The Construction Sector Council (CSC) is a national organization committed to the development of a highly skilled workforce—one that will support the current and future needs of the construction industry in Canada.

Created in April 2001, and financed by both government and industry, the CSC is a partnership between labour and business. The CSC is governed by a Board of Directors who represent a variety of interests within the construction industry. At the heart of the CSC’s mandate is the need to address human resource issues through partnerships within the construction industry. Like many industries, the construction industry faces a number of human resource challenges. These include the need to accurately forecast labour demand and supply, to increase the mobility of workers, to make the most of new technologies, and to cope with an aging workforce. As a result, the CSC has identified four key priorities:

- Labour Market Information
- Technology at Work
- Career Awareness Programs
- Standards and Skills Development

This study is part of a series of research papers produced through the CSC’s Labour Market Information (LMI) program. The LMI program represents a significant component of CSC activities. It will drive the future work of the organization and inform industry and government decision making.

The Aboriginal Human Resource Development Council of Canada (AHRDCC) is a national public-private partnership with a mandate to increase participation of Aboriginal peoples in Canadian labour markets. The Council’s three to five year objectives are to:

- Increase the number of employers that recruit, retain and promote Aboriginal people
- Have Aboriginal human resource strategies and templates implemented by demand and supply organizations across Canada
- Provide Aboriginal people with the skills and learning needed for employment

The Council organizes its work activities around three main “business” divisions. The Council is mandated to work with sector councils and Aboriginal Human Resource Development Agreement Holders (AHRDAs), bringing together a wide range of partners in support of skills and learning pilots. A second division within the Council works with employers and the need for inclusion strategies; while a third division develops knowledge assets (i.e. human resource templates and strategies) for employers and Aboriginal groups.

The Council has a two tiered governance structure including a Board of Directors and Champions. Its governance table includes representation from each of the five national Aboriginal organizations, education and labour. Its Board and Champions roster also includes leaders from the public and private sector; ministers from provincial and federal governments as well as CEOs of major companies.

This report is also available in French, and it is available electronically at www.csc-ca.org or www.ahrdcc.com.

For more information, or additional copies contact:

The Construction Sector Council
220 Laurier Ave. West, Suite 1150
Ottawa, Ontario, K1P 5Z9
Phone: (613) 569-5552
Fax: (613) 569-1220
info@csc-ca.org

The Aboriginal Human Resource Development Council of Canada
820-606 Spadina Crescent East
Saskatoon, SK, S7K 3H1
Toll Free: (866) 711-5091
Fax: (306) 956-5361
contact.us@ahrdcc.com

A Study of Aboriginal Participation in the Construction Industry
Prepared for the Construction Sector Council and the Aboriginal Human Resource Development Council of Canada Submitted by the Canadian Labour Business Centre, Ottawa, ON

Fall 2005

Funding for this project was provided by the Government of Canada’s Sector Council Program. The opinions and interpretations in this publication are those of the CSC and AHRDCC and do not necessarily reflect those of the Government of Canada.
# Table of Contents

The Findings in Brief ......................................................... 4
Purpose of Study .......................................................... 6
Methodology ................................................................. 8
Prospects in the Construction Industry ...................................... 10
The Aboriginal Workforce in Construction .................................. 19
Programs and Services Available to Aboriginal Youth ......................... 30
Outlook for Increased Aboriginal Participation in Construction ................. 56
Conclusions ................................................................. 66
Next Steps ................................................................. 68
APPENDIX A: Proposed Solutions to Aboriginal Youth’s Lack of Awareness and Interest in Construction ............................................. 72
APPENDIX B: Selected Training Programs and Courses Targeting Aboriginal People Related to the Construction Industry ........................................... 74
APPENDIX: C Interview Guide/Key Informants .................................... 84
APPENDIX D: Estimated Aboriginal Employment Needed to Replace Retiring Construction Workers in the Next 10 Years ........................................... 88
APPENDIX E: Focus Group Participants .......................................... 92
APPENDIX F: Key Informants and Program Representatives ......................... 93
Bibliography .................................................................. 94
The Findings in Brief

An aging workforce, slower growth in the labour force, and construction booms in several regions and sub-sectors, are creating pressure on Canada’s construction industry to meet current and future labour requirements.

The Aboriginal population was identified as a viable future source of labour for the construction industry in a study commissioned in 2003 by the Construction Sector Council (CSC). This report represents a follow up to that study and was commissioned by the CSC in partnership with the Aboriginal Human Resource Development Council of Canada (AHRDCC).

A Study of Aboriginal Participation in Canada’s Construction Industry seeks to quantify the Aboriginal construction workforce, determine to what extent existing services and infrastructures are effective in linking Aboriginal youth to construction employment, and assess the capacity to increase the number of Aboriginal peoples entering the construction industry.

An extensive Internet and literature search, analysis of Census 2001 and Labour Force Survey 2003 data, and interviews with more than 35 key stakeholders were conducted. There was also a survey of Aboriginal Human Resource Development Agreement (AHRDA) holders, and focus groups with Aboriginal youth in five Canadian locations.

Based on those quantitative and qualitative research activities, the report lays out the following key findings:

• **Prospects/Future Developments** – Recent employment and investment data confirm the industry has experienced a strong growth in recent years. Employment went from 843,293 jobs in 2001 to 931,423 in 2003, a 10.5 percent increase. Employment growth and investment, however, have not been distributed evenly across provinces and territories. One possible result of these, and other trends, is the perception within the government and the industry that the labour market is tightening up. The study also reviews the significance of mega-projects and presents arguments that the nature, scope, location and timing of these ventures need to be factored into any discussions of the future role of the Aboriginal workforce in construction.

• **Aboriginal Labour Force Supply** – Aboriginal workers have a higher propensity to choose construction as their career choice than non-Aboriginal workers. In terms of demographics, young Aboriginal workers (aged 15-34) constitute a larger segment of the Aboriginal labour force than is the case for non-Aboriginal workers. The situation is the same for 25-34 year olds, resulting in a notably high concentration of Aboriginal workers in young and middle-age categories.

• **Choosing the Trades** – The inclination of Aboriginal people towards trades was observed to be somewhat higher than for the non-Aboriginal population. This choosing of trades is also confirmed by data on fields of post-secondary education. Among Aboriginal men who, in 2001, had chosen their career field, almost one in five, aged 25-64, held a trade or college level credential in building and construction technology or trade. Preference expressed by Aboriginal workers toward construction is in sharp contrast with their labour market outcomes. Judging from unemployment figures, the situation of Aboriginal workers in construction tends to be worse than that of Aboriginal people in all industries. For Aboriginal people who hold jobs in construction, almost half are concentrated in five occupational groups. Carpenters and trades helpers/labourers are the most common occupations of Aboriginal construction workers with jobs. Aboriginal people, currently unemployed or not in the labour force, were also heavily grouped in these two occupations. These findings suggest that future promotion of construction trades to Aboriginal youth should avoid further over-concentration in occupations for which employment prospects may be slim.

• **Recruitment/Awareness Strategies** – There are several recruitment, training, education, awareness strategies, programs, and services available to connect Aboriginal youth with the industry. The list of programs presented in this report is not exhaustive. It reflects suggestions made by key informants, a review of the literature, availability of data, and overall relevance to the project’s focus and scope. Most of the 17 highlighted programs/initiatives tackle more than one area of activity. Aboriginal communities or service delivery organizations typically play a lead role in
designing and implementing them. The Alberta Aboriginal Apprenticeship Program stands out as an initiative that is very comprehensive and intervenes in all areas of the education-training-employment continuum. In training and apprenticeship, a significant majority of programs/initiatives focuses on rural and remote communities. Overall, these cases demonstrate the need to adopt comprehensive, multi-faceted, multi-partner approaches, when developing and implementing strategies, to ease the access for Aboriginal peoples to construction training and employment opportunities.

- **Construction Access/Challenges** – The lack of knowledge and awareness about trades, and the reduction of vocational training in school are among the barriers and challenges limiting access to work in the construction industry. Several challenges that relate to upgrading skills, education and training – lack of coordination between funding sources, delivery agencies, training institutions, and local housing authorities, or the written bias of credentials testing – were defined as systemic and requiring long-term solutions. One important trend is the general increase in Aboriginal education attainment levels. Despite this trend, a large cohort of Aboriginal peoples still lack essential skills considered important in today’s labour markets. In terms of future opportunities, on a regional basis, western Canada, followed by central Canada, offers more opportunities for employment and training than other parts of the country. On a sector basis, residential construction offers the most potential for increased Aboriginal employment in remote and rural communities. However, mega-projects may be more conducive to longer-term training and employment opportunities, due to their size, complexity and time horizon.

- **Retirement and Replacement** – Given the aging workforce, replacement demand from retiring construction workers represents a major opportunity to increase Aboriginal participation in construction. In Canada, more than 62,000 retiring construction workers will need to be replaced within 10 years. An additional 40,000 may need to be replaced only a few years later. The study estimates 1,307 new Aboriginal workers will be needed over this period to replace currently employed Aboriginal workers who will retire. Setting an achievable target of a five percent increase in labour market penetration, 7,464 new Aboriginal workers will be needed in Canada to replace retiring workers over the next 10 years.

The research indicates that opportunities for increasing Aboriginal participation in construction are numerous. The challenge will be to seek consensus on the most pressing issues identified in this project, and to come to an agreement on short and long-term actions that build momentum and bring concrete benefits to all stakeholders.

The study outlines an expanded role for key stakeholders, including the CSC and the AHRDCC, employers and industry associations; unions and labour representatives; Aboriginal communities and delivery organizations, including AHRDAs, and, federal, provincial and territorial governments. It points to effective, broad-based partnerships as offering the most potential for increasing Aboriginal participation in construction.
Purpose of Study

The Canadian labour force is growing slowly and aging. Movement of the ‘baby boom’ generation into their late 40s and 50s, combined with fewer young labour force entrants, has meant Canadian workers, 45 years or over, formed an increasing share of the labour force during the 1990s. In 1990, this group represented about 26% of the labour force. By 2001, their share had risen to 33%. At the same time, the proportion of the Canadian population 55 and over, and employed in the private sector, was 8.3%.

The construction industry has encountered these same problems with particular severity. In 2001, the proportion of construction sector workers under 35 years was 34.0%, significantly lower than the all-industry average of 38.1%. At the other end of the spectrum, 35.1% of construction sector workers were over 45 and 11.6%, or about 100,000 workers, were over 55.

The construction labour force is one of the oldest in Canada. Without a major increase in the supply of trained, qualified tradespersons and other workers in the next decade, anticipated retirements may lead to dramatic shortages in many trades. The immediacy and acuteness of such shortages will vary from one trade to the next. Nevertheless, as the Canadian Labour and Business Centre's (CLBC) Viewpoints 2002 Survey found, the majority of business and labour leaders in the construction sector believe the shortage of skilled labour to be a serious problem.

The construction industry may be facing skills and labour shortages. The aging workforce and slower growth in population, combined with construction booms in several regions and construction sub-sectors, are creating pressure on the industry to meet its labour requirements. Fundamentally, the construction industry has always been conducive – more than many industries – to arising, persistent, localized labour shortages. For example, short-run demand changes arising from mega-projects, or wide swings in cyclical economic activities. Given that, the industry has become increasingly interested in ensuring that a more steady, reliable and highly skilled workforce exists to meet its labour requirements.

The construction industry, in many jurisdictions, is actively promoting the trades as a career choice to young people, including Aboriginal youth. Similarly, provincial and territorial authorities have been working to enhance the mobility of tradespersons across Canada through the Red Seal program. These are among current major efforts in use to improve the supply of skills in the construction sector. Nevertheless, it is clear that other complementary approaches are available to strengthen skills supplies further. In particular, it becomes strategically important to explore the potential, and tap into, other supply sources. Central among these are women, Aboriginal people, and new immigrants.

The potential importance of the Aboriginal workforce is apparent from the following data: In 2001, more than 30,000 Aboriginal people were working in construction, representing 3.4% of all jobs. More broadly, the Aboriginal people's share of Canada's total population is on the rise. There were 1.3 million (4.4%) who reported that year to having some Aboriginal ancestry, up from 3.8% in 1996. This population is also relatively young. In 2001, the median age of the Aboriginal population was 13 years younger than the non-Aboriginal population. In Manitoba, and Saskatchewan in particular, one young person in seven is of Aboriginal descent.

This is a large, potential source of tradespersons and other construction workers, especially well located for major projects in the north.

From an Aboriginal standpoint, this rapidly increasing population also means housing shortages. For instance, the on-reserve Status Indian population is expected to increase by 31.2% from 1998 to 2008, compared to 10% for the Canadian population as a whole. In Saskatchewan, the on-reserve Status Indian population is expected to increase by 37.2% from 1998 to 2008, compared to 1.5% for Saskatchewan's population as a whole. Approximately 41% of the Status Indian population is under age 19, compared to 25.6% for the Canadian population. There will be increasing pressures for construction of homes and infrastructure, as well as for employment.

In 2001, Indian and Northern Affairs Canada (INAC) estimated there were about 89,000 housing units on reserves to accommodate about 97,500 households, a shortage of 8,500 units. Furthermore, 44% of existing units require renovations. In general, housing stock deteriorates more rapidly on reserves, due mainly to substandard construction practices or materials, lack of proper maintenance, and overcrowding. Numerous studies over the last 20 years, including the Royal Commission on Aboriginal Peoples,

1 Indian and Northern Affairs and Canadian Polar Commission, 2001-2002 Estimates.
have noted poor housing conditions negatively affect overall social conditions of individuals and communities on reserve. The shortage in housing can also be attributed to the limited construction labour force in First Nation and other Aboriginal communities.

Notwithstanding these challenges, many Aboriginal communities have charged ahead to establish residential and commercial construction projects. Furthermore, organizations such as the Aboriginal Human Resource Development Council of Canada (AHRDCC) have been actively sponsoring projects such as the Alberta Aboriginal Apprenticeship Project or the Saskatchewan Construction Careers Initiative. The goal is to increase the interest of Aboriginal youth and employers for participation in Aboriginal employment. These projects can be seen as instructive ways to increase construction employment for Aboriginal peoples. Currently, we do not possess a complete, detailed picture of the situation. It is clear from the above that increasing Aboriginal participation in construction has the potential to double benefits: alleviate labour shortages in the construction industry, and housing shortages in Aboriginal communities.

This project represents a follow-up study to research CSC commissioned in 2003, to look at future sources of labour for the construction industry. Research focused on women, Aboriginals, and new immigrants. In that study, the Aboriginal population was identified as a viable future source of labour for the construction industry.

This joint research initiative of CSC and AHRDCC seeks to quantify the Aboriginal construction workforce, determine to what extent existing infrastructure is effective in linking Aboriginal youth to construction employment, and assess capacity to increase numbers of Aboriginals entering the construction industry. Specifically, the project’s main objectives are to:

• Quantify the existing Aboriginal population working in construction to provide a baseline of information
• Assess potential opportunities for increased Aboriginal participation in construction
• Describe recruitment, training, education, awareness strategies, programs, and services available to connect Aboriginal youth with the construction industry

The project, and associated data-gathering activities, have taken into account, wherever possible, regional differences in the demand for construction work, and the supply of existing and potential workers. With respect to the latter, particular attention has been paid to quantifying actual Aboriginal participation in construction on the basis of regional differences, demographic characteristics, and other relevant factors. Special tabulations from Census 2001 and the Labour Force Survey played an important role in defining relevant characteristics of the Aboriginal workforce and of construction employment.

Likewise, construction employment, as a proportion of all employment, varies markedly from one region to the next, in volume and type. It was important to take into account the actual and expected level of demand for construction work, in discussing and assessing potential opportunities for Aboriginal youth in construction. To distinguish between regions, occupations, and type of construction work – new home building and renovation, commercial, institutional or industrial – to the extent possible.

In terms of industry and occupational scope, the project covers all sub-sectors of the construction industry as defined by the North American Industry Classification (NAIC) Code 23, and all occupations affiliated with the sector. Although several construction-related occupations are common to other industries, quantitative analysis of these occupations is limited to those that are construction-specific.
Methodology
A mix of quantitative and qualitative research activities, involving primary and secondary sources of information, was used for this project. The following describes main activities undertaken.

Development of Conceptual Framework
An initial conceptual framework, to organize the research design and identify key research questions, was developed at the project’s inception. Critical to this framework were views and perspectives of key stakeholders. Accordingly, the research team interviewed four CSC and AHRDCC members, using a structured guide. The consultations served to validate and refine research questions and methodology.

Research of Secondary Sources of Information
This stage involved the review of existing literature and data on potential and actual involvement of Aboriginal peoples in construction. It relied on a limited number of international sources of relevance to the Canadian context. It included data and quantitative analysis, government and stakeholder reports, academic literature, research and empirical studies, etc. Special compilations from Statistics Canada’s Census 2001 were obtained to quantify Aboriginal participation in the construction industry.

Research of Primary Sources
Research of primary sources relied on four distinct methodologies: consultations with key stakeholders; interviews with representatives of organizations involved in delivering relevant programs and initiatives; a survey of AHRDA holders; and focus group discussions with Aboriginal youth.

Stakeholder Consultations
Given the nature and scope of the project, it was essential to gather views and information from all stakeholders involved in recruitment, training, education, and awareness initiatives targeting Aboriginal peoples in construction. Their inputs were sought on a range of issues and topics related to potential opportunities for increased Aboriginal participation in construction. Specifically, information was gathered on external factors shaping the construction industry environment and its capacity/willingness to hire Aboriginal workers; prognostics on current and anticipated participation of Aboriginal youth; and HR and business practices of construction firms.

Consultations were held with key stakeholder groups from federal/provincial departments/agencies, industry associations and firms; organized labour groups, educational and training/apprenticeship bodies, and Aboriginal organizations involved in youth, construction, and labour market issues. Consultations were conducted using a structured guide incorporating a mix of in-person and phone interviews. Appendix C contains a copy of the guide.

Interviews with Representatives of Relevant Programs/Initiatives
To obtain a detailed description of the recruitment, training, education, and awareness strategies, programs and services that are available to connect Aboriginal youth with the construction industry, a literature search was first initiated. When required, in-depth interviews with representatives from these strategies, programs, and services were conducted. Interviews provided additional program/service data and information, as well as more qualitative information on respondents’ opinions on barriers to, and potential for, increasing Aboriginal participation in construction. Also provided was a description of characteristics, processes and outcomes of these strategies, programs and services, as well as an assessment of their effectiveness.

All together, interviews were carried out with 36 key informants and program/initiative representatives. The list of these people can be found in Appendix F.

Survey of AHRDA Holders
Given the role they play in providing support and funding for employment and training activities, holders of Aboriginal Human Resource Development Agreements (AHRDAs) are important stakeholders in facilitating access to construction-related employment by Aboriginal youth. A survey of the estimated 79 AHRDAs and 39 sub-agreement holders was conducted in summer/early fall 2004. After consultations with project authorities and staff from Human Resources and Skills Development Canada’s (HRSDC) Aboriginal Relations Office (which administratively oversees AHRDAs), it was decided to conduct the survey implementing a user-friendly, on-line survey form that respondents would be invited to fill out.
To maximize the response rate, the following research protocol was put in place:

- The research team developed an up-to-date list of relevant organizations and contact information
- A message on the Aboriginal Relations Office website informed AHRDA and sub-agreement holders about the project, seeking their cooperation, and informing them of the upcoming on-line survey
- Ten days after the message was posted, personalized e-mails were sent all 79 AHRDA holders and 39 sub-agreement holders, seeking their assistance and linking them directly to the on-line survey
- One week after deadline for completing the on-line survey, a reminder e-mail was sent all AHRDA and sub-agreement holders, encouraging them to complete the survey, if they had not already done so

This approach did not generate the expected results. Only four responses were received, one incomplete. On the basis of these results, the research team applied a more labour-intensive methodology to gather additional inputs from AHRDA and sub-agreement holders. This second phase took place in fall 2004, and involved:

- Consultations with all HRSDC regional coordinators in charge of coordinating the Aboriginal Human Resource Development Strategy, via e-mails and telephone contacts with seven, to identify AHRDA and sub-agreement holders of most relevance to the project, and obtain advice on how to maximize response rate
- A survey package, comprising an introduction letter and slightly reduced version of the original survey questionnaire, was faxed to all AHRDA holders that had not responded during Phase I
- Contact by phone, combined with an electronic mail contact, within a week of the initial fax, with every AHRDA holder, and 25 sub-agreement holders

This second phase generated 16 additional responses, nine of which provided little information since the concerned organizations indicated they did not manage or fund programs/initiatives of relevance to the project.

Focus Groups of Aboriginal Youth

Focus group discussions provide a useful, effective means to explore, in greater depth, some of the substantial issues affecting human resources and participation of Aboriginal peoples in construction. In the context of this project, they were used to address topics such as:

- Construction industry culture and labour relations
- Its business and HR management practices
- Training/apprenticeship issues in accessing construction employment
- Assessment of strengths/weaknesses of current programs, strategies, and services designed to increase employment opportunities in construction

Five focus group sessions were held over summer and fall 2004: two in Edmonton, one each in Vancouver, Ottawa, and Halifax. Each involved between five and 13 participants, most of whom were participants in, or beneficiaries of, relevant programs and initiatives. Focus groups generated important qualitative information that provided the research team with a unique participant/user perspective.
Prospects in the Construction Industry

This chapter provides a brief overview of prospects and future development in the construction industry to better understand the demand side of the construction labour market. While much attention is given in this project to the (Aboriginal) supply side, a good understanding of current and future areas of growth in construction – and labour requirements associated with this growth – will further inform the discussion on access to construction-related employment by Aboriginal people.

One important caveat must be made. Because of the lack of availability of sector-specific data, a large component of the quantitative information provided in this chapter does not distinguish between various sub-sectors of the construction industry. It is obvious each of the industry’s sub-sectors has unique or unusual characteristics, equally unique training and skills requirements and workplace arrangements. One author described this reality as the ‘bifurcation along the lines of residential and non-residential construction’.2 When possible, though, the distinction between various sub-sectors will be made.

Construction Employment

Recent employment data (Table 1) confirms the view the construction industry has been experiencing strong growth in recent years. The table indicates overall construction employment went from 843,293 jobs in 2001 to 931,423 in 2003, a 10.5% growth. Not surprisingly, the most populous provinces provide the largest number of construction jobs. Ontario leads with 385,888 construction-related jobs in 2003, followed by Quebec, Alberta, and British Columbia. Alberta, however, offers more construction jobs per capita than British Columbia.

The same table makes it clear, on the other hand, that employment growth has not been evenly distributed across the provinces. In fact, six provinces posted a negative employment growth rate over this period, led by Prince Edward Island with a 8.8% negative growth rate. At the other end of the spectrum, Quebec experienced a 21.7% growth in its construction employment level over this two-year period.

The occupational profile of the industry, depicted in Table 2, shows construction trades and managerial occupations (managers, contractors and supervisors) constitute the largest occupational groups in the industry. These occupational groups rank, respectively, the highest and second highest on the skill-level scale, reinforcing the notion that a significant proportion of construction employment requires a high level of skills.

Table 1: Employment in the construction industry
By province, 2001 to 2003

<table>
<thead>
<tr>
<th>PROVINCE</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>CHANGE 2001-03 IN PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newfoundland</td>
<td>10 877</td>
<td>10 301</td>
<td>9 992</td>
<td>-8.1</td>
</tr>
<tr>
<td>Prince Edward Island</td>
<td>4 668</td>
<td>4 560</td>
<td>4 279</td>
<td>-8.8</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>25 705</td>
<td>25 295</td>
<td>25 352</td>
<td>-1.4</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>19 163</td>
<td>19 343</td>
<td>18 944</td>
<td>-1.1</td>
</tr>
<tr>
<td>Québec</td>
<td>139 638</td>
<td>158 048</td>
<td>170 003</td>
<td>21.7</td>
</tr>
<tr>
<td>Ontario</td>
<td>343 331</td>
<td>354 110</td>
<td>385 888</td>
<td>12.4</td>
</tr>
<tr>
<td>Manitoba</td>
<td>27 450</td>
<td>25 053</td>
<td>27 014</td>
<td>-1.6</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>24 913</td>
<td>25 538</td>
<td>24 152</td>
<td>-3.1</td>
</tr>
<tr>
<td>Alberta</td>
<td>132 666</td>
<td>139 907</td>
<td>144 165</td>
<td>8.7</td>
</tr>
<tr>
<td>British Columbia</td>
<td>114 882</td>
<td>120 604</td>
<td>121 634</td>
<td>5.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>843 293</td>
<td>882 759</td>
<td>931 423</td>
<td>10.5</td>
</tr>
</tbody>
</table>


Table 2: Number Employed by Occupation, Construction Sector
Canada, 2003

<table>
<thead>
<tr>
<th>OCCUPATIONS</th>
<th>NUMBER EMPLOYED</th>
<th>SKILL LEVEL*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Management Occupations</td>
<td>1,086</td>
<td>0</td>
</tr>
<tr>
<td>Specialist Managers</td>
<td>2,932</td>
<td>0</td>
</tr>
<tr>
<td>Other Managers NEC</td>
<td>111,943</td>
<td>0</td>
</tr>
<tr>
<td>Professional Occupations in Business and Finance</td>
<td>4,400</td>
<td>A</td>
</tr>
<tr>
<td>Finance and Insurance Administrative Occupations</td>
<td>14,943</td>
<td>B</td>
</tr>
<tr>
<td>Secretaries</td>
<td>10,065</td>
<td>B</td>
</tr>
<tr>
<td>Administrative and Regulatory Occupations</td>
<td>11,464</td>
<td>B</td>
</tr>
<tr>
<td>Clerical Supervisors</td>
<td>2,053</td>
<td>B</td>
</tr>
<tr>
<td>Clerical Occupations</td>
<td>32,825</td>
<td>C</td>
</tr>
<tr>
<td>Professional Occupations in Natural and Applied Sciences</td>
<td>7,573</td>
<td>A</td>
</tr>
<tr>
<td>Technical Occupations Related to Natural and Applied Science</td>
<td>23,396</td>
<td>B</td>
</tr>
<tr>
<td>Technical Occupations in Art, Culture, Recreation and Sport</td>
<td>1,038</td>
<td>B</td>
</tr>
<tr>
<td>Wholesale, Technical, Insurance, Real Estate Sales Specialists</td>
<td>4,441</td>
<td>B</td>
</tr>
<tr>
<td>Sales &amp; Service Occupations NEC</td>
<td>4,562</td>
<td>C</td>
</tr>
<tr>
<td>Contractors and Supervisors in Trades and Transportation</td>
<td>111,959</td>
<td>B</td>
</tr>
<tr>
<td>Construction Trades</td>
<td>270,922</td>
<td>B</td>
</tr>
<tr>
<td>Stationary Engineers, Power Station Operators and Electrical</td>
<td>55,491</td>
<td>B</td>
</tr>
<tr>
<td>Machinists, Metal Forming, Shaping and Erecting Occupations</td>
<td>20,816</td>
<td>B</td>
</tr>
<tr>
<td>Mechanics</td>
<td>35,775</td>
<td>B</td>
</tr>
<tr>
<td>Other Trades NEC</td>
<td>19,778</td>
<td>B</td>
</tr>
<tr>
<td>Heavy Equipment and Crane Operators Including Drillers</td>
<td>56,637</td>
<td>C</td>
</tr>
<tr>
<td>Transportation Equipment Operators and Related Workers</td>
<td>18,253</td>
<td>C</td>
</tr>
<tr>
<td>Trades Helpers, Construction, and Transportation Labourers</td>
<td>97,776</td>
<td>D</td>
</tr>
<tr>
<td>Machine Operators in Manufacturing</td>
<td>7,937</td>
<td>C</td>
</tr>
<tr>
<td>Other occupations</td>
<td>3,358</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>931,423</strong></td>
<td>-</td>
</tr>
</tbody>
</table>

0: Management occupation
A: Usually requires university education
B: Usually requires college education or apprenticeship training
C: Usually requires secondary school and/or occupation-specific training
D: On-the-job training is usually provided

Several other indicators support the notion that Canada’s construction industry has experienced a healthy growth of late. In the residential construction sector, the value of building permits in 2003 increased by 8.3% over the previous year, culminating at $32 billion (Table 3). This overall growth in building intentions, however, hides important regional variations. In relative terms, Saskatchewan, followed by Quebec, experienced the strongest growth in the value of residential building permits in 2003 with increases over 2002 of, respectively, 29.5% and 25.9%. Alberta, experienced negative growth rate.

This boom in residential construction resulted in record investment expenditures of $61.4 billion, up an impressive 11.5% from the previous record of $55.1 billion set in 2002 (Table 4). As was the case for building intentions, one can observe marked regional variations in the growth in residential construction investment, with British Columbia leading the charge with an 18.1% increase between 2002 and 2003, followed by Quebec with 16.0% and Saskatchewan with 13.5%.

Table 3: Building permits in the residential sector, by province and territory

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlantic provinces</td>
<td>942</td>
<td>1,173</td>
<td>24.4</td>
<td>1,337</td>
<td>1,465</td>
<td>9.5</td>
</tr>
<tr>
<td>Quebec</td>
<td>4,052</td>
<td>5,143</td>
<td>26.9</td>
<td>5,216</td>
<td>6,569</td>
<td>25.9</td>
</tr>
<tr>
<td>Ontario</td>
<td>9,293</td>
<td>10,019</td>
<td>7.8</td>
<td>13,714</td>
<td>14,235</td>
<td>3.8</td>
</tr>
<tr>
<td>Manitoba</td>
<td>342</td>
<td>451</td>
<td>31.8</td>
<td>441</td>
<td>525</td>
<td>19.2</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>235</td>
<td>266</td>
<td>13.2</td>
<td>276</td>
<td>358</td>
<td>29.5</td>
</tr>
<tr>
<td>Alberta</td>
<td>2,757</td>
<td>3,083</td>
<td>11.8</td>
<td>4,607</td>
<td>4,269</td>
<td>-7.4</td>
</tr>
<tr>
<td>British Columbia</td>
<td>2,832</td>
<td>4,038</td>
<td>42.6</td>
<td>3,888</td>
<td>4,516</td>
<td>16.2</td>
</tr>
<tr>
<td>Territories</td>
<td>42</td>
<td>60</td>
<td>41.0</td>
<td>116</td>
<td>116</td>
<td>0.3</td>
</tr>
<tr>
<td>Canada</td>
<td>20,497</td>
<td>24,232</td>
<td>18.2</td>
<td>29,587</td>
<td>32,029</td>
<td>8.3</td>
</tr>
</tbody>
</table>


Table 4: Residential construction investment, $ million

<table>
<thead>
<tr>
<th>PROVINCE</th>
<th>2002</th>
<th>2003</th>
<th>2002 TO 2003, % CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlantic provinces</td>
<td>3,298.1</td>
<td>3,730.6</td>
<td>13.1</td>
</tr>
<tr>
<td>Quebec</td>
<td>12,119.2</td>
<td>14,052.7</td>
<td>16.0</td>
</tr>
<tr>
<td>Ontario</td>
<td>23,253.2</td>
<td>25,436.0</td>
<td>9.4</td>
</tr>
<tr>
<td>Manitoba</td>
<td>1,195.4</td>
<td>1,309.0</td>
<td>9.5</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>1,008.9</td>
<td>1,144.6</td>
<td>13.5</td>
</tr>
<tr>
<td>Alberta</td>
<td>7,301.4</td>
<td>7,621.9</td>
<td>4.4</td>
</tr>
<tr>
<td>British Columbia</td>
<td>6,671.9</td>
<td>7,876.3</td>
<td>18.1</td>
</tr>
<tr>
<td>Territories</td>
<td>234.6</td>
<td>235.0</td>
<td>0.2</td>
</tr>
<tr>
<td>Canada</td>
<td>55,082.7</td>
<td>61,405.9</td>
<td>11.5</td>
</tr>
</tbody>
</table>


In this chapter, the term “Territories” includes three territories: Northwest Territories, Nunavut and Yukon.
According to Statistics Canada, housing investment was expected to slow down in 2004, to reach $62.9 billion, for an increase of 2.7% over the previous year. Investment in non-residential construction was expected to increase 5.4% to $76.4 billion between 2003 and 2004.4

Another perspective on future construction activity can be gathered through information on capital spending intentions of private and public organizations (Table 5). Information comparing actual 2002 spending with 2004 intended spending suggests growth in infrastructure and other capital-related development may continue in the short term. Overall, spending was expected to increase by 11.5% nationally over the 2002-2004 period, but regional differences likely would continue to be significant.

According to Statistics Canada’s Building Permits data, the total value of building permits continued upward in 2004. The residential sector contributed a significant part to the growth. In every province and territory, the cumulative value of housing permits issued to August 2004 surpassed the previous year’s value. British Columbia and Manitoba posted the most striking growth in value. “The total value of building permits issued in August was 7.4% higher than the average monthly level in 2003 which was an exceptional year.”5

For the medium term, one forecast (Table 6) suggests that, overall the construction industry will continue to grow at a comfortable rate over the 2004-2009 period, although its sub-sectors will experience quite varying growth rates. Overall, it appears the non-residential building sub-sector will experience the most sustained growth, with annual growth averaging 5.3% over the 2004-09 period, followed by engineering at 2.9%.

The above data points to the fact that the construction industry has experienced a relatively solid growth in the recent past. It is expected this growth will continue in the foreseeable future. This general trend, however, hides important regional and sector variations. From the perspective of this project, these general trends suggest the overall level of demand for labour should not, in itself, represent a barrier to the further integration of Aboriginal workers in the construction industry.

### Skills and Labour Shortages

Judging from the amount of media coverage the issue of skills and labour shortages is receiving, the perception exists within government and industry circles that the labour market is tightening up, in construction and elsewhere. The aging workforce and slower growth in population, combined with a construction boom in several regions and construction sub-sectors, are creating pressure on the industry to meet its labour requirements. These trends are also fuelling a skills and labour shortage debate.

