



Apprenticeship, Trades and Occupational Certification Strategy 2017-2022

FINAL REPORT

Stratégie 2017 à 2022 des TNO sur l'apprentissage et la qualification professionnelle des métiers et professions

Rapport définitif

JULY JUILLET | 2023

Government of
Northwest Territories

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English

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French

Kīspin ki nitawih̄tīn ē nīhīyawih̄k ōma ācimōwin, tipwāsinān.

Cree

Tłıchq̄ yatı k'èè. Dı wegodi newq̄ dè, gots'ō gonede.

Tłıchq̄

ʔerih̄t'is Dēne Sų́nė yatı t'a huts'elkēr xa beyáyatı theʔą ʔat'e, nuwe ts'ēn yóttı.

Chipewyan

Edı gondı dehgáh got'je zhatıé k'éé edat'éh enahddhę nıde naxets'é edahí.

South Slavey

K'áhshó got'jne xədə k'é hederı ʔedjht'é yerııwę nıde dúle.

North Slavey

Jii gwandak izhii ginjik vat'atr'ijáhch'uu zhit yınohthan jı', diıts'at ginohkhii.

Gwich'in

Uvanittuaq ilitchurisukupku Inuvialuktun, ququaqłuta.

Inuvialuktun

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Introduction

In 2017, the Government of the Northwest Territories (GNWT) introduced the [Northwest Territories' Apprenticeship, Trades and Occupation Certification Strategy 2017-2022](#) (ATOC Strategy). This Strategy aligns with the [Skills 4 Success 10-Year Strategic Framework 2015-2025](#) with a shared vision, goals and actions of building the NWT workforce and diversifying the NWT economy.

Over the last five years, the Department of Education, Culture and Employment (ECE) has improved access to skilled trades training and certification, applied labour market information to encourage community economic development, and enhanced the employer and apprentice experience, while fostering a client-centred program philosophy. Apprentices, journeypersons, employers, training institutions and administrative staff have had to work together and have had to adapt and pivot to accommodate the NWT border restrictions during the COVID pandemic.

As the Strategy concluded December 2022, this final report measures success in advancing and implementing the objectives outlined within, in accordance with the Strategy's Performance Measurement Plan.

Présentation

En 2017, le gouvernement des Territoires du Nord-Ouest (GTNO) a publié la [Stratégie 2017 à 2022 des TNO sur l'apprentissage et la qualification professionnelle des métiers et professions](#), laquelle s'aligne sur le [Cadre stratégique décennal de l'initiative Des compétences pour réussir](#). Les deux documents s'articulent autour d'une vision, d'objectifs et de mesures communes visant à renforcer la main-d'œuvre et à diversifier l'économie des TNO.

Au cours des cinq dernières années, le ministère de l'Éducation, de la Culture et de la Formation a étendu l'accès aux formations et aux certifications pour les métiers spécialisés, il a mis à profit les données sur le marché du travail pour stimuler le développement économique communautaire, et il a bonifié l'expérience des employeurs et des apprentis, tout en cultivant une philosophie de programme axée sur le client. Les apprentis, les compagnons, les employeurs, les établissements de formation et le personnel administratif ont dû travailler ensemble et ont dû s'adapter et faire preuve de souplesse pour tenir compte des restrictions frontalières aux TNO pendant la pandémie de COVID-19.

Comme la stratégie s'est achevée en décembre 2022, le présent rapport définitif évalue la réalisation et la mise en œuvre des objectifs qui ont été définis conformément au Plan de mesure du rendement de la stratégie.

NWT Apprenticeship, Trades and Occupational Certification Strategy 2017-2022 Overview

Vision:

To have a responsive Apprenticeship, Trades and Occupation Certification (ATOC) program that supports the development of a skilled and trained workforce in the NWT.

Principles:

- Client-centred
- Relationship-based and industry focused
- Regionally and nationally aligned
- Diverse and inclusive
- Decisions are based on sound evidence
- Flexible and accessible
- Results focused and accountable

ATOC Strategy Goals – A Framework for Success

The ATOC Strategy is closely connected with the [Skills 4 Success 10-Year Strategic Framework](#) and [4-Year Action Plan 2016-2020](#) and therefore, has adopted and incorporated the Framework's four goals.

The *Skills 4 Success* goals and priorities are aimed at closing education and employment gaps and addressing recruitment and retention challenges.

The ATOC Strategy's goals, objectives and key points are located in [Appendix A – Skills 4 Success and ATOC Goals](#).

[Appendix B – Performance Indicators at a Glance](#) is a summary of the Performance Measurement Plans' Goals, Objectives, and Indicators.

Results

The results of the Apprenticeship, Trades and Occupational Certification Strategy 2017-2022 apply to the period of August 2016 to August 2022 (by academic year). Even though August 2016 is outside of the Strategy, this time frame was used as the baseline for this report. These results are presented below by Goal, Objective, and Indicator.

At the end of this report (Appendix E) is a detailed Glossary for many of the technical terms used.

Goal 1: Increase skill levels through relevant education and training.

Skills development and apprenticeship programming addresses labour market demands and builds long-term capacity.

Objective #1: Having high quality training and certification standards in the apprenticeship and industry training system, where supply meets demand.

Indicator #1a. Number and location of pre-apprenticeship and apprenticeship technical training opportunities available annually.

Why report on this measure?

This measure provides information about where NWT apprentices are attending technical training that provide the required skills and knowledge for building successful NWT tradespersons.

What do the results of this measure tell us?

The results of this indicator tell us that there are extensive technical training opportunities available to NWT apprentices and people looking to attend trades-related training. This indicator also shows that Aurora College offers pre-apprenticeship and apprenticeship technical training opportunities in the NWT. Most of the pre-apprenticeship and apprenticeship technical training opportunities are in Alberta. The opportunities for these training opportunities have been consistent throughout the 2016 to 2022 academic years (August to August). Training opportunities refers to pre-apprenticeship and apprenticeship course offerings.

These results also tell us that there are multiple opportunities for people interested in obtaining a trade, as the amount of pre-apprenticeship and apprenticeship opportunities available at Aurora College and in southern jurisdictions, are expansive.

Table 1 – Number and location of Pre-apprenticeship and Apprenticeship opportunities annually from August 2016 to August 2022

Pre-apprenticeship NWT	Pre-apprenticeship Alberta	Apprenticeship opportunities NWT	Apprenticeship opportunities Alberta
4	42	14	832

Source: Aurora College, Alberta Advanced Education-Apprenticeship and Industry Training

It is important to note, that the Pre-apprenticeship and Apprenticeship opportunities listed above, have been consistent throughout the lifespan of this strategy and do not vary from year to year. The technical training programs are available, but not all program deliveries are available as delivery is based on demand from apprentices and program administrators.

Indicator #1b. – Percentage of apprentices who need to attend technical training outside the NWT.

Why report on this measure?

This measure provides information on whether NWT apprentices need to leave the NWT to receive their technical training. Aurora College only offers certain technical training and certain levels therefore in some cases, apprentices *need* to go outside the NWT to attend technical training.

What do the results of this measure tell us?

This measure provides information on where NWT apprentices are attending their required technical training. There is still a demand for some technical training that is only available outside the NWT due to Aurora College’s capacity to deliver all the required technical training levels for the [54 NWT designated trades](#). It should be noted that the technical training required for apprentices to attend outside the NWT is decreasing.

Most apprentices that were required to take technical training at an Alberta post-secondary education technical training institution returned to the north to continue employment with their northern employer.

One of the factors that possibly affected these choices were that NWT Apprentices wanted to be closer to their families during the Covid-19 shutdowns and the strict NWT border restrictions which impacted travel outside the NWT.

Table 2 – Percentage of apprentices who attend technical training outside of the NWT.

2016-2017 Academic year	2017-2018 Academic year	2018-2019 Academic year	2019-2020 Academic year	2020-2021 Academic year	2021-2022 Academic year
56%	53%	58%	60%	55%	52%

Source: ECE administrative data, Case Management Administrative System Business Intelligence tool, ATOC module

Indicator #1c. – Home region of NWT apprentices by trade and where they attended technical training (annually by academic year)

Why report on this measure?

This measure provides information on where NWT apprentices reside, what trade apprentices are working toward and where apprentices are receiving their technical training skills.

What do the results of this measure tell us?

This measure tells us that there are many apprentices in the North Slave, as the majority of journeypersons and trades-related businesses are located in Yellowknife and the North Slave region. This indicator also shows that the South Slave region has the second highest level of apprentices in the NWT. This is likely because Fort Smith and Hay River are located in the South Slave, as well as the School of Trades Apprenticeship, and Industrial Training - Aurora College. There is a slow and steady increase in apprenticeships in the smaller regions.

