

Executive Boardroom, Department of Education, 4th Floor

Participants

Ms. Andrea Bourne Human Resource Planner, NLFA

Mr. Michael Murray Member, NLFA

From the Skills Task Force

Mr. Bob Ridgley, Chair

Ms. Rachelle Cochrane, Vice-Chair

Ms. Marilyn Tucker

Mr. Rick Dalton

Ms. Candice Ennis-Williams

Ms. Susan Gordon

Mr. Jeremy Earle

Canadian Federation of Independent Business (CFIB)

Friday, May 19, 2006; 10:30 am - 12:00 am

Executive Boardroom, Department of Education, 4th Floor

Participants

Mr. Bradley George Director, Provincial Affairs, CFIB

From the Skills Task Force

Mr. Bob Ridgley, Chair

Ms. Rachelle Cochrane, Vice-Chair

Ms. Marilyn Tucker

Ms. Candice Ennis-Williams

Ms. Susan Gordon

Mr. Jeremy Earle

Ms. Pamela Toope (designate for Wayne Penney)

Newfoundland and Labrador Building and Construction Trades Council (NLBCTC)

Tuesday, May 23, 2006; 10:30 am - 12:30 pm

Main Boardroom, Department of Education, 4th Floor

Participants

Mr. Dave Wade Executive Director, NLBCTC

Mr. Cal Jones United Assoc. of Plumbers and Pipefitters, Local 740
(NLBCTC)
Mr. Terry Sparkes Operating Engineers, Local 904 (NLBCTC)
Mr. John Leonard Bricklayers and Allied Craftworkers, Local 1 (NLBCTC)
Mr. Brian Perry Painters & Allied Trades, Local 1984 (NLBCTC)
Mr. Paul Froude Labourers International, Local 1208 (NLBCTC)
Mr. Tom Walsh Boilermakers, Local 203 (NLBCTC)

From the Skills Task Force

Mr. Bob Ridgley, Chair
Ms. Rachelle Cochrane, Vice-Chair
Mr. Rick Dalton
Mr. Gus Doyle
Ms. Margie Hancock
Ms. Candice Ennis-Williams
Ms. Susan Gordon
Mr. Jeremy Earle
Mr. Jim Marsden, Facilitator
Ms. Pamela Toope (designate for Wayne Penney)

Hospitality Newfoundland and Labrador (HNL)
Thursday, June 1, 2006; 1:00 pm - 2:30 pm
Executive Boardroom, Department of Education, 4th Floor

Participants

Mr. Nick McGrath, President, HNL
Ms. Nancy Healey, Executive Director, HNL
Ms. Juanita Ford, Manager of Programs and Projects, HNL

From the Skills Task Force

Mr. Bob Ridgley, Chair
Ms. Rachelle Cochrane, Vice-Chair
Mr. Rob Shea
Ms. Margie Hancock
Ms. Susan Gordon
Mr. Jeremy Earle

Newfoundland Ocean Industries Association (NOIA)
Tuesday, June 13, 2006; 2:00 pm - 3:30 pm
Main Boardroom, Department of Government Services and Lands, 2nd Floor

Participants

Mr. Ted Howell, President, NOIA
Ms. Dana Feltham, Policy Research Coordinator, NOIA

From the Skills Task Force

Ms. Rachelle Cochrane, Vice-Chair
Mr. Steve McLean
Ms. Marilyn Tucker
Ms. Kay LeMessurier
Ms. Jessica Magalios
Ms. Candice Ennis-Williams
Ms. Susan Gordon
Mr. Jeremy Earle

**Canadian Manufacturers and Exporters - Newfoundland and Labrador (CME-NL)
Friday, June 16, 2006; 9:30 am - 11:30 am
Main Boardroom, Canadian Manufacturers and Exporters, Parsons Building, St. John's**

Participants

Mr. Bill Stirling, Vice-President, CME-NL
Ms. Jackie Field, Members Service Coordinator, CME-NL
Ms. Tina Pomroy, Human Resources Specialist, CME-NL
Mr. Hal Barrett, Export Director, Boat Building Sector, CME-NL
Ms. Deanne Howe, Essential Skills Program Coordinator, College of the North Atlantic/
CME-NL
Ms. Michelle Brown, Bridging the Gap Coordinator, Random North Development
Association (via telephone)

From the Skills Task Force

Ms. Rachelle Cochrane, Department of Education, Skills Task Force
Mr. Gerard McDonald, Skills Task Force
Ms. Kay LeMessurier, Skills Task Force
Ms. Jessica Magalios, Skills Task Force
Ms. Candice Ennis-Williams, Department of Education
Ms. Susan Gordon, Department of Education
Mr. Jeremy Earle, Department of Education
Mr. Jim Marsden, Facilitator

**Newfoundland Aquaculture Industries Association (NAIA)
Tuesday, June 20, 2006, 3:00pm - 4:30 pm
Main Boardroom, Department of Education, 4th Floor**

Participants

Mr. Cyr Couturier, NAIA
Ms. Lynette Carey, NAIA

From the Skills Task Force

Ms. Rachelle Cochrane, Vice-Chair
Ms. Kay LeMessurier
Ms. Susan Gordon
Mr. Jeremy Earle

**Provincial Apprenticeship and Certification Board (PACB)
Wednesday, July 12, 2006, 11:30 am – 1:30 pm
Main Boardroom, Department of Education, 3rd Floor**

Participants

Mr. Rex Cotter PACB
Mr. Gus Doyle PACB

From the Skills Task Force

Mr. Bob Ridgley, Chair
Ms. Rachelle Cochrane, Vice-Chair
Ms. Margie Hancock
Ms. Pam Toope (designate for Wayne Penney)
Ms. Marilyn Tucker
Ms. Candice Ennis-Williams
Ms. Susan Gordon
Mr. Jeremy Earle

**Newfoundland and Labrador Association of Technology Industries (NATI)
Wednesday, July 19, 2006; 2:30 pm - 4:30 pm
Main Boardroom, Department of Education, 4th Floor**