<table>
<thead>
<tr>
<th>TABLE 6: Growth forecasts for the construction sub-sectors6</th>
</tr>
</thead>
<tbody>
<tr>
<td>In percentages</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2003</td>
</tr>
<tr>
<td>2004</td>
</tr>
<tr>
<td>2005</td>
</tr>
<tr>
<td>2006</td>
</tr>
<tr>
<td>2007</td>
</tr>
<tr>
<td>2008</td>
</tr>
<tr>
<td>2009</td>
</tr>
</tbody>
</table>


---

6 Growth in gross output, defined as the total value of all inputs used in the construction process (e.g., labour, equipment, material, etc.), as well as the value of the output produced.
The Globe and Mail recently addressed shortages in key fields: ‘The nation may soon lose a large share of its current supply of doctors and nurses, university professors, and skilled construction workers.’ In construction, a 2001 study concluded that ‘skill shortages are a key issue in the residential construction industry, especially with respect to trades occupations and site managers.’ This echoed 2000 findings from the Canadian Home Builders’ Association which talked about the ‘shortages of skilled workers […] reaching a critical point.’

In a 2002 survey, the Canadian Labour and Business Centre (CLBC) asked business and labour leaders whether they thought a shortage of skilled workers was a serious problem or not. Chart 1, presents the answers. The findings show a large share of business and labour leaders think the shortage of skilled labour is a serious problem facing the economy and the labour market. That said, a significant minority of labour leaders – 25% of all respondents – say the shortage of skilled labour is ‘not a problem,’ contrasting the view offered by business leaders. This difference likely reflects labour’s view that existing skilled tradespersons in the sector are not always used as effectively as they should be.

The same survey asked business and labour leaders whether hiring more Aboriginal people can help meet their skill needs. For Canada as a whole, business and labour leaders concurred in saying hiring Aboriginal workers is generally not considered an important solution to solving their skill needs. Only 13% of business leaders, and 21% of labour leaders, mentioned it is very important. This finding suggests that, on a national scale, a disconnect exists between the potential skills contribution made by the Aboriginal workforce, and the view held by some business and labour leaders on this contribution.

At the regional level, however, views differ. In Manitoba and Saskatchewan, for example, the majority of managers and labour leaders from the private and public sectors said

Chart 1: ‘Is the shortage of skilled labour a serious issue or not for your organization?’

<table>
<thead>
<tr>
<th></th>
<th>Managers</th>
<th>Labour leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serious</td>
<td>60%</td>
<td>50%</td>
</tr>
<tr>
<td>Moderate</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Not a problem</td>
<td>10%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Source: Canadian Labour and Business Centre, Viewpoints, 2002.

Chart 2: Business and labour leader perspectives on hiring Aboriginal workers

Manitoba and Saskatchewan
Looking at all your skill needs, how important will hiring Aboriginals be in addressing them?

<table>
<thead>
<tr>
<th>Sector type</th>
<th>Private sector managers</th>
<th>Public sector managers</th>
<th>Private sector labour</th>
<th>Public sector labour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important</td>
<td>10%</td>
<td>20%</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>30%</td>
<td>35%</td>
<td>30%</td>
<td>35%</td>
</tr>
<tr>
<td>Very important</td>
<td>60%</td>
<td>45%</td>
<td>50%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Source: Canadian Labour and Business Centre, Viewpoints, 2002.

---

hiring Aboriginal peoples was either ‘somewhat’ or ‘very important’ in meeting their skill needs (Chart 2). The reason may be the relatively large Aboriginal presence in these provinces has heightened awareness of employers and labour leaders about the importance of Aboriginal workers for current and future skills needs.

**Mega-Projects**

Mega-projects have the potential to influence regional and local construction employment in ways cyclical fluctuations of the industry rarely match. While mega-projects tend to affect non-residential construction more directly, spillover effects and competition for labour are generally felt in all sub-sectors of the industry, including residential construction. In relation to skill and labour shortages, Gunderson (2001) argued ‘the most obvious reason for labour shortages is short-run demand changes including those associated with mega-projects.’

Within the context of this study, mega-projects located near important basins of Aboriginal workers or communities have obvious relevance. They point to areas of potential labour shortages, but also indicate where employment opportunities may exist for Aboriginal construction workers. Furthermore, evidence in this study suggests a sizable proportion of such mega-projects have signed agreements with these communities that specify employment and training targets to be met, often in construction. One can think of recent mining projects in Labrador and Saskatchewan, hydro-electrical development projects in Québec, or oil/gas projects in Alberta or British Columbia, as indications of mega-projects that have the potential to bring – or are bringing – considerable construction-related training and employment opportunities to participating Aboriginal communities and peoples.

Some initiatives and programs presented later in this report highlight innovativeness associated with some of these agreements. The Diavik Diamond Mines’ Training Partnership, for instance, set out to meet northern employment targets, and establish construction training courses, based on collaboration with local partners. In 1993, the Cameco uranium company in northern Saskatchewan helped set up the Athabasca Working Group, in partnership with local Aboriginal communities. One AWG goal is to increase the number of Aboriginal trades people by offering a pre-employment training program, and promoting apprenticeship training. British Columbia’s Coordinated Aboriginal Apprenticeship Strategy is being developed to allow contractors to address labour shortage issues while providing Aboriginal workers with training and employment opportunities, in the context of the province’s Winter 2010 Olympic games. These are three of several examples confirming mega-projects’ potential to positively influence training and employment outcomes for Aboriginal workers.

While it is beyond the scope of this project to review and research existing and prospective mega-projects, it is worth noting that several recent publications have provided information on such projects. Clearly, the nature, scope, location and timing of mega-projects need to be factored into any discussions of the future role of the Aboriginal workforce in construction.

**Apprenticeship Training**

In any discussion about the potential for increasing Aboriginal participation in construction, apprenticeship training takes on added importance. This form of training represents the most common and ‘traditional’ means of accessing skilled trades jobs. By combining on-the-job learning with the learning of theory, it is a training model that Aboriginal communities believe [is] particularly well suited to the ways in which they learn.

In a recent study, CLBC observed ‘increasing the number of skilled tradespersons constitutes a major challenge for the Canadian labour market over the next decade. For more than 20 years, the number of new tradespersons joining the labour market has remained static, at about 17,000. This, despite a 50% increase in the overall number of registered apprentices over the same period.’ For Aboriginal workers facing other barriers, the challenge is even bigger.

The most recent data on selected apprenticeship training registrations and completions in Canada support CLBC’s observations. Over the 1995-2001 period, registrations in building construction trades, industrial and mechanical trades, and motor vehicle/heavy equipment apprenticeship training increased significantly (Chart 3). In building construction trades apprenticeship, for instance, registrations

---

10 In 2001, 13.6% of the Manitoba population was Aboriginal, versus 13.5% for Saskatchewan. For Canada as a whole, Aboriginal representation amounted to 3.3%.
11 Gunderson, ibid, p. 15.
went from 35,390 in 1995 to 43,960 six years later, a 24.2% increase. Completions, however, actually decreased over the same period, in relative and absolute terms. In 2001, only 2,100 trainees completed apprenticeship training in these trades, down from 2,510 in 1995. For the same year, 1,790 trainees completed industrial and mechanical apprenticeship training, while the comparable figure for the motor vehicle and heavy equipment group was 4,430.

The completion record is relatively better in industrial/mechanical trades, and in motor vehicle/heavy equipment apprenticeship training. As Chart 3 indicates, completions rose 9.6% and 17.8%, respectively, for these two groups of apprenticeship training over the 1995-2001 period. However, these growth rates are lower than growth in registrations for the same groups over the same period of time.

Although detailed information is not available for Aboriginal trainees on a national scale, one could imagine the apprenticeship situation is the same, if not worse. Indeed, information gathered from key informants and other stakeholders, highlights the fact barriers to apprenticeship training access and completion continue to pose a significant challenge to Aboriginal youth, employers, communities, and training delivery organizations.

Construction Activity in Aboriginal Communities

Residential Construction

According to Indian and Northern Affairs Canada (INAC), there are 612 First Nations communities across Canada. Most have less than 500 residents. In 2001, about 423,000 people were living on reserves (146,500 on reserves in urban areas, 189,000 in rural areas, 15,500 in remote regions and 72,000 in special access areas).14

In 2001, INAC estimated there were about 89,000 housing units on reserves to accommodate about 97,500 households – a shortage of 8,500 units. In addition, some 44% of existing units require renovations. In general, housing stock deteriorates more rapidly on reserves; mainly because of substandard construction practices or materials, lack of proper maintenance, and overcrowding. Numerous studies over the last 20 years have noted poor housing conditions negatively affect the health, education, and overall social conditions of individuals and communities on reserves.15

These communities are also challenged in meeting demands for building from a human resource perspective. Some of the challenges include:

• Limited pool of human resources
• Lack of required skills training
• Aging population for those working in the field
• Shortage of skilled labour
• Access to skilled labour (problem for those remote communities)
• Training and development
• Promoting participation in the construction sector

14 Geographic zones are defined as: Urban: a zone where a First Nation is located within 50 km from the nearest service centre having year-round access; Rural: a zone where a First Nation is located between 50 km and 350 km from the nearest service centre having year-round road access; Remote: a zone where a First Nation is located over 350 km from the nearest service centre having year-round road access; and Special Access: a zone where a First Nation has no year-round road access to the nearest service centre and, as a result, experiences higher cost of transportation. Source: INAC (March 2003) Basic Departmental Data 2002.[QS-3625-020-EE-A1].

to youth within First Nations communities

- Lack of profile for those working in the construction sector
- Lack of mobility among First Nation communities and provinces
- Lack of recruitment
- Lack of strategies for commercial or residential construction – communities work very much on an ad hoc basis

Based on current First Nations demographic trends, about 4,500 new households are expected to be formed every year for at least the next 10 years. At current levels, federal support for on-reserve housing is expected to provide funding for the construction of about 2,600 new housing units per year, and renovation of about 3,300 existing housing units per year. If current demographic trends persist, and federal assistance remains unchanged, high levels of overcrowding and substandard housing are expected to persist. This, due to a combination of factors that include growing population, rising construction/maintenance costs, limited access to non-government resources, and growing debt levels.

To address this shortfall in housing and improve existing homes, the Minister of INAC has increased housing-related debt guaranteed from $806 million in 1992-1993 to $1.7 billion in 2002-2003. This, to give First Nations communities the ability to build and renovate on-reserve housing. In addition, INAC has committed another $368 million to provide a one-time fund to First Nations that have developed a community-based housing strategy that includes the construction of homes.

The above considerations suggest residential construction has an important role to play in First Nations communities, not only increasing and maintaining quality of life on reserve, but providing much needed employment opportunities. In this context, increasing Aboriginal participation in residential construction can provide double the benefits.

Non-Residential Construction

As part of INAC’s capital program, the Ministry is planning to spend some $569.1 million in 2002-03 to $501.2 million in 2006-07, on various infrastructure projects in First Nations communities. Major funds for these infrastructure projects are for the following areas:

Chart 4: On-reserve new and renovated dwellings

Note: 1) The number of new dwelling units excludes dwellings in the N.W.T., Nunavut and Inuit communities of Northern Quebec, and dwellings of bands under the James Bay and Northern Quebec Agreement since 1984, Self-Government bands in Yukon and the Sechelt Band since 1986.


• Water and sewage system, contaminated sites and fire protection to improve health and safety of First Nations communities

• Housing, electrification, roads, educational facilities, community buildings which will establish sustainable First Nations communities

Reviewing these projects (Table 7), it becomes clear some involve complete construction of new facilities, whereas others are being upgraded to meet specific standards (e.g. upgrading water systems). Under these infrastructure projects, the First Nations communities are responsible for their management and for consequently hiring appropriate people to complete the work.

The table also indicates that the level of spending on infrastructure and education — and resulting construction activity — is quite significant. The total estimated cost of major capital projects worth more than $1.5 million, is estimated at more than $1.856 billion, broken down between infrastructure projects — worth $1.251 billion — and education projects, estimated at $605 million. Anecdotal evidence from key informant consultations suggests that a sizable portion of employment from this construction activity does not benefit Aboriginal communities and workers directly. In light of this, any strategy designed to increase Aboriginal participation in construction should examine ways to maximize training/employment benefits accruing from this type of non-residential construction activity.

<table>
<thead>
<tr>
<th>MAJOR PROJECT DESCRIPTION</th>
<th>CURRENT ESTIMATED TOTAL COST</th>
<th>TOTAL EXPENDITURES (END MARCH 31, 2002)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital and Facilities Maintenance</td>
<td>Atlantic</td>
<td>150,352.0</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>7,300.0</td>
</tr>
<tr>
<td>Quebec</td>
<td>Infrastructure</td>
<td>75,643.0</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>12,000.0</td>
</tr>
<tr>
<td>Ontario</td>
<td>Infrastructure</td>
<td>539,116.8</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>109,591.1</td>
</tr>
<tr>
<td>Manitoba</td>
<td>Infrastructure</td>
<td>269,867.9</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>206,388.8</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>Infrastructure</td>
<td>50,226.2</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>155,032.6</td>
</tr>
<tr>
<td>Alberta</td>
<td>Infrastructure</td>
<td>17,917.6</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>29,085.4</td>
</tr>
<tr>
<td>British Columbia</td>
<td>Infrastructure</td>
<td>148,257.0</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>85,642.5</td>
</tr>
<tr>
<td>Total</td>
<td>Infrastructure</td>
<td>1,251,380.5</td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td>605,040.4</td>
</tr>
<tr>
<td>Grand Total</td>
<td>1,856,420.9</td>
<td>657,570.1</td>
</tr>
</tbody>
</table>


22 The budgets for these projects are administered by First nations or Indian organizations under Vote 15 (Transfer Payments) through Comprehensive Funding Arrangements (CFA) and Canada/First nations Funding Agreements (CFNFA).
The Aboriginal Workforce in Construction

To quantify the actual supply of Aboriginal workers in construction, and its potential to increase, this chapter analyzes data from the 2001 Census (unless otherwise specified) on the Aboriginal population working or having experience in the construction industry. Special attention is drawn to demographic and occupational profiles of the Aboriginal labour force, and to geographical variations in labour market performance of Aboriginal workers.

Demographic Profile

The construction industry attracts a fairly significant proportion of the Aboriginal workforce. As shown in Table 8, in 2001, the Aboriginal labour force in construction constituted 8.2% of the total Aboriginal labour force in Canada (30,190 workers). Meanwhile, the share of the construction industry in the total labour market was only 5.6%. This suggests Aboriginal workers had a somewhat higher propensity for picking construction as their career choice as compared to all workers in the labour force.

Although the Aboriginal population accounted for a fairly small part of the total labour force in construction (3.4%), this proportion was higher than the level of participation of Aboriginal workers in all industries, where the Aboriginal labour force represented 2.3% of the total labour force.

Age distribution of Aboriginal workers in construction presented a noticeable contrast with the non-Aboriginal workforce. Young Aboriginal workers (15 to 34) constituted 45.4% of the Aboriginal labour force, while non-Aboriginal workers in this age group accounted for only 33.2% of the workforce (Table 9). The main difference was in the 25-34 year old category, which amounted to 29.6% for Aboriginal workers, but only 21.2% for non-Aboriginal workers in construction. The notably high level of concentration of Aboriginal workers in the young and middle-age categories creates a rationale for focusing on the Aboriginal population as a potential alternative source of labour for the construction industry.

Young Aboriginal workers involved in construction were somewhat under represented in the 15-24 age category, when compared to all industries. As Chart 5 shows, this age category accounted for 15.8% of Aboriginal workers in construction as opposed to 20.1% of Aboriginal workers in all industries. By contrast, the Aboriginal population was somewhat over represented in the 25-44 year age group, accounting for 60.3% of Aboriginal workers in construction, but only 55.4% of Aboriginal workers in all industries. This situation could reflect the higher barriers faced by Aboriginal youth entering the labour market in construction, as opposed to other industries.

Table 8: Participation of the Aboriginal labour force in the construction industry, 2001

<table>
<thead>
<tr>
<th>INDUSTRY</th>
<th>TOTAL LABOUR FORCE</th>
<th>ABORIGINAL LABOUR FORCE</th>
<th>SHARE OF ABORIGINAL LABOUR FORCE IN TOTAL LABOUR FORCE, %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PERSONS</td>
<td>%</td>
<td>PERSONS</td>
</tr>
<tr>
<td>Construction</td>
<td>879,245</td>
<td>5.6</td>
<td>30,190</td>
</tr>
<tr>
<td>Other industries</td>
<td>14,697,320</td>
<td>94.4</td>
<td>338,115</td>
</tr>
<tr>
<td>All industries</td>
<td>15,576,560</td>
<td>100.0</td>
<td>368,305</td>
</tr>
</tbody>
</table>


23 The analysis presented in this chapter is based on the assumption that, at any given moment, increased participation of the Aboriginal population in the construction industry can be achieved through one, or a combination of, the following two sources: (i) employing currently unemployed workers, and (ii) attracting to the labour market those currently not in the labour force. As Statistics Canada defines it, ‘not in the labour force’ category includes students, homemakers, seasonal workers, retired workers, and persons who could not work because of a long-term illness or disability. To obtain an accurate estimation of the size of the Aboriginal population which potentially can be attracted to the labour market, data presented in this chapter for ‘not in the labour force’ category should be adjusted (decreased) by the number of retired workers and those who could not work because of long-term illness or disability. Nevertheless, for the purpose of this study, we consider total number of Aboriginal people not in the labour force as a potential resource for increasing supply of the Aboriginal labour force in construction. Three main reasons served as a basis for this decision: (i) data used for the analysis in this chapter did not always allow to track age structure of those not in the labour force, (ii) it is known that the overall percentage of Aboriginal seniors accounted for about four % of the Aboriginal population in 2001 while in the construction industry as a whole only 2.2% of those not in the labour force were over 65 years old, and (iii) no data was available on Aboriginal persons who could not work because of long-term illness or disability.
The educational profile of the Canadian population in 2001 showed education still remained a problematic issue for Aboriginal people. As seen in Table 10, 57.9% of the Aboriginal population, aged 15 and over, had a high school certificate or less as its highest level of educational attainment. By comparison, the non-Aboriginal population, with high school education or less, accounted for only 45.0% of the total non-Aboriginal population aged 15 and over.

In the young segment of the Aboriginal population, the educational gap was even wider. While 57.3% of non-Aboriginal youth 15-24 had a high school certificate or less, for Aboriginal youth this proportion amounted to 77.4%. In the next age category, 25-44, educational attainment of Aboriginal workers still lagged behind their non-Aboriginal counterparts. The gap between the two groups was somewhat smaller: 45.3% of the Aboriginal population 25-44 held a high school diploma or less, compared to 31.0% of the non-Aboriginal population in the same age group. High drop out rates, common among Aboriginal youth, largely explain the difference in the level of educational attainment between 15-24 and 25-44 age groups.

Table 9: Age distribution of the labour force in the construction industry, 2001

<table>
<thead>
<tr>
<th>AGE GROUP</th>
<th>CONSTRUCTION ABORIGINAL</th>
<th>CONSTRUCTION NON-ABORIGINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERSONS</td>
<td>%</td>
<td>PERSONS</td>
</tr>
<tr>
<td>15-24</td>
<td>4,770</td>
<td>15.8</td>
</tr>
<tr>
<td>25-34</td>
<td>8,935</td>
<td>29.6</td>
</tr>
<tr>
<td>35-44</td>
<td>9,255</td>
<td>30.7</td>
</tr>
<tr>
<td>45-54</td>
<td>5,015</td>
<td>16.6</td>
</tr>
<tr>
<td>55-64</td>
<td>1,955</td>
<td>6.5</td>
</tr>
<tr>
<td>65+</td>
<td>250</td>
<td>0.8</td>
</tr>
<tr>
<td><strong>Total 15-34</strong></td>
<td>13,705</td>
<td>45.4</td>
</tr>
<tr>
<td><strong>Total 45+</strong></td>
<td>7,220</td>
<td>23.9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>30,190</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>


Such a high proportion of Aboriginal youth, with low levels of educational attainment, poses a significant challenge to future participation of Aboriginal youth in construction. In many cases, a high school certificate is a pre-condition for enrolling in apprenticeship training.

On the bright side, the educational situation of the Aboriginal population is improving. Fewer young Aboriginal people in non-reserve areas are leaving high school prior to graduation. In 1996, 52% of Aboriginal youth, 20-24, had not completed high school. This proportion declined to 48% in 2001.24 Between 1996 and 2001, the proportion of Aboriginal people 25-64, who did not have a high school diploma, went from 45 to 39%. During the same period, the proportion of Aboriginal people with post-secondary qualifications (trades, college and university certification combined) increased from 33 to 38%.

It is interesting to note that, in 2001, the inclination of Aboriginal people towards trades was somewhat higher than that of the non-Aboriginal population. This showed up in the higher percentage of Aboriginal workers holding trade certificates as compared to their non-Aboriginal counterparts. Specifically, 15.6% of Aboriginal workers

Chart 5: Age distribution of the Aboriginal labour force, 2001


25-44, and 15.7% of Aboriginal workers 45-64, held a trades certificate or diploma. For the non-Aboriginal population, these indicators were 12.9 and 12.7% respectively (Table 10).

This tendency to choose trades is confirmed further by data on fields of post-secondary education pursued by Aboriginal people (Table 11). Among those who, in 2001, had already chosen their career field, almost one in five Aboriginal men aged 25-64 held a trade or college level credential in building and construction technology or trade. Another 16.9% were college and trade level graduates of general, civil and mechanical engineering technologies and trades.25

For working-age Aboriginal women, construction technologies and trades were not among the top 10 fields of study in college or university. As Chart 6 shows, they were more likely to attain college and university education, but less likely to choose a career in trades. Only 12% of Aboriginal women 25-64, held trades certificate or diplomas in 2001, as opposed to 20% of Aboriginal men of the same age.

---

Employment and Unemployment

In 2001, Aboriginal workers represented 2.1% of total employment in Canada. While the construction industry was characterized by a somewhat higher participation rate, they accounted for 2.9% of those employed in construction (Table 12). However, the high level of Aboriginal representation in the construction industry was not accompanied by a low level of unemployment. Aboriginal workers accounted for 8.6% of all unemployed in construction, while in all industries, they constituted only 6.0% of unemployed workers.

Altogether, unemployed Aboriginal workers, and those not in the labour force, could have contributed an additional 11,730 workers to the construction industry in 2001 (a 1.5% increase in the total employed in the construction industry that year).

Although the discrepancy between overall employment rates in the construction industry and all industries was fairly small, the situation of Aboriginal workers in construction was much worse than that of Aboriginal people in all industries (Table 13). In construction, only 66.2% of the total Aboriginal labour force activity was employed, while in all industries, Aboriginal employment reached 74.2%. The proportion of the unemployed Aboriginal population in construction was remarkably higher (20.9%) than that of all unemployed in the construction industry (8.9%) and Aboriginal workers in all industries (12.5%).

In 2001, unemployed Aboriginal workers in construction tended to be much younger than their non-Aboriginal counterparts. In Table 14, almost half (48.2%) of unemployed Aboriginal workers were between 15 and 34. Non-Aboriginal young workers represented only 37.2% of the total of non-Aboriginal unemployed in construction.

Although the age profile of unemployed Aboriginal workers closely matched the general age distribution of the Aboriginal labour force, it is important to note, in relative terms, Aboriginal youth aged 15-24 did not suffer from unemployment as much as their counterparts in the 25-34 age category. Specifically, while the proportion of Aboriginal youth concentrated in the 15-24 age category exceeded the proportion of non-Aboriginal youth in the same category by

Table 11: Top 10 fields of study in the population aged 25 to 64 reporting Aboriginal identity, 2001

<table>
<thead>
<tr>
<th>MEN FIELD OF STUDY</th>
<th>%</th>
<th>WOMEN FIELD OF STUDY</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building and construction technologies and trades</td>
<td>18.8</td>
<td>Office administration and secretarial sciences</td>
<td>15.7</td>
</tr>
<tr>
<td>Mechanical engineering technologies and trades</td>
<td>11.8</td>
<td>Elementary, secondary teaching</td>
<td>9.9</td>
</tr>
<tr>
<td>Social work and social services</td>
<td>6.1</td>
<td>Nursing</td>
<td>8.9</td>
</tr>
<tr>
<td>General and civil engineering technologies and trades</td>
<td>5.1</td>
<td>Social work and social services</td>
<td>8.8</td>
</tr>
<tr>
<td>Electronic and electrical technologies and trades</td>
<td>4.2</td>
<td>Business and commerce</td>
<td>5.8</td>
</tr>
<tr>
<td>Industrial engineering technologies and trades</td>
<td>3.8</td>
<td>Esthetics and other applied arts</td>
<td>4.8</td>
</tr>
<tr>
<td>Business and commerce</td>
<td>3.5</td>
<td>Financial management</td>
<td>4.0</td>
</tr>
<tr>
<td>Transportation technologies and trades</td>
<td>2.7</td>
<td>Data processing and computer science technologies</td>
<td>3.2</td>
</tr>
<tr>
<td>Primary industry processing technologies and trades</td>
<td>2.4</td>
<td>Nutrition and other household sciences</td>
<td>3.2</td>
</tr>
<tr>
<td>Elementary, secondary teaching</td>
<td>2.2</td>
<td>Counselling services</td>
<td>2.9</td>
</tr>
<tr>
<td>All other fields</td>
<td>39.4</td>
<td>All other fields</td>
<td>32.8</td>
</tr>
<tr>
<td><strong>All fields of study</strong></td>
<td><strong>100.0</strong></td>
<td><strong>All fields of study</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>


26 The term “labour force activity” refers to the labour market activity of the population 15 years of age and over. Population in the labour force activity is classified as either employed, or unemployed, or as not in the labour force. The term “labour force” is defined as a sum of employed and unemployed.
3.8 percentage points (Table 9), the share of unemployed Aboriginal youth 15-24 was only 0.4 percentage points higher than their non-Aboriginal counterparts (Table 14). For the 25-34 category, the situation for Aboriginal workers was far less positive.

The proportion of young Aboriginal people not in the labour force was significantly higher than that of their non-Aboriginal counterparts (Table 14). Specifically, in 2001, some 61.2% of the Aboriginal population not in the labour force, was between 15-34 years old. The non-Aboriginal population this age category accounted for only 41.7% of those not in the labour force. This contrast becomes even more noticeable considering Aboriginal youth is characterized usually by a low level of education completion (which implies the proportion of students should be much lower among Aboriginal youth than among their non-Aboriginal counterparts).

A more in-depth analysis would be required to better understand the profile of young Aboriginal people who are not in the labour force, and the reasons keeping them outside. In particular, attention should be paid to whether these reasons are employment-related, or if there are other, perhaps more culture-specific reasons that make Aboriginal youth unable or unwilling to enter the labour market.

Table 12: Concentration of the Aboriginal population in the construction industry, 2001

<table>
<thead>
<tr>
<th>INDUSTRY</th>
<th>EMPLOYED</th>
<th>UNEMPLOYED</th>
<th>TOTAL LABOUR FORCE</th>
<th>NOT IN THE LABOUR FORCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PERSONS</td>
<td>%</td>
<td>PERSONS</td>
<td>%</td>
</tr>
<tr>
<td>Aboriginal population</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td>22,950</td>
<td>2.9</td>
<td>7,235</td>
<td>8.6</td>
</tr>
<tr>
<td>All industries</td>
<td>315,360</td>
<td>2.1</td>
<td>52,940</td>
<td>6.0</td>
</tr>
<tr>
<td>Non-Aboriginal population</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td>772,060</td>
<td>97.1</td>
<td>77,000</td>
<td>91.4</td>
</tr>
<tr>
<td>All industries</td>
<td>14,379,770</td>
<td>97.9</td>
<td>828,490</td>
<td>94.0</td>
</tr>
<tr>
<td>Total population</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td>795,010</td>
<td>100.0</td>
<td>84,235</td>
<td>100.0</td>
</tr>
<tr>
<td>All industries</td>
<td>14,695,130</td>
<td>100.0</td>
<td>881,430</td>
<td>100.0</td>
</tr>
</tbody>
</table>


Table 13: Labour force activity (15 years and older) in construction, 2001, percentage

<table>
<thead>
<tr>
<th>INDUSTRY</th>
<th>ABORIGINAL</th>
<th>TOTAL LABOUR MARKET</th>
<th>ABORIGINAL</th>
<th>TOTAL LABOUR MARKET</th>
<th>ABORIGINAL</th>
<th>TOTAL LABOUR MARKET</th>
<th>ABORIGINAL</th>
<th>TOTAL LABOUR MARKET</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td>66.2</td>
<td>84.1</td>
<td>20.9</td>
<td>8.9</td>
<td>12.9</td>
<td>7.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>All industries</td>
<td>74.2</td>
<td>86.6</td>
<td>12.5</td>
<td>5.2</td>
<td>13.4</td>
<td>8.2</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Occupational Profile

This analysis of the occupational profile of the Aboriginal workforce is based on the level of concentration of Aboriginal workers in 41 construction-related occupations. One important caveat is the analysis is based on self-reported information. It is more than likely that, within each occupational group, there are individuals with varying degrees of experience and skills levels. Some have certification while many others do not.

Table 15 presents a comparison, between the Aboriginal and the whole workforce, of five construction occupations with the highest concentration of workers. As seen from the table, the occupational profile of all workers employed in construction tended to be much more diverse than that of Aboriginal workers. For example, 46.6% of employed Aboriginal workers were concentrated in the five most popular occupations, while only 33.7% of all workers in construction were employed in the top five occupations.

Carpenters and trades helpers/labourers were the most common occupations for Aboriginal and all employed workers. However, the proportion of workers represented in these occupations was different: Aboriginal carpenters accounted for 16.1% of all Aboriginal workers employed in construction, compared to only 11.2% for all workers in construction. The contrast was even sharper for construction trades helpers, which amounted to 15.7% of Aboriginal workers, but only 9.3% of all workers employed in construction. That entry educational requirements for trades helpers are lower than for other trade occupations may be one of the reasons for such a heavy concentration of Aboriginal workers in this occupation.

It is worth noting that, for Aboriginal workers, roofers and shinglers, trades played an important role and occupied fourth place in the occupational ranking, employing 3.9% of Aboriginal workers. In construction as a whole, this trade held eleventh place and attracted only 1.7% of all workers (not shown in Table 15). This may support the notion Aboriginal people have greater inclination towards trades linked to residential construction.

Although the unemployment rate of Aboriginal workers was much higher than that of all workers in construction, this outcome did not stand true for all occupations. Out of 41 construction-related occupations, only in five was Aboriginal unemployment higher than for the industry as a whole. These occupations were carpenters, construction trades helpers, heavy equipment operators, drillers and blasters.

As was the case for employed Aboriginal workers, Aboriginal people unemployed or not in the labour force, were heavily grouped in two occupations, construction trades helpers, heavy equipment operators, drillers and blasters.

Table 14: Employed vs. unemployed in the construction industry by age category, 2001, %

<table>
<thead>
<tr>
<th>AGE GROUP</th>
<th>EMPLOYED</th>
<th>UNEMPLOYED</th>
<th>NOT IN THE LABOUR FORCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ABORIGINAL</td>
<td>NON-ABORIGINAL</td>
<td>ABORIGINAL</td>
</tr>
<tr>
<td>15-24</td>
<td>15.2</td>
<td>11.5</td>
<td>17.7</td>
</tr>
<tr>
<td>25-34</td>
<td>29.3</td>
<td>21.4</td>
<td>30.5</td>
</tr>
<tr>
<td>35-44</td>
<td>31.3</td>
<td>30.4</td>
<td>28.6</td>
</tr>
<tr>
<td>45-54</td>
<td>16.7</td>
<td>23.5</td>
<td>16.4</td>
</tr>
<tr>
<td>55-64</td>
<td>6.6</td>
<td>11.2</td>
<td>6.2</td>
</tr>
<tr>
<td>65+</td>
<td>0.9</td>
<td>2.0</td>
<td>0.6</td>
</tr>
<tr>
<td>Total 15-34</td>
<td>44.5</td>
<td>32.8</td>
<td>48.2</td>
</tr>
<tr>
<td>Total 45+</td>
<td>23.3</td>
<td>34.7</td>
<td>22.6</td>
</tr>
<tr>
<td>TOTAL (%)</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>22,960</td>
<td>772,055</td>
<td>7,240</td>
</tr>
</tbody>
</table>

force (Table 15). For the construction industry as a whole, carpenters and trades helpers accounted for 33.5% of all unemployed and 30.2% of those not in the labour force. Such an oversupply of carpenters and trades helpers points to a potential occupational imbalance in the industry, especially knowing, in 2001, only one-fifth of all employed construction workers were grouped in these two occupations.

The heavy concentration of Aboriginal unemployed workers, and those not in the labour force, in very few occupations, may be a result of one, or a combination of, the following factors:

- Low level of educational attainment of Aboriginal people, which limits their career choice to occupations requiring less formal education (i.e. trades helpers) as their entry path into the industry
- Aboriginal youth tend to choose their career path based on examples of other Aboriginal people and on the ability/probability of finding an Aboriginal mentor for their apprenticeship training. Thus, they tend to enter trades which have already a significant number of Aboriginal people in them

This occupational concentration suggests the future promotion of construction trades to Aboriginal youth should be tailored on an occupational and regional basis, to avoid further over-concentration of unemployed and inactive workers in occupations for which employment prospects may be slimmer.

In Chart 7 we show construction-related occupations where the Aboriginal labour force is the most over and under represented. In order to identify over and under representation, we compare the proportion of the Aboriginal workforce (unemployed or not) in selected occupations to the proportion of the total workforce present in the same occupations (only those occupations for which the Aboriginal workforce is the most over or under represented are illustrated in the chart). In order to capture occupations that include enough Aboriginal workers, we focus the analysis on occupations that attract more than 1% of the total labour force in construction.