Table 3 – Home region of NWT apprentices by academic year (August 2016 to August 2022)

Note: The detailed NWT regional information is located in [Appendix D](#) – Home region of NWT apprentices by trade and where they attended technical training by academic year (August 2016 to August 2022)

Results 2016-2017 Academic year	Results 2017-2018 Academic year	Results 2018-2019 Academic year	Results 2019-2020 Academic year	Results 2020-2021 Academic year	Results 2021- 2022 Academic year
207 NWT apprentices who attended technical training	209 NWT apprentices who attended technical training	193 NWT apprentices who attended technical training	105 NWT apprentices who attended technical training	118 NWT apprentices who attended technical training	147 NWT apprentices who attended technical training
<u>Beaufort Delta</u> 18 apprentices	<u>Beaufort Delta</u> 21 apprentices	<u>Beaufort Delta</u> 18 apprentices	<u>Beaufort Delta</u> 7 apprentices	<u>Beaufort Delta</u> 10 apprentices	<u>Beaufort Delta</u> 17 apprentices

<u>Sahtu</u> 10 apprentices	<u>Sahtu</u> 15 apprentices	<u>Sahtu</u> 10 apprentices	<u>Sahtu</u> 5 apprentices	<u>Sahtu</u> 5 apprentices	<u>Sahtu</u> 1 apprentice
<u>South Slave</u> 63 apprentices	<u>South Slave</u> 55 apprentices	<u>South Slave</u> 40 apprentices	<u>South Slave</u> 28 apprentices	<u>South Slave</u> 32 apprentices	<u>South Slave</u> 49 apprentices
<u>Dehcho</u> 7 apprentices	<u>Dehcho</u> 7 apprentices	<u>Dehcho</u> 3 apprentices	<u>Dehcho</u> 1 apprentice	<u>Dehcho</u> 3 apprentices	<u>Dehcho</u> 5 apprentices
<u>North Slave</u> 109 apprentices	<u>North Slave</u> 111 apprentices	<u>North Slave</u> 122 apprentices	<u>North Slave</u> 62 apprentices	<u>North Slave</u> 68 apprentices	<u>North Slave</u> 75 apprentices

Objective 2: Enhancing the Schools North Apprenticeship Program (SNAP) participation to ensure its success and ongoing existence.

The [Schools North Apprenticeship Program \(SNAP\)](#) is a work experience program for NWT high school students looking for opportunities to explore the trades sector. SNAP provides students who are interested in skilled trades with a way to gain valuable work experience while attending high school.

SNAP provides a win-win situation for the student and the employer. In most cases, the SNAP student will advance through the ATOC certification process while staying with their initial employer.

Indicator #2a. Number and percent of schools participating per year.

Note: This indicator includes schools with grades 10-12 as students must be 16 years of age and older to participate in the SNAP program (total of 20 out of the 36 schools in the NWT).

Why report on these measures?

These measures provide information on high school students participating in the program within the trades sector. SNAP provides many advantages for a high school student such as attaining dual high school credits, completing employment hours, earning a wage, as well as applying these accumulated hours toward their first level of apprenticeship and subsequently, moving toward a journey person certification faster. Understanding interest in the trades through participation in SNAP is an indicator of the future health of the trades workforce in the NWT.

What do these results of these measures tell us?

This measure provides information about the progression and success of SNAP students and SNAP apprentices through the apprenticeship continuum.

In 2019, [Career and Education Advisors](#) were introduced into NWT high schools and have focused on SNAP. The efforts of the Career and Education Advisors has increased the number of SNAP students and SNAP apprentices with these students, continuing on to a regular apprenticeship. These SNAP students and SNAP apprentices are often more successful while working with a Career and Education Advisor, possibly due to the ongoing coaching and support the student received

while working through the apprenticeship system. This is evident in the academic year of 2021-2022 where **22 students** participated in the SNAP program.

Table 4 - Schools North Apprenticeship Program (SNAP) participation

Academic year	2A. Number and percent of schools participating per year	2B. Number of SNAP students per year	2C. Number of SNAP apprentices per year	2D. Number and percent of SNAP apprentices who continue as an apprentice after leaving high school
2016-2017	No schools participated	0 SNAP students	3 SNAP apprentices	2 SNAP apprentices (67%)
2017-2018	No schools participated	0 SNAP students	1 SNAP apprentice	1 SNAP apprentice (100%)
2018-2019	No schools participated	0 SNAP students	0 SNAP apprentices	0 SNAP apprentices (0%)
2019-2020	2 NWT schools (10 % of NWT schools)	4 SNAP students	1 SNAP apprentices	6 SNAP apprentices (100%)
2020-2021	2 NWT schools (10% of NWT schools)	14 SNAP students	4 SNAP apprentice	4 SNAP apprentices (100%)
2021-2022	3 NWT schools (15% of NWT schools)	22 SNAP students	5 SNAP apprentices	4 SNAP apprentices (80%)

Note: These statistics are based on the current interventions being completed by ECE's Career Development Officers and the Career and Education Advisors. It is anticipated that there will be a significant increase in students participating in SNAP due to the Career and Education Advisors and Career Development Officers diligent work with NWT students and employers who are eligible to participate in SNAP.

Goal 2: Bridge Education and Employment Gaps through Targeted Supports.

NWT apprentices and employers access supports and incentives that are relevant, effective, and aligned with territorial labour market needs.

Objective 3. Enhancing overall client-centred service by improving ATOC's operational and administrative efficiency so that it is responsive to clients and to the needs of the labour market.

ATOC is delivered by Career Development Officers (CDOs) located in Regional ECE Service Centres. The apprenticeship and trades certification process is administered by ECE's Headquarters staff. Each piece of the apprenticeship certification process is an integral part of the ultimate goal of Journeyman Certification and Red Seal status.

Indicator #3a. Client satisfaction with application and administrative process, as per ECE Service Standards.

Why report on this measure?

This measure illustrates ECE's efficiency and effectiveness of administering the ATOC program, according to [Apprenticeship, Trades and Occupation Certification Service Standards](#). This measure is

important to report on the satisfaction level of NWT apprentices working their way through the apprenticeship process. It is important that apprentices have the support they need, to be meet their goal of Journeyperson Certification.

What do these results of this measure tell us?

This measure provides insight on NWT registered apprentices' overall satisfaction with ECE's Service Standards, as well as the apprentices' on-the-job training, and technical training. This is a key priority to recruitment and retention of NWT apprentices.

Results

In the fall of 2021, on behalf of ECE's Apprenticeship, Trades and Occupation Certification program, the [NWT Bureau of Statistics](#), conducted the 2021 Survey of Apprentices. Apprentices were asked to complete the survey online and with telephone follow-up as required.

Some of the key findings from this survey are as follows:

- **88%** of apprentices who completed the survey stated that they **agreed or strongly agreed** that the Career Development Officers were knowledgeable about the apprenticeship program.
- **80%** of apprentices who completed the survey stated that Career Development Officers were easy to get in touch with and responded to enquiries in a timely manner.
- **98%** of apprentices who completed the survey stated their satisfaction when the Career Development Officers provided helpful answers, when they were presented with questions about entering into technical training and on securing technical training opportunities for these apprentices.
- **82%** of the apprentices were satisfied with the ATOC administrative process.
- **95%** of the apprentices were satisfied by the "MyECE ATOC" portal.

Objective #4: Improving the journeyperson experience by providing support for business skills development.

Indicator #4a. Journeyperson's satisfaction with business skills development and supports (Blue Seal)

The Blue Seal program is for journeypersons who have completed their journeyperson status (Certificate of Qualifications) and possibly the Interprovincial Red Seal designation (certification). These individuals usually want to expand their skills and knowledge and become a self-employed business owner.

The Blue Seal certification is a nationally recognized certification which was implemented in 2021 in the NWT. It is important that ECE harmonizes with other jurisdictions and provides additional certifications for journeypersons. The Blue Seal certification is a prestigious addition to any journeypersons' portfolio and will assist these individuals in their advancement in business and management opportunities.

Holding a [Blue Seal](#) Certification demonstrates that a journeyperson or recognized trade certificate holder has successfully achieved a reasonable level of business education (150 hours) and knowledge of various approved business subject areas.

Blue Seal certification provides valuable business and management knowledge to supervise a team, manage finances, or even start one's own business.

NWT journeypersons or Occupational Certificate holders who complete the Achievement in Business Competencies (Blue Seal) Program may move into leadership, supervisory, entrepreneurial, or other roles.

Why report on this measure?

This measure indicates how ECE is supporting journeypersons in expanding their business skills. This measure provides baseline data on NWT journeypersons advancement into the Blue Seal Certification process especially during the early stages of this program's implementation in the NWT.

What do the results of this measure tell us?

This measure tells us that there are journeypersons who want to expand their skills, knowledge and experience in business and management.

Results

In 2020-2021 (the year the Blue Seal Certification program was launched) there were two journeypersons who certified as Blue Seal journeypersons. In 2021-2022, there were six journeypersons who became Blue Seal certified, showing three times as many Blue Seal Certifications have occurred.

It is anticipated that the Blue Seal certification will continue to see an increase with NWT Journeypersons obtaining a Blue Seal certification.

ECE recently conducted a survey to the Blue Seal journeypersons, enquiring as to the Blue Seal journeypersons' personal experience with their newly obtained business skills.

- 85% of participants stated that they had not experienced higher wage since obtaining the Blue Seal Certification. This is primarily due to not having the Blue Seal Certification long enough. It is too soon, to determine.
- 43% of participants stated that they believe that the Blue Seal Certification has improved their career, business, employment and/or business opportunities.
- Almost 30% of participants stated it was too soon to determine.
- 85% of participants stated that they believe that the Blue Seal Certification is beneficial to journeypersons.
- 85% of participants would recommend the Blue Seal certification to other journeypersons.

Some other comments were:

- It is positive and convenient that business courses taken previously were accepted within the Blue Seal Certification process.
- Even though completing the survey is a bit too soon to determine the success of the Blue Seal Certification in my life, I do believe it is a great opportunity for journeypersons to expand their skills, knowledge, and experience, as well as their career, earnings, employment and/or business opportunities
- The Blue Seal Certification brings the journeyperson from a "blue collar" work world to a "white collar" work world.

Some recommendations offered by survey participants:

- Financial support is needed when taking business courses, as these courses are not cheap.
- Aurora College could offer standalone business courses that apply to Blue Seal Certification
- Implementing Prior Learning Assessment Recognition (PLAR) for Blue Seal Certification would be helpful and cost effective.
- More promotion, marketing and public awareness is needed for the Blue Seal Certification. Most people I have talked to about this program, did not know about this and are now looking into it.

Objective #5: Improving the overall apprenticeship completion rate through education and employment supports.

Indicator #5a. Completion rates of apprentices obtaining a Certification of Apprenticeship, Certification of Qualification or Journeyperson Certification.