Participants

Mr. Paul Dubé Executive Director, NATI
Mr. Hayward Keats IT/Geomatics Sector Leader, NATI
Ms. Fiona Langor Director of NearShore Atlantic
Mr. Clarence O'Neill Xwave
Ms. Renee Williams Business Strategist, NATI

From the Skills Task Force

Mr. Bob Ridgley, Chair
Mr. Rick Dalton
Mr. Gus Doyle
Ms. Marilyn Tucker
Mr. Jeremy Earle

**Newfoundland and Labrador Teacher's Association (NLTA)
Tuesday, September 26, 2006; 2:00 pm - 3:00 pm
NLTA Offices, Kenmount Road**

Participants

Mr. Ed Hancock Executive Director, NLTA
Mr. Lloyd Hobbs Assistant Executive Director, NLTA
Mr. Rene Wicks Professional Development Officer, NLTA

From the Skills Task Force

Mr. Bob Ridgley, Chair
Ms. Rachelle Cochrane, Vice-Chair
Ms. Margie Hancock
Ms. Kay LeMessurier
Mr. Rob Shea

Canadian Federation of Students (CFS)

Friday, September 29, 2006; 1:30 pm - 3:00 pm
Main Boardroom, 4th Floor, Department of Education

Participants

Ms. Jessica Magalios Newfoundland and Labrador Chairperson, CFS
Ms. Jennifer Anthony CFS

From the Skills Task Force

Ms. Rachelle Cochrane, Vice-Chair
Ms. Susan Gordon
Ms. Candice Ennis Williams
Mr. Jeremy Earle

Newfoundland and Labrador Federation of Labor

Friday, October 20th, 2006; 3:00 pm - 4:30 pm
Main Boardroom, 4th Floor, Department of Education

Participants

Mr. Reg Anstey President, NLFL
Mr. Kerry Murray Director of Economic and Social Policy, NLFL

From the Skills Task Force

Mr. Bob Ridgley, Chair
Mr. Gus Doyle
Ms. Margie Hancock
Mr. Jeremy Earle

Regional Consultations

Happy Valley-Goose Bay, College of the North Atlantic

August 28, 2006; 1:00 pm - 4:00 pm

Participants

Sheldon Baikie	Department of Labrador & Aboriginal Affairs
Carol Best	Central Labrador Economic Development Board
Laura Breisacher	Innu Business Development Centre
Amanda Buckle	Labrador Straits Development Corporation (West St. Modeste, via videoconference)
Suzanne Charlton	Women in Resource Development Committee
Sheila Connors	Department of Human Resources, Labour & Employment
Rob Densmore	Service Canada
Randy Ford	Serco Facilities Management
Peggy Hancock	Southern Labrador Development Association (West St. Modeste, via videoconference)
Sam Mansfield	Labrador-Grenfell Regional Integrated Health Authority
Winnie Montague	College of the North Atlantic
Bruce Moores	Labrador Straits Chamber of Commerce (West St. Modeste, via videoconference)
Amelia Moss	Serco Facilities Management
Agnes Pike	Town of West St. Modeste (West St. Modeste, via videoconference)
Zita Pike	E.M. Taylor Resource Centre, Forteau (West St. Modeste, via videoconference)
Rodney Roberts	Department of Education
Agnes Rumbolt	Department of Human Resources, Labour & Employment
Bob Simms	College of the North Atlantic
Bruce Vey	Labrador School Board

From the Skills Task Force

Bob Ridgley, Chair
Peter Noel
Margie Hancock
Jeremy Earle, Recorder
Jim Marsden, Facilitator

Labrador City, Carol Inn

August 29, 2006; 9:00 am – 12:00 pm

Participants

Azmy F. Aboulazm	College of the North Atlantic
Janice Barnes	Department of Innovation, Trade and Rural Development
Tim Butler	Iron Ore Company of Canada

Denise Canning	United Steelworkers Local 5795
Noreen Careen	Labrador West Status of Women Council
Ern Condon	Private Citizen
Terry Curran	H.J. O'Connell Ltd.
Richard Fahey	United Steelworkers Local 5795
Ngairé/Peter Genge	53 North Magazine
Reuben Hillier	College of the North Atlantic
Lloyd Hunter	Labrador West District Labour Council
Wayne Kean	Iron Ore Company of Canada
Tom Kent	United Steelworkers Local 6285
Sheila Martens	Service Canada
Aaron McCarthy	Labrador School Board
Christie Meadus	Hyron Youth Development Council
Fred Oates	Newfoundland and Labrador Association of Public and Private Employees (NAPE)
Sheryl Piercey	Department of Natural Resources
Jill Power	Hyron Regional Economic Development Corporation
Boyd Pynn	College of the North Atlantic
Martin Roberts	Town of Labrador City
Francis Schwab	College of the North Atlantic
Leisa Standing	Iron Ore Company of Canada
Rudy Tucker	Iron Ore Company of Canada

From the Skills Task Force

Heather Bruce-Veitch
 Margie Hancock
 Jeremy Earle, Recorder
 Jim Marsden, Facilitator

**Corner Brook, Holiday Inn
 September 7, 2006; 1:00 pm - 4:00 pm**

Participants

Jennifer Bellows	Career Assessment Centre
Dawn Chaffey	Newfoundland and Labrador Laubach Literacy Council
Libby Chaulk	College of the North Atlantic
Marvella Coates	Newfoundland and Labrador Organization of Women Entrepreneurs
Susanne Dawe	College of the North Atlantic
Paul Dwyer	Department of Education
Brent Howell	College of the North Atlantic
Erica Humber	Humber Community YMCA
Steve Huxter	Dunfield Park Community Centre
Ruby Kelly	Service Canada
Craig Mercer	Western Health Care Corporation
Vachon Noel	Red Ochre Regional Board