### Table 15: Top five occupations with the highest concentration of the labour force in the construction industry

**Percentage of total in each category, 2001**

<table>
<thead>
<tr>
<th>OCCUPATION</th>
<th>EMPLOYED</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ABORIGINAL</td>
<td>TOTAL</td>
<td>ABORIGINAL</td>
<td>TOTAL</td>
<td>ABORIGINAL</td>
<td>TOTAL</td>
<td>ABORIGINAL</td>
<td>TOTAL</td>
<td>ABORIGINAL</td>
<td>TOTAL</td>
</tr>
<tr>
<td></td>
<td>PERSONS</td>
<td>%</td>
<td>PERSONS</td>
<td>%</td>
<td>PERSONS</td>
<td>%</td>
<td>PERSONS</td>
<td>%</td>
<td>PERSONS</td>
<td>%</td>
</tr>
</tbody>
</table>
| Carpenters                          | 3,690 | 16.1  | 88,985 | 11.2  | 1,640 | 22.7  | 11,200 | 13.3  | 870 | 19.5  | 6,400 | 9.7
| Construction trades helpers and labourers | 3,595 | 15.7  | 74,245 | 9.3   | 1,875 | 25.9  | 16,990 | 20.2  | 1,425 | 31.9  | 13,515 | 20.5
| Heavy equipment operators (except crane) | 1,645 | 7.2   | 34,020 | 4.3   | 695 | 9.6   | 6,680 | 7.9   | 245 | 5.5   | 2,845 | 4.3
| Roofers and shinglers               | 895 | 3.9   | 13,865 | 1.7   | 270 | 3.7   | 2,070 | 2.5   | 130 | 2.9   | 1215 | 1.8
| Painters and decorators             | 860 | 3.7   | 30,125 | 3.8   | 240 | 3.3   | 2,995 | 3.6   | 190 | 4.3   | 3,010 | 4.6
| Electricians (except ind. and power system) | 725 | 3.2   | 40,390 | 5.1   | 135 | 1.9   | 4,155 | 4.9   | 40 | 0.9   | 2,390 | 3.6
| All other occupations               | 11,540 | 50.3  | 513,380 | 64.6  | 2,380 | 32.9  | 40,145 | 47.7  | 1,565 | 35.1  | 36,675 | 55.5
| All OCCUPATIONS                    | 22,950 | 100.1 | 795,010 | 100.0 | 7,235 | 100.0 | 84,235 | 100.1 | 4,465 | 100.1 | 66,050 | 100.0

As seen in Chart 7, Aboriginal workers were the most underrepresented as electricians, plumbers, and steel metal workers. By contrast, they were significantly overrepresented as trades helpers and heavy equipment operators. These findings suggest occupations requiring less formal education present fewer barriers to entry than those requiring higher levels of educational attainment or training. It also reflects the fact a large number of these occupations do not require university or college degree, a requirement at odds with the Aboriginal population’s lower school attainment levels.

As the overall labour force in construction is aging and workers 45 and over represent approximately 36% of the total labour force, it is useful to consider the occupational profile of young Aboriginal workers (15-34) who may potentially be employed in construction. As Table 16 shows, the occupational affiliation of unemployed and inactive young Aboriginal workers falls mainly within occupations in which Aboriginal workers are already overrepresented.

In 2001, unemployed or inactive Aboriginal youth were heavily concentrated in trades helpers, carpenters, and heavy equipment operator occupations. All together, these occupations accounted for 58.5% of unemployed Aboriginal young workers, and 60.2% of Aboriginal youth not in the labour force.

Such high concentrations suggest any increase in the demand for labour that would be widespread, would require a significant proportion of these unemployed or inactive Aboriginal workers would need retraining or skills upgrading in order to take advantage of new employment opportunities. For example, in 2001, the number of unemployed Aboriginal carpenters, aged 15-34, exceeded 3.5 times the number of older Aboriginal carpenters, 55 and over, for trades helpers this proportion was more than six to one.

The high concentration of unemployed or inactive Aboriginal youth as trades helpers and labourers, highlights once again the low level of educational attainments of Aboriginal youth, and the necessity for them to stay in school longer to take advantage of new opportunities in the industry.

**Regional Differences**

The Aboriginal labour force in construction is distributed unevenly across different provinces and territories, reflecting the unequal distribution of the Aboriginal population across the country. In 2001, Alberta and Ontario were the leading provinces in terms of number of Aboriginal workers involved in construction (Chart 8). Alberta absorbed some 23.4% of the Aboriginal labour force in construction (7,075 workers), while Ontario accounted for 20.5% of them (6,195 workers).

Although Manitoba, Saskatchewan, and the Territories captured a much smaller proportion of the Aboriginal labour force, the importance of Aboriginal workers for the construction industry in these jurisdictions was much higher than in other regions. Chart 9 shows the proportion of Aboriginal workers in the total construction labour in each jurisdiction. As can be seen, in the Territories, Aboriginal workers accounted for nearly half (45.8%) of the total labour force, while in Alberta (which had the highest number of Aboriginal workers) they made up only 5.4% of the total labour force in construction.
It is worth noting that in all jurisdictions, the importance of Aboriginal workers in construction was higher than in all industries. The difference was more noticeable in regions where the relative importance of Aboriginal workers was greater (e.g., the Territories, Manitoba, and Saskatchewan).

The unemployment rate of Aboriginal workers was uneven among the different regions and notably lower in provinces with higher numbers of Aboriginal workers. For example, Alberta, which ranked first in terms of the size of the Aboriginal labour force in construction, had the lowest unemployment rate (17.7%) when compared to other jurisdictions. By contrast, in the Atlantic Provinces the unemployment rate reached 44.4%, even though the provinces had the lowest number of Aboriginal workers (Table 17).

**Table 16: Top 10 occupations of unemployed or inactive Aboriginal population aged 15 to 34 in construction in 2001**

<table>
<thead>
<tr>
<th>OCCUPATION</th>
<th>UNEMPLOYED</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PERSONS</td>
<td>%</td>
<td>PERSONS</td>
<td>%</td>
</tr>
<tr>
<td>Construction trades helpers and labourers</td>
<td>1,085</td>
<td>31.1</td>
<td>1,115</td>
<td>40.9</td>
</tr>
<tr>
<td>Carpenters</td>
<td>665</td>
<td>19.1</td>
<td>430</td>
<td>15.8</td>
</tr>
<tr>
<td>Heavy equipment operators (except crane)</td>
<td>290</td>
<td>8.3</td>
<td>95</td>
<td>3.5</td>
</tr>
<tr>
<td>Painters and decorators</td>
<td>125</td>
<td>3.6</td>
<td>100</td>
<td>3.7</td>
</tr>
<tr>
<td>Roofers and shinglers</td>
<td>125</td>
<td>3.6</td>
<td>105</td>
<td>3.9</td>
</tr>
<tr>
<td>Plasterers, drywall installers and finishers, and lathers</td>
<td>105</td>
<td>3.0</td>
<td>65</td>
<td>2.4</td>
</tr>
<tr>
<td>Electricians (except industrial and power system)</td>
<td>75</td>
<td>2.1</td>
<td>30</td>
<td>1.1</td>
</tr>
<tr>
<td>Plumbers</td>
<td>65</td>
<td>1.9</td>
<td>45</td>
<td>1.7</td>
</tr>
<tr>
<td>Truck drivers</td>
<td>40</td>
<td>1.1</td>
<td>20</td>
<td>0.7</td>
</tr>
<tr>
<td>Welders and Soldering Machine Operators</td>
<td>40</td>
<td>1.1</td>
<td>40</td>
<td>1.5</td>
</tr>
<tr>
<td>Residential and commercial installers and servicers</td>
<td>30</td>
<td>0.9</td>
<td>40</td>
<td>1.5</td>
</tr>
<tr>
<td>Concrete finishers</td>
<td>25</td>
<td>0.7</td>
<td>35</td>
<td>1.3</td>
</tr>
<tr>
<td>All other occupations</td>
<td>820</td>
<td>23.5</td>
<td>605</td>
<td>22.2</td>
</tr>
<tr>
<td><strong>ALL OCCUPATIONS</strong></td>
<td><strong>3,490</strong></td>
<td><strong>100.0</strong></td>
<td><strong>2,725</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

It is interesting to note that provinces with a high proportion of Aboriginal workers in the construction labour force (e.g., the Territories, Manitoba, Saskatchewan) were also characterized by a relatively high unemployment rate compared to non-Aboriginal workers within the same jurisdiction, and Aboriginal workers in other jurisdictions. In particular, in the Territories, where Aboriginal workers made up roughly a half of the total construction labour force, the Aboriginal unemployment rate was the third highest among other regions, and amounted to 30.3%. This compares to a 10.7% unemployment rate among non-Aboriginal workers in the Territories.

The potential impact of increasing participation of the Aboriginal population in construction would differ from one jurisdiction to another. As we see on Chart 10, the Territories would benefit most should the full potential of unemployed Aboriginal people and those not in the labour force be utilized. In this jurisdiction, increasing participation of Aboriginal people in construction has the potential to boost employment by up to 23%. By contrast, in Ontario and Quebec, greater participation of Aboriginal people in the construction industry would have less impact and increase the workforce in those provinces by less than 1%.

Table 17: Unemployment rate of Aboriginal workers in the construction industry, 2001

<table>
<thead>
<tr>
<th>PROVINCE</th>
<th>ABORIGINAL</th>
<th>NON-ABORIGINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TOTAL LABOUR FORCE</td>
<td>UNEMPLOYED</td>
</tr>
<tr>
<td>Atlantic provinces</td>
<td>1,565</td>
<td>695</td>
</tr>
<tr>
<td>Quebec</td>
<td>1,915</td>
<td>630</td>
</tr>
<tr>
<td>Ontario</td>
<td>6,195</td>
<td>1,095</td>
</tr>
<tr>
<td>Manitoba</td>
<td>3,790</td>
<td>1,050</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>3,175</td>
<td>1,085</td>
</tr>
<tr>
<td>Alberta</td>
<td>7,075</td>
<td>1,065</td>
</tr>
<tr>
<td>British Columbia</td>
<td>4,820</td>
<td>1,130</td>
</tr>
<tr>
<td>Territories</td>
<td>1,665</td>
<td>505</td>
</tr>
<tr>
<td>Canada</td>
<td>30,190</td>
<td>7,235</td>
</tr>
</tbody>
</table>

It is also worth noting that children, aged 14 and under, offer a strong potential for increasing the Aboriginal workforce faster than the non-Aboriginal workforce in the next decade. In 2001, children, aged 14 and under, represented one-third of the Aboriginal population, a proportion far higher than the corresponding share of 19% in the non-Aboriginal population. As these children move through the education system and into the labour market, they will account for an increasing part of the growth of the working-age Aboriginal population, particularly in provinces with higher concentrations of Aboriginal people.

---

27 One should keep in mind that the rapid growth of the Aboriginal population is influenced not only by the high birth rate but also by ethnic drifters – people who change their ethnic affiliation.

Programs and Services Available to Aboriginal Youth

This chapter describes several recruitment, training, education and awareness strategies, programs and services available to connect Aboriginal youth with the construction industry. It is important to point out that the list of programs and initiatives presented here is not exhaustive. Rather, it reflects a selection based on suggestions provided by key informants, a review of the literature, the availability of data, and the overall relevance to the project’s focus and scope. The innovative programs and initiatives reviewed here are designed to increase access by Aboriginal peoples to construction-related training and employment opportunities. Not included in this chapter’s description of programs are the various training courses and programs provided by education and training institutions, often on a more ‘traditional’ model. The ones the research team could uncover are listed in Appendix B.

Chart 11 provides an overview of the programs/initiatives’ main features. More specifically, it discusses these programs/initiatives’ areas of intervention, focus population, partners’ involvement, and sources of funds. They are also grouped into awareness and promotion, recruitment and retention, and training and apprenticeship programs and initiatives. These groupings are not watertight, since most of the highlighted programs/initiatives have broad mandates and a range of activities overlapping all three areas of interventions. It should be noted this summary is based on information provided by Aboriginal organizations and the research team’s analysis of the programs/initiatives main features, to the extent this assessment was possible.

For analytical purposes, an assessment was made of the extent to which each program or initiative focuses on a particular mandate and target population, and of the intensity to which various partners are involved functionally and financially. These qualitative assessments are reflected in Chart 11 as high, medium, low or none. The reader will understand there is a certain degree of subjectivity in this type of assessment.

Types of Programs

It becomes obvious from the chart that most of the highlighted programs and initiatives tackle more than one area of activity. Only a few – Workforce 2000: Building Economic and Employment Partnerships and Manitoba’s Aboriginal Apprenticeship Training Programs, for instance – are more focused. Most others are involved in several areas of activities that are part of the awareness-education-training-employment continuum. At the other extreme, the Alberta Aboriginal Apprenticeship Program stands out as an initiative that is very comprehensive and integrates, as part of its core mandate all essential elements of this continuum. For this reason alone, it stands as a best practice that may warrant special attention.

Another observation made from Chart 11 is the lack of programs/initiatives that integrate Prior Learning and Assessment Recognition (PLAR) into their mandate. One exception is the partnership between the Toronto Central Ontario Building & Construction Trades Council and Miziwe Biik Aboriginal Employment and Training (an Aboriginal service-delivery agency). This initiative has been assessing qualifications, experience, education and aptitude of prospective workers for streaming into pre-apprenticeship, apprenticeship and journeyperson vocations. Another Aboriginal-sponsored PLAR initiative is that of the Labrador Inuit Association, which implemented a community-based prior learning assessment initiative in 2003-04 with 10 community participants (see below). The Kativik Regional Government, in Québec’s Nunavik region, is also looking at PLAR as a tool to recognize experience accumulated by Inuit workers through seasonal construction work outside the formal apprentice-journeyperson relationship.

While PLAR is gaining acceptance as a tool for increasing access to employment by marginalized workers, immigrants and, increasingly, Aboriginal peoples, it has yet to find a receptive audience within the construction industry. In remote and rural Aboriginal communities, construction activity – particularly residential construction – offers less chance for formal apprenticeship training and construction employment. PLAR has the potential to speed up certification in regulated trades and access to meaningful construction employment, without lowering occupational standards.
# Chart 11: Main features of relevant programs and initiatives

<table>
<thead>
<tr>
<th>Awareness and Promotion Programs and Initiatives</th>
<th>Recruitment and Retention Programs and Initiatives</th>
<th>Training and Apprenticeship Programs and Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ironworker Aboriginal Career Awareness Campaign</td>
<td>Bladerunners</td>
<td>Nunavut Construction Corporation</td>
</tr>
<tr>
<td>Aboriginal Youth Initiative (Alberta)</td>
<td>Coordinated Aboriginal Apprenticeship Strategy</td>
<td>Diavik Training Partnerships</td>
</tr>
<tr>
<td></td>
<td>Integrated Trades Program</td>
<td>Aboriginal Apprenticeship and Industry Training Centre</td>
</tr>
<tr>
<td></td>
<td>Athabasca Economic Development and Training Corporation</td>
<td>Community Cooperative Apprenticeship Program</td>
</tr>
<tr>
<td></td>
<td>Comeco and the Athabasca Working Group</td>
<td>Alberta Aboriginal Apprenticeship Program</td>
</tr>
<tr>
<td></td>
<td>Toronto Central Ontario Building &amp; Construction Trades Council</td>
<td>Multi-Party Training Plan</td>
</tr>
<tr>
<td></td>
<td>Workforce 2000: Building Economic and Employment Partnerships</td>
<td>Aboriginal Apprenticeship Trainign Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GREAT’s Youth Apprenticeship and Training</td>
</tr>
</tbody>
</table>

### SOURCE OF FUNDS

- **HIGH**
- **MEDIUM**
- **LOW**
- **NONE**

* no information available
Focus Population

With few exceptions, the selected programs/initiatives tend to focus only on one or a few geographical areas. Exceptions are national or province-wide initiatives, such as the Ironworker Aboriginal Career Awareness Campaign or the Alberta Aboriginal Apprenticeship Program. It is not by accident that most funding for these initiatives comes from provincial and federal governments.

In training and apprenticeship training, Chart 11, shows a large majority of programs/initiatives focus on rural and remote communities. Interestingly, several are sponsored or supported by private sector companies, primarily in the oil, gas and mining sector. The existence of mega-projects in the North has been the main driver for these apprenticeship and training initiatives. While the focus has been on oil, gas and mines employment, most have had a strong construction component. In addition, several of these sector’s key occupations – mechanics, heavy equipment operators, truck drivers – are also key to the construction industry. The Aboriginal training and employment track record of those large oil, gas and mining companies is perceived to be generally good. Training and access to employment initiatives they have put together, in partnership with Aboriginal communities, are models the construction industry may want to consider.29

Another observation is that very few initiatives and programs have an urban focus, except for nation or province-wide initiatives. Given the increasing proportion of Aboriginal peoples living in urban areas,30 there is a need to examine the potential for increasing urban-based Aboriginal participation in construction. In this regard, the Bladerunners program and the work of Vancouver’s First Nations Employment Society (FNES) are particularly relevant. FNES, for one, has been involved heavily with First Nations, government, and private sector partners in recruitment/retention and training initiatives in construction. Urban and urban-adjacent Aboriginal peoples have been able to benefit from these initiatives. More information about FNES activities is provided below.

Partners’ Involvement

All highlighted programs/initiatives have benefited from the strong support and commitment of an Aboriginal partner(s). In most cases, Aboriginal communities or service delivery organizations are playing a lead role in designing and implementing the described programs and initiatives. One exception is Diavik Training Partnerships, which involves the company and several Inuit communities in designing and delivering community-based apprenticeship training programs. Diavik took a lead role in these initiatives, given its prominence as a large regional employer and its focus on community/regional development.

Worth noting also, is the relatively small number of programs and initiatives that involve union and/or labour representatives. The most visible exception is the Ironworker Aboriginal Career Awareness Campaign, which can count on the support and leadership of B.C.-based Ironworkers Local 97. This local union initiated a labour market study that led to the identification of the need to attract Aboriginal youth to the ironworker trade. Another exception is the partnership between the Toronto Central Ontario Building & Construction Trades Council and Miziwe Biik Aboriginal Employment and Training. These two cases represent innovative examples of the labour movement establishing and maintaining fruitful partnerships with Aboriginal organizations, while promoting the needs and values of its membership. Several informants interviewed in the context of this report, emphasized need for a better understanding between Aboriginal communities and workers on the one hand, and unions on the other. Given that, and the labour movement’s lack of a long track record with Aboriginal communities and workers, these cases represent a step in the right direction.

Several of the listed programs/initiatives are interesting because they involve multiple partners, each participating at the highest level. This suggests equal partnership and inclusion is key to the success of multi-faceted, comprehensive initiatives. Those experiences that feature only a few partners – such as the Toronto Central Ontario Building & Construction Trades Council and Miziwe Biik Aboriginal Employment and Training, the Nunavut Construction Corporation, or B.C.’s Aboriginal Apprenticeship and Industry Training Centre – tend to have a relatively more focused, narrowly-defined mandate and range of activities.

29 For a listing of the employment and partnership record of companies in these sectors, refer to http://www.nrcan.gc.ca/mms/socprac/p_e.htm.
30 In 2001, 49% of Aboriginal people lived in urban areas, compared to 47% in 1996, according to Statistics Canada’s 2001 Census.
Sources of Funds

Generally, the number and level of financial commitment of the programs/initiatives' funders tend to mirror their involvement in other aspects of the programs/initiatives. That said, there are several cases where the provincial and federal governments play a lead funding role, either ad hoc or within the context of existing programs or legislation. Aboriginal organizations and government have also been playing a fairly important funding role to six of the 17 examples listed in Chart 11. In the case of the private sector, a vast majority of funding provided, comes from large oil/gas, and mining companies that have a direct stake in training and recruiting Aboriginal workers, often the result of negotiated agreements with neighboring communities.

By and large, these cases demonstrate the need to adopt comprehensive, multi-faceted, multi-partner approaches when developing and implementing strategies designed to ease access to construction training and employment opportunities for Aboriginal peoples. Undoubtedly, the nature and intensity of training, education and employment challenges faced by Aboriginal communities and workers, calls for comprehensive solutions that require innovative thinking and strong partnerships.

As noted earlier, a survey of AHRDAs was undertaken within the context of this project. It met with limited success. Despite that, some respondents to the survey provided useful and succinct information about programs and initiatives designed to increase Aboriginal access to construction. Some highlights from the survey can be found in the text box below.

Selected Findings from the Survey of AHRDAs

Shuswap Nation Tribal Council's Aboriginal Apprenticeship and Industry Training (AAIT) initiative (Kamloops, B.C.)

Recruitment and retention

The AAIT is carrying out a number of initiatives aimed at recruitment of Aboriginal youth. While these initiatives are not aimed specifically at the construction industry, they include it. Currently, the AAIT is involved in:

- preparing to do a presentation to all its schools on a regular basis;
- planning a conference for employment counselors and training people on apprenticeship procedures. The conference will target high school Aboriginal liaison workers and college First Nations coordinators; and
- developing a recruitment strategy with an industry group for new trades training programs.

Training and apprenticeship

The AAIT has experienced steady participation in its training and apprenticeship programs over last 5 years. Youth are selected after an interview and a simple questionnaire. Overall, the results have been that most — approximately two-thirds of the participants — go back to high school to get academic upgrading. Often, they have been told they do not need academic skills to go into trades, but then they realize math and reading skills are needed.

More Aboriginal youth are going into the trades as a career goal. In 2003/04, 18 clients started a Building Maintenance Worker (BMW) Program, and 12 of them graduated (6 were youth). The BMW Program equips trainees with minor maintenance and repair of residential buildings and is being considered by the Industry Training Authority for approval as a provincial trade. The program does not fully address construction needs, but it prepares participants for other trades. One of the program's long-term goals is to allow participants to eventually go into other trades (e.g. plumbing, electrical, etc.). In September of this year, the BMW program was approved by the BC Industry Training Authority as a Recognized Training Program and will issue provincial trades credentials to individuals who complete the program requirements.

The AAIT is starting to do follow up by telephone and using other means to measure program effectiveness. So far, it has found that more and more youth are coming in from high school (greater high school promotion is starting to pay off).

Awareness and promotion

The AAIT has also put in place awareness programs. They go out to local middle and high schools, bringing a two-hour PowerPoint presentation to classes and large auditorium audiences on skilled trades and construction jobs, and how to get into the trades. The presentations show the students that they do not have to permanently move away to pursue trades. First Nations school liaison workers play a central role in helping organize the sessions.

(continued on next page)
In addition, each summer a trades access program is delivered. In 2003, 12 youth graduated from the program and all but two of them are working, primarily in construction. In 2002, however, 8 of the 12 who graduated went into website design.

**Musqueam First Nation/First Nations Employment Society (Vancouver, B.C.)**

**Recruitment and retention**

Musqueam First Nation is a sub-agreement holder in First Nations Employment Society’s (FNES) AHRDA, and it is one of three First Nations in the FNES to have implemented a First Nations Home Builder Framing Technician Pilot Project. The purpose of the project is to provide trainees with practical technical skills, competency-based training in residential construction core and framing, and to provide successful trainees with two credentials and qualify them to complete full certification in the Framing Technician Trade in less than 12 months. It is also designed to provide supported job placements upon successful completion. In 2003-04, 14 participants took part in the Musqueam program. In total, at four sites, over 70 trainees are participating in Framing Technician training in Musqueam (Vancouver), Squamish (North Vancouver and Squamish) and Lil’wat Nations (Mt. Currie).

**Training and apprenticeship**

The FNES is developing a new Rebar training program with industry support; the program was scheduled to start this fall. It is also working with an industry group on a new Formwork Carpentry program. Furthermore, it is involved with the CHBA-BC to put together a new Residential Framing Technician program.

As part of its training activities, the organization offers a one-week safety training program – 2 classes, 12 at a time – that includes WHMIS, rigging, First Aid Level 1. It works with the Painters Union on this initiative and the BC Safety Council will provide instructors.

The FNES is also involved with the CSC’s Ironworker Aboriginal Career Awareness initiative. It currently has 4 Ironworker apprentices, and the CSC may run a pilot in Vancouver in 2005 with FNES assistance.

**FNES also offers a journeyperson upgrading program to prepare experienced carpenters to write their Red Seal exam. It originally started with 13 participants, 4 of whom wrote and re-wrote, and 1 now has the Red Seal. It will be starting a new group of 10 in October-November of this year (60 hours in the evening, two nights per week) and use BCIT upgrading course.**

**Kitikmeot Inuit Association (Cambridge Bay, Nunavut)**

**Training and apprenticeship**

The Association is offering carpentry courses in all 5 communities within the Kitikmeot region. In 2003-04, 25 community members participated in the courses; 129 over the last 5 years. After they have completed the courses, participants normally find work in the field they have trained in. ‘The best measure of success is when the youth gets a job for the first time and to see the joy on their face; it builds their self-esteem.’

**Labrador Inuit Association (Goose Bay, Nfld./Labrador)**

**Recruitment and retention**

The Labrador Inuit Association (LIA) has delivered a community-based pre-employment program aimed at increasing retention. At the community level, the LIA also offers information on available jobs, counseling on making wise choices, and life skills.

**Training and apprenticeship**

Recently, the Association has developed and delivered heavy equipment operator, security, concrete worker and crane operator apprenticeship training. The training is designed to bring participants to skill level required by industry and for provincial certification. Fifty youth participated in this training in 2003/04; 21 more than in the previous three years.

**PLAR**

The LIA has implemented a community-based Prior Learning Assessment initiative, and in 2003-2004, 10 community members participated.
Awareness and Promotion Programs

Ironworker Aboriginal Career Awareness Campaign Project (IACAC) (Canada)

Background/Context
The Ironworker Aboriginal Career Awareness Campaign project (IACAC) is a three-year national initiative to attract Aboriginal youth to apprenticeship and careers.

Impetus/Reason for Creation
Impetus for the project came from realization there are shortages of ironworkers. Aboriginal communities are the largest untapped labour pool in the country.

History/Creation Date
Historically, there has been a strong Aboriginal presence within the ironworker trade.

In 2002, an Ironworkers Local 97 labour market study was conducted. It identified three key issues facing the British Columbia ironworker trade: impending loss of skills and experience; need for better management of supply and demand; and impact of British Columbia government changes to apprenticeship and training. Using this and other studies as a backdrop, project proponents identified the need to attract Aboriginal youth to the ironworker trade as a central issue needing attention.

Main Purpose, Mandate/Scope
The project's main objective is to increase Aboriginal access to ironwork apprenticeship and career opportunities in Canada, by developing career awareness materials and mechanisms to support school-to-ironwork transitions. The ultimate goal is to increase the number of Aboriginal ironworker apprentices and, eventually, Aboriginal peoples employed as ironworkers.

Given recent findings regarding labour shortages in ironwork and the pending increasing demand for ironworkers resulting from upcoming mega-projects, British Columbia has been considered for the initial pilot site. Subject to a positive evaluation, the campaign will be rolled out in other provinces, probably Saskatchewan, Ontario, Quebec and New Brunswick, since they have expressed interest in this project.

Initiative's Objectives
Among central objectives, the program will identify best practices to encourage Aboriginal youth to enter the ironworker trade. It will also provide a clearer picture of career opportunities within the trade, as well as mentors and role models to foster pride in the profession. More specifically, it will:

- Develop and deliver culturally appropriate career awareness materials, as well as other mechanisms, to promote ironwork to Aboriginal youth
- Integrate education and training systems to improve school-to-ironwork transitions for Aboriginal youth
- Develop a consistent, promotional pilot initiative aimed at Aboriginal youth that encourages entry into the ironworker trade, and could be the model for a Canada-wide initiative
- Develop a national plan that takes into consideration supply and demand oriented strategies that facilitate and accelerate ironwork employers' hiring of Aboriginal youth

Organizational Dimensions
IACAC is a joint initiative of the CSC and the AHRDCC, in collaboration with the International Association of Bridge, Structural, Ornamental and Reinforcing Iron Workers. Operationally, a joint Labour/Management/Aboriginal Ironwork committee manages the project. The committee's mandate is to:

- Increase the number of skilled Aboriginal people in ironwork, to meet labour market needs
- Promote and encourage Aboriginal youth to get into ironwork
- Integrate education and training systems to improve school-to-ironwork transitions for Aboriginal youth
- Help students and teachers identify required, desirable courses in school, leading to a successful career in ironwork
- Improve image and apprenticeship in the trade to other groups including AHRDA holders, young Aboriginal people, parents, Indian Bands, Tribal Councils, First Nations, teachers, counselors
- Develop and implement a national plan for a consistent, pan-Canadian awareness initiative aimed at Aboriginal youth and their opportunities in the ironworker trade
Methodology
To meet its mandate and carry out activities, IACAC has been organized according to five phases, outlined in the table below. During Phase 1, a report on the current state of promotional activities and recommendations on future approaches is being prepared. All information gathered during this initial project phase will inform the development of the campaign in Phase 2.

Phase 2 will culminate in development of a comprehensive awareness campaign aimed at encouraging Aboriginal youth to consider the Ironworker trade as a valid career choice. As part of this phase, a detailed strategy and implementation plan will be prepared, including a description of products, services and initiatives that will form part of an overall awareness campaign.

During Phase 3, marketing materials and tools will be produced, leading to an ironworker event, used to kick off the awareness campaign at the pilot location. A national campaign will also be launched, to stimulate construction, and local/national media interest. Phase 4 will involve an evaluation of the campaign, using performance indicators developed during Phase 1. This evaluation will form the basis for a national roll-out plan, to be the focus of Phase 5.

Funding
This project is funded by HRSDC and industry in-kind contributions. It covers the cost of a project manager/researcher and a coordinator. In addition, it will provide financial support to the committee to cover costs of meetings, conference calls and other expenses associated with the project.

Outputs/Outcomes
The project’s principal output is a national plan for increased Aboriginal entry to ironwork apprenticeship and career opportunities. Since the project is still in its initial phase of activity, the first output will be: a research report to provide a clear sense of best practices identified by experts and literature – suggestions as to which practices could prove most effective in promoting ironwork among an emerging generation of Aboriginal people. This research will form the basis of the overall campaign strategy that will guide future activities of the project.

Proposed Project Milestones

<table>
<thead>
<tr>
<th>PHASE</th>
<th>DESCRIPTION</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>Investigative Research, Analysis, and Planning</td>
<td>6 months</td>
</tr>
<tr>
<td>Phase 2</td>
<td>Design and Development of Promotional Strategy</td>
<td>3 months</td>
</tr>
<tr>
<td>Phase 3</td>
<td>Production and Campaign Pilot</td>
<td>12 months</td>
</tr>
<tr>
<td>Phase 4</td>
<td>Evaluation and National Plan</td>
<td>3 months</td>
</tr>
<tr>
<td>Phase 5</td>
<td>Cross Canada Rollout</td>
<td>12 months</td>
</tr>
</tbody>
</table>

Aboriginal Youth Initiative (Alberta)

Background/Context

Community Setting
Alberta, province-wide.

Impetus/Reason for Creation
Gaps in path to employment among Alberta’s Aboriginal youth.

History/Creation Date
The Aboriginal Youth Initiative was initiated November 1, 2000. It was the result of discussions and development of a project description between CAREERS: The Next Generation and the Economic Development Discussion Group. A three-year pilot project was declared official with the selection of the first Aboriginal community – Wabasca – on January 1, 2001.

Main Purpose, Mandate/Scope
The main focus of the project was to create awareness for Aboriginal high school youth about career development opportunities in trades, Registered Apprenticeship Program (RAP), health services, and alternate career pathways. This workplace learning enables Aboriginal youth to acquire experiences and grow essential employability skills. The CAREERS process is about career development and assisting youth to make informed choices.
**Program/Initiative Objectives**

Two key goals are paramount in the three-year project:

- Develop a community model to assist the community (elders, parents, students, educators and nearby industries, etc.), build career awareness, enhance informed youth decision-making, promote high school completion, post-secondary entry and/or workplace readiness. As many as three communities are to be involved with the CAREERS project by term of completion.
- Combine schooling with applied worksite training in industry, so upon completion, a young Aboriginal person will have the requirements for first-year apprenticeship and/or, entry-level skills for other career pathways – professional or technical. The project will work with Aboriginal youth between age 12 (grades 6-7) to 19 (grades 11-12). A small, complementary co-op apprenticeship model may be available in select communities that will invite 18-24 year old Aboriginal youth to participate with employers.

Target outcomes include:

- Up to 20 high school students participating in RAP and other career occupational workplace internships
- Involve three Aboriginal communities in the project
- Establish a trend of positive school attendance in the schooling process
- Develop Aboriginal role models as a means to increase high school graduation
- Develop and implement a community model as a sustainability vehicle to the project

**Organizational Dimensions**

CAREERS has partnered with the Alberta Construction Association to distribute CD-ROMS. The main barrier to further collaboration is the competitive nature of the construction industry.

**Operating Budget, Resource Level (Staff, Infrastructure, In Kind)**

The CAREERS project has 21 staff and contract workers. Funding primarily comes from Alberta industry (60%) and government (30%). Federal funding is only available in areas where no provincial funding exists.

**Mechanism/Level of Community Control**

In September 2001, a local Advisory Committee was established in Wabasca to provide advice to the CAREERS project. Representation included members of industry, community, band and public schools. The committee continues to be active.

A provincial Industry Advisory Committee was created in September 2001. Members of the committee include industry sponsors to the Aboriginal Youth Initiative, Alberta Human Resources and Employment, and CAREERS: The Next Generation. The primary purpose of the committee is to offer guidance and advice on community selection during the term of the agreement, and assist with industry/employer support to the project. The Industry Advisory Committee remains active.

**Accountability Structure (to Stakeholders, Community)**

Bi-annually, a written report is submitted to Alberta Human Resources and Employment. At least two meetings per annum are held with the EDDG group to discuss achievements of the project.

Several Aboriginal youth have been special guests and presenters at annual general meetings of the Board of Directors, CAREERS: The Next Generation, and other public presentations and appearances on behalf of CAREERS. The CAREERS Aboriginal Youth Initiative has participated in several career and trade fairs, Aboriginal conferences, and career development conferences.

An Aboriginal Youth Initiative brochure was developed for the CAREERS project. A new CAREERS DVD showcases a Fort McMurray Aboriginal high school student involved in RAP.

**Outputs/Outcomes**

*‘Performance’ Data*

The target for Aboriginal youth involvement in the CAREERS internship and apprenticeship model was set at 20 during the three-year pilot. As of summer 2003, this benchmark has been greatly surpassed. There have been 32 Aboriginal youth who have participated in the high school RAP. To date, seven have graduated from high school, 19 remain in school completing grade 12, and six were early school leavers.
Twenty-five employers have been active in the provision of internship and apprenticeship training as part of the high school career development experience. A total of 20 Aboriginal youth have received workplace experience in health services in grade 11 and/or grade 12.