Apprentices have choices as to what type of certification may be obtained upon completion of the Apprenticeship program.

These different types of certifications for journeypersons are included below with a short description of each.

Completion of Apprenticeship – This certification is issued when the apprentice has completed all levels of technical training and has completed all required work experience hours which have been verified and signed off by a qualified journeyperson.

Certificate of Qualification - This certification is issued when the apprentice has completed all levels of technical training and has completed all required work experience hours which have been verified and signed off by a qualified journeyperson.

Journeyperson – A journeyperson is someone who meets industry established standards. In a compulsory certification trade, a journeyperson must be certified to work in the trade. In an optional certification trade, an employer may deem a person a journeyperson if satisfied that the person possesses the skills and knowledge that is expected of a journeyperson in that trade.

Red Seal Endorsement – The Red Seal is an interprovincial recognition of a trade. Journeypersons can write a Red Seal exam to have that qualification add to their Certificate of Qualification

Blue Seal Certification - A nationally recognized certification for journeypersons who have completed their journeyperson status (Certificate of Qualifications) and possibly the Interprovincial Red Seal designation (certification). These individuals expand their skills and knowledge to become a more productive and skilled self-employed business owner.

Why report on this measure?

Journeypersons are critical to the overall success of Apprentices and the ATOC process. Journeypersons supervise, mentor, and provide hands-on work experience to apprentices. This measure illustrates the number of certified journeypersons in the NWT who are actively contributing to the success of apprentices and the ATOC program.

What do the results of this measure tell us?

This measure reports on the completion of qualified journeypersons in the NWT. Throughout the strategy, the number of certified and qualified journeypersons, continued to increase, with the exception of 2019-2021 due to COVID restrictions. Even though these restrictions occurred, there were still apprentices completing their apprenticeships and receiving their journeyperson certification.

Typically, apprenticeships take between 3-4 years to receive Completion of Apprenticeship certification. These completion rates may take longer and may have some impact the completion rates stated below. It is important to remember, that in academic year 2016-2017, these journeypersons started their apprenticeship at earliest in 2013 and could have been started several years before that date. Therefore, it is important to note that the journeypersons statistics stated below, have been on this pathway for several years prior to the start date of this table.

Table 5 – Completion rates of NWT Apprentices to Journeyperson status

2016-2017 academic year	2017-2018 academic year	2018-2019 academic year	2019-2020 academic year	2020-2021 academic year	2021-2022 academic year
47%	58%	56%	78%	47%	57%

Source: ECE, Case Management Administrative System, Business Intelligence tool, ATOC module

Objective 6: Increasing the participation and completion rates of targeted groups in apprenticeship and certification, including females in non-traditional trades and Indigenous Aboriginal apprentices.

Indicator #6a – Number and Percentage of participants

Why report on this measure?

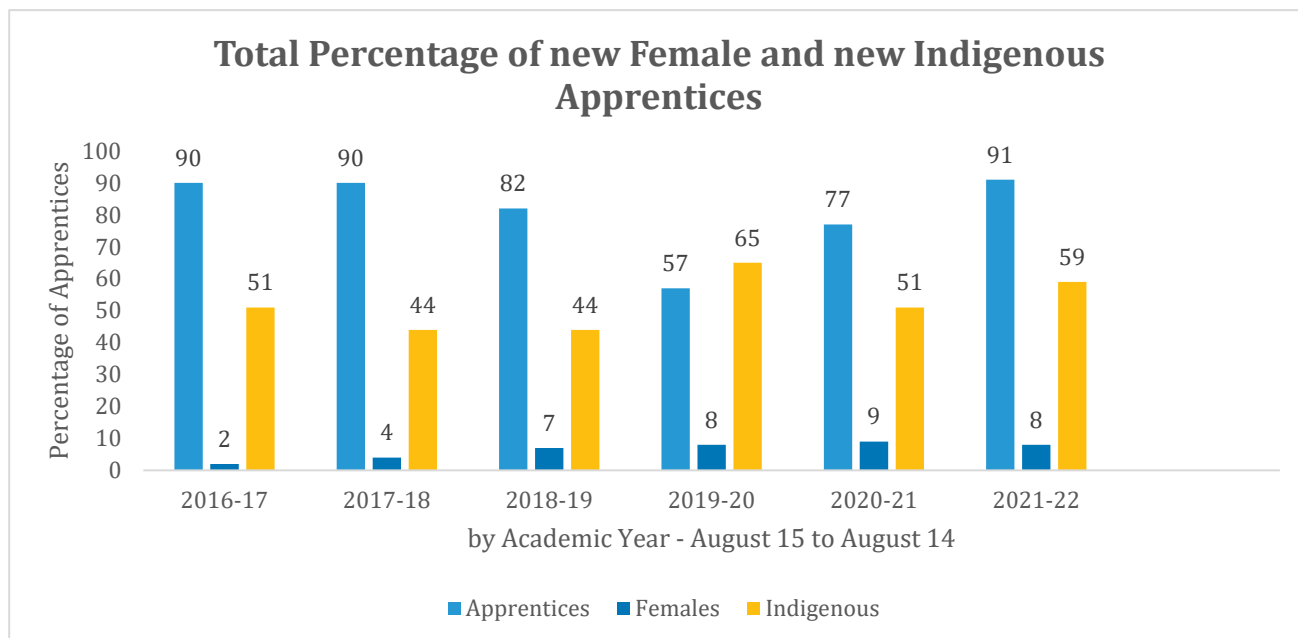
It is the mandate of the GNWT to work with the Indigenous peoples of the NWT. It is also a key action within the ATOC Strategy to develop and implement initiatives that will increase the number women in the trades. This is because both Indigenous people and females are underrepresented in the trades sector.

What do the results of this measure tell us?

As shown in the chart below, female apprentices' participation rates in the trades average just above five new female apprentices per year and in 2021, that represented 8% of all apprentices. This indicator also shows Indigenous apprentices' participation in the trades averages 40-42 new Indigenous apprentices per year and in 2021, that represented 59% of all new apprentices.

This measure illustrates that there is a significant increase with Indigenous people participating in the trades. See Chart #1 – Targeted Groups in Apprenticeship, below.

Chart 1 – Total Percentage of new Female and new Indigenous Apprentices



Source: ECE Administrative data, Case Management Administrative System, Business Intelligence tool, ATOC module

Indicator #6b – Completion rates of Female and Indigenous people in Apprenticeship

Why report on this measure?

It is important that female and Indigenous apprentices are not only working with a journeyperson, an employer and taking technical training but that these individuals are **completing** the apprenticeship process and becoming certified journeypersons. This statistic reflects the *previous* years of underrepresented groups who have completed the Certification of Apprenticeship, the Certification of Qualification and/or the Journeyperson Certification. Most apprenticeships take three to four years, if not longer, to complete the certification process. These completion rates were initiated from three to four years prior to the implementation of this ATOC Strategy.

It is also important that the GNWT accomplish all it can in providing and improving programs and services that lead NWT women and Indigenous residents to employment and economic success. This includes labour market programs and NWT labour market development which includes the ATOC program.

What do the results of this measure tell us?

This measure tells us that the completion of apprenticeships with underrepresented people such as women and Indigenous people. The data shows that the completion rates are low with both Indigenous apprentices and female apprentices but is staying consistent. The average number of completions for each underrepresented group are based on academic year (August to August) during August 2016 to August 2022.

These findings could be indicating that females and Indigenous persons completion rates are taking longer for completion of the apprenticeship.

This indicator may need to be further examined to determine why these completion rates seem to be low.

Table #7 – The Apprenticeship to journey person completion rates of new female and new Indigenous apprentices from the apprentice’s year one start to the apprentice’s year of completion.

2016-2017 Academic year	2017-2018 Academic year	2018-2019 Academic year	2019-2020 Academic year	2020-2021 Academic year	2021-2022 Academic year
New female apprentices – 1 (2%)	New female apprentices – 2 (4%)	New female apprentices 5 (33%)	New female apprentices – 2(8%)	New female apprentices – 0(0%)	New female apprentices – 0(0%)
New Indigenous apprentices – 18 (43%)	New Indigenous apprentices - 28 (54%)	New Indigenous apprentices - 22 (46%)	New Indigenous apprentices - 7 (27%)	New Indigenous apprentices - 9 (43%)	New Indigenous apprentices - 20 (53%)

Goal 3: Grow the NWT Workforce through Partnerships

NWT employers can recruit a capable workforce that expands and capitalizes on residents’ skills, attracts newcomers to fill shortages and retains people in the territory to contribute to the ongoing growth of the economy.

Objective 7: Develop and maintain linkages and relationships with employers and industry groups, with a more effective and efficient way to engage and talk with industry.

Indicator #7a. Number and description of industry partners.

Why report on this measure?

Industry partners are key in the ATOC program. Without industry and employer partners, there would be no apprentices or journeypersons. The very essence of the ATOC program is supported and mentored by employers and journeypersons who work within the trades sector. Therefore, these partners are necessary to recommend improvements to the ATOC program and process.

The [Apprenticeship, Trades and Occupation Certification Board](#) (ATOCB) is an industry board appointed by the NWT Minister of Education, Culture and Employment (ECE). The Board has a legislated mandate to make recommendations to the Minister regarding training and certification in traditional trades and designated occupations. The members who sit on the Board represent industry partners and communicate recommendations and decisions that ECE administers.

The Board meets quarterly with the Director, Apprenticeship, Trades and Occupation Certification and ATOC staff to ensure that all levels and processes of the ATOC program align and adhere to industry needs and provide guidance and direction of program administration.

What do the results of this measure tell us?

This measure tells us, that the Board and program staff continually work together on implementing recommendations and decisions regarding trades and apprenticeships. Virtual meetings have been held on a quarterly basis.