Keith Osborne	The Tin Man
Eileen Park	United Brotherhood of Carpenters, Local 579
Maureen Parsons	Department of Human Resources, Labour and Employment
Basil Payne	International Union of Operating Engineers, Local 904
Cheryl Penney	Department of Human Resources, Labour and Employment
Lois Penney	Department of Human Resources, Labour and Employment
Paula Power	Employment Preparation Centre
Tom Power	Department of Human Resources, Labour and Employment
Bernie Staples	Western Health Care Corporation
Sean St. George	Red Ochre Regional Board
Connie Taylor	Humber Economic Development Board Inc.
Marsha Traverse	Canadian Paraplegic Association
Larry Wells	Executive Assistant to the Honorable Tom Marshall, Q.C., Minister of Justice & Attorney General
Shauna Yetman	Humber Community YMCA
Christine Young	Humber Community YMCA

From the Skills Task Force

Rachelle Cochrane, Vice-Chair
 Jeremy Earle, Recorder
 Jim Marsden, Facilitator

Stephenville, Holiday Inn

September 7, 2006; 7:00 pm – 10:00 pm

Participants

Christopher Anstey	CBDC Long Range
Cyndi Archibald	Department of Human Resources, Labour and Employment
Mary Bungay Gaultois	Community Education Network
Joan Burke, M.H.A.	Department of Education
Tony Cornect	Department of Education
Debbie Coughlin	Long Range Regional Economic Development Board
Mike Finn	Scholarship & Career Services
Rosemary Finn	Scholarship & Career Services
Brian Foley	College of the North Atlantic
Judy Fradsham	Department of Human Resources, Labour and Employment
Frank Gale	The Western Star
John Hanratty	The Georgian
Roger Hulan	Long Range Regional Economic Development Board
Tom MacIsaac	Stephenville High School
Johnny MacPherson	Long Range REDB
Eugene May	Stephenville High School
Len Muisse	Community Employment Readiness Centre
Brenda Pittman	Western School District
Lorraine Sheehan	Bay St. George Status of Women Centre
Ian Stokes	Western College and Bay St. George Chamber of Commerce

Maureen Tiller Department of Human Resources, Labour and Employment
Travis Young Port au Port Economic Development Association

From the Skills Task Force

Rachelle Cochrane, Vice-Chair
Jeremy Earle, Recorder
Jim Marsden, Facilitator

**Port aux Basques, St. Christopher's Hotel
September 8, 2006; 1:00 pm – 4:00 pm**

Participants

Roy Boone	Gateway Community Development Corporation
Brian Button	Town of Channel-Port aux Basques
Alisa Chard	Career Information Resource Centre
Joanne Clarke	Liberal Party of Newfoundland and Labrador
Tracy Currie	Community Employment Corporation
Francis Gale	Atlantic Drilling and Blasting
Sherry Heffernan	Gateway Status of Women Council/Women's Centre
Jan Peddle	College of the North Atlantic
Lorna Penney	Department of Human Resources, Labour and Employment
Cheryl Reynolds	Marine and Mountain Zone Corporation
Naomi Skinner	Career Information Resource Centre

From the Skills Task Force

Rachelle Cochrane, Vice-Chair
Lorne Barbour, Recorder
Jim Marsden, Facilitator

**Baie Verte, Baie Vista Inn
September 11, 2006; 1:00 pm – 4:00 pm**

Participants

Lorne Clarke	Department of Education
Kim Edison	Department of Human Resources, Labour and Employment
Tom Fleming	Department of Human Resources, Labour and Employment
Colin Forward	College of the North Atlantic
Emily Foster	College of the North Atlantic
Rick Goudie	Department of Innovation, Trade and Rural Development
Lloyd Hayden	Department of Innovation, Trade and Rural Development
Tina Hennifent	Canadian Paraplegic Association
Tina Higdon	Baie Verte Peninsula Economic Development Association
Patrick Jim	MHA, Paul Shelley
Whit Kean	Town of Baie Verte
Paula Keeping	Employment Readiness Office
Shannon Lewis	Northeast Coast Sealers Co-op

Catherine Moss College of the North Atlantic
Rhodes Pelley G. Pelley Ltd.
Randy Regular Emerald Zone Contracting

From the Skills Task Force

Bob Ridgley, Chair
Jeremy Earle, Recorder
Jim Marsden, Facilitator

**Grand Falls-Windsor, Mount Peyton Hotel
September 11, 2006; 7:00 pm – 10:00 pm**

Participants

Rex Barnes	Town of Grand Falls-Windsor
Judi Blackmore	Corona College
Walwin Blackmore	Central Newfoundland Post-Secondary Committee
Tracey Boutillier	Green Bay Waste Authority
Russ Budgell	Keyin College
Clyde Byrne	Private Citizen
Brian Caravan	Keyin College
Christine Cole	Corona College
Ron Ennis	Transcontinental Publishing
Darrin Finn	Town of Grand Falls-Windsor
Todd Hayden	Keyin College
Gene Hickey	Department of Human Resources, Labour and Employment
Wendy Hoolighan	The Advertiser
Ray Hunter	MHA, Windsor-Springdale District
Bonnie Lane-McCarthy	Nova Central School District
Ray Oldford	Dietrac Technical College
Mike Patey	Dietrac Technical College
Joanne Power	Department of Education
Joan Pynn	Corona College
Len Rich	Corona College

From the Skills Task Force

Bob Ridgley, Chair
Gerard McDonald
Jeremy Earle, Recorder
Jim Marsden, Facilitator

Bay d’Espoir, Vancor Motel
September 12, 2006; 1200 pm – 300 pm

Participants

Cliff Augot	South Coast Community Development Corporation - EAS Office
Marie Bungay	Harbour Breton Community Youth Network
Ellen Foley	Department of Human Resources, Labour and Employment
Baxter House	Town of Harbour Breton
Tracey Perry	Coast of Bays Corporation
Gordon Kearley	Town of Milltown – Head of Bay d’Espoir
Cynthia Kelly-Benoit	Coast of Bays Arts and Exploration Centre
Joan Strickland	Natures Sea Farms
Gail Wilcott	Bay d’Espoir Medical Clinic

From the Skills Task Force

Bob Ridgley, Chair
Gerard McDonald
Jeremy Earle, Recorder
Jim Marsden, Facilitator