Between February 2, 2001 and September 30, 2003, the CAREERS Aboriginal Team provided the following career services to Aboriginal youth:

- Aboriginal student workshops: 54
- Aboriginal students receiving a CAREERS workshop: 1,552
- Parent workshops: 10
- Parents attending workshops: 53
- Career fairs: 11
- Students attending career fairs: 4,700
- Parents attending career fairs: 50

**Recruitment and Retention Programs**

**Bladerunners (British Columbia)**

**Background/Context**

Community Setting

Seven provincial cities in British Columbia – projects are adapted to the climate and economic conditions of their individual cities.

History/Creation Date

Design of the program is based on a pilot program operated in Vancouver in 1994. It was developed in consultation with the owner of the NHL Vancouver Canucks and building trades unions, to help youth get jobs building GM Place Arena.

**Main Purpose, Mandate/Scope**

The purpose is to provide youth who have multiple barriers to employment with life skills and construction trades training and to place them in public and private sector construction projects.

**Program/Initiative Objectives**

Objectives are to target youth, engage them in construction trades, create meaningful work experience that will result in long-term labor force attachment, move them to apprenticeships, and build on other partnerships with community groups.

**Nature/Scope of the Program/Initiative**

Bladerunners is a construction trades employment program, providing wage subsidy for a maximum of 34 weeks. All participants receive a week of health and safety training prior to job placement.

**Source of Funding**

The Ministry of Youth under the Youth Options British Columbia initiative.

**Organizational**

The program is administered by the Community Development Unit (CDU). CDU contracts with a community organization in the city to employ the Bladerunners coordinator, who typically comes from the construction trades. Each coordinator works closely with local community organizations and local social service agencies. Both recruit potential participants and establish a committee that selects participants. Each coordinator works with no more than 17 participants at any one time, usually 12 subsidized participants and five senior Bladerunners (those who have exhausted their wage subsidy and continue in the program as participants).

Coordinators are not from social work backgrounds. They are hired for their ability to work with at-risk youth and understand their issues. Many have experienced similar life experiences with young people. Typically, coordinators are experienced in all aspects of construction industry, employment opportunities, apprenticeship requirements and union issues.

**Eligibility Criteria for Participants/ Clients**

Prior to being accepted for the program, a participant must have completed an approved eight-week life skills/employability training program provided by non-profit organizations throughout the province.

**Client Profile (Age, Gender, Location, Education Level)**

Participants are between ages 19 and 28, have been in the province for at least 12 months, have recently completed a life skills/pre-employment program, demonstrate basic English language skills, and have multiple barriers to employment. Participants may come from abused or neglected backgrounds, be in temporary shelters, homeless, have low education levels, few to no employment skills, have some involvement with the legal system, have a history of substance abuse or AIDS, and/or be dependent on welfare.
 Outputs/Outcomes

‘Performance’ Data
Initial placements in each of the BladeRunners sites in 1997-1998 exceeded program targets, with an average duration of work placement of 4.68 months. Fifty-three% were working after their subsidy had ended. At the Vancouver site (the oldest site, in existence since 1994), 64% of the 1997-1998 class were working after their subsidy ended, and 41% had moved on to apprenticeships.

Success/Completion Ratios
In 1997-1998, 53% of participants were working after their subsidy had ended (overall for the program). In Vancouver, 64% were working after their subsidy ended.

Community Impact
Cost savings to the provincial government are substantial. The cost per participant, including senior BladeRunners, is $7,050 (Canadian). This compares to $8,045 for the yearly cost of income assistance for a single employable person. In addition, given the participants’ lifestyles, there are considerable savings to other government systems such as justice and health.

Existence of Feasibility or Evaluation Study
The Social Research and Demonstration Corporation (SRDC) is conducting an evaluation of BladeRunners that will serve as a descriptive case study of the program and a longitudinal analysis of participants.

Coordinated Aboriginal Apprenticeship Strategy (CAAS)/Aboriginal Careers and Trades (ACT) (British Columbia)
At the time of writing, we could not confirm the status of this project, since the description provided here is based on a 2003 report. Caution is advised when drawing conclusions from this project.

Background/Context

Community Setting
Vancouver area, British Columbia.

Impetus/Reason for Creation
The trades sector was identified as one of the priority areas that will benefit from increased Aboriginal recruitment and employment. British Columbia’s trade sector faces a long-term skills shortage due to anticipated outnumber of new entrants by retiring trades population by 2010. This pilot initiative is seen as kick-starting a solution to fill this void.

History, Creation Date
In 2003, the Coordinated Aboriginal Apprenticeship Strategy (CAAS) was commissioned by four organizations with mandates to promote employment opportunities for Aboriginal peoples in the lower mainland:

• Aboriginal Community Career and Employment Services Society (ACCESS)
• First Nations Employment Services Society
• Métis Provincial Council of British Columbia
• Aboriginal Human Resource Development Council of Canada (AHRDCC)

CAAS was commissioned to involve Aboriginal participation in the lower mainland trades sector, and provide a multi-year strategy to address the most difficult barriers underlying Aboriginal employment and trades skills shortages.

Currently, the project is undergoing a three-year planning phase.

Main Purpose and Mandate
The industry training and apprenticeship model for ACT, and the model advanced by province-wide Aboriginal interests, is built on the following principles:

• The model is the result of a consultative process. Development was guided by a committee comprising representative Aboriginal interests of the three AHRDAs in the lower mainland
• Industry and labour “buy-in” of the model/agreements will be developed in early 2005 to support industry participation
• Flexibility to fit Aboriginal interests across the lower mainland, meeting rural/urban, Métis/First Nations and other circumstances
• Cost effective and supported by Aboriginal community, public and private sector resourcing
• Will lead to increased Aboriginal participation in the trades labour markets
• Will maintain current safety and quality standards and most notably, allow for Red Seal certification for those who participate
• Will be an effective, efficient way of delivering training and certification services to the Aboriginal population through a single window model
• Reporting standards will be developed to allow for benchmarking and comparisons with other Aboriginal apprenticeship programs across British Columbia and Canada
• A monitoring/evaluation framework and system will be developed as part of the new model, and put into place in 2005

**Program/Initiative Objectives**
• To encourage a coordinated approach for Aboriginal entry to British Columbia trades labour markets, more specifically, building and construction related trades
• Identify and place Aboriginal people in short and long-term trades-related occupations and jobs in the Greater Vancouver area
• Coordinate training opportunities for Aboriginal people who wish to acquire apprenticeship certification and provide training and support required to advance in this labour market on career paths leading to journey-person status
• Implement support systems and mechanisms to assist employers and Aboriginal employees with trades-related employment goals and ensure these systems compliment AHRDA operations in the lower mainland
• Develop and distribute career awareness information products to encourage young Aboriginals to consider opportunities available to them in Vancouver area apprenticeship trades labour markets
• Distribute information resulting from this initiative to other Aboriginal organizations, government, education, labour and industry groups
• Encourage a coordinated approach for Aboriginal entry to Canadian trades labour market

**Outputs and Outcomes**
Since this initiative is still at the development stage, there are no outputs or outcomes to report.

**Integrated Trades Program (Alberta)**

**Background and Context**

**Community Setting**
The program was implemented in the Peace River, High Level and Grande Prairie regions of Alberta.

**Impetus/Reason for Creation**
Community strategic planning, which involved participation by many members of industry who expressed a need for increased supply of qualified trades people.

**History/Creation Date**

**Main Purpose, Mandate/Scope**
The purpose of the program is to provide 72 participants with pre-employment trades training.

**Program/Initiative Objectives**
60 of 72 participants to complete and find employment in their trade of choice, or continue education towards their trade of choice.

**Nature and Scope of the Program/Initiative**
The program is 40 weeks, with more than 30 students for the fall intakes and another 36 expected for the February intake (Jan. 2003 source). The program included life skills, academic upgrading, apprenticeship awareness, and work-site experience. Trades explored included welder, carpenter, millwright, and plumber. Upon completion of the program, participants wrote the apprenticeship entrance exam.

**Organizational Dimensions**
The program was delivered through Fairview College and funded by Region Six Métis Nation of Alberta Labour Market Development Unit. Staff included a program coordinator and several instructors for the different disciplines. Advisory assistance was provided by a Métis elder. Oversight was provided by a three-member steering committee. It reported directly to the Alberta Métis Nation, and also was accountable to participants in the Community Strategic Planning process.
Eligibility Criteria for Participants/Clients
Grade 10.

Participant/Client Selection Process
Intake and assessment was done by Métis Nation Employment Counsellors. Applications were forwarded to a panel of Alberta Apprentice Representatives, Fairview College coordinator, and Labour Market manager MNA for interview.

Client Profile (Age, Gender, Location, Education Level)
Métis, male, female, ages 18–55, from all areas of Northern Alberta, Region Six; education levels ranged from Grade 8–12.

Extent and Nature of Construction Industry Involvement/Participation
The only involvement was to place students in a place of employment for practicum.

Operating Budget, Resource Level (Staff, Infrastructure, In Kind)
The program was funded by the Métis Nation of Alberta.

Mechanism/Level of Community Control
The project was monitored by Métis Nation of Alberta staff.

Accountability Structure (to Stakeholders, Community)
Full accounting presented in labour market reports to Regional Council year end community annual general meeting.

Outputs/Outcomes
‘Performance’ Data
Started the program: 61
Fully Completed: 23
Obtained employment: 35 (only 11 participants were employed in their field of training)

Participant/Client Satisfaction with Aspects of Program/Initiative
Participants felt it was a good program – just too rushed; not enough time went into the planning.

Individual-Level Impacts
Fairview College has developed a holistic program. It combines career development skills, academic studies, pre-employment trades training and work experience. It prepares students for entrance into the province’s apprenticeship program as plumbers, carpenters, steamfitter/pipe fitters and welders.

Community Impact
23 employable Métis people in Region Six

Construction Industry Impacts and Support/Engagement
Local industry supports all initiatives to provide trained employees to fit its needs. It is unfortunate a lot of work is contract/seasonal; this makes it difficult for the families that live in remote areas.

Athabasca Economic Development and Training Corporation (Saskatchewan)

Background/Context
Community Setting
The Athabasca Economic Development & Training Corporation (AEDTC) is a non-profit organization formed by seven communities in Saskatchewan: three First Nations – Fond du Lac, Black Lake and Hatchet Lake and four provincial settlements/hamlets – Stony Rapids, Camsell Portage, Uranium City and Wollaston Lake. The AEDTC is an umbrella organization that includes several companies active in mining and construction industries. All companies are owned by the member First Nations communities and are committed to increase employment of Aboriginal people.

Impetus/Reason for Creation
Lack of economic development in the region was the main reason for creating AEDTC. Its main goal is to increase employment of Aboriginal people from the seven participating communities.

History/Creation Date
The first meeting of AEDTC was held in March 1998. After a few meetings in the following months, regular activities with staff began in October 1998. The non-profit organization was incorporated in March 1999.

Main Purpose, Mandate/Scope
The purpose of the AEDTC is to facilitate/coordinate economic and training activities within the Athabasca region that support increased job opportunities for Aboriginal people from the member communities. AEDTC’s activities...
focus on economic development that is more sensitive to local priorities, and building and expanding the human resource capacities of the local people. Current AEDTC involvement, with participation of Aboriginal youth in the construction industry, is focused on recruitment/retention of Aboriginal workers. Instructors from Northland College and large mining companies usually provide training.

**Program/Initiative Objectives**
AEDTC pursues the following goals and objectives:

- Promotion and assistance for local private enterprise
- Identification of business opportunities
- Coordination of entrepreneurs in joint ventures
- Identification of sectors in which training has to take place
- Identification of training and economic development resources and needs
- Locating government services in the Basin
- Establishing training institutions
- Developing a marketing strategy for the Athabasca
- Promotion of mentoring as a method of training

**Nature and Scope of the Program/Initiative**
Four main roles AEDTC serves are: Athabasca Training Council, Athabasca Basin Development Corporation, Community Based Regional Economic Development Organization, and Athabasca Basin Transportation Planning Committee. AEDTC also provides management services to Athabasca Basin Development Limited Partnership (a road maintenance contract). AEDTC does not have ownership in this partnership.

**Organizational Dimensions**
AEDTC is governed by a board formed from seven participating communities. However, representatives of Saskatchewan Highway, Northland's College and PGAC regularly attend AEDTC's meetings (other government and industry representatives are regularly invited to meetings as well). Permanent staff of AEDTC includes a project manager and an administrator.

**Participant/Client Selection Process**
The search for candidates is conducted in the seven participating communities. Information about employment opportunities is provided to local outreach officers who then communicate this information to the community. A resume database is also used to provide companies with information on potential employees. Selection is based on the resume and a telephone interview. Sometimes, references are also used. The main weakness of the selecting procedure is that résumés do not always indicate all skills of the candidate, and often overstate the level of skills. Candidate's reliability and willingness to stay on the job are main selection criteria, while skills play a secondary role.

**Extent and Nature of Construction Industry Involvement/Participation**
The industry is involved in the initiative through a number of construction companies owned by member communities.

**Operating Budget, Resource Level**
AEDTC is financed by Saskatchewan Northern Affairs, Saskatchewan Postsecondary Education and Skills Training, Saskatchewan Highways and Transportation, Northland College, member fees, and management contract for Athabaska Basin Development Limited Partnership.

**Mechanism/Level of Community Control**
Representatives of participating communities form the board of AEDTC and have direct control over activities of the corporation.

**Outputs/Outcomes**

**‘Performance’ Data**
In 2004, AEDTC placed approximately 60 Aboriginal workers, 25 of whom were Aboriginal youth. The total of Aboriginal workers involved in the construction industry in the last five years (including 2004) was approximately 250.

**Individual-Level Impacts**
The initiative has been very successful. In addition to a relatively high number of Aboriginal workers employed, the initiative also decreased turnover of Aboriginal people (i.e., increased the length of their stay on the job). This was achieved through a more vigorous selection process and improved judgment on candidate's reliability.

**Community Impact**
The initiative contributed to increased Aboriginal involvement in construction through employment. The companies involved in the initiative employ a much higher proportion of Aboriginal people than other construction companies.
Cameco and the Athabasca Working Group (Saskatchewan)

Background/Context

Cameco Corporation is a uranium mining and processing company active in Northern Saskatchewan and in other world-wide locations. In Northern Saskatchewan, it has projects in construction or in operation at Cigar Lake, Rabbit Lake, and McLean Lake. At Cigar Lake, an underground mine is currently under construction. Mining is targeted to commence in 2006. Total capital cost is estimated at $350 million. The Eagle Point Mine in Rabbit Lake completed its first full year of production in 2003, following re-opening by the company in 2002. The McLean Lake operation involves milling of uranium-rich ore.

The Athabasca Working Group (AWG) was created March 29, 1993, at Wollaston Lake, by representatives from seven Athabasca communities and representatives from the following companies: Cameco Corporation and Cigar Lake Mining Corporation. A third company, COMEGA Resources Inc., joined the working group in 1994. It represents the embodiment of northern community relations undertaken by the uranium mining industry in Northern Saskatchewan. It is the vehicle through which dialogue and cooperation between companies and communities take place.

Negotiations between the mining companies and the seven Athabasca communities culminated in 1999 with the signing of the Impact Management Agreement (IMA). The result of 20 meetings and discussions, IMA includes three main areas of agreement: environmental protection, employment, training and business development, and benefit sharing.

In employment, training and business development, one of AWG’s goals is to increase the number of Aboriginal trades people. To reach this goal, a pre-employment training program was offered at Rabbit Lake. Apprenticeship training is also being promoted (12 apprentices in 2003). In April 2002, Cameco put together a new apprenticeship program for its Saskatchewan operations. The objective is, through the program, approximately 25% of future trades requirements will be filled in-house. The target for 2004 was 25 apprentice trade positions.

Organizational Dimensions

The work of AWG is carried out through regular meetings held three times a year. These involve representatives from the seven communities and the mining companies. Cost of transportation, meals and accommodation is borne by the mining companies. Meetings are held on a rotating basis in various communities and at mine sites.

As part of AWG, a community coordinator (originally called an employee relations counselor) was hired in July 1996. The position’s focus is to develop and maintain a positive working relationship in the region. It entails making community visits to answer questions regarding employment, training and business opportunities. Particular attention is paid to promoting a stay-in-school program, completion of grade 12, with concentration on math and science. These credentials will prepare local residents for future technical, trade and professional mine-related employment.

Outputs/Outcomes

While the overall number of jobs is not large, particular attention has been paid by mining companies to train and hire local residents. Mining companies have signed the so-called Multi-Party Training Plan II, a training-to-employment initiative sponsored by the federal government, Saskatchewan, First Nations, Metis authorities, and the mining industry. From 1998 to 2003, mining companies contributed half the estimated $13 million cost of the training plan. A third agreement was signed in 2003. One area of focus was to increase education levels of Athabasca residents. As of December 31, 2003:

- 104 company employees and 74 permanent contractor employees were working at the mine sites
- 21 mining-related training courses took place in 2003 through Northlands College, 11 of which were offered in the Athabasca region, with 123 participants from the region
- Companies are also promoting apprenticeship training. In 2003, there were 12 apprentices from the Athabasca region working for companies, up from five apprentices employed in 1999. Wages and benefits paid apprentices totaled in excess of $589,000. Areas of training include: industrial mechanic (three apprentices); heavy duty mechanic (four apprentices); electrical (three apprentices); and power engineer trainee (two trainees).
Background/Context

Community Setting
Greater Toronto Area, Ontario.

Impetus/Reason for Creation
Miziwe Biik is an Aboriginal service delivery agency. It views this partnership as part of a larger strategy to achieve recognition among building/construction trades and major contractors, that Aboriginal people should be a major contributor to the construction workforce in the Greater Toronto Area (GTA).

History/Creation Date
A proposal was developed in 2000. Supportive preconditions for the project were:

• A strong construction market in GTA had created great demand for skilled journeymen in many trades
• Workforce in many construction trades unions is aging, opening opportunities for new entrants
• Employment equity initiatives in the 1980s had begun the process of opening construction unions to women and visible minorities
• Construction of Casino Rama had created opportunities for Aboriginal construction workers and encouraged union leaders to see the benefits of opening opportunities for Aboriginal members

Main Purpose, Mandate/Scope
The goal of the partnership is to facilitate entry of Aboriginal workers into various unions that comprise membership of the council. Prospective workers will be guided into pre-apprenticeship and apprenticeship training, and eventually, journeyperson certification.

Program/Initiative Objectives
This initiative is designed to help young Aboriginal workers gain entrance to a career in the labour trades, to achieve entry into construction unions in the GTA, and ensure their advancement into journeyperson status. It involves:

• Establishing a pool of Aboriginal trainees for assessment into pre-apprenticeship, apprenticeship and journeyman vocations. This is done by advertising in trade newspapers, local newspapers, Aboriginal papers, posters, special notices to areas of Aboriginal household concentration, schools, laundromats
• In conjunction with local trade unions, assessing qualifications, experience, education and aptitude of prospective workers for streaming into pre-apprenticeship, apprenticeship and journeyperson vocations
• Developing and implementing relevant, entry-level and job upgrading training programs, in concert with local unions
• Assigning prospective workers into specific trades and training

Organizational Dimensions
An Aboriginal Employment Development Coordinator has been appointed to facilitate entry of young Aboriginal people into the building and construction trades industry in the GTA. The coordinator works in the offices of the Trades Council and provides a direct link with 30 local unions that comprise membership of the council. The coordinator recruits potential workers, and cooperates with local unions to assess each worker’s experience, skill sets and aptitude, and to direct the potential employee into a matching trade. Training plans are being established with some of the 19 labour training centres, which will help Aboriginal people into pre-apprenticeships, apprenticeships and/or journeyperson tracks.

Extent and Nature of Construction Industry Involvement/Participation
Local labour unions participating in the project represent the following trades: boilermakers, bricklayers and stonemasons, carpenters, drywall installers, insulators, sprinkler fitters, floor layers, refrigeration workers, tile and marble workers, electricians, glaziers, construction equipment operators, millwrights, operating engineers, plumbers, roofers, painters, ironworkers and elevator constructors.

Operating Budget, Resource Level
Source of funding: Miziwe Biik. Toronto Central Ontario Building & Construction Trades Council provided workspace, supervision and management of the coordinator and office equipment.

Outputs/Outcomes
Individual-Level Impacts
• Aboriginal individuals are being placed into existing pre-apprenticeship courses, such as the marble tile setters
• A special pre-apprenticeship course developed with the carpenters union to provide training for Aboriginal people for 12 weeks, after which they will be guaranteed apprenticeship positions with the union
• Some Aboriginal people, who already have the necessary background skills and experience, are being placed directly into apprenticeship positions with a number of unions. These include sheet metal workers, painters, plumbers, electricians, drywallers and refrigeration workers

• Other Aboriginal individuals, who have almost attained qualifications for their journeyperson papers, are receiving trades upgrading

Workforce 2000: Building Economic and Employment Partnerships (Ontario)

Background/Context

Community Setting
Timmins area, Northern Ontario.

Impetus/Reason for Creation
Workforce 2000 addresses concerns related to the growing Aboriginal population and apparent inequities in the workforce. Aboriginal graduates were not getting work. The unemployment rate was, generally, twice as high for Aboriginal workers as for non-Aboriginal workers. Moreover, no one was able to answer the question, who were the main employers in Timmins who could hire Aboriginal people. Employers did not know who they could approach to hire Aboriginal workers.

History/Creation Date
Workforce 2000: Building Economic and Employment Partnerships was launched in 1999. It is a partnership project between Mamo Wichi Hetiwin Employment and Training and several community-based agencies and businesses. Included are The Venture Centre/Le Centre de développement (CFDC), Mamo-Nuskometiwini, Timmins Native Friendship Centre, Wabun Tribal Council, the Timmins Chamber of Commerce, Toronto School of Business, Northern College of Applied Arts & Technology, Timmins Economic Development Corporation, Falconbridge, Tembec, and Northern Telephone.

Main Purpose, Mandate/Scope
The Workforce 2000 committee fosters employment and economic development partnerships between the Aboriginal population and existing/potential employers. The committee was formed to create a partnership with employers, and increase their awareness of opportunities of hiring Aboriginal people.

Program/Initiative Objectives
• To raise awareness with business sectors on benefits of creating employment and economic partnerships with Aboriginal people
• Raise awareness on cultural differences between Aboriginal and non-Aboriginal people in workplace communications, job-seeking skills
• Provide the opportunity for Aboriginals and non-Aboriginals to learn and understand each other’s work principles
• Provide opportunity for Aboriginal people to gain skills to enter/re-enter the workforce and network with potential employers

Nature and Scope of the Program/Initiative
Since 1999, Workforce 2000 has conducted three conferences (last one in April 2003), each with about 200 participants. The initiative also launched a series of activities including workshops and training sessions for employers, designed to promote greater awareness and understanding of Aboriginal/non-Aboriginal partnership potential.

Organizational Dimensions
Private sector sponsorship was provided by companies like Falconbridge, Tembec, Northern Telephone, Weyerhauser, Union Gas, Toronto School of Business, Trans Canada, as well as government institutions (including HRDC) and the City of Timmins.

Outputs/Outcomes
‘Performance’ Data
The second and third conferences were organized, based on the success of the first conference in 2000. In total, approximately 600 participants attended the conferences. Some 90 participants attended three other smaller-scale workshops.

During conferences, employers were provided with Aboriginal history and cultural understanding designed to increase their awareness of cultural issues that could be a barrier to hiring Aboriginal workers. Aboriginal participants learned how to access the mainstream workforce through workshops detailing expectations of a mainstream business. On a larger scale, community leaders learned about successful corporate partnerships between industry and First Nations communities. Also, how their own communities/industries could forge partnerships that may be mutually beneficial.
**Individual-Level Impacts**
Aboriginal participants learned how to access the mainstream of the labour market, identified companies potentially interested in employing Aboriginal workers, and extended their network contacts with prospective employers.

**Community Impact**
As a direct and indirect result of Workforce 2000 promotional activities, an Aboriginal representative was named to the Timmins Chamber of Commerce in 2001, and Aboriginal Awareness Week was declared by Timmins mayor and council.

**Training and Apprenticeship Programs Nunavut Construction Corporation (NCC) (Iqaluit)**

**Background/Context**
Community Setting
The Nunavut Construction Corporation (NCC) is located in Iqaluit. However, project participants come from different regions of Nunavut as the NCC makes a special effort to bring in as many Aboriginal apprentices as possible.

Impetus/Reason for Creation
NCC was created to develop the infrastructure project for the new Government of Nunavut. The project consisted of 250 housing units and 10 office buildings, including the Legislative Assembly.

History/Creation Date
In 1995, in support of Inuit-led construction ventures, Nunavut Tunngavik Incorporated facilitated a partnership between four corporations: Qikiqtaaluq Corporation, Sakku Investments Corporation, Kitikmeot Corporation, and Nunasi Corporation, to form the NCC. The NCC was established as the builder, developer and owner of infrastructure facilities to be built under the partnering arrangement.

Actual project activities started in 1997. Initially, it was expected that required office and housing facilities would be built within a four-year schedule. This schedule was chosen to allow apprentices to start and finish their apprenticeship program. In practice, the work was completed in three phases.

Main Purpose, Mandate/Scope
NCC initiated an apprenticeship program as part of its infrastructure building project. NCC delivered formal and informal training, which included trade certification through an apprenticeship program, non-certified general construction and carpentry training, supervisory and project management training, financial and clerical training. The main trades involved are carpentry, electrician, and mechanist.

Nature and Scope of the Program/Initiative
NCC’s current involvement with Aboriginal youth in the construction industry is focused on training and apprenticeship. However, issues of recruitment/retention appear within training and apprenticeship. The NCC training plan was designed to be developed, implemented, coordinated and reported on by a training coordinator. From the start of planning, training was to be accomplished in a practical, on-the-job manner, contributing to actual construction of infrastructure requirements. Skill development and theory training was planned for the off-season. The program also provided informal training for those who did not qualify for the apprenticeship program.

Organizational Dimensions
The program is administered by the Human Resources Manager of the NCC.

Eligibility Criteria for Participants/ Clients
Data available during the planning stages of the project indicated that 64% of the Nunavut Inuit labour force have completed grade nine or less. Therefore, the prerequisites for training positions considered not only education, but also work experience, allowing workers with little schooling, access to the training program. Employees of NCC have access to other training programs that increase their knowledge base.

Participant/Client Selection Process
The selection process is targeted at two groups, those who are already apprentices, and those who have the potential to become apprentices (have at least Grade 10). Many candidates did not fit this criteria, as they only had grade six or seven. To improve their level of education, the NCC intended to purchase a computer-based literacy program for carpenters.

Extent and Nature of Construction Industry Involvement/Participation
The formal and informal training is conducted by the construction company.
Operating Budget, Resource Level
The program is a part of the Impact Benefit Agreement.

Outputs/Outcomes

‘Performance’ Data
In 1997, 22 apprentices entered the program, out of which five graduated and received their trade's Certificate of Qualifications. Currently, the company has eight apprentices and is trying to bring in six new apprentices. Approximately 30 workers are receiving on-the-job training, after which they can be registered as apprentices. Hours of on-the-job pre-apprenticeship training may be accepted as an advance credit towards the first year of the apprenticeship. Currently, the company has 75 people in the labour force, of which 60% are Inuits. In the last five years, NCC has trained approximately 200.

Individual-Level Impacts
For those with formal training, NCC work experience provided a significant number of working hours, bringing candidates closer to their journeyperson certification. Those with informal training, obtained valuable work experience and increased their employability. Candidates experience at the NCC is well perceived by other construction companies.

Diavik’s Training Partnerships (Nunavut)

Background/Context
Diaviks Diamond Mines, based in Yellowknife, is responsible for construction and operation of diamond ore bodies located in the Lac de Gras area in the Nunavut. Capital cost for this project is estimated at $1.3 billion. Of the $1 billion in contract awarded during the construction phase of the venture, approximately $500 million was with Aboriginal joint ventures.

In 1999, Diavik formalized commitments to provide significant training, employment, and business opportunities to residents of the Northwest Territories and the West Kitikmeot region of Nunavut in the Diavik Socio-Economic Monitoring Agreement (SEMA). It was concluded with participating local Aboriginal groups and the Government of the Northwest Territories. Diavik individualized these commitments through participation agreements negotiated with each of the same five Aboriginal groups, which include:

- Dogrib Treaty 11 Council
- Yellowknives Dene First Nation
- North Slave Metis Alliance
- Kitikmeot Inuit Association
- Lutsel K’e Dene Band

Under the agreement, Diavik committed to support a 40% northern workforce during construction. At its conclusion, Diavik had reached 44% northern employment. For operations, Diavik committed to 66% northern employment and 40% Aboriginal employment.

One significant measure undertaken by the company was to establish construction training courses based on partnerships with local partners. Diavik also operates a full-time learning resource centre on site. A coordinator assists workers to develop career plans and finds specific training or upgrading programs to assist on their career path. Through the centre, workers can upgrade math, science and computer skills, write the Grade Equivalency Diploma, trade apprenticeship exams, or college and university entry exams.

Organizational Dimensions
Key to the construction training program's success is the fact it is delivered locally. This feature has been credited for bringing the following benefits:

- Increases retention, since participants, by not having to travel out of their community, can count on support of friends and family
- Training is often integrated with community infrastructure development projects, directly benefiting the community, while providing participants with a more realistic, practical training environment.

One example was the six-week construction training course held in Rea-Edzo during summer 2000. The course evolved around construction of a cold storage warehouse for the GNWT Department of Transportation at a highway camp. A local contractor provided training and supervision for teaching the eight students concrete, carpentry and surveying skills. This training course was designed to prepare northern and Aboriginal students for employment with contractors working on Diavik contracts.

Another course was sponsored by a joint venture involving a Dogrib development corporation and an Alberta construction company. This venture was a successful bidder for the construction of Diavik's temporary construction accommodation at Lac de Gras. The training program began in November 2000 with seven participants gaining plumbing, electrical and carpentry trades experience.
Part of the program took place at the Alberta company’s southern site. The second part took place at the Lac de Gras site during the camp installation. This program was perceived as a success by the southern partner, since it helped the company fulfill northern employment requirements.

**Partnership Arrangements**

According to documentation provided by Diavik Diamond Mines, central to its construction training program’s design is the involvement of various partners, including:

- Nunavut Government
- Nunavut Chamber of Commerce
- NWT Mine Training Committee
- Aurora College
- Northern construction businesses
- Course instructors

**Outputs/Outcomes**

As of November 2002, Diavik’s construction training courses featured the following:

- 234 graduates, for a 77% success rate
- 70% of these graduates moving on to employment at Diavik, with the mine’s contractors, at other mine sites, or for local community government

**Aboriginal Apprenticeship and Industry Training Centre (British Columbia)**

**Background/Context**

**Community Setting**
British Columbia.

**History/Creation Date**

The Aboriginal Apprenticeship and Industry Training (AAIT) was established in 1995. It addressed issues of concern in the technical/trades areas and the need for Aboriginal-based trades and technology training. Since 1995, AAIT has created, delivered and managed numerous successful community-driven programs.

On November 10, 2000, AAIT opened the first phase of a trades & technology school at the Kamloops Indian Bands Old Residential School. The school is called the Tswel’lewen Building, which means, in the Kamloops Secwépemc dialect, “house of construction”.

**Program/Initiative Objectives**

To establish long-term, self-governed Aboriginal trades training programs that reinforce and incorporate native language, traditions and values.

**Nature and Scope of the Program/Initiative**

The program offers the following courses/training:

- **Carpentry Entry Level Training**
  A nine-month, entry-level program, delivered in partnership with local colleges. A project sponsor provides the building lot and building materials. Program content includes theory and practical instruction in the construction of a residential building. Participants who complete the program, are eligible for level-one credit towards the four-year carpentry program, upon passing the CAT 19 and interview with program staff.

- **Aboriginal Women in Trades**
  This 20-week course is currently offered in Kamloops. In time, the course may expand to other areas of the province. The course is an orientation to the trades: carpentry; automotive; electrical; welding; plumbing; trade math; film industry; and goldsmith. Trade presentations from different journeypersons are featured. Personal development sessions and industrial site visits complement program content.

- **Math Upgrading**
  Provides mathematical skills needed to successfully practice a trade and complete technical training. It is recommended for registered apprentices, people who plan to enter a trade, or for trades people who wish to upgrade their trades-related math skills.

- **Project Management**
  AAIT offers two project management courses, *Project Management for Project Leaders*, a three-day program that gives participants an awareness and appreciation of project management concepts, processes/techniques to support effective planning, control, delivery of projects and final take over. *Project Management*, a three-week course which includes contract management, project supervision, estimating, WCB/work safety, workplace planning and material ordering.

- **Building Inspector**
  The building inspector program is a ten-week course divided in two phases. Each phase includes technical “in-class” training and practical “on-site” inspections.
The first phase includes inspection procedures for newly-constructed units on reserve, using the current British Columbia building code. The second phase includes inspection procedures for existing housing on reserve. The building inspector is a vital component of all housing construction in British Columbia. Instructors must be able to assess construction plans, working drawings, construction details and effectively write inspection reports. Upon successful completion, students receive a letter of recognition from CMHC/INAC. To become a building inspector, one must have journeyperson certification.

- **Building Maintenance Worker Apprenticeship**
  A three-year apprenticeship program, which includes one period of technical training each year. Each period of technical training consists of eight weeks of theory and hands-on training in the use of tools/equipment used in the repair and maintenance of housing. Focus of the program is on plumbing, heating, electrical, carpentry, painting and good air quality.

**Organizational Dimensions**

The Aboriginal Apprenticeship and Industry Training (AAIT) division of the Secwepemc Cultural Education Society (SCES) of the Shuswap Nation in Kamloops, British Columbia oversees the program.

**Extent and Nature of Construction Industry Involvement/Participation**

Course curriculum was produced in partnership with the Canadian Mortgage and Housing Corporation (CMHC). Successful graduates of the course are recognized by CMHC and INAC as qualified to conduct building inspections.