The results stated in Table #8 are Trades and Occupation Wage Subsidy Program employer contracts with employers and ECE by academic year (August to August). This result does not include the countless employer and industry contacts made by Career Development Officers, Career and Education Advisors or the ATOC staff. Work with NWT employers and ECE staff continued through the COVID-19 restrictions through virtual meetings.

Table #8 – Number and description of industry partners accessing Trades and Occupation Certification Wage Subsidy Program (TOWSP) financial support from August 2016 to August 2022

Results 2016-2017	Results 2017-2018	Results 2018-2109	Results 2019-2020	Results 2020-2021	Results 2021-2022
# of Employers with Apprentices – 87	# of Employers with Apprentices – 87	# of Employers with Apprentices – 77	# of Employers with Apprentices – 76	# of Employers with Apprentices – 91	# of Employers with Apprentices - 89

Source: ECE Administrative data, Case Management Administrative System, ATOC Business Intelligence tools and internal reports.

Indicator #7b. Description of engagement processes and partnerships – example of programs and initiatives

Why report on this measure?

This measure illustrates the continual efforts of all partners involved in building capacity of NWT apprentices and journeypersons. It takes many people to provide the opportunities for an apprentice to gain journeyperson certification.

There are ongoing meetings that support the continuation of the ATOC program including best practices and enhancements to the program.

What do the results of this measure tell us?

Through these partnerships, new and innovative programs and best practices have been learned and discussed for possible implementation in the north. Some of these programs have in fact, been adopted, and implemented in the NWT, with success.

Results by Programs and Initiatives

- The [Apprenticeship Trades and Occupational Certification Board](#) members (there are seven members plus ECE’s Director of Apprenticeship and ECE’s ATOC staff)
- Forum of Labour Market Ministers
- Canadian Council of Directors of Apprenticeship
- Interprovincial Standards Examination Committee
- Apprenticeship Mobility Forum
- The [Trades Advisory Committees](#) (for carpentry, plumbing, electrical, heavy equipment technician, and housing maintainer trades)

- [Aurora College](#) departmental heads including the President, Vice President of Community Extensions, Vice-President of Education and Training and the Chair of the School of Trades and Industrial Training
- Skills Canada NWT
- NWT and Nunavut Construction Association
- Native Women's Association
- Internal discussions with other ECE divisions (Education Operations, Student Support and Wellness and Income Security Programs)
- Ongoing teachings, learnings and best practices with the Regional Career Development Officers and the Career and Education Advisors working at Regional ECE Service Centres
- [Virtual Learning Strategist](#) (with Government of New Brunswick)
- [Building Forever: Women's Pre-Trades Program](#) (with DeBeers and Native Women's Association of the NWT)
- [Girls in Trades](#) (with [Skills Canada NWT](#) and [Makerspace YK](#))
- GNWT [Blue Seal certification](#) (with the [Government of Alberta-Apprenticeship and Industry Training](#))
- [Build your Skills](#) (with Skilled Plan)
- [National Skilled Trade and Technology Week](#) (collaboration with employers, apprentices, and the Minister of Education, Culture and Employment)
- [Schools North Apprenticeship Program](#) (collaboration with ECE staff and NWT District Education Authorities, NWT high schools and local employers). This includes 20 NWT high schools that deliver grade 10-12 curriculum as the SNAP program is only available to students who are 16 years of age and older.

Source: ECE Administrative data including annual reports, Case Management Administration System reports, internal and external meeting notes and minutes and the Apprenticeship, Trades and Occupation Certification staff.

Objective #8: Work with industry to develop an improved model of apprentice sponsorship that will result in increased numbers of apprentices and engaged employers.

Indicator #8a: Number of apprentices completing work experience hours in small communities.

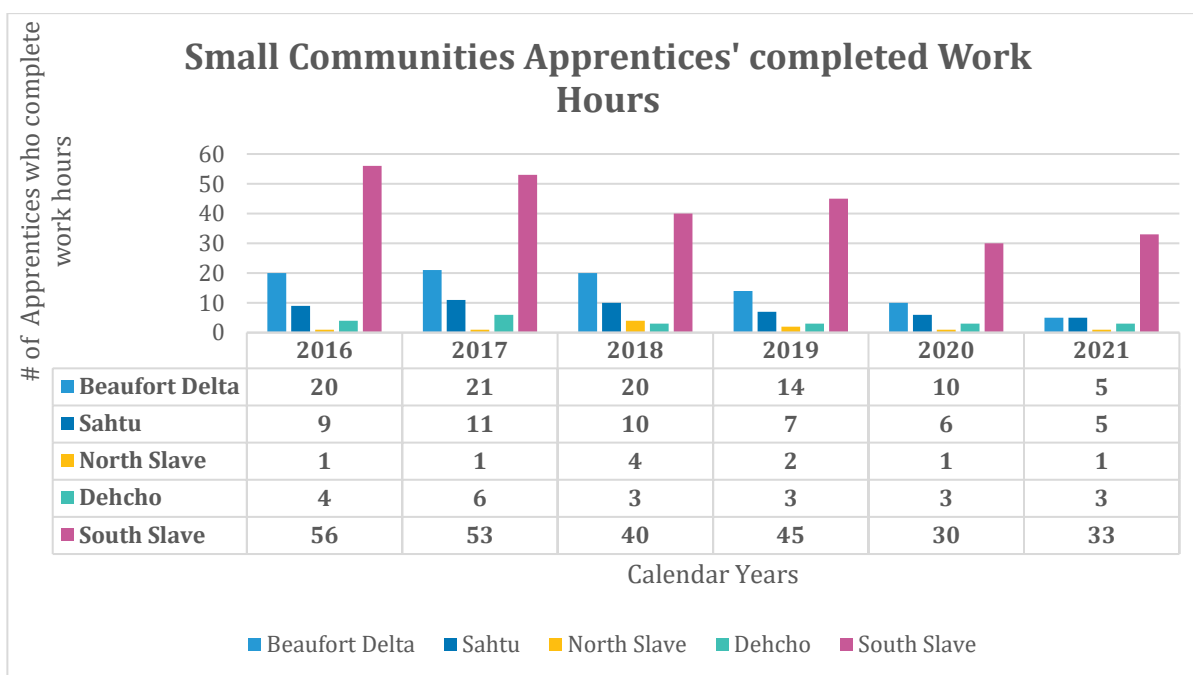
Why report on this measure?

The Government of the Northwest Territories has prioritized the *increase of employment in small NWT communities* during the 19th Legislative Assembly.

What do the results of this measure tell us?

The result of this measure provides the data on apprentices working (and collecting their required hours) on projects in smaller regions and communities. This also states that there are journeypersons working with these apprentices in the smaller communities and that trade capacity is being built in the north.

Chart #3 – Number of apprentices completing work experience in small NWT communities.



Note: North Slave region includes Behchoko, Dettah, D’Nilo, Gameti, Lutsel K’e, Wekweeti and Whati. Yellowknife is excluded, as Yellowknife is not considered a small community.

Objective 9: Partner with educational institutions, training providers and employers to address upcoming skill shortages and respond to industry needs by having training available when industry needs it.

Indicator #9a - Number and type of training programs introduced as a result of partnership engagement.

Why report on this measure?

It is important to ensure that ECE is maximizing engagement efforts with different types of organizations and industries to increase potential apprenticeship opportunities. Partnerships are critical.

What do the results of this measure tell us?

This measure speaks to the valuable partnerships developed and maintained by ECE. The measure also provides information on how the Apprenticeship, Trades and Occupation Certification partnerships have been maintained across the north as well as across Canada, to ensure that the NWT ATOC standards are equivalent with other Canadian jurisdictions. This benefits NWT apprentices, journeypersons, Interprovincial Red Seal holders and Blue Seal holders for interjurisdictional mobility and recognition.

Results

The GNWT continues to strengthen, maintain, and build partnerships. These partnerships include;

- Virtual Learning Strategist (with Government of New Brunswick)
- Women in Trades (with DeBeers and Native Women’s Association)
- Girls in Trades (with Skills Canada NWT and Makerspace)
- Blue Seal certification (Government of Alberta-Apprenticeship and Industry Training)

- [Build your Skills](#) (with Skilled Plan)
- [Aurora College - School of Trades and Industrial Training](#)
- [Mine Training Society](#)
- [NWT & Nunavut Construction Association](#)
- [Forum of Labour Market Ministers](#)
- [Canadian Council of Directors in Apprenticeship](#)
- [Interprovincial Standards Examination Committee](#)

Source: Apprenticeship, Trades and Occupation Certification program staff

Objective 10: Ensure the accessibility of the apprenticeship and certification system for all NWT residents through the active promotion of the apprenticeship program.

Indicator #10a. - Number and type of communication and promotion material for ATOC

Why report on this measure?

Reporting on this measure showcases the ATOC program and how it is communicated and advertised to all stakeholders including students, youth, employers, training providers, technical training institutions, and ECE staff.

Communications is how the GNWT reaches NWT residents and promotes trades awareness to the NWT public and to ATOC program stakeholders.

What do the results of this measure tell us?

The result of this measure illustrates the collective efforts of ECE in developing interesting, timely, appropriate and relevant communication products for the NWT's public and stakeholders.

Results

These include:

- Advertising: print, radio, digital and social media advertising, promotion in trade magazines and trades/construction newsletters
- Events: NWT trades fairs, career fairs, National Skilled Trade and Technology Week, and Regional Service Centres open houses
- Resources: [website content](#), information sheets, FAQ, promotional materials, successful NWT journey person videos
- Minister statements in the Legislative Assembly,
- News Releases and Public Service Announcements
- Outreach and distribution of ATOC information through CDOs and CEAs

Goal 4. Improve Decision-making with Relevant Labour Market Information

NWT residents, apprenticeship and territorial employers have easy access to relevant, accurate and timely labour market information to make informed career and business decisions.