Gander, Hotel Gander
September 12, 2006 - 7:00 pm – 10:00 pm

Participants

Paul Banks	The Beacon
Leon Brown	Town of Centreville-Wareham-Trinity
Bob Dwyer	College of the North Atlantic
Phyllis Dyke	Cape Freels Development Association
Scott Granville	Granco Construction
Derek Hicks	College of the North Atlantic
Marguerite Moore	Department of Human Resources, Labour and Employment
Paula Norman	Government of Newfoundland and Labrador
Tanya Noble	Rural Secretariat
Joanne Power	Department of Education
David Saunders, Sr.	Town of Glovertown
Allan Scott	Town of Gander
Chris Tuck	Department of Tourism, Culture and Recreation
Paul Vincent	Private Citizen
Frank Williams	Private Citizen

From the Skills Task Force

Bob Ridgley, Chair
Jeremy Earle, Recorder
Jim Marsden, Facilitator

**St. Jude Hotel, Clarenville
September 18, 2007, 7:00 p.m. - 10:00 p.m.**

Participants

Joan Cleary	Town of Come by Chance
Roger Hodder	Private Citizen
Colin Holloway	Rural Secretariat
Phonse Jesso	North Atlantic Refining
Michael Jones	Discovery Regional Development Board
Gary Keating	Town of Long Harbour
Camilla O'Shea	Ability Employment Corporation
Brenda Reid	College of the North Atlantic
Kirk Squires	The Packet/Transcontinental Media
Paul Tilley	Town of Clarenville/College of the North Atlantic
Jamie Winter	Ability Employment Corporation

From the Skills Task Force

Bob Ridgley, Chair
Bob Marshall
Jeremy Earle, Recorder
Jim Marsden, Facilitator

**Bonavista, Hotel Bonavista
September 18, 2006 – 1:00 pm – 4:00 pm**

Participants

Anne Barker	The Packet
Lewis Barrett	Department of Fisheries and Aquaculture
Richard Briffett	College of the North Atlantic
Marilyn Coles-Hayley	College of the North Atlantic
Freeman Cram	Department of Human Resources, Labour and Employment
Betty Fitzgerald	Town of Bonavista
Roger Fitzgerald, M.H.A.	Bonavista South District, Government of Newfoundland and Labrador
James Nolan	Department of Human Resources, Labour and Employment
Paula Roberts	Department of Innovation, Trade & Rural Development

From the Skills Task Force

Bob Ridgley, Chair
Robert Marshall
Jeremy Earle, Recorder
Jim Marsden, Facilitator

**Marystown, Marystown Hotel and Convention Centre
September 19, 2006; 1:00 pm – 4:00 pm**

Participants

Trina Appleby	Appleby Consulting
Gary Brenton	Kiewit Offshore Services
Joan Brown	Centrac College
Erica Desmond	Youth Employment Services (YES) Centre
Greg Dominaux	Rural Secretariat
Randy Douglas	Department of Human Resources, Labour and Employment
George Doyle	Town of St. Lawrence
Michael Graham	College of the North Atlantic
Manuel Hackett	Grand Bank Development Corporation
Geoff Jackman	Department of Human Resources, Labour and Employment
Wassel Lewis	Keyin College
Kevin Lundrigan	Town of Burin
Nadine Lundrigan	Marystown Burin Area Chamber of Commerce
Grace Martin	Centrac College
Paul McGinn	Schooner Regional Development Corporation
Henry Moores	Canadian Auto Workers (CAW), Local 20
Frank Palmer	Frank Palmer Consultants
Ellen Picco	Schooner Regional Development Corporation
Kevin Pickett	Vision Concepts
Wayne Predham	Department of Education
Wayde Rowsell	Town of St. Lawrence
Albert Stacey	Town of Marystown

From the Skills Task Force

Bob Ridgley, Chair
Robert Marshall
Jeremy Earle, Recorder
Jim Marsden, Facilitator

**Carbonear Fong's Motel
September 21, 2006; 1:00 pm – 4:00 pm**

Participants

Randy Ash	Department of Education
Sean Bishop	Rebuilt Pumps and Motors Limited
Diane Burt	CBDC Trinity Conception
Ken Carter	Rural Secretariat
Rex Cotter	Provincial Apprenticeship and Certification Board
Margaret Drover	Keyin College
Fred Earle	Town of Carbonear

Bill Gaulton	PPT Atlantic Group
Lorna Harnum	Operating Engineers College
Daphne Hart	Private Citizen
Ethel Harris	Private Citizen
Debbie Mercer	Department of Human Resources, Labour and Employment
Gary Myrden	College of the North Atlantic
Lisa Neville	Keyin College
Bill Parsons	Private Citizen
George Parsons	Mariner Resource Opportunities Network Inc.
Tom Parsons	Department of Human Resources, Labour and Employment
Brian Ryan	Executive Assistant to Minister Tom Hedderson, Department of Tourism, Culture and Recreation
Kelly Sheppard	Mariner Resource Opportunities Network Inc.

From the Skills Task Force

Bob Ridgley, Chair
 Gus Doyle
 Jeremy Earle, Recorder
 Jim Marsden, Facilitator

**St. John's, The Battery Hotel and Suites
 September 21, 2006; 7:00 pm – 10:00 pm**

Participants

Gerald Anderson	Marine Institute
Anne Marie Anonsen	Women in Resource Development Committee
Jennifer Anthony	Canadian Federation of Students
Sylvia Ash	Department of Human Resources, Labour and Employment
Paula Bruce	Women in Resource Development Committee
Calvin Burton	Newfoundland and Labrador Association of Career Colleges
Regina Coady	Eastern Regional Health Authority
Libby Crawford	Community Services Council
Gerard Daley	United Association of Plumbers and Pipefitters, Local 740
Mark Dolomount	Professional Fish Harvesters Certification Board
Brian Druken	College of the North Atlantic
Gordon Dunphy	Academy Canada
Paul Froude	Labourers' International Union of North America, Local 1208
Katherine Giroux-Bougard	Memorial University of Newfoundland Students' Union
Will Gough	Canadian Information Processing Society
Mahmoud Haddara	Memorial University of Newfoundland
Daphne Hart	Private Citizen
John Hennebury	Gonzaga High School, Eastern School District
Garnet Kindervater	Canadian Home Builders Association – Eastern Newfoundland
James Loder	Academy Canada
Lisa Lovelady	Academy Canada
Stella Magalios	Memorial University of Newfoundland Students' Union