**Community Cooperative Apprenticeship Program (Alberta)**

**Background/Context**

**Community Setting**
Fort McMurray, Alberta.

**Nature and Scope of the Program/Initiative**

The program was created in 1994. Since then, each year, approximately 40 apprentices join the program in 13 trades with 17 region employers. Entry into the program is highly competitive, as its reputation is very good in the community. Organizers hope to increase the number of employers involved in the program, to meet high demand for apprentices that will support growth of the oil sands over the next 10 years. The program is managed by the Community Careers Cooperative a not-for-profit organization. It offers career information and work experience programs for students/adults in the Wood Buffalo region, in the trades and technologies (including the Registered Apprenticeship Program - RAP), health services, and several career prep areas. It is a public-private partnership within the region, created to support education, life-long learning and workforce development. It is a one-stop, coordinated approach to link the community with available programs for real world career exploration.

**Organizational Dimensions**

The board of the program is made up of representatives from the Alberta Chamber of Resources; Alberta Human Resources and Employment; Albian Sands Energy Inc.; Athabasca Tribal Council; CAREERS: The Next Generation; Fort McMurray Catholic Schools; Fort McMurray Chamber of Commerce; Fort McMurray Public Schools; Keyano College; Northern Lights Health Region; Northeastern Alberta Aboriginal Business Association; Northland School Division; Regional Municipality of Wood Buffalo; Suncor Energy Inc.; and Syncrude Canada Ltd.

**Outputs/Outcomes**

**’Performance’ Data**

The program has reached the milestone of 100 apprentices currently enrolled. Over a 10-year period, 257 apprentices have graduated and are working in their chosen trade.

**Alberta Aboriginal Apprenticeship Project (AAAP) (Alberta)**

**Background/Context**

**Community Setting**

The project currently operates in three Alberta communities: Edmonton, Fort McMurray, High Level.

**Impetus/Reason for Creation**

The project was established in 2001 by Alberta Aboriginal Apprenticeship Committee to promote apprenticeship and industry training to Aboriginal people, communities, and organizations in Alberta. Officially, the project was launched in September 2003.
History/Creation Date
Formed in 1999, in response to the federally funded inter-provincial report, *Aboriginal Participation in Apprenticeship: Making it Work*, the Alberta Aboriginal Apprenticeship Committee (AAAC) includes representatives from Métis and First Nation groups, industry, education, and federal and provincial government bodies. Government representatives play an advisory role on the committee. This multi-party committee develops policies and strategies to encourage Aboriginal participation in Alberta apprenticeship programs.

Soon after release of the report, the Alberta Apprenticeship and Industry Training Board contacted Aboriginal individuals, as well as industry representatives, to put together a group interested in Aboriginal employment and training. Concurrently, AHRDCC formed the National Standing Committee on Apprenticeable Trades – a group tasked with developing a national implementation plan for the Making It Work Report. AHRDCC, the National Standing Committee and the AAAC were drawn together by the same mission, and AAAC was one of the first to act on the report’s recommendations. By December 1999, AAAC had prepared its proposal for the Alberta Aboriginal Apprenticeship Project (AAAP), for submission to various agencies through AHRDCC.

The proposal outlined implementation of an industry-driven pilot project in three locations, to assist Aboriginal people to enter and complete apprenticeship programs. The project involved two phases: a first year development phase and a four-year pilot implementation phase. Implementation will include urban and rural areas. The three pilot locations are:

- **Edmonton area** – An unprecedented housing start in the area means demand for skilled labour is very high. Spin-offs from development in the north have resulted in additional prefabrication and manufacturing work, which result in more apprenticeship opportunities
- **Fort McMurray** – Oil sands expansion projects will require tradespeople over the next few years, providing opportunity for apprentices to start and successfully complete their programs
- **High Level** – Thriving forest and energy industries in this area create demand for tradespeople. The resulting economic growth also creates demand for construction trades

Main Purpose, Mandate/Scope
The project is designed to help Aboriginal people enter and complete apprenticeship programs. It will provide a valuable template for Aboriginal groups, and other organizations across Canada, to undertake similar labour market projects.

Program/Initiative Objectives
The goal is to register a minimum of 180 Aboriginal apprentices by 2006.

Throughout the project, the committee will work toward the following outcomes:

- Increased awareness and understanding of apprenticeship and industry training programs by Aboriginal communities, organizations, parents, students, counsellors and industry
- Active Aboriginal and industry champions of apprenticeship and industry training
- Increased opportunities for Aboriginal people to secure apprenticeship positions
- Increased understanding and trust of the apprenticeship and industry training system among Aboriginal communities, groups, organizations, parents, students, counselors and industry
- Greater understanding and trust of Aboriginal communities among employers, and others involved in the apprenticeship and industry training system
- Aboriginal apprentices participating in the pilots earn their journeyperson certificates
- A growing list of Aboriginal people who hold journeyperson certificates
- A model, that can be used provincially and possibly nationally, which helps Aboriginal people complete apprenticeship programs
- Increased workplace readiness – most tasks related to achieving the outcomes will occur in the implementation phase

Nature and Scope of the Program/Initiative
The committee developed an employment support model to assist Aboriginal people to enter and complete apprenticeship programs. The model recognizes cultural differences and provides a support system to Aboriginal participants.
and industry, helping to increase chances of apprentices completing their apprenticeship program. The project was designed for five years to take first year apprentices in the project through to the completion of their apprenticeship program.

The project’s support mechanism for apprentices to successfully complete their programs includes:

- Referring Aboriginal apprenticeship candidates to employers for employment opportunities of their choice
- Preparing the workplace for Aboriginal apprentices
- Preparing Aboriginal apprentices for the workplace
- Providing mentorship and peer support
- Resolving potential problems in the workplace
- Ensuring Aboriginal apprentices are prepared for technical training
- Identifying current and future industry employment opportunities

The project includes an employment support model to prepare Aboriginal apprentices for the workplace and supports them through their apprenticeship programs.

Key features include:

- Implementation of a partnership model for Aboriginal people to successfully enter and complete apprenticeship programs, particularly identifying and developing linkages with other programs, which is necessary to increasing Aboriginal participation in apprenticeship
- Selection process for apprenticeship positions and Aboriginal people to participate in the pilot
- Referral of apprentices to employers that may provide apprenticeship positions
- Promotion of a cross-cultural awareness tool to prepare employers for Aboriginal apprentices and prepare apprentices for the workplace
- Liaison with apprentices, employers and Alberta Apprenticeship and Industry Training, to prevent and/or resolve issues that may arise
- Working with training institutes to prepare for/assist Aboriginal apprentices while attending technical training
- Working with Aboriginal employment agencies to prepare Aboriginal people for apprenticeship positions
- In the latter stages of Phase II, transferal of some activities to industry (i.e., liaising with apprentices and employers, cross-cultural awareness)

Organizational Dimensions

The Alberta Aboriginal Apprenticeship Committee established an Operational Steering Committee (OSC) to manage the project. The OSC reports to the Alberta Aboriginal Apprenticeship Committee, which provides policy and strategic direction. Reporting to the OSC, the project coordinator is responsible for all aspects of the project, leading a team of three project officers, one for each of the three pilot locations, and an administrative assistant. Project officers provide support and resources to apprentices, industry and Aboriginal organizations to ensure successful apprenticeship program completion by Aboriginal people participating in the project. Each of the individuals in these positions will evolve into, and help shape, their new roles as AAAP develops. As part of its partnership role, the AHRDCC provides contract management, financial management, and administrative support services to the OSC. Community Advisory Committees (CACs) consist of five to seven members, appointed for a two-year term, with the option of reappointment. Representation is balanced among First Nations, Métis and employers, with a minimum of two employers on each CAC. In working with the CAC, project officers:

- Organize, chair and handle the administration of CAC meetings
- Provide technical expertise, information and/or appropriate documentation
- Inform applicants of the decision made by CAC with respect to their application

In addition to the project coordinator, the team consists of an administrative assistant, and one project officer for each of the three locations.

Eligibility Criteria for Participants/ Clients

Using the employment support model, Aboriginal people with qualifications necessary to enter an apprenticeship program are referred to employers for interviews. Those successful in the interview process will be registered as apprentices. Apprentices will complete required on-the-job and technical training requirements of their program supported by the mechanisms built into the employment model.

Participant/Client Selection Process

With assistance from local employment centres and the project officer, the AAAP community advisory committee selects suitable candidates for employer interviews. Only those candidates with all the qualifications necessary to enter an apprenticeship program are referred for interviews.
**Funding**
Aboriginal groups, industry, educational jurisdictions and the federal and Alberta governments contribute funding (direct and/or in-kind) and support for the project:

- Alberta industry and Aboriginal groups contribution – in excess of $12 million
- Alberta government contributions – $2.8 million
- other federal government/organizations contributions – $2.5 million

**Mechanism/Level of Community Control**
Direct community involvement in each of the pilot areas is key to the successful implementation of the project. Creation of the CACs is an effective way to involve individuals in the project in each of the three locations. CAC members are:

- Respected members of the pilot community
- Knowledgeable about local Aboriginal issues and community concerns
- Able to act as role models to project participants
- Knowledgeable about trades and apprenticeship qualifications required by employers in the region
- Aware of Aboriginal cultures and potential problems Aboriginal participants may experience
- Familiar with the needs of employers and workplace cultures

CACs are responsible for selecting individuals to participate in employer interviews for potential apprenticeship positions in their region. Each CAC will:

- Define the geographical area from which to draw candidates
- Review and recommend qualified candidates for potential apprenticeship positions
- Ensure each candidate accepted by the CAC meets minimum criteria set out by the AAAC
- Champion AAAP in their region, including acting as advocates for employers and apprentices
- Assist in implementation of the employment support model

CAC members will assist Aboriginal apprentices during their apprenticeship training program. They will refer them to the appropriate agency or support service, provide support and act like a coach.

**Accountability Structure (to Stakeholders, Community)**
Having the right mix of people at the table from the beginning contributed to this success. For others attempting to duplicate this model, Olie Schell (Alberta Apprenticeship and Industry Training) advises the individual responsible for forming the committee, he/she needs to understand and follow protocol of Aboriginal people in their area. He/she should also have some relationships within the Aboriginal community, from which to draw committee members. There will be emphasis on relationships throughout the project, as members build partnerships with Aboriginal community leaders, industry, educational jurisdictions, parents, potential apprentices and governments.

Since AAAP can have national implications by serving as a model for other provinces, AHRDCC took on the role of managing funds and providing administrative support, while the committee continued to have overall responsibility for the project.

**Outputs/Outcomes**

**‘Performance’ Data**
It was anticipated by the end of year five that a minimum of 180 Aboriginal apprentices would participate in the Project. By April 2003, there were five apprentices in Edmonton and eight in Fort McMurray.

**Community Impact**
The AAAP will be successful when there is an increase in:

- Aboriginal participation in and successful completion of apprenticeship training. The AAAP targets 180 registered apprentices by 2005
- Awareness of apprenticeship and apprenticeship opportunities in the three pilot locations
- Cross-cultural awareness

**The Multi-Party Training Plan (Saskatchewan)**

**Background/Context**

**Community Setting**
Saskatchewan.
History/Creation Date
The Multi-Party Training Plan (MPTP) has been a co-operative, training-to-employment initiative involving the province of Saskatchewan, the federal government, First Nations and Metis authorities, and the northern mining industry since 1993. The five-year plan was developed and implemented by the mineral sector steering committee, a sub-committee of the Northern Labour Market Committee (Phase I). The first four years of the project were so successful that, in early 1999, the plan was renewed for another five-year period (Phase II), and then another five years (Phase III).

Main Purpose and Mandate
To enable competing mining companies to pool their labour projections, and other partners to combine resources, in linking training directly to the mineral sector’s demand for labour.

Nature and Scope of the Program/Initiative
The MPTP supports training, hiring and advancement of residents of northern Saskatchewan in the mining industry. Phase III (2004-2009) will encompass innovative initiatives with schools to improve students’ academic achievements and career awareness. Training initiatives are identified by the Mineral Sector Steering Committee of the Northern Labour Market Committee.

Organizational Dimensions
The 14 partnering agencies include: Apprenticeship and Trade Certification Commission; Northlands College; Prince Albert Grand Council; Meadow Lake Tribal Council; Methy Pathways Board Inc.; Northcoté Métis Development Corporation; Métis Employment and Training, Beauval; Jim Brady Employment and Training Centre; Cameco Corporation; Claude Resources Inc.; COGEMA Resources Inc.; Saskatchewan Learning; Saskatchewan Northern Affairs; and Saskatchewan Community Resources and Employment.

Operating Budget, Resource Level
Phase I of MPTP started in July 1993, as a $10.5 million, training-to-employment initiative among the province, the federal government, Aboriginal agencies, Northlands College, and the northern mining industry. Phase II was signed in 1998, expanding total commitment to $13 million and its membership and goals to include economic development. The provincial government has committed $13.7 million to the third phase of the Multi-Party Training Plan (MPTP).

Outputs/Outcomes
‘Performance’ Data
More than 1,200 training certificates have been awarded in apprenticeship, technical and skills training and in academic upgrading over the past 10 years, during Phase I and Phase II (1993-2003). Eighty-three% of students in Phase I and Phase II completed their programs. It is estimated 81% of students in the first two phases were of Aboriginal ancestry.

Existence of Feasibility or Evaluation Study
An evaluation of the first four years of the program (1993-1997) is available at: http://collections.ic.gc.ca/training/Aboriginal Apprenticeship Training Program (Manitoba)

Background/Context
This program is being delivered by the Apprenticeship Branch of Manitoba’s Advanced Training and Education Department. It is based on the recognition that the key to northern and rural Manitoba’s future employment and economic development is tied to a trained workforce. In addition, there is high demand for skilled labour in the region, not only in urban centres but also in First Nations and Metis communities.

As a result, the Apprenticeship Branch has been developing partnerships with a number of communities to deliver relevant training for short- and long-term human resource needs, as well as to address immediate housing shortages.

Nature and Scope of the Program
The training model used is community-based apprenticeship training. Band-sponsored apprentices gain on-the-job experience in their communities. They do not have to leave home to take the regular technical training component of their trade at school. Communities provide required classroom space, shop space, tools and equipment, and lodging for instructors. The Apprenticeship Branch contracts the delivery of, and pays for, course delivery expenses, and monitors quality of instruction and training.
Organizational Dimensions

Organizational Structure
As a means to meet local needs and ensure timely and appropriate delivery, an Aboriginal apprenticeship advisory committee that includes representatives from the community, the training provider, and the funding agency has been put in place. The committee’s role is to evaluate programs, processes and candidates’ work experience. At another level, the University College of the North has entered into partnership with the carpenter’s union and modified the program to better suit needs of Aboriginal participants.

Client Selection Process
The needs assessment component of the training cycle is extremely important in identifying gaps in learning and identifying additional areas that need to be highlighted in training.

Outputs/Outcomes

Community Impacts
To date, nine community-based, apprenticeship-training partnerships are underway with six more projects scheduled to start in the near future. These include:

- At Pequis First Nation, 10 band-sponsored apprentices successfully completed the first two of four levels of training to become certified carpenters. They are now in Level 3
- At Bloodvein, 12 apprentices under the supervision of six local carpenters completely renovated 25 homes. Now in Level 2, they continue to repair, renovate and maintain homes
- In Norway House, 11 residents completed requirements for their Level 4 Carpentry, through work on a school complex. Others completed their first level of construction electrician apprenticeship training
- Lake Manitoba (Dog Creek First Nation), 22 apprentice carpenters completed all requirements for Level 1 Carpenter training. Technical training is now being arranged for Level 2. Apprentices continue to fulfill practical training requirements by building new homes and renovating residences in the community. As the credentials for carpenter are recognized throughout Manitoba, many have also acquired work outside the community
- St. Theresa Point First Nation, seven apprentices fulfilled technical training requirements for Level 1 plumber, and are now working to acquire hours of experience they need to attain their first level of apprenticeship. The community also held a pre-employment program for construction electrician and is planning to conduct a 10-month, pre-employment motor vehicle mechanic course.

Individual-Level Impacts
The Aboriginal Apprenticeship Training Initiative provides participants with a variety of skills, but does not provide widely recognized certification. Participants often need to upgrade training or fill literacy and numeracy gaps to write and pass trade exams. For example, in one group, it was discovered three people needed glasses. There is often also a need for life skills training. For this reason, a cultural component is built into high school courses and a cultural component is being considered for inclusion into training. One reserve hired a social worker to work with youth, to identify some of their difficulties and help them find solutions.

GREAT’s Youth Apprenticeship and Training Programs (Ontario)

Background/Context
Community Setting
Ontario.

Six Nations is the largest First Nation in Canada, with 22,000 people on its membership list in 2003. In October 1992, the Six Nation Area Management Board signed with the federal government a so-called one agreement model. It became one of four Aboriginal sites in Canada to become responsible for the full development, design and delivery of employment and training programs. In January 1993, the new executive director changed the name of the area management board to Grand River Employment and Training (GREAT).

Early on, the Six Nation community identified skills shortages as an important factor driving its employment and training strategy. As a result, it is relying upon GREAT to ‘seize the opportunity and fill the gap by providing apprenticeship training in the community and/or financial support to anyone entering an apprenticeship.’

apprenticeship, dating from the early days of GREAT, was demonstrated by the hiring of an apprenticeship training coordinator in the early 1990s. One of the first programs the coordinator ran was the construction worker for Six Nation members. Between 1993 and 1995, the coordinator delivered pre-apprenticeship general interest programs, to generate interest in this type of training.

In 2003, a new centre, called the GREAT Opportunity Centre, was opened to serve expanding administrative, training and commercial needs of the community. Worth noting is the construction of three training bays – one for welding, one for the auto trade, and the third for the construction trade – to be used for pre-apprenticeship training.

Organizational Dimensions

The pre-apprenticeship course runs 24 to 32 weeks. It is designed to provide hands-on experience in the participant’s trade of choice.

Outputs/Outcomes

The following provides a sense of GREAT’s support for apprenticeship training:

- In 1996, 227 residents showed an interest in apprenticeship training, and 95 registered as apprentices
- In 2001-02, GREAT directly supported eight apprentices, either in school placement or on the job, in occupations such as millwright, sandblaster, electrician, motor vehicle mechanic, and truck and coach mechanic. The organization covered the cost of tuition, travel, books, and living allowances
- During the same year, five community residents attended the pre-apprenticeship course

Also in 2001-02, GREAT provided financial support for the following construction-related training programs:

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>NUMBER OF PARTICIPANTS</th>
<th>COST ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ironworkers</td>
<td>1</td>
<td>5,106</td>
</tr>
<tr>
<td>Welders &amp; related machine operators</td>
<td>23</td>
<td>192,300</td>
</tr>
<tr>
<td>Carpenters</td>
<td>2</td>
<td>11,722</td>
</tr>
<tr>
<td>Bricklayers</td>
<td>1</td>
<td>7,934</td>
</tr>
<tr>
<td>Painters &amp; decorators</td>
<td>1</td>
<td>5,225</td>
</tr>
<tr>
<td>Construction millwrights</td>
<td>1</td>
<td>2,631</td>
</tr>
<tr>
<td>Truck drivers</td>
<td>30</td>
<td>151,131</td>
</tr>
<tr>
<td>Heavy equipment operators</td>
<td>8</td>
<td>135,887</td>
</tr>
<tr>
<td>Construction trades helpers &amp; labourers</td>
<td>7</td>
<td>30,358</td>
</tr>
</tbody>
</table>
Outlook for Increased Aboriginal Participation in Construction

The identification of potential areas to increase Aboriginal participation in construction can draw from various sources. At one level, the review of literature and consultations with key informants allowed the research team to identify:

- Barriers and challenges limiting access to construction training and employment
- Strategies and initiatives designed to meet these challenges
- Opportunities for increased participation in the construction industry by Aboriginal people, with a particular focus on youth

These research findings provide an essential, although primarily qualitative, perspective on the potential for increasing Aboriginal participation in construction.

At another level, a quantitative assessment of future demand for labour provides an important complement to the more qualitative research findings. By zeroing in on gaps between labour supply and demand, on both a regional and occupational basis, this type of analysis can help set targets for more effective interventions and policy making. In this last section of the report, we review the qualitative and quantitative information of relevance to a discussion on the potential for increasing Aboriginal participation in construction.

Meeting the Challenges: Stakeholder Views

Challenges and barriers facing Aboriginal people, as they attempt to access employment or training opportunities in construction, have been well documented. In its seminal study on Aboriginal Participation in Apprenticeship in 1999, the Canadian Labour Force Development Board identified a range of challenges that can be grouped along the awareness-training-employment continuum. It proposes solutions to meet these challenges. In a 2004 study conducted on behalf of the Canadian Apprenticeship Forum, CLBC identified specific barriers that Aboriginal peoples face as they become aware, access, participate and complete apprenticeship training. Main barriers identified include:

- Lack of awareness of the range of trades careers, and lack of understanding of how apprenticeship works
- Aboriginal parents have not been exposed to apprenticeship and the trades, and thus do not have all the necessary information to promote this career path to their children
- Weak career planning and career counseling inside and outside First Nations
- Lack of Aboriginal role models
- Difficulty in finding employers on reserve or in remote communities
- Aboriginal people may find it more difficult to approach employers, particularly employers from outside their communities
- Lack of industry recruiting of Aboriginal people

Consultations undertaken in the context of this project confirm findings from the above-mentioned studies. They provide additional information on barriers to learning about construction, accessing and completing training, and accessing employment opportunities. More importantly, perhaps, solutions and strategies to alleviate identified barriers and challenges were also discussed, and have been summarized below. The following three tables present these findings, grouped along the awareness-training-employment continuum. The list of challenges and possible solutions contained in these tables is by no means exhaustive, but reflects the main concerns expressed by key informants and other stakeholders.

Table 18 provides an overview of perceived challenges in learning about, and being interested in, construction employment, as well as possible approaches to meeting these challenges, proposed by key informants. The barriers/challenges listed are all relatively well known. Lack of awareness about, and knowledge of trades, is not limited to Aboriginal students and parents. It tends to be widespread across the industry. Reduction in vocational training in school, to some extent, explains this limited awareness. Some of these challenges highlight the importance of the school environment in creating suitable conditions for youth to learn about, and become interested in, a construction career. The perceived lack of role models sheds light on importance of the family and community environment in encouraging youth to consider construction as a career, and to take appropriate steps required to access training and, ultimately, employment.

As per the proposed solutions, they run the gamut from fairly general statements and principles, to more focused actions. In relation to awareness and promotion, Appendix A contains a detailed list of actions proposed by focus group...
A Study of Aboriginal Participation in the Construction Industry

In Table 19, we review perceived challenges and possible solutions that relate to upgrading skills, education and training – including apprenticeship training – for construction employment. A quick glance at the table reveals a rather long list of challenges and barriers, reflecting the acute concerns expressed by a large contingent of key informants. Some challenges highlighted are systemic. For instance, lack of coordination between funding sources, delivery agencies, training institutions, and local housing authorities, or the written bias of credentials testing. As such, these will require long-term concerted actions to be properly addressed.

A perusal of Table 19, proposes solutions that reinforce the notion that all key stakeholders, be they Aboriginal communities, employers, industry associations, regulatory bodies, parents or Aboriginal delivery organizations, need to be actively involved in meeting identified challenges. It is also clear that some proposed solutions are long term, while others may be achievable within a shorter time horizon. In particular, issues relating to the high cost of transportation, equipment, and accommodations can probably be addressed with good will and some creativity.

It is worth noting that several proposed solutions call for increased participation of employers. This echoes views of several informants. They observed that construction employers have not, so far, had the same level of involvement in Aboriginal human resources planning/development as employers from other sectors, notably oil/gas and mining. To a large extent, this view is confirmed by this project’s analysis of relevant programs and initiatives, which, without being exhaustive, contains relatively few cases of construction firms’ involvement.

Perceived challenges and proposed solutions dealing with access to construction employment are in Table 20. Not surprisingly, a good number of these challenges and associated solutions fall within the purview of employers and unions. Concerning unions, the perception still exists that collective agreements act as a barrier to Aboriginal employment and apprenticeship training, and that trust needs to be nurtured between unions, Aboriginal peoples and communities. On this topic, it is worth noting the pioneering work done jointly by the Saskatchewan Union of Nurses and INAC’s Aboriginal Workforce Participation Initiative. They have signed a partnership agreement aimed at increasing Aboriginal representation in the nursing workforce, through workplace readiness and educational outreach. It has led the union, among other things, to change some wording of the collective agreement to reflect these concerns.32

Several key informants discussed the desirability of implementing hiring or training quotas for Aboriginal workers and trainees, as seen in Table 20. However, the issue of quotas or affirmative action is controversial, not only among


32 See www.AWPconference.ca for additional information.

Table 18: Perceived challenges in learning about/being interested in construction employment

Findings from key informants and focus group participants

<table>
<thead>
<tr>
<th>BARRIERS AND CHALLENGES</th>
<th>POSSIBLE SOLUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lack of awareness and knowledge of trades</td>
<td>• Posters seem to work better than TV or computers</td>
</tr>
<tr>
<td></td>
<td>• See Appendix A for a list of proposed solutions identified by focus group participants</td>
</tr>
<tr>
<td>• Reduction in vocational training in schools has reduced students’ exposure to trades</td>
<td>• Involve companies and apprentices into the active promotion of trades</td>
</tr>
<tr>
<td>• Lack of promotion/information about trades in schools, from teachers and career counselors</td>
<td>• Emphasize the relative cost of trades training compared to cost of university</td>
</tr>
<tr>
<td></td>
<td>• Promote the fitness aspect of construction work</td>
</tr>
<tr>
<td>• Lack of role models and family awareness/support for a construction career</td>
<td>• Use successful Aboriginal journeypersons as role models</td>
</tr>
<tr>
<td></td>
<td>• Have role models fly into communities to build awareness about opportunities</td>
</tr>
<tr>
<td>• During times of economic booms, wages in construction may not compete with those paid in other sectors, reducing its appeal</td>
<td>• None mentioned</td>
</tr>
</tbody>
</table>

Table 19: Perceived challenges in upgrading skills, education and training for construction employment
Findings from key informants and focus group participants

<table>
<thead>
<tr>
<th>BARRIERS AND CHALLENGES</th>
<th>POSSIBLE SOLUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• High cost of transportation/accommodation for workers and apprentices living in other locations</td>
<td>• Government-funded mobility fund for companies to cover transportation costs of remote workers</td>
</tr>
<tr>
<td>• Low educational attainment levels and workplace essential skills</td>
<td>• Cost sharing of apprentices wages between AHRDAs and employers</td>
</tr>
<tr>
<td>• Uneven quality of education on reserve; focus on college/university education in urban areas</td>
<td>• Employers should finance job-specific training while government should divert more funding in communities to encourage youth to stay in school</td>
</tr>
<tr>
<td>• Current rate of school drop outs leaving few options but unskilled jobs</td>
<td>• None mentioned</td>
</tr>
<tr>
<td>• High cost of training and construction equipment</td>
<td>• None mentioned</td>
</tr>
<tr>
<td>• General lack of apprenticeship retention and completion</td>
<td>• Importance of keeping in mind that a lot of Aboriginal youth are also parents, and they need family support</td>
</tr>
<tr>
<td>• Apprenticeship training not connected enough to the reality of communities; not enough practical projects</td>
<td>• Get industry sponsorship (e.g. equipment for high school shops)</td>
</tr>
<tr>
<td>• Too much labourer-type of work during on-the-job portion of apprenticeship</td>
<td>• None mentioned</td>
</tr>
<tr>
<td>• Lack of affordable housing in urban areas prevents youth from attending training</td>
<td>• Communities need to provide support in terms of providing facilities</td>
</tr>
<tr>
<td>• High attrition rate for counselors makes the school-employment transition complicated</td>
<td>• Implement Prior Learning Assessment and Recognition programs for those who did construction work in communities</td>
</tr>
<tr>
<td>• Ad hoc nature of community training, resulting in lack of follow-up or employment opportunities</td>
<td>• Need to tighten regulations governing apprenticeship training</td>
</tr>
<tr>
<td>• Some government training programs become wage subsidies for Band councils or other Aboriginal organizations</td>
<td>• Partnerships between First Nation EDOs and companies using funds for training, wages and transportation assistance</td>
</tr>
<tr>
<td>• Lack of understanding on the part of service delivery organizations about labour market trends</td>
<td>• None mentioned</td>
</tr>
<tr>
<td>• Difficulty in convincing experienced tradespersons to take on apprentices</td>
<td>• None mentioned</td>
</tr>
<tr>
<td>• Too few Aboriginal journeypersons with whom to match Aboriginal apprentices</td>
<td>• Attract the ‘hidden Aboriginal tradesperson’ who is coming out and willing to be a mentor</td>
</tr>
<tr>
<td>• In isolated communities, the amount of work available dictates Aboriginal employment and training opportunities</td>
<td>• Have mobile training units that can go from community to community</td>
</tr>
<tr>
<td>• Difficulty in finding employers, especially for first-year apprentices or pre-employment programs</td>
<td>• Networking is key; AHRDAs and Friendship Centres can help here</td>
</tr>
<tr>
<td>• Difficulty in getting the required hours for certification, given the seasonal nature of work, particularly in the North</td>
<td>• Employers and service providers need to provide on-site mentors and job-shadowing opportunities</td>
</tr>
<tr>
<td>• Onion and potato and other edible plants not being sold</td>
<td>• Better coordination with seasonal Aboriginal culture, i.e. hunting and fishing</td>
</tr>
</tbody>
</table>
employers and union leaders, but also within the larger Aboriginal community. At one end of the spectrum, proponents of hiring/training quotas argue such actions are required, given that Aboriginal workers and trainers face twice the number of barriers encountered by other Canadians. These barriers are associated with access to apprenticeship training and construction employment by all Canadians, and additional barriers specific to Aboriginal peoples. At the other end, it is contended that quotas for Aboriginal workers do not work – as seen for example, in the federal public service – and that fair access to education and training, labour market information, workplace education and outreach are more effective.

By and large, the above findings provide a general basis for discussions between and among industry stakeholders that can lead to a road map for increasing Aboriginal participation in construction training and employment. While several identified challenges and associated solutions are over-encompassing, and may only be achievable in the long run, others can be addressed in the short term. These should not be neglected, since early successes can build momentum and consensus around more complex issues.

Trends Affecting Aboriginal Participation in Construction

Participants to the project’s survey were asked to identify trends and issues that can impact, positively or negatively, on future participation of Aboriginal people in construction. The answers provided were wide ranging and are briefly reviewed here. These comments and observations do not necessarily reflect a consensus among key informants. Rather, they were selected because of their meaningful contribution to a discussion on Aboriginal access to training and employment opportunities. That said, a significant proportion of the comments and observations were, indeed, identified and discussed by several informants.

Table 19: Perceived challenges in upgrading skills, education and training for construction employment

<table>
<thead>
<tr>
<th>BARRIERS AND CHALLENGES</th>
<th>POSSIBLE SOLUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Credential testing focusing more on language fluency than skills proficiency</td>
<td>• Setting up of targeted numeracy and literacy programs in communities and schools</td>
</tr>
<tr>
<td></td>
<td>• Greater emphasis on oral and practical testing</td>
</tr>
<tr>
<td></td>
<td>• Make greater use of Apprenticeship Readiness Resources, i.e. textbooks designed to prepare people for exams (Skills Canada)</td>
</tr>
<tr>
<td>• Lack of coordination between funding sources, delivery agencies, training institutions, and local housing authorities</td>
<td>• None mentioned</td>
</tr>
<tr>
<td>• Lack of long-term training opportunities because of unsustain- able local economies</td>
<td>• Provide more focus on the private sector in and around Aboriginal communities</td>
</tr>
<tr>
<td>• Too little training and other resources directed at commercial, institutional and industrial construction</td>
<td>• Model training after the workplace, i.e. have students work in shifts if it reflects the nature of the work</td>
</tr>
</tbody>
</table>


Changes in the Nature of Work, Education and Training

One of the most important trends potentially affecting future Aboriginal participation in construction is the general increase in Aboriginal education attainment levels. Between 1996 and 2001, the proportion of Aboriginal people aged 25-64 who did not have a high school diploma went from 45% to 39%. During the same period, the proportion of Aboriginal people with post-secondary qualifications (trades, college and university certification combined) increased from 33% to 38%.33

Despite these relative gains in education, the employment record of Aboriginal people continues to lag behind that of non-Aboriginal people. Recent trends suggest the situation is not improving. During 1991-2001, the unemployment rate of Aboriginal people relative to the non-Aboriginal labour force increased. On a provincial basis, however, it is worth noting this relative unemployment rate has actually decreased (although it remains high) in Manitoba and

---

Table 20: Perceived challenges in accessing employment opportunities in construction
Findings from key informants and focus group participants

<table>
<thead>
<tr>
<th>BARRIERS AND CHALLENGES</th>
<th>POSSIBLE SOLUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The role of unions: a mutual distrust between unions and Aboriginal workers</td>
<td>• Promote the option of unions providing support during downtimes, on-the-job training, and help move people into different areas</td>
</tr>
<tr>
<td>• Collective agreements: seniority system and job protection keep Aboriginal workers away</td>
<td>• None mentioned</td>
</tr>
<tr>
<td>• Work contracts resulting in Aboriginal people working in least qualified occupations</td>
<td>• Insert clauses in contract stipulating quotas of Aboriginal apprentices/tradespersons</td>
</tr>
<tr>
<td></td>
<td>• Promote and recognize companies that have good practice and record of hiring Aboriginal workers</td>
</tr>
<tr>
<td>• Lack of assessment of skills/education of newly hired Aboriginal workers, preventing them from progressing in a trades career</td>
<td>• None mentioned</td>
</tr>
<tr>
<td>• Difficulty in finding full-time employment because of contractual or seasonal nature of construction work</td>
<td>• Provide incentives for companies winning bids to hire Aboriginal apprentices from out-of-contract companies</td>
</tr>
<tr>
<td>• Lack of work ethic; lack of positive influence from parents</td>
<td>• Provide a structure to young Aboriginal workers</td>
</tr>
<tr>
<td></td>
<td>• Special focus on/support to youth at risk</td>
</tr>
<tr>
<td>• Regulations relating to tender conditions favor lowest cost, not maximum community benefits</td>
<td>• None mentioned</td>
</tr>
<tr>
<td>• Aboriginal workers unable to meet stringent safety regulations</td>
<td>• Pre-trade and pre-apprenticeship courses focusing on safety issues</td>
</tr>
<tr>
<td>• Lack of worker mobility, aggravated by remoteness of many work sites</td>
<td>• Financial incentives to cover moving and transportation costs</td>
</tr>
<tr>
<td>• Current practices make it too easy for contractors to not hire Aboriginal workers</td>
<td>• Outside contractors working on community housing projects should be required to hire a certain number of Aboriginal apprentices</td>
</tr>
<tr>
<td></td>
<td>• Support construction companies owned by Aboriginals; they tend to employ Aboriginal workers</td>
</tr>
<tr>
<td>• Racism; it may play out in subtle ways but it nevertheless exists</td>
<td>• Have employers visit Aboriginal communities and high schools</td>
</tr>
<tr>
<td></td>
<td>• Promote partnerships between Aboriginal service organizations and construction employers</td>
</tr>
<tr>
<td>• Structural lack of stability in construction employment combined with poor retention among some Aboriginal workers</td>
<td>• Use employment (i.e. annual bonus for staying) and education incentives, develop a shared value system</td>
</tr>
<tr>
<td>• In residential construction, difficulty in marrying up funding from central agencies with specific housing needs</td>
<td>• None mentioned</td>
</tr>
<tr>
<td>• For female workers, a perception that harassment and non acceptance will happen</td>
<td>• None mentioned</td>
</tr>
<tr>
<td>• Unlike oil, gas and mining, the construction industry has not invested heavily in the HR development of Aboriginal peoples</td>
<td>• The industry needs to rethink its approach and adopt a long-term view</td>
</tr>
</tbody>
</table>

These opposing trends, although they hide important regional and sectoral variations, suggest that significant barriers continue to prevent Aboriginal workers from gaining full access to employment opportunities.