Objective #11 - Align the NWT apprenticeship training system with labour market demand so that the apprenticeship training system responds to, and is relevant to the needs of apprentices and employers

Indicator #11a. - Number and percentage of NWT apprentices who entered trades under the category of Skills 4 Success jobs in demand.

Why report on this measure?

The [Skills 4 Success 10-Year Strategic Framework 2015-2025](#) is the GNWT’s overarching guiding pathway of building and developing the NWT’s labour market. The Labour Market Forecast and Needs Assessment and the Occupational Forecast from 2021 to 2040 highlight the demand for trades. This information demonstrates the demand and importance of apprenticeship application for trades people in today’s NWT labour market and for the future.

What do the results of this measure tell us?

These results tell us that NWT residents are entering into the trades and that NWT employers are supporting apprenticeships. Even during COVID-19 restrictions, apprentices were attending technical training and obtaining their work hours within trade occupations that are in demand.

Results are based on the [NWT Top 10 Forecasted Trades Jobs - 2021-2040](#)

Table #10 - Number of NWT apprentices who entered trades under the category of S4S jobs in demand by academic year (August to August) from 2016-2022.

Trade	Number of Applications by academic year (August, 2016 to August, 2022)						TOTALS
	2016 - 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	
Automotive Service Technician	19	16	19	11	13	15	93
Cabinetmaker	0	0	0	0	1	3	4
Carpenter	40	31	36	20	44	38	209
Construction Electrician	46	39	36	21	26	29	177
Cook	1	5	2	3	2	4	17
Heavy Equipment Technician	31	35	23	18	16	19	142
Industrial Mechanic (Millwright)	10	7	3	4	3	5	32
Oil Heat Systems Technician	1	3	2	3	0	0	9
Plumber/Gasfitter	25	30	21	11	10	19	116
Welder	16	18	9	8	11	9	61

Source: ECE Case Management Administrative System, Business Intelligence tool, ATOC module

Indicator #11b. – Number and percentage who were certified as a journeyperson in trades under the category of S4S jobs in demand.

Why report on this measure?

This measure is critical to the ATOC program’s success. Without qualified and certified journeypersons, the apprentice would not have a supervising mentor. The journeyperson is as important as the apprentice.

The journeyperson provides field work experience and knowledge that cannot be learned in a classroom. Hands-on learning, mentoring, and teaching are the keys to apprenticeship.

What do the results of this measure tell us?

The results of this measure tells us that the ATOC program is building tradespersons’ capacity in the NWT. There is a steady growth of new journeypersons every year.

Results

Table #11 – Number of Certified journeypersons by Top 10 Trades in demand

Trade	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	TOTALS
Automotive Service Technician	1	4	4	2	1	30	15
Carpenter	8	7	7	5	4	9	40
Construction Electrician	8	10	6	3	5	8	40
Cook	1	0	3	0	0	0	4
Hairstylist	0	0	0	0	0	0	0
Heavy Equipment Technician	6	9	6	4	2	7	34
Industrial Mechanic (Millwright)	3	2	3	1	1	0	10
Oil Heat Systems Technician	3	0	1	1	1	2	8
Plumber/Gasfitter	3	6	3	1	3	2	18
Welder	3	5	4	4	2	3	21

Source: ECE, Case Management Administrative System, Business Intelligence tool, ATOC module

Objective #12: Utilize labour market information to partner effectively with employers, training providers, communities, regional training partnerships, etc.

Indicator #12a. Description of effective partnerships with employers, training providers, communities, regional training, etc.

Why report on this measure?

Reporting on this measure provides details on the necessary partnerships required to administer the ATOC program. Not only are there many individuals, employers, and training institutions involved but there are also many organizations and members who influence and guide the implementation of the apprenticeship program to ensure consistency and standards between Canadian jurisdictions.

This measure is also important to report on to ensure new apprentices and journeypersons continue to enter the trades and to guarantee the ongoing building of the trades sector in the NWT.

What do the results of this measure tell us?

The results of this measure tells us, that ECE is securing, building, maintaining and enhancing the trades and apprenticeship partnerships on behalf of the NWT residents.

Results

Throughout the ATOC Strategy 2017-2022, partnerships have grown and been strengthened through the dedicated commitment of the Apprenticeship, Trades and Occupation Certification Board, ECE's ATOC team and the Regional ECE Service Centre staff. It is also important to recognize the dedication and commitment of the NWT's journeypersons and employers who are actively engaged with mentoring and training NWT's apprentices.

The partnerships listed below illustrate the ongoing communications, promotions, and quality assurance of meeting the interjurisdiction standardization of the Apprenticeship, Trades and Occupation Certification program.

- Apprenticeship, Trades and Occupation Certification Board (ATOCB) quarterly meetings

- Interprovincial meetings
- Forum of Labour Market Ministers,
- Canadian Council of Directors of Apprenticeship
- Interprovincial Standards Examination Committee,
- Apprenticeship Mobility forum
- Regional ECE Service Centre monthly staff meetings and with regional employers
- Policy Chair with Canadian Council of Directors of Apprenticeship
- National Interprovincial Red Seal Harmonization meetings

Objective #13: Ensure that all decisions are based on sound evidence, using the best available research and experiential evidence from the field.

Indicator #13a - Research and experiential evidence has informed decisions.

Why report on this measure?

It is important to continually research and evaluate the ATOC program. This is to ensure that continued efforts are made, for the growth of the ATOC program and to ensure the ATOC program staff continue to adapt to the ever-changing labour market and employers' demands.

What do the results of this measure tell us?

The result of this measure tells us that there is always room for improvement, innovation, exploration and expansion within the apprenticeship and trades sector.

With the ever-changing global and territorial economies, continual research and innovative programming is critical in meeting the demands of employers and industry.

Results

These results have been ongoing from the beginning of the ATOC Strategy and has strengthened and expanded over the life of this strategy which has significantly impacted the growth of NWT industries and economies.

- Reviewed, assessed, contributed, implemented, and disseminated current and updated labour market information ([Top 20 NWT Trades' jobs in demand](#))
- [54 designated NWT trades' Fact sheets](#)
- Ongoing communications with ECE's Labour Development and Standards Managers and Regional ECE Service Centre Managers on ATOC policies, procedures, and best practices
- Ongoing Career Development Officers training on program delivery
- Attended monthly/quarterly meetings with interjurisdictional Apprenticeship partners on improving interjurisdictional certification and mobility policies and procedures.
- Coordinated quarterly ATOC Board meetings with ECE's Director of Apprenticeship to implement defined improvements within the NWT Apprenticeship certification process.
- Updated and clarified the [Trades Entrance requirements](#)
- Adaptive to employers' and apprentices' needs to administer a proactive and flexible program delivery
- ATOC Employer survey provided evidence to review and update the ATOC policies and procedures
- Updated and revised the [Trades and Occupation Wage Subsidy](#) Program for Levels 1 and 2 apprentices

- Updated policies to allow for [Trades and Occupation Wage Subsidy Program](#) funding for Level 3 apprenticeship, if fiscally available
- Increased the Wage Subsidy for women in non-traditional trades from \$8.00/hour to \$15.20/hour

Appendix A – Skills 4 Success and Apprenticeship, Trades and Occupation Certification Goals

Goal #1: Increase Skill Levels through Relevant Education and Training

- Innovative, effective, and appropriate delivery of skills development and apprenticeship programming addresses labour market demands and builds long-term capacity.

Objectives

1. Have high quality training and certification standards in the apprenticeship and industry training system, where supply meets demand.
2. Enhance the Schools North Apprenticeship Program (SNAP) participation to ensure its success and ongoing existence.

Key Actions

- Work with Aurora College to examine the feasibility of delivering pre-apprenticeship programs and expanding existing technical training opportunities.
- Develop and implement a Mentorship Program for journeypersons so they may better support and mentor apprentices.
- Implement an improved training program for regional Career Development Officers.
- Communicate opportunities for employers to encourage hiring a SNAP apprentice.
- Work with employers to increase summer youth employment opportunities for SNAP students.
- Review and revise the Apprenticeship Training on the Job program.

Goal #2: Bridge Education and Employment Gaps through Targeted Supports

- NWT apprentices and employers have access to supports and incentives that are relevant, effective, and aligned with territorial labour market needs.

Objectives

1. Improve the overall apprenticeship completion rate through education and employment supports.
2. Increase the participation and completion rates of targeted groups in apprenticeship and certification, including women in non-traditional trades and Indigenous apprentices.
3. Improve the journeyperson experience by providing support for business skills development.
4. Enhance overall client-centred service by improving ATOC's operational and administrative efficiency so that it is responsive to clients and to the needs of the labour market.

Key Actions

- Develop and implement an initiative that will increase the number of apprentices and trainees completing training programs.
- Develop and implement an initiative that will increase the number of women in the trades (apprentices) and occupations (trainees).
- Implement incentives to encourage employers to hire and train apprentices and trainees in the in-demand occupations (Northwest Territories Labour Market Forecast and Needs Assessment).
- Support journeyperson's continued education and learning through programs such as the Blue Seal certification program.
- Review and improve the administration of the ATOC program to ensure it is responsive to clients, employers, and the needs of the labour market.

Goal 3. Grow the NWT Workforce through Partnerships

- NWT employers are able to recruit a capable workforce that expands and capitalizes on residents' skills, attracts newcomers to fill shortages and retains people in the territory to contribute to the ongoing growth of the economy.

Objectives

1. Partner with educational institutions, training providers and employers to address upcoming skill shortages and respond to industry needs by having training available when industry needs it.
2. Develop and maintain linkages and relationships with employers and industry groups, with a more effective and efficient way to engage and talk with industry.
3. Work with industry to develop an improved model of apprentice sponsorship that will result in increased numbers of apprentices and engaged employers.
4. Ensure the accessibility of the apprenticeship and certification system for all NWT residents through the active promotion of the apprenticeship program.