Kevin McEvoy	Tristar Mechanical Ltd.
Cliff Mercer	Department of Education
Colleen Morrison	Newfoundland and Labrador Association of Public and Private Employees
Ken Murphy	Newfoundland and Labrador Arts Council
Jim Myers	United Association of Plumbers and Pipefitters, Local 740
Rhonda Neary	Canadian Home Builders Association – Eastern Newfoundland
Lori Newhook	Academy Canada
Krista Noonan	Memorial University of Newfoundland Students' Union
John Oates	Skills Canada Newfoundland and Labrador
Katie Parnham	Craft Council of Newfoundland and Labrador
Farron Penney	Academy Canada
John Pitcher	Carpenters Millwrights College
Rob Pitt	Canning and Pitt Inc.
Barry Roberts	Private Citizen
Gerard Ronayne	Department of Education
Penelope M. Rowe	Community Services Council
Carole Ann Ryan	Skills Canada Newfoundland and Labrador
Paul Sears	Consultant
Gary Tulk	College of the North Atlantic
Graeme Turner	Memorial University of Newfoundland Students' Union
Andrea Walsh	Academy Canada
Cathy Wilson	Academy Canada

From the Skills Task Force

Bob Ridgley, Chair
 Rachelle Cochrane, Vice Chair
 Margaret Allan
 Corinne Dunne
 Gus Doyle
 Margie Hancock
 Kay LeMessurier
 Jessica Magalios
 Jeremy Earle, Recorder
 Jim Marsden, Facilitator

**Mount Pearl, Hotel Mount Pearl
 September 22, 2006; 1:00 pm - 4:00 pm**

Participants

Reg Anstey	Federation of Labour
Harry Bartlett	H.J. Bartlett Electrical and Newfoundland and Labrador Construction Association
Janice Best	Academy Canada

Steve Best	Academy Canada
Clar Button	O'Donel High School
Ed Christopher	Academy Canada
Kevin Collins	Department of Education
Gerard Daley	Plumbers and Pipefitters Union, Local 740
Dave Denine, M.H.A.	Government of Newfoundland and Labrador
Tom Donovan	Retired teacher
Alison Finn	Department of Education
Cletus Flaherty	Canadian Federation of Students
Carol Furlong	Newfoundland and Labrador Association of Public Employees
John Hennebury	Gonzaga High School
Ford Hibbs	Academy Canada
Kathleen Hickman	O'Donel High School
Harvey Hodder, M.H.A.	Government of Newfoundland and Labrador
Lisa Hollett	NLEC
Suzanne Jordan	Academy Canada
John Kennedy	Department of Human Resources, Labour and Employment
Jackie Manuel	Newfoundland and Labrador Construction Safety Association
Karen Martin	Academy Canada
Roberta Moores	Department of Education
Sheldon O'Neill	Department of Education
Brooks Pilgrim	Academy Canada
Robin Walters	College of the North Atlantic

From the Skills Task Force

Bob Ridgley, Chair
Peter Noel
Margie Hancock
Kay LeMessurier
Jeremy Earle, Recorder
Jim Marsden, Facilitator

Salmonier Line, The Wilds

September 27, 2006; 1:00 pm – 4:00 pm

Participants

John Barron	Department of Education
Robin Bartlett	Merit Contractors' Association of Newfoundland and Labrador
Glenda Burge	Service Canada
Darrell Clarke	College of the North Atlantic
Peter Coombs	Department of Human Resources, Labour and Employment
Catherine Drohan	Avalon West Business Development Corporation
Allister Dyke	Eastern School District
Paula Flood	Newfoundland and Labrador Organization of Women Entrepreneurs
Mike Myron	Department of Education

Chris Newhook Argentia Area Chamber of Commerce
George Piatt Department of Innovation, Trade and Rural Development
Dana Pittman Rural Secretariat

From the Skills Task Force

Bob Ridgley, Chair
Rick Dalton
Margie Hancock
Kay LeMessurier
Robert Marshall
Jeremy Earle, Recorder
Jim Marsden, Facilitator

List of Written Submissions

The Task Force received written submissions from the following groups and individuals

Educational Institutions

Academy Canada
College of the North Atlantic
Corona College
Gonzaga High School & Career Planning & Employment Services (Len White & John Hennebury)
Memorial University

Development and Support Groups

Baie Verte Peninsula Economic Development Association (Tina Higdon)
Community Services Council – Newfoundland and Labrador
Discovery Regional Development Board
Employment Assistance Office, Hr. Breton (Cliff Augot)
Exploits Valley Economic Development Corporation
Futures in Newfoundland and Labrador Youth
Hyron Regional Economic Development Board
Labrador Industrial Solutions
The Murphy Centre
Newfoundland and Labrador Regional Economic Development Association Inc.
Random North Development Association
Schooner Regional Development Corporation
Skills Canada, Newfoundland and Labrador

Industry Associations and Unions

Association of Cultural Industries of Newfoundland and Labrador
Canadian Association of Petroleum Producers
Construction Labour Relations Association of Newfoundland and Labrador Inc
Hospitality Newfoundland and Labrador
International Union of Bricklayers & Allied Craftworkers, Local #1, Newfoundland and Labrador
Newfoundland and Labrador Building and Construction Trades Council (2 briefs)
Newfoundland and Labrador Counsellors' and Psychologists' Association
Newfoundland and Labrador Professional Fish Harvesters Certification Board
Newfoundland and Labrador Association of Public and Private Employees