Beyond these important trends, key informant consultations provided other perspectives on employment, training and education trends that can impact on future Aboriginal participation in construction, including:

- Overall, the upward trend in school completion and attainment levels will create good pre-conditions for increasing the number of apprentices
- Essential skills are going to be increasingly important, as a large cohort of Aboriginal peoples currently lack skills considered important in today’s labour markets
- In British Columbia, the trend of shortening training periods in apprenticeship has provoked mixed reaction. One commentator argued it may limit the type and quality of jobs available to Aboriginal workers. Others have noted it may, in fact, provide an advantage to these workers, by allowing them to move more quickly into construction employment. By contrast, employment opportunities may increase due to higher high school completion rates and more promotion/awareness activity in schools
- In Saskatchewan, participation of Aboriginal workers in construction will increase. But growth will be limited by restrictive regulations regarding apprenticeship and low educational attainment levels. The increased national focus on Aboriginal issues also will facilitate greater Aboriginal participation in construction. There is also an increased awareness by government and industry that they have to accommodate Aboriginal companies
- In Nunavut, Aboriginal youth will become more encouraged to stay in school as they see others enjoying the benefits of regular employment and resulting financial self-sufficiency and enhanced lifestyle
- In Nunavut, since a major mining operation began hiring Aboriginal workers in 1998, many more Aboriginal students are completing Grade 12. Increased awareness about job opportunities, increased travel, and more contact with the outside world seem to be acting as catalysts to encourage Aboriginal youth to stay in school longer
- In British Columbia, an increasing number of Aboriginal youth will be more likely to access construction employment because of the sustained efforts of Aboriginal service delivery organizations. They are actively working with youth to have them stay in school and learn about existing/promising employment opportunities

**Economic and Industry Trends**

- In New Brunswick, construction currently has one of the best records of all industries when it comes to the number of Aboriginal apprentices. It is expected this good performance will continue in coming years, due to the tendency of new Aboriginal workers to go into areas where there is already a significant Aboriginal presence.
- In Alberta, expansion of the oil sands projects will increase competition for skilled workers, creating additional incentives for Aboriginal workers to complete their apprenticeship training.
- In British Columbia, the immediate future is looking very good, with a forecast of more than one million jobs to be created over the next 10 years. The 2010 Olympics will be an important driver of this growth. However, it is important to acknowledge 2010-related construction is to be a small part of the overall, expected $16 billion in construction in British Columbia over the next six years.

**Other Trends**

- Rapid population growth in Aboriginal communities combined with an aging construction workforce gives prominence to the Aboriginal workforce.
- In Quebec, the most visible change in the next three years will be a marked increase in the number of joint ventures between Aboriginal and non-Aboriginal construction companies and contractors. Such a development could undoubtedly facilitate the integration of Aboriginal youth into the construction workforce.
- Another trend in Quebec is fewer construction projects with Aboriginal employment quotas attached to them, but more joint-venture requirements in calls for proposals.
- In Ontario, Aboriginal youth participation in construction will increase slowly. More youth now realize they have to move out of their community for training and employment. In isolated communities, greater participation will depend on availability of funds for construction of new housing.

---

Opportunities to Increase Aboriginal Youth Participation

In this section of the report, we consider qualitative and quantitative information, in order to provide a regional, sector, and occupational perspective on the potential to increase Aboriginal participation in construction. The first two sub-sections deal with key informant views on regional and sub-sector variations in opportunities. Since they are based on a limited number of interviews, they should not be construed as findings that can necessarily be generalized.

Regional Opportunities: Views from Key Informants

Judging from Table 21, there are important regional variations in the nature and intensity of construction employment opportunities that are, or will be, accessible to Aboriginal workers. By and large, it would appear western Canada, followed by central Canada (Ontario and Quebec), will offer more opportunities for employment and training than other parts of the country. These two regions also feature the highest concentration of Aboriginal peoples, in relative and absolute terms. Upcoming and on-going mega-projects, combined with looming labour shortages and large concentrations of Aboriginal peoples, are contributing to make these regions potentially advantageous for future Aboriginal employment growth. In this context, encouraging mobility to connect Aboriginal workers with employment opportunities is critical.

In discussions of regional differences in opportunities for future Aboriginal employment, survey respondents tended to focus on industrial construction. As a result, they did not provide much input into a discussion of regional opportunities in residential or institutional construction. In this context, it can be argued that INAC’s infrastructure spending, currently an estimated $1.856 billion, can be a great regional equalizer of opportunities, provided Aboriginal workers and employers can increase their share of this anticipated construction activity.

One additional comment was made that, notwithstanding province or territory of origin, rural/remote communities tend to provide fewer employment opportunities, given the higher incidence of low educational attainment levels, lack of role models, and more difficult access to training. The suggestion was made that Aboriginal workers should look regionally for construction opportunities, i.e., within a 100-mile radius around their community.

Sector Variations in Opportunities: Views from Key Informants

Key informants were asked to specify whether they perceived any sub-sector variations in the potential for increased Aboriginal involvement in construction. Table 22 provides a summary of the main points made on this topic. By way of simplifying even further, these are:

- Residential construction represents the best opportunity for increased Aboriginal employment in remote and rural communities, given there is relatively little industrial, commercial or institutional construction activity in these communities. The point was made, however, that the level of residential construction in these communities may simply not be high enough to afford sufficient opportunities to community residents wanting to work in construction.
- Residential construction is particularly appealing given that the work is visible and can contribute to community members’ well-being, particularly in communities faced with housing shortages.
- Industrial, commercial and institutional (ICI) construction offers the best potential for increased Aboriginal employment, provided Aboriginal workers go where the jobs are and possess the required skills. The point was made that given their sheer size, complexity and time horizon, mega-projects are especially conducive to longer-term training and employment opportunities for Aboriginal peoples.

Replacement Demand from Retiring Construction Workers

Important clues about where the demand for labour in construction will come from in the years ahead can be gained by examining the age structure of the workforce. By comparing the near-retirement population of workers with the median retirement age, one can gain an appreciation of how many young construction workers will be required to fill the shoes of departing ones, all things being considered equal. In 2003, more than 124,000 employed construction workers were 55 years and older. Over the next 10 years, more than 62,000 retiring construction workers will need to be replaced in Canada. An additional 40,000 may need to be replaced just a few years later.35

In this section, we provide an estimate of the number of Aboriginal workers likely to be required to replace those retiring in the next 10 years. It is essentially a demand estimate.

35 With a median retirement age of 64, it is assumed that half the 55 years and older will retire within ten years, but the other half will retire shortly after, since only a very small proportion of workers continue working after, say, 66 or 68 years old.
It does not take into account the incremental demand for new workers that may come from overall growth in construction employment linked to mega-projects or upward economic cycles. In addition, it does not consider the supply side, i.e., changes in the composition of the existing Aboriginal workforce, change in retirement and migration patterns, occupation-specific participation, retirement rate, etc.

Overall, it is estimated a minimum of 1,307 new Aboriginal workers will be needed over the next 10 years just to replace currently-employed Aboriginal workers who will retire during the same period. If we consider Aboriginal workers may be successful in increasing, by five %, their penetration in the construction labour market, 7,464 new Aboriginal workers will be needed in Canada to replace retiring workers over the next 10 years. These estimates were calculated on a provincial basis and can be found in Appendix D. To provide an order of magnitude, this number roughly equals the total number of unemployed Aboriginal construction workers in 2001 (see Table 14).

Table 23’s first column shows the overall number of employed construction workers by occupation who, in 2003,
were 55 years and older. Given a median retirement age in construction of 64,³⁶ one can infer this number roughly equals half the number of new workers who will be needed, over a 10-year period, to replace these retiring workers. This segment of workers corresponds to the base demand for labour.

The table’s second column refers to the proportion of employed workers 55 years and older, relative to all employed workers in the occupation. It provides a measure of the aging workforce on an occupational basis. It helps pinpoint what occupational groups will face the biggest adjustments in the years ahead because of the retirement wave.

The third column represents the number of new Aboriginal workers needed over the next 10 years to replace currently-employed Aboriginal workers who will be retiring during the same period. It corresponds, roughly, to approximately half the employed Aboriginal workers 55 years and older in 2003. This estimation is done using the 2001 (Census) proportion of Aboriginal workers 55 years and older in the labour force, and the 2003 Labour Force Survey data on construction employment by occupation.³⁷ Arguably, this is a crude measure of Aboriginal representation but, at a minimum, it reflects some important regional variations.

The last column assumes a five % increased penetration of Aboriginal workers who will be called upon to replace retired workers, both Aboriginal and non-Aboriginal. A five-percent increase over nine years should be considered a conservative target, given that:

• It is expected that labour force growth will slow in years to come, meaning there will likely be fewer and fewer new labour market entrants to take on the jobs of those retiring, and jobs linked to the sector's future growth. Indeed, it is projected by 2011 that 100% of labour force growth will come from immigration.³⁸ Given that approximately 80% of immigrants chose to settle in the country’s five major metropolitan areas, it means mega-projects and other construction activity outside these five cities could face more severe labour shortages if inter-provincial migration does not increase labour supply where it is most needed.

Table 22: Perceived sub-sector variations in opportunities
Findings from key informants and focus group participants

**RESIDENTIAL**

• In small communities, residential construction is limited as only a few houses get built/renovated.

• The more piecemeal nature of residential construction makes it more difficult to coordinate apprenticeship training efforts.

• Residential construction can offer employment opportunities without requiring the Aboriginal workers to leave their communities.

• Residential construction is more popular with youth because they all see houses being built in their community; it is more visible and they can relate to it more.

• All reserves have seasonal residential construction every year, but only occasional ICI construction.

• Aboriginal youth tend to choose trades used in residential construction, partly a desire to be self-sufficient in their community.

**INDUSTRIAL, COMMERCIAL AND INSTITUTIONAL (ICI)**

• Apprenticeship training in ICI typically targets occupations at the high end of the skills scale.

• Big industrial projects, i.e. mining and gas, often feature agreements requiring the hiring of Aboriginal workers. A big plus. Large companies can also require contractors to hire Aboriginal people.

• Because of their longer term outlook, industrial mega-projects provide a more stable basis for launching apprenticeship training programs and projects.

• There is little ICI activity on reserves, providing fewer employment and training opportunities.

• Mega-projects are often more organized when it comes to hiring youth.

• In northern locations, mega-projects, particularly in oil, gas and mining, are going to be the largest source of jobs in the near future.

• There is little commercial activity going on in Aboriginal communities; it thus offers less employment opportunities.


---


³⁷ More specifically, this estimate is produced by: (1) calculating the proportion of Aboriginal workers aged 55 and older in the construction labour force. It is calculated by dividing the number of Aboriginal people in the labour force 55 years and older in 2001 for all construction-related occupations in Canada by the total (Aboriginal + non-Aboriginal) number of people in the labour force aged 55 years and older in the same occupation; (2) multiplying this proportion to the number of employed construction workers aged 55 and older (column 1).

These estimates only assume there will be a five % additional penetration of Aboriginal workers in replacement of retiring workers, not in the whole construction labour force. In other words, we are not assuming that Aboriginal workers will be able to access five % of all construction jobs within the next 10 years.

Results from Table 23 show marked occupational variations in the proportion of workers 55 years and older. The result, not surprisingly, is the number of new Aboriginal workers required to replace retiring ones varies markedly from one occupation to the next. Construction trades workers and supervisors represent the occupational groups from which a large part of the demand for new workers will come.

As mentioned earlier, these estimates were calculated on a provincial basis (Appendix D) and show marked regional variations. Overall, Alberta represents the province that has the lowest proportion of employed construction workers 55 years and older, at 10.5%. By contrast, New Brunswick leads provinces with the highest proportion of older and employed construction workers – 15.8% – followed closely by Québec and British Columbia. There are quite a number of occupations, in several provinces, that include a large proportion of near-retiring workers. For instance, more than 35% of construction managers in Newfoundland were 55 and older in 2003.

By and large, quantitative and qualitative information contained in this chapter, provides a measure of current/future opportunities for increased Aboriginal involvement in construction. They provide a sense that, while challenges remain to be properly addressed, opportunities are numerous, particularly in areas of the country that have the highest concentration of Aboriginal peoples.

* Excluding Yukon, Nunavut and Nunavit

1 The total number of employed workers aged 55 years and older in 2003 in the occupation. Given a median retirement age of 64, we assume that half the contingent of the 55+ workers will retire within nine years.

2 The proportion, in percentage, of the employed workforce aged 55 years and older in relation to all age groups in the same occupation.

3 The estimated number of employed Aboriginal workers aged 55 years and older in the occupation. The Aboriginal presence is calculated by multiplying the average proportion of Aboriginal people in the labour force aged 55 years and older (using Census 2001 data) in all construction-related occupations for Canada by the number of employed workers aged 55 years and older in 2003 in the occupation (column 1).

4 New Aboriginal employment needed to replace all retiring construction workers in the next nine years, assuming a 5% increase in Aboriginal penetration in construction employment for this age group.


<table>
<thead>
<tr>
<th>Occupation</th>
<th>55+</th>
<th>PROP. 55+</th>
<th>AB. REPR.</th>
<th>INCR. REPR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Managers NEC</td>
<td>21370</td>
<td>19.1</td>
<td>224</td>
<td>1282</td>
</tr>
<tr>
<td>Contractors and Supervisors in Trades and Transportation</td>
<td>21885</td>
<td>19.5</td>
<td>230</td>
<td>1313</td>
</tr>
<tr>
<td>Construction Trades</td>
<td>31128</td>
<td>11.5</td>
<td>327</td>
<td>1867</td>
</tr>
<tr>
<td>Machinists, Metal Forming, Shaping and Erecting Occ.</td>
<td>2373</td>
<td>11.4</td>
<td>25</td>
<td>142</td>
</tr>
<tr>
<td>Mechanics</td>
<td>4969</td>
<td>13.9</td>
<td>52</td>
<td>298</td>
</tr>
<tr>
<td>Heavy Equipment and Crane Operators Including Drillers</td>
<td>9663</td>
<td>17.1</td>
<td>101</td>
<td>580</td>
</tr>
<tr>
<td>Transportation Equipment Operators and Related Workers</td>
<td>3235</td>
<td>17.7</td>
<td>34</td>
<td>194</td>
</tr>
<tr>
<td>Trades Helpers, Construction, and Transportation Labourers</td>
<td>7287</td>
<td>7.5</td>
<td>77</td>
<td>437</td>
</tr>
<tr>
<td>Others</td>
<td>22548</td>
<td></td>
<td>237</td>
<td>1352</td>
</tr>
<tr>
<td>TOTAL</td>
<td>124458</td>
<td></td>
<td>1307</td>
<td>7464</td>
</tr>
</tbody>
</table>

Table 23: New Aboriginal employment needed to replace retiring workers during the next 10 years, 2003
Canada, * selected construction-related occupations
Conclusions

The following are some concluding observations that can be made when considering the main findings of the research. They are designed to inform the main stakeholders of the project about future directions and concrete suggestions that could form the basis of an action plan.

Data Limitations

The project’s data gathering activities were frequently hampered by data limitations. These limitations played out at various levels. At one level, available information did not allow the research team to always distinguish between various sub-sectors of the construction industry. Secondary sources of data from statistical agencies are notable in their absence of sub-sector data. Two, Statistics Canada’s Census and the Labour Force Survey being prime examples, often represent the only account of detailed occupational and labour market information. This situation limits severely the ability to carry out labour market research in the most appropriate manner.

Much has been said also, about the structural differences between residential and non-residential construction. Sub-sector specific information is essential for reflecting these differences. Industry data that is available pays closer attention to these differences. However, it typically lacks the level of details and frequency of production that can curtail analysis of supply and demand conditions at the regional and occupational level. Moreover, this data tends to focus on investments, building intentions, production aspects of the industry, and are generally less useful for labour market studies.

The project’s primary data gathering activities also faced a number of challenges. For one, the relative lack of success in gathering primary data from AHRDA holders suggests many AHRDAs do not have the capacity for, or are not inclined to, (for whatever reasons), provide detailed information on Aboriginal youth construction-related information. Results of this survey perhaps told a more revealing story about AHRDA data management and capacity, than what the actual collected information was able to tell. To be fair, the fact a large component of AHRDAs funded activities is managed and monitored by sub-agreement holders makes it more difficult for them to provide detailed information, at least on a short notice. Furthermore, some AHRDAs made the point they were ‘surveyed to death’ and were operating below capacity because of funding cuts.

The research team also spent considerable time and effort attempting to gather primary and secondary data on relevant programs/initiatives documented in this report. The team encountered difficulty there as well, particularly in terms of programs/initiatives, output/outcomes and effectiveness measures. It is fair to say almost no evaluative information could be found, and results were mixed in the area of measurable outputs/outcomes. These difficulties are not necessarily surprising, given the variance in the degree of formality and track record these programs/initiatives exhibit. The end result, however, is the type and depth of analysis afforded by available data is limited.

Measuring Effectiveness

In light of the above, it has been challenging to provide a reliable measure of the effectiveness of the studied programs/initiatives (in terms of their capacity to increase Aboriginal access to construction training and employment) beyond anecdotal evidence. It needs to be recognized that this type of analysis can provide important clues on how to design and deliver programs that will meet their stated goals, and bring about positive benefits.

When probed on the issue of how to measure program effectiveness, key informants provided practical suggestions:

- At the end of the line, success in participating in apprenticeship programs and, more critically, in passing trade exams and obtaining trades credentials constitute important yardsticks

- The central measure should be the number of training graduates who end up working in trades and in the construction industry

- It is more difficult to measure the effectiveness of awareness and promotion efforts. The suggestion was made to use indicators such as number of people attending conferences and workshops, amount of information distributed, number of requests for information, etc. It can be argued these measures do not necessarily provide insight on effectiveness

- For recruitment and retention programs, hiring and turnover rates were identified as important effectiveness measures

One key informant made the fundamental point that ‘it is essential to track Aboriginal youth over time and across the whole spectrum of school-to-work transitions and activities.’ Such tracking would require the collection and analysis of longitudinal data, much like data generated by
Statistics Canada’s *Survey of Labour and Income Dynamics*. While discussing the practicality of such data collection activity is beyond the scope of this paper, the essential point is it may be necessary to adopt a long-term view when discussing ways to measure effectiveness.

**Prior Learning Assessment and Recognition (PLAR)**

The presentation and discussion of relevant programs and initiatives highlight the fact there appears to be very few PLAR initiatives targeted specifically at increasing Aboriginal access to construction training, employment, and certification. This situation exists despite the fact PLAR is increasingly recognized as an important career development and labour market integration tool. Some provinces, namely Quebec and Manitoba, have had a relatively long and successful track record in using PLAR for targeted groups and occupations.

PLAR as a field of activity and area of knowledge/expertise is also well developed and supported, with a national association (the Canadian Association for Prior Learning Assessment), federal and provincial government support, practitioners disseminated in all regions of the country, and a track record in working with disadvantaged or isolated groups and individuals. In the Aboriginal world, the First Nations Technical Institute has been a long time, effective supporter, and is currently planning its 16th Annual PLAR Conference in June 2005. The institute could be a useful resource to the industry given its understanding of the Aboriginal culture.

The construction industry, could benefit from this expertise, and use PLAR as a complementary tool for easing access by Aboriginal workers and students to industry training and employment. In the context of this study, one application of PLAR could be to help recognize the experience that Aboriginal workers have accumulated in residential construction in their home communities.
Next Steps

On the basis of information and analysis presented in this report, some general observations can be made in terms of where to go from here. In the area of awareness and promotion, the following general conclusions can be drawn:

- Focus group participants and key informants have provided a long list of practical means designed to carry out effective awareness and promotion activities, both in terms of content and approach/format. It is difficult to draw generalizations from these lists. However, future activities need to be better tailored to their intended audiences, involve successful Aboriginal workers and role models, and reach Aboriginal youth where they live. Successful initiatives – such as the “Trade Up” CD or the “Trade Secrets” apprenticeship website – have been identified as worth considering for replication or adaptation.
- Broad-based partnerships are essential in ensuring the success of awareness and promotion initiatives targeted at Aboriginal youth. At a minimum, they need to involve Aboriginal organizations and journeypersons, private sector firms, and education. They must, to the extent possible, seek broad community support, particularly in rural/remote communities where community leadership is heavily involved in economic and labour market development. Such partnerships could also help ensure awareness and promotions ultimately are tied to training and employment opportunities.
- Given the over-concentration of Aboriginal workers as carpenters and helpers/labourers, and the relatively high unemployment characterizing these two occupations, promotional efforts should be directed primarily at other construction-related occupations where shortages exist or are anticipated. As a corollary, such efforts should be closely tied into stay-in-school campaigns, given higher skills requirements associated with these occupations.

In the area of recruitment and retention, several additional findings were:

- It should be clear by now that the successful integration of Aboriginal workers into the construction workforce requires consideration of both supply and demand conditions. On the demand side, research has highlighted that employers can be reluctant to hire Aboriginal workers for various reasons. In light of this, it is essential to promote success stories of companies that have met their labour requirements through hiring of Aboriginal workers. These stories abound – particularly in the natural-resource-extraction sector, but they are not well known.
- There is a parallel need to better document construction-related success stories, either Aboriginal ones such as Québec’s CreeCo or Saskatchewan’s Kitsaki Development Corporation, or non-Aboriginal ones such as the community partnership ventures involving PCL and Aboriginal communities in northern Ontario and Manitoba.39
- On the supply side, there is ample demonstration that too many Aboriginal youth are still lacking the life skills, numeracy and literacy required to successfully undertake apprenticeship training and move on to meaningful construction employment. For some respondents, employers cannot be blamed for not hiring workers who cannot help them compete in an increasingly complex, fast-changing market place. That said, evidence gathered through this project suggests successful recruitment and retention strategies often go hand in hand with pre-employment training, on-the-job skills upgrading, mentoring and follow-up. The benefit-cost ratio of these types of investment needs to be better understood.

The study has given ample consideration to training and apprenticeship programs and initiatives of relevance to Aboriginal involvement in construction. Those discussed earlier tend to focus on rural and remote Aboriginal population, and demonstrate the importance of involving Aboriginal communities and service delivery agencies in both design and delivery. On the basis of that, some observations can be made:

- At one level, there is need to direct more construction-related training resources at urban Aboriginal populations. Training for ICI construction jobs may offer the most potential for increased Aboriginal employment targeting urban-based Aboriginal youth. Newly-trained, urban-based Aboriginal workers may well be the ones willing to move to those future construction jobs. While anecdotal evidence suggests Aboriginal students and workers living in remote and rural communities are not mobile, research shows that Aboriginal people are more mobile than other Canadians.40

---

38 For instance the Nagagami Hydroelectric project near Hearst (Ontario) or the Mikisew School and Teacherages project in Cross Lake, Manitoba.
40 In the 12 months before the May 2001 Census, 22% of Aboriginal people moved compared to 14% of the non-Aboriginal Canadians. The period between 1996 and 2001 saw, for the former, high rates of residential instability in urban areas (people staying in the same area but changing residence) and high turnovers between reserves and urban areas.
• Table 19 provides a long list of challenges and barriers to training and skills upgrading for construction, along with possible solutions. While a sizable number of proposed solutions entail a financing element and, as such, may not find broad acceptance in the short term, others can be accommodated more easily. These should be reviewed and discussed, to identify what can be done in the short term to ease Aboriginal access to apprenticeship and other forms of training.

More fundamentally, the assertion is that the construction industry – in comparison to other industries such as oil/gas, and mining – has not invested heavily in human resource development of Aboriginal peoples. This should be given attention, to gauge the merits of adopting a long-term human resource approach for the Aboriginal workforce.

An Expanded Role for Partners

The report concludes with general remarks about the role various stakeholders could play in the context of increasing Aboriginal participation in construction. Effective, broad-based partnerships offer the most potential for increasing Aboriginal participation in construction. Several cases discussed earlier make this point eloquently. In this context, the Alberta Aboriginal Apprenticeship Program represents an important model. It will also be interesting to see whether the vision of a Coordinated Aboriginal Apprenticeship Strategy will be realized in British Columbia. It has the potential to provide a well-articulated response to challenges facing the construction industry in meeting some of its labour needs, and that of Aboriginal communities and workers in gaining meaningful access to employment opportunities.

For the Construction Sector Council and the Aboriginal Human Resource Development Council

The CSC and the AHRDCC should try to build on momentum generated by this project and the consultations that underlie it. Given the relevance of the Ironworker Aboriginal Career Awareness Campaign to Aboriginal participation in construction, they should look at the potential for – and the feasibility of – expanding this partnership-based project to other key construction occupations. In the same vein, these sector councils should take a close look at the list of suggested awareness and promotion activities identified by various respondents in the context of this project (Appendix A), with a view to better target its awareness and promotion activities for an Aboriginal audience.

This report has highlighted the vast potential offered by PLAR for speeding up the school-training-employment transition for Aboriginal peoples, who may have gained informal construction experience in their communities. At the same time, research has shed light on the relative lack of PLAR activity targeted at Aboriginal workers, and the lack of employers’ awareness of this approach. The CSC and the AHRDCC could perhaps examine how they might play a more active role in promoting PLAR as a tool for recognizing some of the residential construction experience of Aboriginal workers living on reserve or in remote/rural communities.

Aboriginal people wanting to pursue a career in construction face formidable challenges in accessing and completing apprenticeship training. One such challenge is relatively low numeracy and literacy skills. In this regard, the sector councils could work with an organization like Skills Canada to promote greater use of so-called apprenticeship readiness resources, such as textbooks designed to prepare people for exams.

Lastly, the research has concluded the best way to achieve results in increased Aboriginal participation in construction, is to rely upon meaningful partnerships with Aboriginal organizations and communities. The essential role they play in meeting awareness and promotion, training, or labour market integration objectives has been noted earlier. The CSC could strengthen further its relationships with AHRDCC and other key Aboriginal service delivery organizations with the goal of tackling the most pressing Aboriginal construction issues. Given the evidence that there are marked regional differences in terms of construction labour market supply and demand conditions, the CSC would be well advised to identify and rely upon provincial and regional Aboriginal umbrella organizations for the promotion of Aboriginal participation in construction.

For Employers and Industry Associations

The point has been made repeatedly that the workplace is not always welcoming to Aboriginal workers, either in the context of apprenticeship training or in actual employment situations. The solution is not to lower practice standards and skills requirements. Rather, it is to increase employer and employee awareness of the unique contribution Aboriginal workers make to the workplace, and treat them equitably. Cultural awareness workshops, hiring outreach coordinators, and mentoring/job shadowing are some means by which employers and industry associations can make the workplace more friendly and increase recruitment and retention of Aboriginal workers.
At the same time, Aboriginal workers need to be more aware of construction employment opportunities and their requirements, so they can make informed training and career decisions. Employers and industry associations have a role to play in this area, by making industrial and labour market information more easily accessible. Site visits, increased presence in Aboriginal job fairs, and user-friendly websites all contribute to better inform potential Aboriginal applicants.

Employers also represent an essential part of the apprenticeship training system. The report has highlighted that, overall, apprenticeship completion rates are either stagnating or falling in several key construction trades, despite an increase in registrations. The situation for Aboriginal apprentices is expected to be the same, or worse, as suggested by anecdotal evidence gathered through key informants and focus groups. In particular, apprenticeship training targeted at Aboriginal peoples living in remote or rural areas is more problematic. Some solutions proposed by key informants or highlighted in some case studies – mobile apprenticeship training units, training adjusted to seasonal activity patterns, family support and transportation assistance, etc. – should be examined more closely.

Lastly, the survey of AHRDA holders undertaken in the context of this study, despite its shortcomings, has highlighted the fact a significant number of them are keenly interested in increasing partnership with, and Aboriginal youth participation in, the construction industry. Industry players should try to build on this apparent good will, and explore areas of potential collaboration, including, but not focusing exclusively on, training.

For Unions and Labour Representatives

The study has unearthed some evidence of unions playing a proactive and innovative role in the promotion, recruitment and training of Aboriginal workers in construction (British Columbia Ironworkers Local 97’s initiative and the Toronto Central Ontario Building & Construction Trades Council, for example). One could argue that dissemination of knowledge about these initiatives – and their eventual scaling up – would go a long way in dispelling misconceptions that prevail in some Aboriginal communities about the role of unions and their potential contribution to Aboriginal participation in construction. Beyond misconceptions, the labour movement needs to consider these initiatives with a view to playing a more proactive role in integrating Aboriginal trainees and workers into unionized workplaces. In this regard, the experience of the Saskatchewan nurses union may not be easily transferable, but may provide instructive lessons.

For Aboriginal Communities and Delivery Organizations, including AHRDA holders and the AHRDCC

As a corollary to what was reported about misconceptions that can undermine union/Aboriginal people relationships, Aboriginal communities and service agencies should be encouraged to closely consider these examples of union-led/support initiatives that contribute to increased Aboriginal participation in construction.

Given the concerns encountered in surveying AHRDA holders, it is difficult to obtain a complete picture of the role played by Aboriginal service organizations in increasing Aboriginal access to construction training and employment. Case study research, however, provides some insights about that role, but it is difficult to generalize. What it shows is that Aboriginal communities and service delivery organizations typically play a lead role in designing and implementing the studied programs and initiatives. It also shows they often operate on the basis of equal partnership with private sector, government, and education. These partnerships, including those sponsored by AHRDCC, make sense, given the nature and magnitude of challenges faced by Aboriginal trainees and workers. Aboriginal communities and service agencies should be encouraged to seek and develop them.

For Federal and Territorial/Provincial Governments

The report has shown that the INAC infrastructure spending in the First Nations communities can potentially help equalize employment opportunities for Aboriginal workers, provided they can increase their share of the pie. The volume of INAC-funded construction activity taking place or scheduled to take place in the near future, is significant. It represents an opportunity for Aboriginal peoples to gain training, experience, and ultimately meaningful employment in construction. An informed debate needs to take place to discuss possible measures designed to increase Aboriginal participation. It should not be limited to discussing hiring and training quotas on construction projects taking place in Aboriginal communities.
On another front, some of the data presented earlier shows the limited performance achieved by the apprenticeship system in terms of completion rates. Since apprenticeship training is under provincial jurisdiction, there is a need for provinces and territories to monitor and research the performance of Aboriginal trainees. Little information currently exists on their success rate. Key informants and focus group participants have also offered potential solutions to increasing the apprenticeship success rate, and these should be examined closely.

While lack of basic skills and a low level of educational attainment have been identified as important factors explaining this situation, other barriers persist that can perhaps be alleviated within a reasonable cost and time frame. Here again, some cases described earlier provide a useful starting point for identifying solutions to these barriers. Without an increase in apprenticeship completion rates, a large contingent of Aboriginal construction workers will continue to work as helpers and labourers, without much chance for career advancement.

In the final analysis, evidence and insights provided by secondary research, consultations with key stakeholders, and case studies, leave the impression that opportunities for increasing Aboriginal participation in construction are numerous. The challenge will be to seek consensus on the most pressing issues identified in the context of this project, and agreement on short and long-term actions that build momentum and bring concrete benefits to all stakeholders.
APPENDIX A

Proposed Solutions to Aboriginal Youth’s Lack of Awareness and Interest in Construction

Selected Notes from Focus Groups

Five focus group sessions were held over the summer and fall of 2004: two in Edmonton, one each in Vancouver, Ottawa, and Halifax. Each involved between five and 13 participants, most of whom were participants in, or beneficiaries of, relevant programs and initiatives.