Key Actions

- Work with the Apprenticeship, Trades and Occupation Certification Board to improve linkages and communication with industry, educational institutions, and training providers.
- Develop a comprehensive communication strategy that will:
 - build awareness of the apprenticeship and industry training system.
 - promote apprenticeship as first-choice careers for northerners, especially students and youth; and
 - raise the perception of professionalism of journeypersons and instill a pride of belonging.
- Streamline the apprenticeship and trainee sponsorship process (innovative models of supervision, training, and apprentice sponsorship).

Goal 4. Improve Decision-making with Relevant Labour Market Information

- NWT residents, apprenticeship and territorial employers have easy access to relevant, accurate and timely labour market information to make informed career and business decisions.

Objectives

1. Align the NWT apprenticeship training system with labour market demand so the apprenticeship training system responds to, and is relevant to, the needs of apprentices and employers.
2. Utilize labour market information to partner effectively with employers, training providers, communities, regional training partnerships, etc.
3. Ensure that all decisions are based on sound evidence, using the best available research and experiential evidence from the field.

Key Actions

- Collaborate with industry and government stakeholders to develop an understanding of specific labour market needs and to implement timely changes.
- Influence Pan-Canadian apprenticeship strategies through research, discussion and collaboration within the apprenticeship community across the country.

Appendix B: Performance Indicators at a Glance

Goal 1: Increase Skill Levels through Relevant Education and Training Skills development and apprenticeship programming addresses labour market demands and builds long-term capacity.
1. Having high quality training and certification standards in the apprenticeship and industry training system, where supply meets demand
1a. Number and location of pre-apprenticeship and apprenticeship technical training opportunities available annually 1b. Percentage of apprentices who need to attend technical training outside of the NWT 1c. Home region of NWT apprentices by trade and where they attended technical training (annually)
2. Enhancing the Schools North Apprenticeship Program (SNAP) participation to ensure its success and ongoing existence
2a. Number and percent of schools participating per year 2b. Number of SNAP students per year 2c. Number of SNAP apprentices per year 2d. Number and percent of SNAP apprentices who continue as an apprentice after leaving high school
Goal 2: Bridge Education and Employment Gaps through Targeted Supports NWT apprentices and employers access supports and incentives that are relevant, effective, and aligned with territorial labour market needs through the following objectives:
3. Enhancing overall client centred service by improving ATOC's operational and administrative efficiency so that it is responsive to clients and to the needs of the labour market
3a. Client satisfaction with application and administrative process, as per ECE Service Standards
4. Improving the journeyperson experience by providing support for business skills development
4a. Journeyperson's satisfaction with business skills development and supports (Blue Seal)
5. Improving the overall apprenticeship completion rate through education and employment supports
5a. Completion rates
6. Increasing the participation and completion rates of targeted groups in apprenticeship and certification, including women in non-traditional trades and Indigenous Aboriginal apprentices
6a. Number and percentage of participants 6b. Completion rate
Goal 3: Grow the NWT Workforce through Partnerships NWT employers are able to recruit a capable workforce that expands and capitalizes on residents' skills, attracts newcomers to fill shortages and retains people in the territory to contribute to the ongoing growth of the economy.
7. Develop and maintain linkages and relationships with employers and industry groups, with a more effective and efficient way to engage and talk with industry
7a. Number and description of industry partners. 7b. Description of engagement processes and partnerships - Examples of programs and initiatives developed through industry partners.
8. Work with industry to develop an improved model of apprentice sponsorship that will result in increased numbers of apprentices and engaged employers
8a. Number of apprentices completing work experience hours in small communities.

9. Partner with educational institutions, training providers and employers to address upcoming skill shortages and respond to industry needs by having training available when industry needs it
9a. Number and type of training programs introduced as a result of partnership engagement
10. Ensure the accessibility of the apprenticeship and certification system for all NWT residents through the active promotion of the apprenticeship program
10a. Number and type of communication and promotion material for ATOC
Goal 4: Improve Decision-Making with Relevant Labour Market Information NWT residents, apprenticeship and territorial employers have easy access to relevant, accurate and timely labour market information to make informed career and business decisions.
11. Align the NWT apprenticeship training system with labour market demand so that the apprenticeship training system responds to, and is relevant to the needs of apprentices and employers
11a. Number and percentage of NWT who apprentices entered trades under the category of S4S jobs in demand. Number and percentage who were certified as a journeyperson in trades under the category of S4S jobs in demand.
12. Utilize labour market information to partner effectively with employers, training providers, communities, regional training partnerships, etc.
12a. Description of effective partnerships with employers, training providers, communities, regional training, etc.
13. Ensure that all decisions are based on sound evidence, using the best available research and experiential evidence from the field
13a. Research and experiential evidence has informed decisions

Appendix C: Objective 1a. Pre-apprenticeship and Apprenticeship program opportunities

Pre-apprenticeship programs (NWT)

Aurora College (4)

- Building Trades Helper
- Camp Cook
- Fundamental of Carpentry
- Fundamentals of Electrical

Pre-apprenticeship programs (Alberta)

NAIT (2)

- Pre-employment Auto Body Repair
- Pre-employment Automotive Service Technician

SAIT (13)

- Pre-employment Auto Body
- Pre-employment Automotive
- Pre-employment Cabinetmaker
- Pre-employment Carpenter
- Pre-employment Electrician
- Pre-employment Industrial Mechanic (Millwright)
- Pre-employment Ironworker
- Pre-employment Mobile Crane Operator
- pre-employment Pipe trades
- pre-employment Recreation Vehicle Service Technician
- Pre-employment Refrigeration and Air Conditioning
- Pre-employment Sheet Metal
- Pre-employment Welding

Red Deer Polytechnic (5)

- Pre-Employment Carpentry
- Pre-Employment Electrical
- Pre-Employment Welding
- Pre-Employment Automotive Technician

Lakeland College (3)

- Pre-employment Automotive Service Technician
- Pre-employment Electrician
- Pre-employment Welder

Keyano College (3)

- Pre-employment Heavy Equipment Technician
- Pre-employment Pipe Trades (Steamfitter-Pipefitter/Gasfitter/Sprinkler Fitter/Plumber)
- Pre-employment Welder

Lethbridge College (4)

- Pre-employment Carpentry
- Pre-employment Electrical - Alternate delivery program (blended and hyflex program is offered both on-campus and online; lectures and hands-on training opportunities are

delivered through video conference, allowing students the option to attend classes in-person or remotely).

- Pre-employment Powerline Technician and Power Systems Electrician
- Pre-employment Plumber

Northwestern Polytechnic (1)

- Pre-employment Welding

Portage College (3)

- Pre-employment Welding
- Pre-employment Cooking
- Pre-apprenticeship Carpentry

Northern Lakes College (5)

- Pre-employment Carpenter
- Pre-employment Industrial Mechanic (Millwright)
- Pre-employment Welder
- Pre-employment Electrician
- Pre-employment Heavy Equipment Technician

Olds College (3)

- Pre-employment Welder
- Pre-employment Motorcycle Mechanic
- Pre-employment Heavy Equipment Technician

CLC Career Development College Inc. (1)

- Welder Pre-employment 1st Year

Apprentice Programs (NWT)

Aurora College (14)

- Carpenter – Level 1, 2, 3, 4
- Electrician (Construction) – Level 1, 2, 3
- Heavy Equipment Technician – Level 1, 2
- Housing Maintainer – Level 1, 2, 3
- Plumber/Gasfitter B – Level 1, 2

Apprenticeship Programs (Alberta)

There are **832** apprenticeship opportunities in Alberta. These opportunities are not listed here due to volume and ongoing changes within institutions delivery schedule and by technical training program levels.

Appendix D: Home region of NWT apprentices by trade and where they attended technical training by academic year.

2016-2017 Academic year - 207 apprentices

2016-2017 Technical Training - Aurora College 33%

Beaufort Delta (18 total apprentices)

- Automotive Service Technician –NAIT
- Carpenter – **Aurora College**
- Gasfitter A - NAIT
- Housing Maintainer – Nunavut Arctic College
- Powerline Technician – NAIT
- Construction Electrician – **Aurora College**
- Construction Electrician – Red Deer Polytechnic
- Heavy Equipment Technician – **Aurora College**
- Heavy Equipment Technician – NAIT
- Parts Technician – SAIT
- Plumber/Gasfitter B – Red Deer Polytechnic

Sahtu (10 total apprentices)

- Carpenter – **Aurora College**
- Construction Electrician – SAIT
- Heavy Equipment Technician – NAIT, SAIT
- Housing Maintainer – Nunavut Arctic College
- Oil Heat Systems Technician – Nunavut Arctic College
- Plumber/Gasfitter B – SAIT
- Refrigeration and Air Conditioning Mechanic – SAIT

South Slave (63 total apprentices)

- Auto Body Technician - NAIT
- Automotive Service Technician – NAIT, SAIT, Red Deer Polytechnic
- Carpenter – **Aurora College**
- Construction Electrician - **Aurora College**, SAIT, Grande Prairie College, NAIT
- Cook – NAIT
- Gasfitter A – NAIT
- Heavy Equipment Technician – **Aurora College**, Grande Prairie College, Red Deer Polytechnic
- Industrial Mechanic (Millwright) – Grande Prairie College
- Machinist - SAIT
- Plumber/Gasfitter B – **Aurora College**, Medicine Hat College, NAIT, Grande Prairie College
- Oil Heat Systems Technician [Inter Provincial Red Seal]– **Aurora College**
- Outdoor Power Equipment Technician – NAIT
- Powerline Technician – NAIT
- Parts Technician – Red Deer Polytechnic, NAIT, SAIT
- Refrigeration and Air Conditioning Mechanic – SAIT