Private Firms and Individuals

Brent Peyton
CMH Construction
Camilla O'Shea
Clarke Dale
G. Pelley Ltd.
Gary Thorne
Newfoundland and Labrador Vegetation Control Ltd. (Howard Wellman)
Hubert Langdon
Iron Ore Company of Canada
JBC Carpentry
John Kennedy
Len Rich
Matthias Mailman
Paul Perry
Roger Hodder

Appendix 2 - Occupational Codes and Post-Secondary Offerings

NOC*	NOC Occupation	Campus	Programs
2131	Civil Engineers	MUN	Civil Engineering
2132	Mechanical Engineers	MUN	Mechanical Engineering
2133	Electrical and Electronics Engineers	MUN	Electrical Engineering
		MUN	Engineering (Computer)
2253	Drafting Technologists and Technicians	CNA - Ridge Road	Architectural Engineering Technology
		Academy Canada - St. John's	Computer Aided Drafting
7241	Electricians (Except Industrial and Power System)	DieTrac Technical Institute	Electrical (Entry Level)
7242	Industrial Electricians	CNA - Bonavista	Construction/Industrial Electrician
		CNA - Corner Brook	Construction/Industrial Electrician
		CNA - Happy Valley-Goose Bay	Construction/Industrial Electrician
		CNA - Seal Cove	Construction/Industrial Electrician
		Academy Canada - Corner Brook	Construction/Industrial Electrical
		Academy Canada - St. John's	Construction/Industrial Electrical
		Centrac College - Marystown	Construction/Industrial Electrical
7244	Electrical Power Line and Cable Workers	CNA - Seal Cove	Powerline Technician (Operating)
7251	Plumbers	CNA - Bonavista	Plumber
		Academy Canada - Corner Brook	Plumber
		Academy Canada - St. John's	Plumber
7252	Steamfitters, Pipefitters and Sprinkler System Installers	CNA - Clarenville	Steamfitter/Pipefitter
		Academy Canada - St. John's	Steamfitter/Pipefitting
		Centrac College - Marystown	Steamfitter/Pipefitting
7264	Ironworkers	Ironworkers Education & Training Co. Inc.	Ironworker Generalist
7265	Welders and Relates Machine Operators	CNA - Burin	Welder
		CNA - Corner Brook	Welder
		CNA - Happy Valley-Goose Bay	Welder
		CNA - Placentia	Welder
		CNA - Prince Philip Drive	Welder
		CNA - Port aux Basque	Welder/Metal Fabricator (Fitter)
		Academy Canada - Corner Brook	Welder

NOC*	NOC Occupation	Campus	Programs
		Academy Canada - St. John's	Welder
		Centrac College - Marystown	Welding
		DieTrac Technical Institute	Welding (Entry Level)
7282	Concrete Finishers	NA	NA
7311	Construction Millwrights and Industrial Mechanics	CNA - Corner Brook	Industrial Mechanic (Millwright)
		CNA - Happy Valley-Goose Bay	Industrial Mechanic (Millwright)
		CNA - Placentia	Industrial Mechanic (Millwright)
		Academy Canada - Labrador	Millwright
		Carpenters Millwright College Inc.	Millwright - First Year
		DieTrac Technical Institute	Millwright - Entry Level
		DieTrac Technical Institute	Millwright - Advanced Level
7351	Stationary Engineers and Auxiliary Equipment Operators	CNA - Ridge Road	Power Engineering - 3rd & 4th
7371	Crane Operator	CNA - Bay St. George	Crane Operator - Mobile
		Operating Engineers College	Crane Operator - Mobile
7372	Driller and Blasters - Surface Mining, Quarrying and Construction	CNA - Gander	Driller/Blaster - Entry Level
		CNA - Gander	Driller/Blaster - Advanced Level
7411	Truck Drivers	CNA - Bay St. George	Commercial Transport - Tractor Trailer
		Academy Canada - Corner Brook	Commercial Transport - Tractor Trailer (Class 01)
		Canadian Training Institute	Commercial Transport - Tractor Trailer (Class 01)
		Centrac College - Marystown	Commercial Transport - Tractor Trailer (Class 01)
		Central Training Academy	Commercial Transport - Tractor Trailer (Class 01)
7421	Heavy Equipment Operators (Except Crane)	CNA - Bay St. George	Heavy Equipment Operator
		Academy Canada - Corner Brook	Heavy Equipment Operator (Class 08)
		Canadian Training Institute	Heavy Equipment Operator (Class 08)
		Centrac College - Marystown	Heavy Equipment Operator (Class 08)
		Central Training Academy	Heavy Equipment Operator (Class 08)
		Operating Engineers College	Heavy Equipment Operator (Class 08)
9496	Painters and Coaters - Industrial	NA	NA

* - National Occupational Code (NOC)

Appendix 3 - Biographies of Skills Task Force Members

Chair

Bob Ridgley (Chair) was born and raised in St. John's. He graduated from St. Patrick's Hall School, after which he obtained a B.A. from Iona College in New York. He later obtained a B.Ed. and a Graduate Diploma in Education Administration from Memorial University. After 18 years as a teacher, principal and school board supervisor, Bob pursued a career in business for 13 years. In 2000, Bob was appointed Executive Assistant to St. John's East M.P. Norman Doyle.

Bob has had extensive experience in public life, having served 8 years as a Town Councillor in Torbay. He is a Life Member of the Kinsmen Club of Canada and has served on the Board of Directors of the Kinsmen Manor for Seniors. He has received national recognition for his writing and public speaking abilities.

Employer/Labour Representatives

Gerard McDonald, CMC, is the Vice President, Human Resources and Organization Effectiveness with Newfoundland and Labrador Hydro. Prior to his employment with NL Hydro, Gerard was the Director of Human Resources with Memorial University of Newfoundland.

Mr. McDonald has significant business management experience and a highly diversified background in HR, IR and OE disciplines. He demonstrates a solid understanding of business fundamentals and is an advocate for the importance of people and clear organization values to enterprise success.

Mr. McDonald is a Certified Management Consultant (CMC) with a MBA from Dalhousie University.