Since awareness and promotion of construction and trades careers were identified as a prime barrier for Aboriginal youth, a lot of suggestions centered on how to remedy this:

- Career counsellors in schools need to provide information on construction as a career and encourage students to pursue it as an option – not just university
- Use trades people as speakers with real tools and materials
- Dispel the negative image of working conditions
- Demonstrate state-of-the-art equipment, promote state-of-the-art technology in construction
- A package of construction career options, and how to pursue them, should be made available to schools and service providers; provide information on who is hiring
- High school visits to post-secondary trades training facilities
- Start early, grade 7 instead of grade 10, to ensure youth in rural areas get exposed to the trades
- Career fairs should include parents and service providers, not just youth
- Ensure values of company and workers match (e.g., working conditions need to be clean, safe, etc.)
- Show examples of construction jobs
- Use real speakers, how they got into the trade, how it worked
- Hands-on demonstration for students
- Role models
- Construction field trips/site visits
- Promote different types of construction
- Tours of NAIT, see training in action
- The “Trades Up” CD was identified as a good example of a resource to promote youth awareness of construction trades
- Show different jobs in house building

- Develop a construction careers resource library
- Provide internet access to construction trades information and on how to use programs
- “Trade Secrets” apprenticeship (Alberta) site is good; also Alberta Learning (www.alis.gov.ab.ca)
- Get construction career flyers into schools
- Information sharing among service providers, industry groups and schools
- Face-to-face and hands-on contact by front line staff of service providers
- Mass marketing
- We have to “think like youth”
- Use different design/media for different audiences
- Use role models to make presentations, also on the job
- Distribute flyers in high school
- Use Aboriginal/industry “Ambassadors”
- Presentations by Aboriginal youth
- Use career fairs with well-informed people at the booth, explaining how apprenticeship and construction works
- Develop construction sector packages for use in front-line offices (i.e. service providers’ offices)
- Promote apprenticeship as just the start;
  – There are many career paths after you complete apprenticeship
  – There is also “life after construction/the trades”
- Get big corporations, like PCL Construction, to step up to the plate and participate/sponsor
- Need a “How to” tips and information for Aboriginal youth

Participants also suggested that Aboriginal youth employment service providers:

- Build on existing initiatives
- Work with industry to go into schools
- Offer a one-stop shop approach for Aboriginal youth regarding construction and trades career promotion. Also, accessible information so they do not have to dig. Such a resource would offer employment assessment services from “A to Z”, and training in one central location
- Need to promote the trades up front, the first 5-10 seconds they walk through the door, reception/front line staff helpfulness
- Use Aboriginal role models in the trades, and develop a speakers list
- Get schools out to worksites
- Use industry demonstration in schools
- Look at teacher qualifications to see if they have trades/industry experience
• Use industry to liven up high school programs
• Improve promotion awareness of labour standards and human rights among youth and service providers
• Equip front-line people with construction/trades information, understanding of apprenticeship/trades, and skills to promote this to youth
• Promote a cluster of construction trades and pathways among them
• Offer programs and services to promote construction entry and retention among Aboriginal people

Participants called for reaching out to Aboriginal families and communities, going directly into communities, including Aboriginal youth centres, friendship centres, bands and schools. In addition, they suggested providing:

• Financial support for training costs
• Bus passes
• A small “continuation/attendance” bonus
• Approaches to leverage partnerships
• Knowledge of employer locations and seeking employer transport assistance
• Daycare assistance
• Mentors and/or support groups
• Job coaching and job shadowing
• Employer tuition support
• Accommodations during training
• Band and AHRDA support
• Awareness/employment/training programs for groups of Aboriginal youth, not just the individual
• Aboriginal parents and elders with construction/trades career information so they can encourage their youth

Participants’ suggestions regarding promoting construction and trades careers also included the following:

• Promote long-term benefits of apprenticeship
• Promote individual successes to increase more opportunities
• Provide incentives for Aboriginal people to be mentors (a longer term project)
• The group also stressed “how” construction career information being presented has to be tailored to the audience
• Industry people should go to Aboriginal youth in the schools, make presentation, and provide opportunities for youth to visit construction sites
• Let the construction industry know we have job-ready, interested youth
• Provide information on employment trends, new construction projects, hot jobs, the full range of trades, etc.

• Current career studies courses in high school should start earlier, have more practical construction and trades information
• Cross-cultural awareness training for school, college, industry recruiter staff is needed – a better understanding by counselors, principals and other administrators
• Provide information on construction unions
• AHRDAs need to be more visible, also do things to better connect what AHRDAs, industry groups and unions are doing
• Promote benefits received during employment (e.g., WCB, health, dental, etc.)
• On-site visits by groups of Aboriginal youth, job postings in Band community notice (weekly), encourage youth to go to construction sites to enquire about jobs. It is easier if “I know people”, and work as a group, visiting sites with a few peers
• More information on construction training and education programs, promoting longer-term benefits of the trades, better awareness of the apprenticeship system/process, construction jobs should be promoted as a “lifelong career”
• Companies should hold company events to offer opportunities for workers to be on the same level as the boss, they feel more safe
• Use positive role models to demonstrate effective work habits, ethics, and coping skills
• Promote the ability to handle responsibility of working, paying bills, money management
• Both the construction industry and Aboriginal communities need to promote positive behaviors and break down stereotypes
• Participants pointed to the importance of Aboriginal supervisors, leaders, companies and Aboriginal people on site, to encourage and support Aboriginal youth in construction. For example, Bladerunner personnel have worked in construction themselves
• Aboriginal youth need certain life skills to enter construction training and employment, including: a money-management course (i.e., how to spend wiser, how to save, etc.), a consumer education course (i.e., include in existing training or course)
### APPENDIX B

**Selected Training Programs and Courses Targeting Aboriginal Peoples Related to the Construction Industry**

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>LOCATION</th>
<th>PROGRAM</th>
<th>DESCRIPTION</th>
<th>WEB INFO</th>
<th>LENGTH</th>
<th>CO-OP</th>
<th>CREDIT</th>
<th>CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemainus Native College</td>
<td>Ladysmith (BC)</td>
<td>Mechanics Co-Op course</td>
<td>The college collaborates with the Nicola Valley Institute of Technology for program delivery. No other info is available.</td>
<td><a href="http://www.chemainunsnativecollege.com/coop_education.htm">http://www.chemainunsnativecollege.com/coop_education.htm</a></td>
<td></td>
<td>Yes</td>
<td>Certificate</td>
<td>Richard Coburn, Principal, Tel.: 250-245-3522, Fax: 250-245-8268</td>
</tr>
<tr>
<td>University College of the North</td>
<td>2 campuses: The Pas, Thompson (MB)</td>
<td>Basic Carpentry &amp; Drywalling Program</td>
<td>The course covers the basics of residential carpentry construction including footings; skirting; framing and sheeting; joists and subfloors; rafters, roofs and shingles. The drywalling will include installing, taping, and mudding for walls.</td>
<td><a href="http://www.ucn.mb.ca/default.asp">http://www.ucn.mb.ca/default.asp</a></td>
<td>Includes 5 courses</td>
<td>Certificate</td>
<td>Tel. (204) 627-8507, or 1-866-627-8500 ext. 8507</td>
<td></td>
</tr>
<tr>
<td>University College of the North</td>
<td>2 campuses: The Pas, Thompson (MB)</td>
<td>Building Maintenance Program</td>
<td>The program is designed to provide training to students with safety-oriented, hands-on, job-related introduction to residential renovations, maintenance and repairs in the areas of painting, carpentry, plumbing and electrical. Students will also receive safety training in tools and equipment.</td>
<td><a href="http://www.ucn.mb.ca/default.asp">http://www.ucn.mb.ca/default.asp</a></td>
<td>Includes 3 courses</td>
<td>Certificate</td>
<td>Tel. (204) 627-8507, or 1-866-627-8500 ext. 8507</td>
<td></td>
</tr>
<tr>
<td>University College of the North</td>
<td>2 campuses: The Pas, Thompson (MB)</td>
<td>Drywall Applicator Program</td>
<td>The program is designed to provide the student with required knowledge and skills to competently perform the duties of drywall applicators for commercial, industrial and residential properties.</td>
<td><a href="http://www.ucn.mb.ca/default.asp">http://www.ucn.mb.ca/default.asp</a></td>
<td></td>
<td>Certificate</td>
<td>Tel. (204) 627-8507, or 1-866-627-8500 ext. 8507</td>
<td></td>
</tr>
<tr>
<td>University College of the North</td>
<td>2 campuses: The Pas, Thompson (MB)</td>
<td>Heavy Equipment Operator Program</td>
<td>This program is designed to assist participants to develop both the theoretical and practical skills to become a proficient Heavy Equipment Operator. Upon successful completion of the program, participants will be competent to perform basic operations on all available equipment such as grader, dozer, loader, scraper, skidder and gravel truck.</td>
<td><a href="http://www.ucn.mb.ca/default.asp">http://www.ucn.mb.ca/default.asp</a></td>
<td></td>
<td>Certificate</td>
<td>Tel. (204) 627-8507, or 1-866-627-8500 ext. 8507</td>
<td></td>
</tr>
<tr>
<td>University College of the North</td>
<td>2 campuses: The Pas, Thompson (MB)</td>
<td>Log House Construction Program</td>
<td>The program is designed to introduce students to log home construction and to provide them with the necessary skills and abilities to complete construction of a log house.</td>
<td><a href="http://www.ucn.mb.ca/default.asp">http://www.ucn.mb.ca/default.asp</a></td>
<td>Includes 6 courses</td>
<td>Certificate</td>
<td>Tel. (204) 627-8507, or 1-866-627-8500 ext. 8507</td>
<td></td>
</tr>
</tbody>
</table>

---

41 The University College of the North is an institution devoted to community and northern development and reflects the Aboriginal reality and cultural diversity of northern Manitoba. Keewatin Community College is now part of the University College of the North.
<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>LOCATION</th>
<th>PROGRAM</th>
<th>DESCRIPTION</th>
<th>WEB INFO</th>
<th>LENGTH</th>
<th>CO-OP</th>
<th>CREDIT</th>
<th>CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>University College of the North</td>
<td>2 campuses: The Pas, Thompson (MB)</td>
<td>Trades Qualification Training Program</td>
<td>The college is continually working with communities, the trades sector and the Apprenticeship Branch to develop and deliver training courses that allow unlicensed individuals already working in the trades sector to acquire formal credentials by challenging Inter-Provincial Trades Examinations. The college currently offers Trades Qualification Training courses for the following occupations: Carpenter, Heavy Duty Mechanic, Industrial Electrician.</td>
<td><a href="http://www.ucn.mb.ca/default.asp">http://www.ucn.mb.ca/default.asp</a></td>
<td>33 credit hours</td>
<td></td>
<td>Certificate</td>
<td>Tel. (204) 627-8507, or 1-866-627-8500 ext. 8507</td>
</tr>
<tr>
<td>University College of the North</td>
<td>2 campuses: The Pas, Thompson (MB)</td>
<td>Basic Electrical Program</td>
<td>This program is designed to teach the student the skills and knowledge required to become employed in a variety of jobs in the electrical field. It will also prepare the student for studies in related technologies. Each course within the program will have curriculum related to occupational safety and health. Both theory and practical components of the program will emphasize knowledge and practices for a safe workplace. Basic Electrical graduates may receive Level 1 credit toward their Journeyperson's certificate if they attain 70% or better on all courses.</td>
<td><a href="http://www.ucn.mb.ca/default.asp">http://www.ucn.mb.ca/default.asp</a></td>
<td>1 year</td>
<td></td>
<td>Certificate</td>
<td>Tel. (204) 627-8507, or 1-866-627-8500 ext. 8507</td>
</tr>
<tr>
<td>University College of the North</td>
<td>2 campuses: The Pas, Thompson (MB)</td>
<td>Carpentry / Woodworking Program</td>
<td>The program is designed to provide the student with basic carpentry knowledge and the skills to gain employment in the construction field. Students will learn all phases of the woodworking and building construction trades. Courses include blueprint reading, hand tool and machine woodworking, framing, concrete forming, roofing, interior and exterior finishing, cabinet making and stair building, as well as a work practicum.</td>
<td><a href="http://www.ucn.mb.ca/default.asp">http://www.ucn.mb.ca/default.asp</a></td>
<td>10 months</td>
<td></td>
<td>Certificate</td>
<td>Tel. (204) 627-8507, or 1-866-627-8500 ext. 8507</td>
</tr>
<tr>
<td>University College of the North</td>
<td>2 campuses: The Pas, Thompson (MB)</td>
<td>General Studies: Preparation for Civil Technology Program</td>
<td>This is a preparatory year for technology programs such as the Civil/CAD Technology diploma program. The courses are designed to teach the skill sets necessary to be successful in technology programs. The emphasis is on mathematics, physics, communication skills, drafting and on the fundamentals of using computers and computer applications. Students who successfully complete this program will be awarded a Certificate of Academic Achievement.</td>
<td><a href="http://www.ucn.mb.ca/default.asp">http://www.ucn.mb.ca/default.asp</a></td>
<td>10 months</td>
<td></td>
<td>Certificate</td>
<td>Tel. (204) 627-8507, or 1-866-627-8500 ext. 8507</td>
</tr>
<tr>
<td>College</td>
<td>Location</td>
<td>Program</td>
<td>Description</td>
<td>Web Info</td>
<td>Length</td>
<td>Co-op</td>
<td>Credit</td>
<td>Contact</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------</td>
<td>--------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>----------------</td>
<td>-------</td>
<td>--------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>University College of the North</td>
<td>2 campuses: The Pas, Thompson (MB)</td>
<td>Heavy Duty Mechanics Program</td>
<td>The program is designed to give students broad-based training in the heavy-duty mechanic field. The training provided, emphasizes sound theoretical training to meet the challenges presented by the increasingly more complex designs found in today's on and off-road trucks, as well as construction and forestry equipment. Fundamental skills of the trade are reinforced through exposure to practical applications. Other areas of program emphasis include, related computer applications and business management skills.</td>
<td><a href="http://www.ucn.mb.ca/default.asp">http://www.ucn.mb.ca/default.asp</a></td>
<td>36 credit hours</td>
<td>Yes</td>
<td>Certificate</td>
<td>Tel. (204) 627-8507, or 1-866-627-8500 ext. 8507</td>
</tr>
<tr>
<td>University College of the North</td>
<td>2 campuses: The Pas, Thompson (MB)</td>
<td>Welder Training Program</td>
<td>This program provides students with the knowledge and skills to be employed as a welder. Students will develop proficiency in SMAW, GMAW, GTAW and FCAW welding process. At the end of the program, students will write a test conducted by the Canadian Welding Bureau (CWB). Upon successful completion of this program, students will receive both a KCC Certificate and a CWB Welder Qualification Test Record for CSA Standard W47.1.</td>
<td><a href="http://www.ucn.mb.ca/default.asp">http://www.ucn.mb.ca/default.asp</a></td>
<td>35 credit hours</td>
<td></td>
<td>Certificate</td>
<td>Tel. (204) 627-8507, or 1-866-627-8500 ext. 8507</td>
</tr>
<tr>
<td>University College of the North</td>
<td>2 campuses: The Pas, Thompson (MB)</td>
<td>Civil/CAD Technology Program</td>
<td>The Civil/CAD Technology (Co-op) Program is designed to provide students with career training in a wide variety of civil technology areas. Included are design and construction engineering, environmental protection, geomatics, municipal and structural technologies. As well as Computer Assisted Design (CAD) technology areas such as in building design, mechanical systems and manufacturing design.</td>
<td><a href="http://www.ucn.mb.ca/default.asp">http://www.ucn.mb.ca/default.asp</a></td>
<td>3 years</td>
<td>Yes</td>
<td>Diploma</td>
<td>Tel. (204) 627-8507, or 1-866-627-8500 ext. 8507</td>
</tr>
<tr>
<td>University College of the North</td>
<td>2 campuses: The Pas, Thompson (MB)</td>
<td>Facilities Technician Program</td>
<td>In this program, students learn the skills necessary to manage, maintain and operate a variety of facilities such as office buildings, arenas and schools. The program is available to those currently employed or seeking employment in the housing, construction or community service industry. Students may exit the program after one year with a Certificate in Facilities Basic Maintenance. Graduates of the two-year program will receive a Diploma in Facilities Technician.</td>
<td><a href="http://www.ucn.mb.ca/default.asp">http://www.ucn.mb.ca/default.asp</a></td>
<td>2 years</td>
<td></td>
<td>Diploma</td>
<td>Tel. (204) 627-8507, or 1-866-627-8500 ext. 8507</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>LOCATION</td>
<td>PROGRAM</td>
<td>DESCRIPTION</td>
<td>WEB INFO</td>
<td>LENGTH</td>
<td>CO-OP</td>
<td>CREDIT</td>
<td>CONTACT</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------</td>
<td>-------</td>
<td>--------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Dumont Technical Institute&lt;sup&gt;42&lt;/sup&gt;</td>
<td>Regina</td>
<td>Heavy Equipment Operator Training Program</td>
<td>No program info is available.</td>
<td><a href="http://www.gdins.org/DTI.shtml">http://www.gdins.org/DTI.shtml</a></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blue Quills First Nations College</td>
<td>St. Paul (AB)</td>
<td>Trades &amp; Technology Program</td>
<td>The objective of the program is to provide mature students an opportunity to obtain prerequisite courses essential for admission to an Alberta Apprenticeship &amp; Trades Industry Training Program. The program is designed to run in conjunction with the Adult Upgrading Program. It assists individuals to obtain the necessary academic and social skills to become the trades person. In addition, students will also have the opportunity to gain valuable technical skills in carpentry, welding, plumbing and automotive training through Career &amp; Technology Studies courses.</td>
<td><a href="http://bluequills.ca/upgrading_trades.html#Trades">http://bluequills.ca/upgrading_trades.html#Trades</a></td>
<td></td>
<td></td>
<td></td>
<td>Leona Makokis, President Tel. 780-645-4455, Fax 780-645-5215, <a href="mailto:leonam@bluequills.ca">leonam@bluequills.ca</a></td>
</tr>
<tr>
<td>Maskwachees Cultural Centre</td>
<td>Hobbema (AB)</td>
<td>Maintenance Heavy Equipment Preventative Maintenance; Pre-Apprenticeship Training; Concrete Finishing; Painting and Decorating</td>
<td>The following programs are available for delivery upon request by community agencies or organizations. These training programs address employable skills and community needs. The courses vary in length from several weeks to a year. Some of the programs are delivered jointly with other institutions.</td>
<td><a href="http://www.maskwachees.ab.ca/indexb.htm">http://www.maskwachees.ab.ca/indexb.htm</a></td>
<td>Various</td>
<td></td>
<td></td>
<td>John Crier, Tel. 780-585-3925, Fax 780-585-2080, <a href="mailto:jcrier@wtc.ab.ca">jcrier@wtc.ab.ca</a></td>
</tr>
<tr>
<td>Saskatchewan Indian Institute of Technology</td>
<td>Saskatoon (SK)</td>
<td>Basic Carpentry Apprenticeship</td>
<td>Through classroom activities and considerable hands-on shop work, students cover all requirements of the Carpentry Level One program as outlined by the Saskatchewan Apprenticeship and Trade Certification Commission. SIIT provides additional academic and trade-specific upgrading to supplement the program. Individuals are selected, counseled, encouraged and provided with support to become apprentice carpenters. SIIT staff will assist qualified participants to become indentured to the SIIT Joint Training Committee, or to a suitable employer.</td>
<td><a href="http://www.siit.sk.ca/Programs.html#AshipConstrucTrade">http://www.siit.sk.ca/Programs.html#AshipConstrucTrade</a></td>
<td>12 weeks per year</td>
<td></td>
<td>Certificate</td>
<td>Joan Greyeyes, Tel. 306-244-1444, Fax 306-244-1391</td>
</tr>
</tbody>
</table>

<sup>42</sup> Dumont Technical Institute (DTI) serves the educational and technical needs of Saskatchewan's Métis as the adult upgrading and technical training arm of the Gabriel Dumont Institute of Native Studies and Applied Research. DTI delivers programs in cooperation with other educational partners such as Métis Employment and Training of Saskatchewan Inc. (METSI), the Saskatchewan Institute of Applied Science and Technology (SIATS), Saskatchewan Indian Institute of Technology (SIIT) and provincial regional colleges.
<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>LOCATION</th>
<th>PROGRAM</th>
<th>DESCRIPTION</th>
<th>WEB INFO</th>
<th>LENGTH</th>
<th>CO-OP</th>
<th>CREDIT</th>
<th>CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saskatchewan Indian Institute of Technology</td>
<td>Saskatoon (SK)</td>
<td>Construction Worker Preparation Program</td>
<td>The program is designed to provide the basic skills needed for entry-level work on a residential or industrial construction site. Participants will develop skills in construction academics, site safety, the use of hand tools and the basics of the construction industry. As well, participants will have an opportunity to connect their learning to the workplace and develop potential employment connections.</td>
<td><a href="http://www.siit.sk.ca/Programs.html#AshipConstrucTrade">http://www.siit.sk.ca/Programs.html#AshipConstrucTrade</a></td>
<td>10 weeks</td>
<td>Certificate</td>
<td>Joan Greyeyes, Tel: 306-244-4444, Fax 306-244-1391</td>
<td></td>
</tr>
<tr>
<td>Saskatchewan Indian Institute of Technology</td>
<td>Saskatoon (SK)</td>
<td>Heavy Equipment Operator Program</td>
<td>Construction Career Services Saskatoon has two major focal points. First and foremost, we find work for our clients in the construction trades, e.g., carpentry, plumbing, sheet metal, electrical, etc. We also promote skill development in construction related trades. We identify industry needs and choose clients to take courses to meet industry demand. On-the-job training and the more structured classroom exposure to trade knowledge, result in heightened job satisfaction for our clients, as well as better income.</td>
<td><a href="http://www.siit.sk.ca/Programs.html#AshipConstrucTrade">http://www.siit.sk.ca/Programs.html#AshipConstrucTrade</a></td>
<td>4-8 weeks</td>
<td>Certificate</td>
<td>Joan Greyeyes, Tel: 306-244-4444, Fax 306-244-1391</td>
<td></td>
</tr>
<tr>
<td>Aboriginal People's College</td>
<td>Winnipeg (MB)</td>
<td>New Views (Women in Trades) Program</td>
<td>Program graduates will be employed in welding and machining related jobs. Work experiences arranged for participants. (the program targets, but is not limited by, the aerospace industry)</td>
<td><a href="http://www.abcentre.org/apc/newviews.htm">http://www.abcentre.org/apc/newviews.htm</a></td>
<td>13 months</td>
<td>Certificate</td>
<td>Rhonda McCorriston, Director of Education, Tel. 204.989.8868, Fax 204.989.8870</td>
<td></td>
</tr>
<tr>
<td>Aboriginal People's College</td>
<td>Winnipeg (MB)</td>
<td>Cabinetry Technician Apprentice-ship Program</td>
<td>No program description is available.</td>
<td><a href="http://www.abcentre.org/apc/CTA.htm">http://www.abcentre.org/apc/CTA.htm</a></td>
<td>13 months</td>
<td>Certificate</td>
<td>Rhonda McCorriston, Director of Education, Tel. 204.989.8868, Fax 204.989.8870</td>
<td></td>
</tr>
<tr>
<td>Red River Community College*3</td>
<td>Winnipeg (MB)</td>
<td>ACCESS Integrated Pre-Trades Program</td>
<td>The program is designed to introduce Aboriginal students to, and prepare them for, entry into the existing Red River Community College trades programs. The trades programs include Carpentry and Woodworking, Electrical Technician, Piping Trades. A strong emphasis in math, science, and communications will comprise the academic component of the program. Students will be enrolled in courses that prepare them academically. It will provide them with four (possibly five) credits towards their trades program, lessening their first year course load.</td>
<td><a href="http://me.rrc.mb.ca/Catalogue/Default.asp?Link=Programs.asp?DeliveryCode=F">http://me.rrc.mb.ca/Catalogue/Default.asp?Link=Programs.asp?DeliveryCode=F</a></td>
<td>5 months</td>
<td>Certificate</td>
<td>Tel. 204-632-2180, <a href="mailto:pstevens@rrc.mb.ca">pstevens@rrc.mb.ca</a></td>
<td></td>
</tr>
</tbody>
</table>

*3 Aboriginal Centre of Winnipeg refers to the Red River Community College in its links for Education
<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>LOCATION</th>
<th>PROGRAM</th>
<th>DESCRIPTION</th>
<th>WEB INFO</th>
<th>LENGTH</th>
<th>CO-OP</th>
<th>CREDIT</th>
<th>CONTACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red River Community College</td>
<td>Winnipeg (MB)</td>
<td>Carpentry and Woodworking Program</td>
<td>The purpose of the program is to develop the knowledge and skills required to enter the carpentry trade, or an apprenticeship program, to gain sound knowledge of woodworking machines, safe working practices, become familiar with materials and procedures needed to enter related occupations such as cabinet and furniture making, forming, and sales. Students will learn the safe and proper use of hand and power tools and woodworking machines, and will become familiar with the various materials used by carpenters. Students will develop practical skills in concrete forming, house and roof framing, stair and cabinet making, and have some exposure to wood finishing, estimating, and surveying. Due to high demand, this program is open to Manitoba residents only.</td>
<td><a href="http://me.rrc.mb.ca/Catalogue/Default.asp?Link=Programs.asp?DeliveryCode=F">http://me.rrc.mb.ca/Catalogue/Default.asp?Link=Programs.asp?DeliveryCode=F</a></td>
<td>1 year</td>
<td>Certificate</td>
<td></td>
<td>Robert Friesen, Coordinator, Civil Technology, Tel. 204-632-2245, <a href="mailto:rfriesen@rrc.mb.ca">rfriesen@rrc.mb.ca</a></td>
</tr>
<tr>
<td>Red River Community College</td>
<td>Winnipeg (MB)</td>
<td>Civil/CAD Technology - Structural Engineering Technology Program</td>
<td>Students will study the principles and applications of structural design and analysis for careers in: design and construction of building systems, computer assisted design and drafting, site inspection, testing and supervision, construction administration and project management, technical sales and support. These include timber, steel, masonry and reinforced concrete design, structural analysis, soil mechanics, structural detailing practices, building science, foundation design, material testing, and a final thesis project.</td>
<td><a href="http://me.rrc.mb.ca/Catalogue/Default.asp?Link=Programs.asp?DeliveryCode=F">http://me.rrc.mb.ca/Catalogue/Default.asp?Link=Programs.asp?DeliveryCode=F</a></td>
<td>4 years</td>
<td>Diploma</td>
<td></td>
<td>Robert Friesen, Coordinator, Civil Technology, Tel. 204-632-2245, <a href="mailto:rfriesen@rrc.mb.ca">rfriesen@rrc.mb.ca</a></td>
</tr>
<tr>
<td>Red River Community College</td>
<td>Winnipeg (MB)</td>
<td>Electrical Program</td>
<td>The program is designed to develop the required knowledge and skills for employment in the electrical construction industry with public utilities, motor repair facilities, and manufacturers and distributors of electrical equipment. Graduates will have sufficient knowledge to plan and wire residential occupancies, small commercial buildings, and repair/troubleshoot motor-control circuits on single and three phase motors. Graduates will also be familiar with the Electrical Code, DC and AC circuits and three-phase systems. Due to high demand, this program is open to Manitoba residents only.</td>
<td><a href="http://me.rrc.mb.ca/Catalogue/Default.asp?Link=Programs.asp?DeliveryCode=F">http://me.rrc.mb.ca/Catalogue/Default.asp?Link=Programs.asp?DeliveryCode=F</a></td>
<td>1 year</td>
<td>Certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>Location</td>
<td>Program</td>
<td>Description</td>
<td>Web Info</td>
<td>Length</td>
<td>Co-Op</td>
<td>Credit</td>
<td>Contact</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------------</td>
<td>----------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------</td>
<td>-------</td>
<td>--------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Red River Community College</td>
<td>Winnipeg (MB)</td>
<td>Heavy Duty Equipment Mechanic Program</td>
<td>The purpose of this entry-level program is to develop the basic knowledge and skills required to perform routine maintenance and repairs to vehicle systems and components. The program is designed to prepare students to adjust, service, and repair a variety of heavy mobile equipment, usually diesel powered used in construction, agricultural, or highway transportation.</td>
<td><a href="http://me.rrc.mb.ca/Catalogue/Default.asp?Link=Programs.asp?DeliveryCode=F">http://me.rrc.mb.ca/Catalogue/Default.asp?Link=Programs.asp?DeliveryCode=F</a></td>
<td>1 year</td>
<td></td>
<td>Certificate</td>
<td>Tel. (204) 694-1789, <a href="mailto:continuinged@rrc.mb.ca">continuinged@rrc.mb.ca</a></td>
</tr>
<tr>
<td>Red River Community College</td>
<td>Winnipeg (MB)</td>
<td>Piping Trades Program</td>
<td>The purpose of the program is to develop the knowledge and skills required to install and repair plumbing, heating, fire-protection and other piping systems. Students study the installation of water and waste disposal systems, equipment in residential and commercial buildings, rigging and material handling, hot water heating systems, fire protection systems, and their related piping.</td>
<td><a href="http://me.rrc.mb.ca/Catalogue/Default.asp?Link=Programs.asp?DeliveryCode=F">http://me.rrc.mb.ca/Catalogue/Default.asp?Link=Programs.asp?DeliveryCode=F</a></td>
<td>1 year</td>
<td></td>
<td>Certificate</td>
<td>Tel. (204) 694-1789, <a href="mailto:continuinged@rrc.mb.ca">continuinged@rrc.mb.ca</a></td>
</tr>
<tr>
<td>Red River Community College</td>
<td>Winnipeg (MB)</td>
<td>Refrigeration and Air Conditioning Technician Program</td>
<td>The purpose of the program is to develop the skills required to install, service and repair commercial and industrial refrigeration and air conditioning equipment. The program is designed to provide both theoretical and practical knowledge of refrigeration systems, air conditioning, piping, welding and electrical wiring.</td>
<td><a href="http://me.rrc.mb.ca/Catalogue/Default.asp?Link=Programs.asp?DeliveryCode=F">http://me.rrc.mb.ca/Catalogue/Default.asp?Link=Programs.asp?DeliveryCode=F</a></td>
<td>1 year</td>
<td></td>
<td>Certificate</td>
<td>Tel. (204) 694-1789, <a href="mailto:continuinged@rrc.mb.ca">continuinged@rrc.mb.ca</a></td>
</tr>
<tr>
<td>Red River Community College</td>
<td>Winnipeg (MB)</td>
<td>Welding Program</td>
<td>The purpose of the program is to develop skills and knowledge required to safely and effectively perform the oxyacetylene, arc, tungsten inert gas, and metal inert gas welding processes and related operations. Graduates will receive a certificate from Red River College and a student CWB ticket. Due to high demand, this program is open to Manitoba residents only.</td>
<td><a href="http://me.rrc.mb.ca/Catalogue/Default.asp?Link=Programs.asp?DeliveryCode=F">http://me.rrc.mb.ca/Catalogue/Default.asp?Link=Programs.asp?DeliveryCode=F</a></td>
<td>7 months</td>
<td></td>
<td>Certificate</td>
<td>Tel. (204) 694-1789, <a href="mailto:continuinged@rrc.mb.ca">continuinged@rrc.mb.ca</a></td>
</tr>
<tr>
<td>Red River Community College</td>
<td>Winnipeg (MB)</td>
<td>Welding Non-Certificate Program</td>
<td>This non-certificate program will develop your skills and knowledge to safely and effectively perform various welding processes. Included are arc, TIG (Tungsten-inert-gas) and MIG (metal-inert-gas) and related operations. The Canadian Welding Bureau Test Preparation course is also offered.</td>
<td><a href="http://me.rrc.mb.ca/Catalogue/Default.asp?Link=Programs.asp?DeliveryCode=E">http://me.rrc.mb.ca/Catalogue/Default.asp?Link=Programs.asp?DeliveryCode=E</a></td>
<td></td>
<td></td>
<td>Certificate</td>
<td>Tel. (204) 694-1789, <a href="mailto:continuinged@rrc.mb.ca">continuinged@rrc.mb.ca</a></td>
</tr>
<tr>
<td>Red River Community College</td>
<td>Winnipeg (MB)</td>
<td>Building Construction Technician Program</td>
<td>Acquire the background knowledge in materials, methods, techniques and basic supervisory skills required of the construction supervisor. Non-construction based courses are included to provide an interdisciplinary approach to managing various trades and projects in the construction industry.</td>
<td><a href="http://me.rrc.mb.ca/Catalogue/Default.asp?Link=Programs.asp?DeliveryCode=E">http://me.rrc.mb.ca/Catalogue/Default.asp?Link=Programs.asp?DeliveryCode=E</a></td>
<td></td>
<td></td>
<td>Certificate</td>
<td>Tel. (204) 694-1789, <a href="mailto:continuinged@rrc.mb.ca">continuinged@rrc.mb.ca</a></td>
</tr>
<tr>
<td>COLLEGE</td>
<td>LOCATION (States)</td>
<td>PROGRAM</td>
<td>DESCRIPTION</td>
<td>WEB INFO</td>
<td>LENGTH</td>
<td>CO-OP</td>
<td>CREDIT</td>
<td>CONTACT</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------</td>
<td>--------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-------</td>
<td>--------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Red River Community College</td>
<td>Winnipeg (MB)</td>
<td>Trades Qualification Program</td>
<td>Qualified instructors help provide the necessary knowledge to prepare for your trade qualification exams in a variety of trades (e.g., carpenter, electrician, heavy duty equipment operator). The program is a perfect solution for candidates with the required documented trade experience.</td>
<td><a href="http://me.rrc.mb.ca/Catalogue/Default.asp?Link=Programs.asp?DeliveryCode=E">http://me.rrc.mb.ca/Catalogue/Default.asp?Link=Programs.asp?DeliveryCode=E</a></td>
<td></td>
<td></td>
<td></td>
<td>Tel. (204) 694-1789, <a href="mailto:continuinged@rrc.mb.ca">continuinged@rrc.mb.ca</a></td>
</tr>
<tr>
<td>Anokiwin Training Institute</td>
<td>Winnipeg (MB)</td>
<td>Heavy Equipment Operators Program</td>
<td>The institute uses the community's own equipment for these programs so trainees will learn on the equipment they are most likely going to operate after their training. As well, most training programs are designed to blend into community projects, so each training program results in more skilled workers and improved community infrastructure.</td>
<td><a href="http://www.anokiwin.com/learn/Training/CourseInfoDip.html">http://www.anokiwin.com/learn/Training/CourseInfoDip.html</a></td>
<td>2-6 months</td>
<td></td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Anokiwin Training Institute</td>
<td>Winnipeg (MB)</td>
<td>Carpentry Program</td>
<td>It is a customized program. The institute offers a full range of carpentry training programs for trainees with different skill levels and previous experience.</td>
<td><a href="http://www.anokiwin.com/learn/Training/CourseInfoDip.html">http://www.anokiwin.com/learn/Training/CourseInfoDip.html</a></td>
<td>Several weeks – several years</td>
<td></td>
<td>Certificate</td>
<td>(204) 925-2790</td>
</tr>
<tr>
<td>Nunavut Arctic College</td>
<td>Arviat (NU)</td>
<td>Heavy Equipment Operator Program</td>
<td>The program is designed to train students to operate Heavy Equipment, namely, swing rig backhoes, crawler tractors, rubber-tired loaders and motor graders. Students will be trained on two pieces of equipment and be certified to have knowledge and skills for employment at a basic entry level.</td>
<td><a href="http://www.nac.nu.ca/courses/couse_program_files/728.htm">http://www.nac.nu.ca/courses/couse_program_files/728.htm</a></td>
<td>5 months</td>
<td></td>
<td>Certificate</td>
<td>Pelagie Owlijoot, Manager, Policy and Programs, Tel. 857-8624 <a href="mailto:info@nac.nu.ca">info@nac.nu.ca</a></td>
</tr>
<tr>
<td>Nunavut Arctic College</td>
<td>Arviat (NU)</td>
<td>Pre-Employment Carpentry Program</td>
<td>The program aims to give students the skills, knowledge, and confidence required to proceed with Apprenticeships in the Carpentry Trade. Students train with a wide variety of tools, techniques, and materials in well-equipped shops. Trades-related math, science, and communications also form a significant part of the curriculum.</td>
<td><a href="http://www.nac.nu.ca/courses/couse_program_files/750.htm">http://www.nac.nu.ca/courses/couse_program_files/750.htm</a></td>
<td>1 year</td>
<td></td>
<td>Certificate</td>
<td>Pelagie Owlijoot, Manager, Policy and Programs, Tel. 857-8624 <a href="mailto:info@nac.nu.ca">info@nac.nu.ca</a></td>
</tr>
<tr>
<td>Nunavut Arctic College</td>
<td>Arviat (NU)</td>
<td>Trades Introductory Programs for Carpentry, Draywall and Taping, Flooring, Millwright, Plumbing</td>
<td>The programs provide students with practical skills to develop expertise in various sectors. Students will be introduced to the theoretical and practical components of the trade. Importance will be given to developing the participants’ practical proficiency, through simulated worksite environments in the shop, and on-the-job work placements.</td>
<td><a href="http://www.nac.nu.ca/courses/couse_program_files/TRADES.htm">http://www.nac.nu.ca/courses/couse_program_files/TRADES.htm</a></td>
<td>20-120 days</td>
<td></td>
<td>Record of Achievement</td>
<td>Pelagie Owlijoot, Manager, Policy and Programs, Tel. 857-8624 <a href="mailto:info@nac.nu.ca">info@nac.nu.ca</a></td>
</tr>
<tr>
<td>COLLEGE</td>
<td>LOCATION</td>
<td>PROGRAM</td>
<td>DESCRIPTION</td>
<td>WEB INFO</td>
<td>LENGTH</td>
<td>CO-OP</td>
<td>CREDIT</td>
<td>CONTACT</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------</td>
<td>----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>--------------</td>
<td>------</td>
<td>--------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Yukon College</td>
<td>Whitehorse (YK)</td>
<td>Pre-Employment Carpentry Program</td>
<td>The program provides students with theoretical trade knowledge to develop their practical skills to a level that will enable them to enter the trade as capable, knowledgeable apprentices and entry-level workers. Students will be encouraged to seek an apprenticeship as a means of furthering their skills towards journeyperson level in the carpentry trade. Students may also be offered technical credit towards a Yukon apprenticeship and the opportunity to challenge the Carpentry Apprenticeship Level 1 (first year) exam.</td>
<td><a href="http://www.yukoncollege.yk.ca/prostudies/trades/Carpentry.htm">http://www.yukoncollege.yk.ca/prostudies/trades/Carpentry.htm</a></td>
<td>20 weeks</td>
<td></td>
<td>Certificate</td>
<td>Don Gillies, Instructor, Tel. 867-668-8765, <a href="mailto:dgillies@yukoncollege.yk.ca">dgillies@yukoncollege.yk.ca</a></td>
</tr>
<tr>
<td>Yukon College</td>
<td>Whitehorse (YK)</td>
<td>Carpentry Apprenticeship Program</td>
<td>Yukon College offers Carpentry Apprentice Levels II, III and IV. Graduates can challenge the corresponding apprenticeship level exam.</td>
<td><a href="http://www.yukoncollege.yk.ca/prostudies/trades/Carpentry.htm">http://www.yukoncollege.yk.ca/prostudies/trades/Carpentry.htm</a></td>
<td>8 weeks in each of 3 years of the Program</td>
<td></td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Yukon College</td>
<td>Whitehorse (YK)</td>
<td>Pre-Employment Construction Electrician Program</td>
<td>The program prepares students for entry-level employment in the electrical trade. Through this program, which combines theory with hands-on practical exercises, students will develop the ability to perform basic electrical tasks. Students will be capable of assembling, installing, repairing and maintaining electrical equipment and other electrical devices. Students are encouraged to seek apprenticeship upon completing this program, as a means of furthering their skills toward journeyperson level in the electrical trade. Upon successful completion of the applicable exam, students are offered technical credit towards a Yukon apprenticeship.</td>
<td><a href="http://www.yukoncollege.yk.ca/prostudies/trades/Electrical.htm">http://www.yukoncollege.yk.ca/prostudies/trades/Electrical.htm</a></td>
<td>20 weeks</td>
<td></td>
<td>Certificate</td>
<td>Jerry Wald, Instructor, Tel. 867-668-8764, <a href="mailto:jwald@yukoncollege.yk.ca">jwald@yukoncollege.yk.ca</a></td>
</tr>
<tr>
<td>Yukon College</td>
<td>Whitehorse (YK)</td>
<td>Construction Electrician Apprenticeship</td>
<td>Electrical Apprentice Levels I, II and III are programs offered by Yukon College through NAIT’s computer based training. Graduates can challenge the corresponding apprenticeship level exam.</td>
<td><a href="http://www.yukoncollege.yk.ca/prostudies/trades/Electrical.htm">http://www.yukoncollege.yk.ca/prostudies/trades/Electrical.htm</a></td>
<td>3 years</td>
<td></td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Secwepemc Education Institute</td>
<td>Kamloops (BC)</td>
<td>Entry Level Carpentry Program</td>
<td>This program is delivered in partnership with the local colleges. A project sponsor provides the building lot and building materials. Program content includes theory and practical instruction in the construction of a residential building. Participants who complete the program are eligible for Level 1 credit towards the four-year carpentry program, upon passing the CAT 19 and interview with program staff.</td>
<td><a href="http://www.secwepemc.org/aaitp.html">http://www.secwepemc.org/aaitp.html</a></td>
<td>9 months</td>
<td></td>
<td>Certificate</td>
<td>Tel. (250) 828-9842, trades@secwepemc</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>LOCATION</td>
<td>PROGRAM</td>
<td>DESCRIPTION</td>
<td>WEB INFO</td>
<td>LENGTH</td>
<td>CO-OP</td>
<td>CREDIT</td>
<td>CONTACT</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------</td>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------</td>
<td>-------</td>
<td>--------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Secwepemc Education Institute</td>
<td>Kamloops (BC)</td>
<td>Building Maintenance Worker</td>
<td>This program has been developed as a three-year apprenticeship, with one period of technical training in each year of the apprenticeship. Each period of technical training consists of eight weeks of theory and hands-on training in the use of tools and equipment used in repair and maintenance of housing.</td>
<td><a href="http://www.secwepemc.org/aaitp.html">http://www.secwepemc.org/aaitp.html</a></td>
<td>3 years</td>
<td></td>
<td></td>
<td>Paulette Neigel, Tel. 780-444-3477</td>
</tr>
<tr>
<td>Secwepemc Education Institute</td>
<td>Kamloops (BC)</td>
<td>Aboriginal Women in Trades Program</td>
<td>This program is currently offered in Kamloops. In time the course may expand to other areas of the province. The course is an orientation to the trades; carpentry, electrical, welding, plumbing, trade math. Presentations from different journeypersons on their trades, personal development and industrial site visits compliment the program content.</td>
<td><a href="http://www.secwepemc.org/aaitp.html">http://www.secwepemc.org/aaitp.html</a></td>
<td>20 weeks</td>
<td></td>
<td>Certificate</td>
<td></td>
</tr>
<tr>
<td>Oteenow Employment &amp; Training Society</td>
<td>Edmonton (AB)</td>
<td>Pre-Trades (Construction) Training Program</td>
<td>Participants will gain the skills necessary for trades entry level, life management skills, diverse work experience, employment skills development, job search skills, and exposure to the trade and safety training certification. The intent is to secure work-experience placements with industry, and work toward long-term, meaningful employment for each trainee.</td>
<td><a href="http://www.oteenow.com/details.asp?ID=96">http://www.oteenow.com/details.asp?ID=96</a></td>
<td>19 weeks</td>
<td></td>
<td>Certificate</td>
<td>Monica Altmore, Tel. (416) 651-1443</td>
</tr>
<tr>
<td>Oteenow Employment &amp; Training Society</td>
<td>Edmonton (AB)</td>
<td>Circle of Work Pre-Trades</td>
<td>Program modules include: • Personal life management • Career planning • Job search techniques • Employment readiness • Job development and supported job search • Job-related computer literacy • Upgrading (in preparation for pre-apprentice entrance exam) • Exposure to short training courses • Work experience • Job placement (TOJ or direct placement) • Preparation for education/training • Placement maintenance support</td>
<td><a href="http://www.oteenow.com/details.asp?ID=113">http://www.oteenow.com/details.asp?ID=113</a></td>
<td>2 years</td>
<td></td>
<td>Certificate</td>
<td>780-455-6398</td>
</tr>
<tr>
<td>Ontario First Nations Technical Service Corporation</td>
<td>Toronto (ON)</td>
<td>Civil Engineering Technician Program</td>
<td>In this program, students learn how to use electronic surveying and global positioning equipment to produce subdivision, highway and site plans. Also, to use computer-aided-drafting and design (CADD) software, to draw and design buildings, bridges, and highways.</td>
<td>“Miscellaneous Science and Technology Sector Education and Career Briefs” (hard copy)</td>
<td>3 years</td>
<td></td>
<td>Certificate</td>
<td>Monica Altmore Communications Officer, Tel. (416) 651-1443</td>
</tr>
<tr>
<td>Ontario First Nations Technical Service Corporation</td>
<td>Toronto (ON)</td>
<td>Civil Engineering Technology Program</td>
<td>In this program students learn how to use electronic surveying and global positioning equipment to produce subdivision, highway, and site plans. To use computer-aided-drafting and design (CADD) software, to draw and design buildings, bridges, and highways.</td>
<td>“Miscellaneous Science and Technology Sector Education and Career Briefs” (hard copy)</td>
<td></td>
<td></td>
<td>Diploma</td>
<td>Monica Altmore Communications Officer, Tel. (416) 651-1443</td>
</tr>
</tbody>
</table>
APPENDIX C