- Sheet Metal Worker - NAIT
- Welder- Red Deer Polytechnic, Grande Prairie College

Dehcho (7 total apprentices)

- Carpenter - Aurora College, NAIT
- Construction Electrician -Aurora College, Red Deer Polytechnic
- Heavy Equipment Technician – Grande Prairie Technician, NAIT

North Slave (109 total apprentices)

- Auto Body Technician - SAIT
- Automotive Service Technician – Red Deer Polytechnic, NAIT
- Cabinetmaker – SAIT, NAIT
- Carpenter – Aurora College, Grande Prairie College, Medicine Hat College, SAIT
- Communications Electrician - NAIT
- Construction Electrician – **Aurora College**, Grande Prairie College, NAIT, Red Deer Polytechnic
- Cook – NAIT, SAIT
- Crane and Hoisting Equipment Operator – NAIT
- Heavy Equipment Technician – **Aurora College**, Grande Prairie College, NAIT, Olds College, SAIT
- Industrial Mechanic (Millwright) – Grande Prairie College, NAIT, Red Deer Polytechnic, SAIT
- Instrument Technician – SAIT, Red Deer Polytechnic, NAIT
- Outdoor Power Equipment Technician – NAIT
- Parts Technician – Grande Prairie College, Lakeland College, NAIT, SAIT
- Plumber/Gasfitter B – Aurora College, Medicine Hat College, NAIT, Red Deer Polytechnic, SAIT
- Sprinkler Systems Installer – Red Deer Polytechnic
- Welder – NAIT, Lethbridge College, SAIT, Red Deer Polytechnic

2017-2018 academic year 209 apprentices

2017-2018 Technical Training - Aurora College 30%

Beaufort Delta (21 total apprentices)

- Carpenter – **Aurora College**
- Construction Electrician – **Aurora College**, Red Deer Polytechnic, NAIT
- Heavy Equipment Technician – **Aurora College**
- Housing Maintainer – **Aurora College**
- Plumber/Gasfitter B – **Aurora College**, NAIT, Red Deer Polytechnic
- Oil Heat Systems Technician – Nunavut Arctic College
- Powerline Technician – NAIT
- Sheet Metal Worker - SAIT

Sahtu (15 total apprentices)

- Carpenter – **Aurora College**, NAIT
- Construction Electrician - SAIT
- Heavy Equipment Technician – NAIT, SAIT
- Housing Maintainer – **Aurora College**
- Oil Heat Systems Technician – Nunavut Arctic College

- Plumber/Gasfitter B – **Aurora College**
- Refrigeration and Air Conditioning Mechanic – SAIT

South Slave (55 total apprentices)

- Auto Body Technician - NAIT
- Automotive Service Technician – NAIT, Red Deer Polytechnic, Grande Prairie College, Lethbridge College
- Carpenter – **Aurora College**
- Cabinetmaker - NAIT
- Construction Electrician - **Aurora College**, SAIT, NAIT, Northern Lakes College
- Cook – NAIT
- Gasfitter A – NAIT
- Heavy Equipment Technician – **Aurora College**, Grande Prairie College, NAIT
- Parts Technician - NAIT
- Plumber/Gasfitter B – **Aurora College**, Medicine Hat College, NAIT, Grande Prairie College
- Sheet Metal Worker - NAIT
- Welder (1) – Red Deer Polytechnic, Grande Prairie College

Dehcho (7 total apprentices)

- Carpenter - **Aurora College**, Grande Prairie College
- Construction Electrician – SAIT, Red Deer Polytechnic, **Aurora College**
- Heavy Equipment Technician – Grande Prairie College
- Plumber/Gasfitter B - SAIT

North Slave (111 total apprentices)

- Auto Body Technician – NAIT, SAIT
- Automotive Service Technician – Red Deer Polytechnic, NAIT, SAIT
- Cabinetmaker – SAIT
- Carpenter – **Aurora College**, Grande Prairie College, Northern Lakes College
- Construction Electrician – **Aurora College**, Grande Prairie College, NAIT, Red Deer Polytechnic, SAIT
- Gasfitter A - SAIT
- Glazier - SAIT
- Heavy Equipment Technician – **Aurora College**, Grande Prairie College, NAIT, North Island College, Red Deer Polytechnic, SAIT
- Housing Maintainer – **Aurora College**
- Industrial Mechanic (Millwright) – Grande Prairie College, NAIT, SAIT
- Instrument Technician – SAIT, NAIT
- Machinist - NAIT
- Outdoor Power Equipment Technician – NAIT
- Parts Technician – Grande Prairie College, NAIT, Red Deer Polytechnic
- Plumber/Gasfitter B – **Aurora College**, Grande Prairie College, Medicine Hat College, Lethbridge College, NAIT, Red Deer Polytechnic, SAIT
- Roofer - NAIT
- Sprinkler Systems Installer – Red Deer Polytechnic
- Welder – NAIT, Red Deer Polytechnic, SAIT, Lakeland College, Olds College

2018-2019 Academic year 193 apprentices

2018-2019 Technical Training - [Aurora College 35%](#)

Beaufort Delta (18 total apprentices)

- Carpenter – Aurora College
- Cook – SAIT
- Housing Maintainer – Nunavut Arctic College
- Powerline Technician – NAIT
- Construction Electrician – Aurora College, Red Deer Polytechnic, Medicine Hat College, NAIT
- Oil Heat Systems Technician Nunavut Arctic College
- Plumber/Gasfitter B – Red Deer Polytechnic, Aurora College, NAIT

Sahtu (10 total apprentices)

- Carpenter – **Aurora College**
- Construction Electrician – **Aurora College**
- Crane and Hoisting Equipment Operator - SAIT
- Heavy Equipment Technician – NAIT
- Housing Maintainer – Nunavut Arctic College
- Oil Heat Systems Technician – **Aurora College**
- Plumber/Gasfitter B – **Aurora College**

South Slave (40 total apprentices)

- Automotive Service Technician – NAIT, Grande Prairie College, Lethbridge College, Red Deer Polytechnic
- Carpenter – **Aurora College**
- Construction Electrician - **Aurora College**
- Cabinetmaker – NAIT
- Construction Electrician – Grande Prairie College, NAIT, **Aurora College**
- Cook – NAIT
- Heavy Equipment Technician – Aurora College, Lakeland College, NAIT
- Plumber/Gasfitter B – NAIT, Aurora College, Grande Prairie College
- Parts Technician – SAIT
- Refrigeration and Air Conditioning Mechanic – SAIT
- Sheet Metal Worker - NAIT
- Welder – Grande Prairie College, SAIT, NAIT

Dehcho (3 total apprentices)

- Carpenter - **Aurora College**
- Heavy Equipment Technician - **Aurora College**
- Plumber/Gasfitter B – **Aurora College**

North Slave (122 total apprentices)

- Auto Body Technician - SAIT
- Automotive Service Technician – Red Deer Polytechnic, NAIT, Grande Prairie College, Medicine Hat College, SAIT
- Cabinetmaker – SAIT
- Carpenter – **Aurora College**, Lakeland College
- Construction Electrician – **Aurora College**, SAIT, NAIT, Red Deer Polytechnic

- Cook – NAIT
- Gasfitter A – SAIT
- Glazier - SAIT
- Heavy Equipment Technician – **Aurora College**
- Heavy Equipment Technician – Grande Prairie College, NAIT, North Island College, Red Deer Polytechnic, SAIT
- Industrial Mechanic (Millwright) - Keyano College, NAIT, Red Deer Polytechnic
- Instrument Technician - NAIT
- Oil Heat Systems Technician – Nova Scotia Community College
- Oil Heat Systems Technician – Nunavut Arctic College
- Outdoor Power Equipment Technician – NAIT
- Parts Technician – Grande Prairie College, NAIT, SAIT
- Plumber/Gasfitter B – Aurora College, Grande Prairie College, NAIT, Red Deer Polytechnic, SAIT
- Powerline Technician – NAIT, ATCO Electric (AB)
- Roofer - NAIT
- Sprinkler Systems Installer – Red Deer Polytechnic
- Welder – NAIT, Northern Lakes College, Olds College, Red Deer Polytechnic, SAIT

2019-2020 Academic year - 105 apprentices

2019-2020 Technical Training - [Aurora College 37%](#)

Beaufort Delta (7 total apprentices)

- Carpenter – **Aurora College**
- Construction Electrician – **Aurora College**
- Heavy Equipment Technician – Red Deer Polytechnic
- Oil Heat Systems Technician – Nunavut Arctic College
- Plumber/Gasfitter - NAIT

Sahtu (5 total apprentices)

- Carpenter -**Aurora College**
- Heavy Equipment Technician – NAIT
- Housing Maintainer – Nunavut Arctic College

South Slave (28 total apprentices)

- Automotive Service Technician – SAIT, Red Deer Polytechnic
- Carpenter – **Aurora College**
- Cabinetmaker -NAIT
- Construction Electrician - **Aurora College**, NAIT
- Gasfitter A – SAIT
- Heavy Equipment Technician – **Aurora College**, Grande Prairie College, Red Deer Polytechnic
- Instrument Technician – SAIT
- Plumber/Gasfitter B – Red Deer Polytechnic
- Parts Technician - Grande Prairie College, NAIT, SAIT
- Refrigeration and Air Conditioning Mechanic – SAIT
- Welder – Grande Prairie College

Dehcho (1 apprentice)

- Construction Electrician -**Aurora College**

North Slave (62 total apprentices)