Margaret Allan is the Administration and Regulatory Affairs Manager for Husky Energy Inc. Ms. Allan has worked in the oil and gas industry in Newfoundland and Labrador since 2000 when she joined Husky Energy to work on the White Rose Oilfield Development Project.

As the Manager of Administration and Regulatory Affairs, among other responsibilities, she is responsible for the implementation of the White Rose Diversity Plan. Prior to joining Husky Energy, Margaret worked for the Government of Newfoundland and Labrador in a number of senior management and executive level positions in the economic development department sector.

She holds a B.A.(Hons) and a Masters in Business Administration, both from Memorial University.

Bob Marshall is the Superintendent of Training for Voisey's Bay Nickel Company Limited (VBNC). His association with VBNC began in October 2002 when he assumed the position to concentrate on the training and development of aboriginal people in Labrador to meet the company's skill needs and IBA commitments to Innu Nation and the Labrador Inuit Association.

In his current role, Mr. Marshall is responsible for ensuring the training and employee development needs are met to operate the Hydrometallurgical Demonstration Plant in Argentina. Prior to joining VBNC Mr. Marshall was Superintendent of Training for Canada's first diamond mine in the North West Territories, BHP Billiton Diamonds Inc. Mr. Marshall's career encompasses working in many facets of the mining industry including responsibilities for operation and training within the mining industry in Iran and Indonesia.

Mr. Marshall graduated from Memorial University of Newfoundland with a Bachelor of Science degree in 1979.

Marilyn Tucker is the President of the Newfoundland and Labrador Employers' Council.

Marilyn has over 30 years experience at the management and executive level in accounting, shipbuilding, and community development and information technology industries in several regions of the province. She has volunteered with community organizations including Chamber of Commerce, Rotary groups, Farm Women's groups and church organizations. She currently serves as an employer on both the Labour Market Sub Committee and the Steering Committee of the Strategic Partnership Initiative, and participates on the Business Caucus.

Marilyn holds a Bachelor of Commerce, a professional accounting designation, a Master's Certificate in Project Management and a Registered Recruitment Professional designation.

Steve McLean, P.Eng. is the Executive Director of the Professional Engineers and Geoscientists of Newfoundland and Labrador.

Mr. McLean has more than 30 years experience at the management and executive levels in various fields including, municipal planning, town management and housing. He has completed terms with a number of community and charitable organizations and is currently a member of the Board of Directors of St. Patrick's Mercy Home in St. John's.

Mr. McLean is a graduate of Memorial University and Dalhousie University with a Bachelors Degree in Engineering (Civil).

Heather Bruce-Veitch is Manager of Human Resources (Local), Iron Ore Company of Canada (IOCC). In her 19 years with IOCC, she has gained extensive experience in recruitment, organization effectiveness and industrial relations and is playing a lead role with current recruitment activity. Heather brings a current perspective of skilled labour availability in the context of an organization facing potential recruitment shortages to the Task Force.

Ms. Bruce-Veitch is a graduate of Memorial University with a BA in French.

Rick Dalton is the Business Manager/Chief Executive Officer/Financial Secretary of International Brotherhood of Electrical Workers (IBEW) 2330. In this capacity, Mr. Dalton plans, organizes and manages a skilled labour force in the completion of multi-million dollar industrial construction projects.

Mr. Dalton has also worked as an Industrial Electrician with NF Hydro and the Terra Nova and Hibernia projects at Bull Arm and as an Electrical Instructor with College of the North Atlantic.

Mr. Dalton holds Journeyperson Construction Electrician and Industrial Electrician Inter-provincial Certifications.

Greg Pretty is the Director of the Industrial/Retail sector of Fisheries, Food and Allied Workers, an affiliate of the Canadian Autoworkers union. The Industrial/Retail Sector is made up of fish processing workers, as well as workers employed in the brewing, manufacturing, hotel, hospitality and other retail workplaces throughout Newfoundland and Labrador. Prior to becoming a FFAW/CAW Director, Mr. Pretty held the position of Staff Representative for 23 years. He has been working for the Union since 1979.

Greg is a past member of the Canadian Marine Advisory Committee (CMAC), past member of the Labour Standards Committee for the Province of Newfoundland & Labrador, Board Member with Metro Business Opportunities (MBO), St. John's, NL, a member of the Advisory Committee of the Marine Institute, Memorial University of Newfoundland, and the Labour Co-Chair of the National Seafood Sector Council (NSSC).

Mr. Pretty grew up in St. John's and attended school at Brother Rice High School. He attended Memorial University of Newfoundland from 1974 to 1979.

Gus Doyle resides in Conception Bay South and is an executive of the Carpenters Union, Local 579. He has significant experience in developing and delivering policies and programs for the Carpenters Union's 2000 members.

He is also an executive member with the Newfoundland and Labrador Federation of Labour and has completed labour relations and industrial relations programs through Memorial University. Mr. Doyle has sixteen years experience in the residential, commercial and industrial sectors of the construction industry and holds a provincial journeypersons certificate in carpentry.

Margie Hancock has been active in the labour movement for the past 20 years. She is currently employed with the Newfoundland and Labrador Federation of Labour and holds the position of Provincial Director for NL with the Public Service Alliance of Canada. Margie is past Vice President of the Newfoundland and Labrador Federation of Labour and past steering committee member of the Strategic Partnership Initiative. She has worked to achieve progressive legislative changes to the Workplace, Health, Safety and Compensation Act and the Labour Standards Act. She is a member of the Safety Net Advisory Council, a community research alliance on health and safety in marine and coastal work centered out of Memorial University's Newfoundland and Labrador Center for Applied Health Research and also a board member of the Women in

Resource Development Committee. Margie has been involved in recent years with Red Tape Task Force Initiative as well as the Skills Task Force.

Post-Secondary Representatives

Robert Shea is an Assistant Professor in the Faculty of Education at Memorial University of Newfoundland. He is the founding Director of the Department of Career Development & Experiential Learning at Memorial and founding editor of the Canadian Journal of Career Development – the first national peer reviewed academic journal devoted entirely to issues of career development in Canada.