Interview Guide

Key Informant Interviews

Date:

Name:

Organization:

1. Based on your own involvement, experience or observations, what external factors – such as demographic/labour market trends or policy changes – affect the construction industry and its capacity to employ more Aboriginal workers, or keep them longer on the job?

2. What other important issues or trends, if any, will/are likely to influence the participation of Aboriginal people in the construction industry?

3. a) Based on what you just said in the two preceding questions, what is your assessment of current and future participation of Aboriginal youth in construction, in terms of quantity (more jobs for Aboriginal people or less) and quality (skills level of the new workers, quality of the jobs, etc.)?

   b) Is this assessment likely to vary by region? If so, how?

   c) Is it likely to vary by type of construction (residential versus industrial, commercial, institutional)? If so, how?

4. What initiatives, programs, or other actions have been effective in increasing Aboriginal participation in construction? Why were they successful?
Questions directed to government departments and agencies:

G1. Please describe the nature and extent of your department/agency’s involvement (i.e. policies, programs, services, initiatives, etc.) with Aboriginal participation in the construction industry.

G2. What are the main challenges, from a government standpoint, to increasing the construction employment opportunities for Aboriginal youth?

G3. Are you aware of any success stories of government initiatives resulting in increased Aboriginal participation in construction or in other sectors?

G4. What additional opportunities exist, if any, for increased government involvement in programs/initiatives designed to increase Aboriginal participation in construction?

Questions directed to industry associations and firms:

C1. Please describe the nature and extent of your involvement with Aboriginal participation in the construction industry.

C2. How will current human resource and business practices within the construction industry contribute to increased participation by Aboriginal youth in the industry?

C3. What are the main barriers, from the construction industry perspective, to increased Aboriginal participation in construction?

C4. Do you feel the apprenticeship system represents a good model for training Aboriginal youth for jobs in the construction industry? Why? Why not? How can it be improved? What about other training models?
C5. Are you aware of any success stories of industry initiatives resulting in increased Aboriginal participation in construction?

L4. Are you aware of any success stories of labour initiatives resulting in increased Aboriginal participation in construction or in other sectors?

Questions directed to labour groups:
L1. Please describe the nature and extent of your involvement with Aboriginal participation in the construction industry.

A1. Please describe the nature and extent of your organization's involvement with the construction industry.

L2. From a labour perspective, what are the main barriers to increased involvement by Aboriginal youth in construction?

A2. What, in your view, are the main barriers to increased involvement by Aboriginal youth in construction?

L3. Do you feel the apprenticeship system represents a good model for training Aboriginal youth for jobs in the construction industry? Why? Why not? How can it be improved? Other training models?

A3. What untapped opportunities, if any, may exist for increased participation by Aboriginal youth in construction?
A4. Do you feel the current training/apprenticeship system provides adequate preparation for Aboriginal youth to become involved in construction? Why? Why not?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

A5. Are you aware of any success stories of Aboriginal initiatives resulting in increased Aboriginal participation in construction or in other sectors?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Questions for all respondents:

5. What recent studies, research or reports could shed further light on current or potential Aboriginal participation in construction?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

6. Could you suggest names of people from government, industry groups, organized labour, education and training, or Aboriginal organizations who may provide useful information or perspective on the participation of Aboriginal youth in the construction industry?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

7. Other comments

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
# APPENDIX D

## Estimated Aboriginal Employment Needed to Replace Retiring Construction Workers During the Next 10 Years

### Provincial Breakdown

*New Aboriginal employment needed to replace retiring workers during the next 10 years, 2003*

*By province and selected construction-related occupations*

<table>
<thead>
<tr>
<th>PROVINCE</th>
<th>SELECTED CONSTRUCTION-RELATED OCCUPATIONAL GROUP</th>
<th>55+</th>
<th>PROP 55+</th>
<th>AB ²</th>
<th>INCR. ³</th>
<th>REPR.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newfoundland</td>
<td>Other Managers NEC</td>
<td>241</td>
<td>35.3</td>
<td>3</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contractors and Supervisors in Trades and Transportation</td>
<td>144</td>
<td>20.9</td>
<td>2</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Construction Trades</td>
<td>370</td>
<td>11.4</td>
<td>4</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Machinists, Metal Forming, Shaping and Erecting Occup.</td>
<td>10</td>
<td>2.9</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mechanics</td>
<td>76</td>
<td>24.6</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Heavy Equipment and Crane Operators Including Drillers</td>
<td>183</td>
<td>21.1</td>
<td>2</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transportation Equipment Operators and Related Workers</td>
<td>35</td>
<td>8.5</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trades Helpers, Construction, and Transportation Labourers</td>
<td>131</td>
<td>8.3</td>
<td>2</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>205</td>
<td>-</td>
<td>2</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>1395</td>
<td>14.0</td>
<td>16</td>
<td>85</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Prince Edward Island | Other Managers NEC                                                                     | 62  | 16.1     | 0    | 3      |      |
|                      | Contractors and Supervisors in Trades and Transportation                                | 146 | 26.2     | 0    | 7      |      |
|                      | Construction Trades                                                                    | 129 | 9.8      | 0    | 6      |      |
|                      | Machinists, Metal Forming, Shaping and Erecting Occup.                                 | 0   | 0.0      | 0    | 0      |      |
|                      | Mechanics                                                                              | 7   | 6.8      | 0    | 0      |      |
|                      | Heavy Equipment and Crane Operators Including Drillers                                 | 79  | 24.5     | 0    | 4      |      |
|                      | Transportation Equipment Operators and Related Workers                                  | 36  | 21.6     | 0    | 2      |      |
|                      | Trades Helpers, Construction, and Transportation Labourers                              | 58  | 10.6     | 0    | 3      |      |
|                      | Others                                                                                 | 133 | -        | 0    | 7      |      |
|                      | TOTAL                                                                                  | 650 | 15.2     | 0    | 33     |      |</p>
<table>
<thead>
<tr>
<th>PROVINCE</th>
<th>SELECTED CONSTRUCTION-RELATED OCCUPATIONAL GROUP</th>
<th>55+ $</th>
<th>PROP. 55+</th>
<th>AB. $</th>
<th>INCR. $</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nova Scotia</td>
<td>Other Managers NEC</td>
<td>426</td>
<td>16.7</td>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Contractors and Supervisors in Trades and Transportation</td>
<td>584</td>
<td>19.3</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Construction Trades</td>
<td>1142</td>
<td>14.4</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Machinists, Metal Forming, Shaping and Erecting Occup.</td>
<td>71</td>
<td>24.6</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Mechanics</td>
<td>127</td>
<td>15.5</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Heavy Equipment and Crane Operators Including Drillers</td>
<td>357</td>
<td>15.1</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Transportation Equipment Operators and Related Workers</td>
<td>68</td>
<td>14.6</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Trades Helpers, Construction, and Transportation Labourers</td>
<td>82</td>
<td>3.5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>302</td>
<td>-</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>3159</td>
<td>12.5</td>
<td>21</td>
<td>178</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>Other Managers NEC</td>
<td>703</td>
<td>27.5</td>
<td>4</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Contractors and Supervisors in Trades and Transportation</td>
<td>402</td>
<td>18.2</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Construction Trades</td>
<td>567</td>
<td>11.2</td>
<td>3</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Machinists, Metal Forming, Shaping and Erecting Occup.</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Mechanics</td>
<td>121</td>
<td>13.9</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Heavy Equipment and Crane Operators Including Drillers</td>
<td>385</td>
<td>23.5</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Transportation Equipment Operators and Related Workers</td>
<td>147</td>
<td>21.4</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Trades Helpers, Construction, and Transportation Labourers</td>
<td>123</td>
<td>6.7</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>543</td>
<td>-</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>2991</td>
<td>15.8</td>
<td>18</td>
<td>167</td>
</tr>
<tr>
<td>Québec</td>
<td>Other Managers NEC</td>
<td>4352</td>
<td>24.3</td>
<td>11</td>
<td>228</td>
</tr>
<tr>
<td></td>
<td>Contractors and Supervisors in Trades and Transportation</td>
<td>4518</td>
<td>30.2</td>
<td>12</td>
<td>237</td>
</tr>
<tr>
<td></td>
<td>Construction Trades</td>
<td>8061</td>
<td>15.7</td>
<td>21</td>
<td>423</td>
</tr>
<tr>
<td></td>
<td>Machinists, Metal Forming, Shaping and Erecting Occup.</td>
<td>529</td>
<td>10.9</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Mechanics</td>
<td>1091</td>
<td>12.9</td>
<td>3</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Heavy Equipment and Crane Operators Including Drillers</td>
<td>2454</td>
<td>19.7</td>
<td>6</td>
<td>129</td>
</tr>
<tr>
<td></td>
<td>Transportation Equipment Operators and Related Workers</td>
<td>522</td>
<td>16.2</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Trades Helpers, Construction, and Transportation Labourers</td>
<td>1200</td>
<td>7.7</td>
<td>3</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>3855</td>
<td>-</td>
<td>10</td>
<td>202</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>26582</td>
<td>15.6</td>
<td>69</td>
<td>1395</td>
</tr>
<tr>
<td>PROVINCE</td>
<td>SELECTED CONSTRUCTION-RELATED OCCUPATIONAL GROUP</td>
<td>55+1</td>
<td>PROP. 55+2</td>
<td>AB.3 REPR.</td>
<td>INCR.4 REPR.</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
<td>------</td>
<td>------------</td>
<td>------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Ontario</td>
<td>Other Managers NEC</td>
<td>9115</td>
<td>18.5</td>
<td>43</td>
<td>497</td>
</tr>
<tr>
<td></td>
<td>Contractors and Supervisors in Trades and Transportation</td>
<td>9840</td>
<td>21.0</td>
<td>47</td>
<td>536</td>
</tr>
<tr>
<td></td>
<td>Construction Trades</td>
<td>12070</td>
<td>10.9</td>
<td>57</td>
<td>658</td>
</tr>
<tr>
<td></td>
<td>Machinists, Metal Forming, Shaping and Erecting Occup.</td>
<td>476</td>
<td>6.9</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Mechanics</td>
<td>1184</td>
<td>7.9</td>
<td>6</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Heavy Equipment and Crane Operators Including Drillers</td>
<td>1886</td>
<td>10.1</td>
<td>9</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>Transportation Equipment Operators and Related Workers</td>
<td>1635</td>
<td>19.4</td>
<td>8</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Trades Helpers, Construction, and Transportation Labourers</td>
<td>3166</td>
<td>7.5</td>
<td>15</td>
<td>173</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>9646</td>
<td>-</td>
<td>46</td>
<td>526</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>49018</td>
<td>12.7</td>
<td>233</td>
<td>2672</td>
</tr>
<tr>
<td>Manitoba</td>
<td>Other Managers NEC</td>
<td>532</td>
<td>17.1</td>
<td>18</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Contractors and Supervisors in Trades and Transportation</td>
<td>449</td>
<td>12.2</td>
<td>15</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Construction Trades</td>
<td>1083</td>
<td>13.3</td>
<td>36</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>Machinists, Metal Forming, Shaping and Erecting Occup.</td>
<td>21</td>
<td>6.5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Mechanics</td>
<td>166</td>
<td>18.3</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Heavy Equipment and Crane Operators Including Drillers</td>
<td>316</td>
<td>18.7</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Transportation Equipment Operators and Related Workers</td>
<td>71</td>
<td>19.0</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Trades Helpers, Construction, and Transportation Labourers</td>
<td>113</td>
<td>3.9</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>1039</td>
<td>-</td>
<td>35</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>3790</td>
<td>14.0</td>
<td>126</td>
<td>309</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>Other Managers NEC</td>
<td>149</td>
<td>6.3</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Contractors and Supervisors in Trades and Transportation</td>
<td>491</td>
<td>15.2</td>
<td>18</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Construction Trades</td>
<td>908</td>
<td>13.1</td>
<td>32</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>Machinists, Metal Forming, Shaping and Erecting Occup.</td>
<td>94</td>
<td>10.1</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Mechanics</td>
<td>208</td>
<td>26.8</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Heavy Equipment and Crane Operators Including Drillers</td>
<td>317</td>
<td>13.2</td>
<td>11</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Transportation Equipment Operators and Related Workers</td>
<td>71</td>
<td>13.2</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Trades Helpers, Construction, and Transportation Labourers</td>
<td>98</td>
<td>4.0</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>485</td>
<td>-</td>
<td>17</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>2821</td>
<td>11.7</td>
<td>101</td>
<td>237</td>
</tr>
<tr>
<td>PROVINCE</td>
<td>SELECTED CONSTRUCTION-RELATED OCCUPATIONAL GROUP</td>
<td>55+</td>
<td>PROP. 55+</td>
<td>AB. REPR.</td>
<td>INCR. REPR.</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-----</td>
<td>-----------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>Alberta</td>
<td>Other Managers NEC</td>
<td>2021</td>
<td>14.4</td>
<td>34</td>
<td>133</td>
</tr>
<tr>
<td></td>
<td>Contractors and Supervisors in Trades and Transportation</td>
<td>3073</td>
<td>14.3</td>
<td>51</td>
<td>202</td>
</tr>
<tr>
<td></td>
<td>Construction Trades</td>
<td>2968</td>
<td>7.2</td>
<td>50</td>
<td>195</td>
</tr>
<tr>
<td></td>
<td>Machinists, Metal Forming, Shaping and Erecting Occup.</td>
<td>778</td>
<td>15.7</td>
<td>13</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Mechanics</td>
<td>848</td>
<td>18.9</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>Heavy Equipment and Crane Operators Including Drillers</td>
<td>1719</td>
<td>18.4</td>
<td>29</td>
<td>113</td>
</tr>
<tr>
<td></td>
<td>Transportation Equipment Operators and Related Workers</td>
<td>144</td>
<td>6.4</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Trades Helpers, Construction, and Transportation Labourers</td>
<td>833</td>
<td>6.1</td>
<td>14</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>2796</td>
<td>-</td>
<td>47</td>
<td>184</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td>15180</td>
<td>10.5</td>
<td>254</td>
<td>1000</td>
</tr>
<tr>
<td>British Columbia</td>
<td>Other Managers NEC</td>
<td>3769</td>
<td>19.8</td>
<td>46</td>
<td>232</td>
</tr>
<tr>
<td></td>
<td>Contractors and Supervisors in Trades and Transportation</td>
<td>2238</td>
<td>14.6</td>
<td>27</td>
<td>138</td>
</tr>
<tr>
<td></td>
<td>Construction Trades</td>
<td>3830</td>
<td>10.9</td>
<td>47</td>
<td>236</td>
</tr>
<tr>
<td></td>
<td>Machinists, Metal Forming, Shaping and Erecting Occup.</td>
<td>394</td>
<td>20.2</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Mechanics</td>
<td>1141</td>
<td>28.7</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Heavy Equipment and Crane Operators Including Drillers</td>
<td>1967</td>
<td>28.1</td>
<td>24</td>
<td>121</td>
</tr>
<tr>
<td></td>
<td>Transportation Equipment Operators and Related Workers</td>
<td>506</td>
<td>29.9</td>
<td>6</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Trades Helpers, Construction, and Transportation Labourers</td>
<td>1483</td>
<td>10.3</td>
<td>18</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>3544</td>
<td>-</td>
<td>43</td>
<td>218</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td>18872</td>
<td>15.5</td>
<td>230</td>
<td>1162</td>
</tr>
</tbody>
</table>

1 The total number of employed workers aged 55 years and older in 2003 in the occupation. Given a median retirement age of 64, we assume that half the contingent of the 55+ workers will retire within nine years.

2 The proportion, in percentage, of the employed workforce aged 55 years and older in relation to all age groups in the same occupation.

3 The estimated number of employed Aboriginal workers aged 55 years and older in the occupation. The Aboriginal presence is calculated by multiplying the proportion of Aboriginal people in the labour force aged 55 years and older (using Census 2001 data) in all construction-related occupations, for each province, by the number of employed workers aged 55 years and older in 2003 in the same occupational group and province (column 1).

4 New Aboriginal employment needed to replace all retiring construction workers in the next nine years, assuming a five% increase in Aboriginal penetration in construction employment for this age group.

APPENDIX E

List of Focus Group Participants

VANCOUVER, British Columbia
Hosted by the First Nations Employment Society
Erica Potts
Chelsea Scow
Jerry Green
Julian Wolfchild
Lyman Dawson
Melissa Steinhauer
Lawrence Guerin
Jason George
Rivers Stonechild
Grace Bird
Stanley Hulbert

EDMONTON, Alberta
Hosted by the Métis Nation of Alberta
Ashley Delorme (Youth)
Bradley Bertrand (Youth)
Joseph Stanley (Youth)
Darryl Tokohopie (Youth)
Mable Morin (Youth Service Provider)

EDMONTON, Alberta
Hosted by the Métis Nation of Alberta
Krista McFadyen, Alberta Human Resources and Employment
Olie Schell, Alberta Learning
Bev Niv, Métis Settlement Strategic Training Initiatives
Marty Henning, Trades 2000
Ivan Plante, Aboriginal Youth and Family Well-Being and Education Society
Giesla Mueller (Youth service provider)

OTTAWA, Ontario
Hosted by the Odawa Friendship Centre
Philip Commanda
Jody John
Devan Frost
Justin Polson
Dawn Ottery
Justin Solomon
Ury Thomson
Lyle Young

HALIFAX, Nova Scotia
Hosted by the Mi’kmaq Native Friendship Centre
Dan Stephens
Emma Brooks
Tabitha Morrison
Candace Prosper
Clarence Mayham
Joseph Brooks
Angelina Brooks
Neebun Bear
Jeremy Thomas
Leonard Nicholas
APPENDIX F

List of Key Informants and Program Representatives

Guy Barnable, Skills Canada, Northwest Territories/Nunavut
Brian Bickley, Syncrude Corporation
Joe Black, Senior Years Apprenticeship Option, Manitoba
Stephen Bomberry, Independent Indian Group (IIBG) and also President, Bomcor Associates Ltd.
Rob Egan, Executive Director, Act Now (Vancouver)
Tony Fanelli, VP, Employee Relations, Comstock Canada Ltd. & CSC Board
Dana Francis, Manager of Construction, Khowutzun Mustimuhw Construction Limited Partnerships
Edith Garneau, Commission de la construction du Québec
Geoff Gay, Project Manager, Athabasca Economic Development & Training Corporation (AEDT)
David Gilday Director of Apprenticeship, Education, Culture & Employment College and Career Development, NWT
Craig Hall, National Program Director, Aboriginal Human Resources Development Council of Canada
Keith Henry, Metis Provincial Council of British Columbia (MPCBC)
Cody Kenneally, HR Manager, Nunavut Construction Corporation (NCC)
Daniel Jeanes, Youth Coordinator, Mi’kmaq Native Friendship Centre (Halifax)
Jacquie Lavallee, Executive Director, Taking Charge (Winnipeg)
Solang Loiselle, Kativik Regional Government (KRG)
David Martin, Executive Director, Manitoba Building & Construction Trades
Wendy Maher, Manager of Program Development, Apprenticeship and Certification Branch, Training and Employment Development, NB
Manley McLachlan, CEO, British Columbia Construction Association
Wayne McClelland, Carpenter’s Union (Manitoba)
Normand Morin, conseiller régional aux projets spéciaux, Commission de Développement des Ressources Humaines des Premières Nations du Québec
Roy Mussell, Chief, Sto:lo Nation (Chilliwack, B.C.)
Guy Poncelet, Saskatchewan Aboriginal Apprenticeship Initiative, SIIT
Don Pongracz, Aboriginal Apprenticeship Industry Training (Kamloops)
Ed Pongracz, Lower Columbia All First Nations (Castlegar)
Glenda Restoule, Manager, Aboriginal Capacity Development, Organization: CMHC, Assisted Housing, Ontario
Janet Riopel, President & CEO, Careers – The Next Generation, Edmonton
Kerry Robinson, Manager, Program Development, Aurora College, Fort Smith, Nunavut
Robert Ryan, TYCOP Coordinator, Ontario First Nation Technical Services Corporation
Olie Schell, Alberta Learning, Apprenticeship and Training
Ken Shirt, NAIT
Danita Strawberry, Tribal Chiefs Ventures
Trevor Weir, Training Superintendent and Robert Beaulieu, Aboriginal Employment Coordinator (with HR), BMP Billiton Diamond Mines, Northwest Territories
Clare Wheesk, Community Development Officer for Employment and Training Services, Mushkegowuk Council (Northern ON) / Co-chair, Workforce 2000
Judy Whiteduck, Director of Economic Development, Assembly of First Nations
Linda Zaluska, Employment Referral and Training Officer, Odawa Friendship Centre (Ottawa)
Bibliography


Ben Brunnen, Canada West Foundation, Aboriginal Workers are the Skilled Labour Force of the Future, June 2004.


Ministry of Community, Aboriginal and Women’s Services, Partnership Increases Jobs for Aboriginal People, News Release, June 2004.


The Daily, November 2003.

The Construction Sector Council (CSC) is a national organization committed to the development of a highly skilled workforce—one that will support the current and future needs of the construction industry in Canada.

Created in April 2001, and financed by both government and industry, the CSC is a partnership between labour and business. The CSC is governed by a Board of Directors who represent a variety of interests within the construction industry. At the heart of the CSC’s mandate is the need to address human resource issues through partnerships within the construction industry.

Like many industries, the construction industry faces a number of human resource challenges. These include the need to accurately forecast labour demand and supply, to increase the mobility of workers, to make the most of new technologies, and to cope with an aging workforce. As a result, the CSC has identified four key priorities:

1. Labour Market Information
2. Technology at Work
3. Career Awareness Programs
4. Standards and Skills Development

This study is part of a series of research papers produced through the CSC’s Labour Market Information (LMI) program. The LMI program represents a significant component of CSC activities. It will drive the future work of the organization and inform industry and government decision making.

The Aboriginal Human Resource Development Council of Canada (AHRDCC) is a national public-private partnership with a mandate to increase participation of Aboriginal peoples in Canadian labour markets. The Council’s three to five year objectives are to:

1. Increase the number of employers that recruit, retain and promote Aboriginal people
2. Have Aboriginal human resource strategies and templates implemented by demand and supply organizations across Canada
3. Provide Aboriginal people with the skills and learning needed for employment

The Council organizes its work activities around three main “business” divisions. The Council is mandated to work with sector councils and Aboriginal Human Resource Development Agreement Holders (AHRDAs), bringing together a wide range of partners in support of skills and learning pilots. A second division within the Council works with employers and the need for inclusion strategies; while a third division develops knowledge assets (i.e. human resource templates and strategies) for employers and Aboriginal groups.

The Council has a two tiered governance structure including a Board of Directors and Champions. Its governance table includes representation from each of the five national Aboriginal organizations, education and labour. Its Board and Champions roster also includes leaders from the public and private sector; ministers from provincial and federal governments as well as CEOs of major companies.

This report is also available in French, and it is available electronically at www.csc-ca.org or www.ahrdcc.com.

For more information, or additional copies contact:

The Construction Sector Council
220 Laurier Ave. West, Suite 1150
Ottawa, Ontario, K1P 5Z9
Phone: (613) 569-5552
Fax: (613) 569-1220
info@csc-ca.org

The Aboriginal Human Resource Development Council of Canada
820-606 Spadina Crescent East
Saskatoon, SK, S7K 3H1
Toll Free: (866) 711-5091
Fax: (306) 956-5361
contact.us@ahrdcc.com

A Study of Aboriginal Participation in the Construction Industry
Prepared for the Construction Sector Council and the Aboriginal Human Resource Development Council of Canada
Submitted by the Canadian Labour Business Centre, Ottawa, ON

Fall 2005
Funding for this project was provided by the Government of Canada’s Sector Council Program.

The opinions and interpretations in this publication are those of the CSC and AHRDCC and do not necessarily reflect those of the Government of Canada.
A Study of Aboriginal Participation in the Construction Industry