- Auto Body Technician - SAIT
- Automotive Service Technician – Red Deer Polytechnic, NAIT, Grande Prairie College
- Cabinetmaker – SAIT
- Carpenter – **Aurora College**, Lakeland College, NAIT
- Construction Electrician – **Aurora College**, Red Deer Polytechnic
- Gasfitter A - NAIT
- Heavy Equipment Technician – **Aurora College**, NAIT, SAIT, Lakeland College
- Industrial Mechanic (Millwright) – NAIT, SAIT
- Machinist – NAIT
- Oil Heat Systems Technician - Nunavut Arctic College
- Outdoor Power Equipment Technician – NAIT
- Parts Technician – Lakeland College, NAIT
- Plumber/Gasfitter B – NAIT, Red Deer Polytechnic
- Power System Electrician – NAIT
- Powerline Technician – ATCO Electric (AB), NAIT
- Roofer – NAIT
- Sprinkler Systems Installer – Red Deer Polytechnic
- Welder - Red Deer Polytechnic, SAIT

2020-2021 Academic year - 118 apprentices

2020-2021 Technical Training - Aurora College 34%

Beaufort Delta (10 total apprentices)

- Carpenter – Red Deer Polytechnic
- Gasfitter A - NAIT
- Housing Maintainer – **Aurora College**
- Housing Maintainer – Nunavut Arctic College
- Construction Electrician – **Aurora College**
- Heavy Equipment Technician – NAIT
- Plumber/Gasfitter B – **Aurora College**
- Plumber - NAIT
- Power line Technician - NAIT

Sahtu (5 total apprentices)

- Heavy Equipment Technician – NAIT, Grande Prairie College
- Carpenter – **Aurora College**

South Slave 32 total apprentices)

- Automotive Service Technician – SAIT
- Cabinetmaker - NAIT
- Carpenter – **Aurora College**
- Construction Electrician - **Aurora College**, Red Deer Polytechnic, SAIT
- Heavy Equipment Technician – **Aurora College**, Grande Prairie College, NAIT, SAIT

- Instrument Technician - NAIT
- Plumber - NAIT
- Powerline Technician – NAIT
- Parts Technician – Grande Prairie College, SAIT
- Refrigeration and Air Conditioning Mechanic – SAIT
- Sheet Metal Worker - NAIT
- Welder – Grande Prairie College, NAIT

Dehcho (3 total apprentices)

- Construction Electrician - **Aurora College**
- Heavy Equipment Technician - **Aurora College**
- Plumber – Red Deer Polytechnic

North Slave (68 total apprentices)

- Auto Body Technician - SAIT
- Automotive Service Technician – NAIT, SAIT
- Cabinetmaker – SAIT
- Carpenter– **Aurora College**
- Carpenter – SAIT
- Construction Electrician– **Aurora College**, NAIT, SAIT, Grande Prairie College
- Cook – SAIT
- Gasfitter A - SAIT
- Heavy Equipment Technician – **Aurora College**, Keyano College
- Industrial Mechanic (Millwright) – NAIT, SAIT
- Instrument Technician – Red Deer Polytechnic, NAIT
- Machinist - NAIT
- Oil Heat Systems Technician – Nova Scotia Community College
- Outdoor Power Equipment Technician – NAIT
- Parts Technician – Lakeland College, Red Deer Polytechnic
- Plumber/Gasfitter B – **Aurora College**, NAIT, SAIT
- Roofer – NAIT, Roofing Contractors Association of British Columbia
- Welder – Grande Prairie College, Red Deer Polytechnic, SAIT

2021-2022 Academic year - 147 apprentices

2021-2022 Technical Training – Aurora College 39%

Beaufort Delta (17 total apprentices)

- Automotive Service Technician – NAIT
- Carpenter - Lethbridge College
- Construction Electrician – **Aurora College**
- Construction Electrician - Red Deer Polytechnic
- Cook - SAIT
- Heavy Equipment Technician – NAIT, Red Deer Polytechnic
- Oil Heat Systems Technician – **Aurora College**, Grande Prairie College, NAIT, Red Deer Polytechnic
- Power line Technician - NAIT

Sahtu (1 apprentice)

- Oil Heat Systems Technician – **Aurora College**

South Slave (49 total apprentices)

- Automotive Service Technician – NAIT, Grande Prairie College, Red Deer Polytechnic
- Carpenter – **Aurora College**
- Construction Electrician - **Aurora College**, Red Deer Polytechnic, SAIT
- Gasfitter A - SAIT
- Heavy Equipment Technician – **Aurora College**, Grande Prairie College, NAIT, Lakeland College, Red Deer Polytechnic
- Instrument Technician - SAIT
- Industrial Mechanic (Millwright) - NAIT
- Oil Heat Systems Technician – **Aurora College**
- Plumber - Grande Prairie College, Lethbridge College
- Powerline Technician – NAIT
- Welder – Grande Prairie College, Medicine Hat College, NAIT, Red Deer Polytechnic

Dehcho - (5 total apprentices)

- Automotive Service Technician– Grande Prairie College
- Carpenter – **Aurora College**
- Construction Electrician - **Aurora College**
- Heavy Equipment Technician - **Aurora College**

North Slave (75 total apprentices)

- Automotive Service Technician - Lethbridge College, NAIT, Red Deer Polytechnic, SAIT
- Cabinetmaker– SAIT
- Carpenter – Aurora College, Grande Prairie College
- Construction Electrician – Aurora College, Red Deer Polytechnic
- Cook – SAIT
- Gasfitter A -Red Deer Polytechnic, SAIT
- Heavy Equipment Technician – Aurora College, SAIT
- Industrial Mechanic (Millwright) - SAIT
- Oil Heat Systems Technician – Aurora College
- Parts Technician – NAIT, Red Deer Polytechnic
- Plumber – Grande Prairie College
- Roofer – Roofing Contractors Association of British Columbia
- Sprinkler Systems Installer – Red Deer Polytechnic
- Welder – Grande Prairie College, Red Deer Polytechnic, SAIT

Appendix E: Glossary

Accreditation- Recognition of an educational institution, attesting to the quality of its programs, facilities and administrative policies.

ATOC- Apprenticeship, Trade and Occupation Certification

Apprenticeship, Trade and Occupations Certification Board (ATOCB)- An industry board appointed by the NWT Minister of Education, Culture and Employment (ECE); has a legislated mandate to make recommendations to the Minister of Education, Culture and Employment regarding training and certification in traditional trades and designated occupations.

ATOC HQ- The staff responsible for administering the Act, Regulations, policies, and procedures of ATOC.

Blue Seal Certification – A nationally recognized certification for journeypersons who have completed their journeyperson status (Certificate of Qualifications) and possibly the Interprovincial Red Seal designation (certification). These individuals expand their skills and knowledge to become a more productive and skilled self-employed business owner.

CEA – Career and Education Officer

CAF- Canadian Apprenticeship Forum - The Canadian Apprenticeship Forum (CAF) is a diverse, not-for-profit organization that brings together key participants who make up the Canadian Apprenticeship community. This dynamic partnership works within the Canadian labour market and strives to make a difference within communities. The representative for the NWT is the Apprenticeship, Trades and Occupations Certification Board Chair.

CCDA- The Canadian Council of Directors of Apprenticeship – The CCDA is responsible for management of the Interprovincial Standards (Red Seal) Program. The CCDA is an organization comprised of each provincial/territorial director of apprenticeship and two Employment and Social Development Canada (ESDC) representatives. The CCDA works with industry in the development of a skilled labour force, and in the facilitation of labour mobility throughout Canada.

CDO- Career Development Officer

Certification- A credential granted to an individual, which attests that he/she has a specified set of competencies; obtained by completing a process that includes training and/or assessment; the purpose of certification is to distinguish competent from incompetent job performers; it is not a required credential, as a licensure is, but rather it is a voluntary process.

Certification Process- How an individual achieves certification; composed of a knowledge evaluation, competency sign-off, performance evaluation and a required number of work experience hours.

Certificate of Apprenticeship (COA) – This GNWT certification is issued when the apprentice has completed all levels of technical training and has been verified that all required work experience hours have been signed off by a qualified journeyperson.

Certificate of Qualification (COQ) – This certification is issued when the apprentice has completed all levels of technical training and has been verified that all required work experience hours have been signed off by a qualified journeyman.

Delivery Type-refers to the structure and approach used to deliver training.

Designated Occupations- Occupations approved by the ATOCB and recommended to the Minister of Education, Culture and Employment for recognition under the Apprenticeship, Trade and Occupations Certification Act [subsection 10(5)]

Designated Trainer- Where an employer does not employ a journeyman or holder of a COQ, they may apply to have a tradesperson provide training as a designated trainer to an apprentice in the same designated trade.

ESDC- Employment and Skills Development Canada (formerly HRSDC)

Industry-driven- The development of competency analyses and certification programs in response to requests by industry; industry experts are involved throughout the development process, making decisions about content and program policies.

IP- Interprovincial exam (also a Red Seal exam)

Invigilator- An individual who administers an examination, provides instructions to candidates, and monitors the behaviour of candidates and the security of the examination.

Journeyman- A journeyman is a man or woman who meets industry established standards. In a compulsory certification trade, a journeyman must be certified to work in the trade. In an optional certification trade, an employer may deem a person a journeyman if satisfied that the person possesses the skills and knowledge that is expected of a journeyman in that trade.

On-the-Job Training- Means the training provided to an apprentice by the apprentice's employer or supervisor and includes those circumstances under which an apprentice acquires skill and knowledge by means of work experience gained during the apprentice's apprenticeship program.

Red Seal Endorsement- Interprovincial recognition of a trade. Journeymen can write a Red Seal exam to have that qualification add to their Certificate of Qualification.

Skills Canada NWT- Skills Canada NWT is a not-for-profit organization of employers, educators, labour groups and government representatives whose objective is to reposition trade and technical careers as a first-choice career option for northern youth.

SNAP- Schools North Apprenticeship Program

Technical training- The portion of the apprenticeship conducted in a Community College or technical institution.

TEE- Trades Entrance Exam

Trade Qualifiers- Designated Trainers except that they are agreeing to write the trades qualification exam.