Robert has been involved in social entrepreneurship activities for over 21 years. He has provided leadership to numerous national, regional, and provincial organizations. Current voluntary leadership positions include the President of the Canadian Education and Research Institute for Counselling (CERIC) and President elect of the Canadian Association of College and University Student Services (CACUSS). Previous leadership positions include past Chair of the Board, Br. T. I Murphy Learning Resource Centre and past President Contact Point Inc, a non profit corporation designed to provide on line career resources to international career professionals.

Corinne Dunne is the Vice-President, Development and College Advancement, College of the North Atlantic and is responsible for implementing the College's Business Development strategy. She also serves as a key member of the senior leadership team with a portfolio that includes: Business Development and International Student Recruitment; Industry/Corporate Contract Training; Community and Continuing Education; Marketing and Communications; and Alumni and Advancement. Integral to this position is the fostering of existing relationships with industry and seeking new opportunities for partnerships – provincially, nationally and internationally.

Prior to joining College of the North Atlantic, Corinne held senior executive positions in private industry in the areas of marketing and business development with Xerox – Eastern Region, Aliant - Xwave, and Newtel Information Solutions.

Ms. Dunne holds a Masters of Business Administration (MBA) and a Bachelor of Science from Memorial University.

Kay LeMessurier is the representative of the Newfoundland & Labrador Association of Career Colleges on the Skills Task Force and as the former owner and operator of CompuCollege School of Business, until her recent retirement in 2005, has spent 25 years in the Educational Community.

Ms. LeMessurier has held a variety of roles within business and the community including Chairperson of the Employers Council and President of the Newfoundland & Labrador Association of Career Colleges. Ms. LeMessurier was appointed to the Board of Directors of Canada Post in July of 1990 and became Chair of the Audit Committee shortly thereafter. During her tenure with Canada Post, Ms. LeMessurier Chaired the Meetings of the Board for over a year when the position of Chairman became vacant.

Throughout her career, Kay has won numerous awards for Business Excellence some of which include the Atlantic Canada Entrepreneur Award and Cabot College President's Award. Ms LeMessurier is on the Board of Directors of The Equity Group and 3K/2M Limited and is a graduate of Memorial University with a Degree in Vocational Education.

Other Key Stakeholders

Michelle Brazil is the Industry Outreach Coordinator with the Women in Resource Development Committee, a committee established to foster an environment to increase the participation of women in the trades and technology sectors in Newfoundland and Labrador.

Michelle believes that access to opportunity is the key to economic success, so for the past ten years she has been working to reduce barriers to post-secondary education and training. She has worked with national, provincial, and local organizations in the areas of community economic development, labour market and training issues, and policy/organizational development.

Ms. Brazil has a Bachelor of Arts (Political Science, Russian Studies) from Memorial University of Newfoundland, supplemented by further training in computer studies.

Marjorie Flowers is an Administration Manager with the joint Voisey's Bay Employment and Training Authority (JETA) in Happy Valley, Labrador. Reporting to the JETA Board of Directors, Marjorie aids in the development and implementation of the JETA Operational Plan.

In addition to her work with JETA, Marjorie has worked with the Labrador Inuit Health Commission and the Labrador Inuit Association. Ms. Flowers has also worked as an educator in Labrador.

Marjorie is a Graduate of Memorial University with a Bachelor of Education in the Elementary Program.

She remained a member until 25 August 2006, when she found it necessary to resign because of other work commitments.

Deborah Armstrong is the Chair of the Regional Council of Rural Secretariat for Grand Falls-Windsor/Springdale/Harbour Breton. She has worked in education for her entire career, having held a variety of instructional and administrative positions. Ms. Armstrong's most recent position was Director for Baie Verte – Central – Connaigre – School District #5. Through this work, she became very familiar with the entire region.

Deborah was a member of the Strategic Social Plan for five years and is a life long advocate for children, youth, and their families.

Ms. Armstrong has a B.Sp.Ed from Memorial University and a M.Ed. from Mount Saint Vincent University.

Jessica Magalios is currently serving her third term as Newfoundland and Labrador Chairperson for the Canadian Federation of Students. Previously, she served as an Executive member of the Memorial University of Newfoundland Students' Union, Canadian Federation of Students Local 35.

Other Government Representatives

Peter Noel is Principal Assistant to the Premier. Mr. Noel has worked with Mr. Williams in a senior capacity since he became Leader of the Opposition and served in the Opposition Office beginning in June of 2000. Mr. Noel continued in a senior role in the Premier's Office as an advisor to the Premier and is also assigned to special projects. He has 11 years of private sector experience.

Mr. Noel served as an executive assistant to the Minister Responsible for Newfoundland and Labrador Housing and the Minister of Fisheries in the late 1980s. Originally from Freshwater, Carbonear, Mr. Noel is a graduate of Memorial University, Bachelor of Arts and Bachelor of Education.

Wayne Penney is the Assistant Deputy Minister of Human Resources, Labour and Employment (HRLE) with direct responsibility for client services in the areas of Income Support; Career, Employment and Youth Services; Labour Market Development; co-management of the Canada-NL Labour Market Development Agreement; and the development of an immigration strategy for the province.

He has also served in management positions throughout the Province, including Regional Manager for Labrador and Eastern Regions, and Director of Income Support.

A graduate of Memorial University, Bachelor of Arts, 1973 and Bachelor of Social Work, 1979, Mr. Penney has been employed with the Provincial Government for 32 years, beginning his career as a Social Worker.

Rachelle Cochrane (Vice-Chair) is the Department of Education's Assistant Deputy Minister for Advanced Studies. Prior to this appointment, Rachelle was Assistant Deputy Minister, Human Resources and Employment (2001-2002), Assistant Deputy Minister, Intergovernmental Affairs, Executive Council (1999-2001) and Executive Director with Labour (1998-1999).

Rachelle is a graduate of Memorial University with a Bachelor of Arts with a major in Economics and a minor in Business. She also holds a Teaching Certificate in Vocational Education and an Accounting Diploma from the former College of Trades and Technology.

