

# SHAPING TOMORROW'S WORKFORCE

Timmins, April 26, 2023



## REPORT



FAR NORTHEAST TRAINING BOARD (FNETB)  
your local labour market planning network

COMMISSION DE FORMATION DU NORD-EST (CFNE)  
votre réseau local de planification du marché du travail

Canada

EMPLOYMENT  
ONTARIO EMPLOI  
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Ontario

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## **INTRODUCTION:**

'Shaping Tomorrow's Workforce' was intended to be a starting point, with a focus on education. More specifically the goal of the event was to provide a forum for educators to hear from industry representatives about the current and future employment opportunities. The event also aimed to help improve communication between educators and employers to better assist students at all levels with workplace experiences such as coop placements, apprenticeships, industry tours and presentations, etc.

'Shaping Tomorrow's Workforce' provided a timely and much needed opportunity to meet in person to discuss the very important topic of preparing the next generation of workers. The input shared by educators and employers on the day of the event and in the evaluation reveals an overall appreciation of the opportunity to interact, share ideas, and make new connections.

We would like to acknowledge the disappointment expressed by some stakeholders present at the event who are not in education, and who would have liked the discussions to focus also on solutions to better integrate other groups in the local labour market (ex: adult job seekers, persons with disabilities, newcomers).

We realize that there are others who share the important responsibility of shaping our future workforce, but the April 26<sup>th</sup> event, as was stated in the invitation, focused on educators and on how to better inform and prepare students for current and future employment opportunities.

That said, we want to highlight that the FNETB has plans in the coming months to host other events that will have a more general workforce planning focus. Details of those events will be communicated in the coming weeks and months.

On behalf of the partners involved in hosting 'Shaping Tomorrow's Workforce': District School Board Ontario Northeast, Northeastern Catholic School Board, Conseil scolaire catholique de district des Grandes Rivières, Conseil public du Nord-Est, Destination

Réussite, Collège Boréal, Northern College, and the Timmins Chamber of Commerce, we are pleased to provide this report.

This document provides:

- highlights from some of the discussions.
- the results of the online evaluation of the event.
- copies of the presentations.
- as requested by some of the participants and with their permission, the contact information for the industry panel members.
- A list of attendees, but without individual permissions, we are not at liberty to share their contact information. The list does include their title and the organization they are affiliated with.

Finally, thank you to all who attended and contributed to this important discussion. We look forward to seeing you at future events where we could continue to work together to shape tomorrow's workforce.



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## INDUSTRY PLANEL NOTES:

*(The following does not reflect word for word the responses provided by the panel presenters to each of the question but rather a summary of some of key messages conveyed).*

The theme for today's event is 'Shaping Tomorrow's Workforce'. What does tomorrow's workforce look like to you? Describe the skills and competencies your perfect hire will have. Within your organization, how are you ensuring employees today are shaped for tomorrow's needs?

- We are looking for employees that demonstrate commitment, dependability/stability, loyalty, accountability, ability to manage conflict.
- Employees who are creative/resourceful, who have a good attitude, good work ethics.
- We put emphasis on people who are willing to learn. If they lack the industry specific knowledge, we will train if they are hard working and show passion for what they do.

For which occupations is the demand the highest, or will be the highest within your industry? What challenges are you facing, or expect to face with the recruitment and retention of workers for those occupations?

- Trades are in high demand – heavy equipment mechanics, welders, millwright (looking for people with 2-3 years of experience).
- Labourers.
- Heavy equipment operators.
- In health sector it is not just doctors and nurses, it is a broad range of occupations: administrative, human resources, housekeeping, kitchen, maintenance.
- At the municipal level- building official, workers for public works, there is a shortage of youth interested in working as lifeguards.

### Challenges:

- As our mining project advances, we will need 1,000 in 2027, we know that it will be challenging because of the shortages. We are currently promoting mining outside of the region to encourage people from southern Ontario and other jurisdictions and who might not be thinking about mining as an option to consider it.
- The competition is fierce, employers are recruiting for similar positions across different industries.
- We know that employees more and more look for work life balance, so we try to accommodate that.

With the aging population, and consequently an aging workforce, how is your organization planning a succession? Are there many young workers within your organization? What has been your experience with the recruitment and retention of young workers?

- Matching experienced workers with youth to ensure the transfer of knowledge.
- Challenge = having experienced mentors.
- Not enough emphasis on promoting careers in construction. The sector offers good jobs but is not promoted as much as it should to young people as a career option. Youth looking for desk jobs vs physical work.
- McDonalds/service sector – seen as a short-term career (part-time, student employment) when it offers the broader/lifelong career/business opportunities.
- Being a good employer = employee retention.
- Our company offers a bursary. Challenge = schools declined to have us present it at the graduation ceremony.
- We work around youths' schedule to allow them to pursue their other activities (school, sports, leisure).

How familiar are you with the experiential learning or workplace experience programs that are available either with the local high schools or post secondary institutions? Does your organization offer, or has your organization ever provided job placements for students (high school or post secondary)? When you/your organization is approached about a job placement, what is the process for deciding if you will accept a placement?

- Hospital – 300 placements/year (including college and university) + 50 coop. Taking all that is possible when mentors/preceptors are available.
- Internships are available but there is no uptake from youth when job is posted.
- For some, the age requirement is a challenge as youth on placements must be 18 years old.

Does your organization offer other kinds of workplace experiences such as industry tours, presentations to students, etc (high school or post secondary)?

- All are open to offer industry tours and to presenting to students when asked and when possible, re: timing and capacity.
- We participate in events to promote careers options ex: mining expo, career/job fairs.

## NOTES – GROUP DISCUSSIONS

### Table 1

- The discussion was around prior learning assessment:
  - o Providing opportunity for employees to upgrade while at work.
  - o Agnico suggests bringing employees on board even if they don't have their high school diploma (Grade 12) so that they can work and do their schooling at the same time. Particularly those who have difficulty at school. This would allow them to see how what they learn in school is applied at work.

### Table 2

- o Ensure that schools connect with the chambers of commerce for networking and promotion of placement and experiential learning opportunities.

### Table 3

- o Host forums with employers for students and parents.
- o It is sometimes difficult to have contacts within companies so creating a link between the schools and the chambers of commerce to access those contacts.

### Table 4

- Rural schools:
  - o Concentrate our efforts on :
    - Promotional videos.
    - Industry tours ('Business Crawl' – students and teachers tour several businesses/industries).
- Out-migration :
  - o Compare the cost of living (here vs large urban centers).
  - o Show the value of staying.
  - o Share testimonials.
  - o Promote quality of life.
- Adapt education :
  - o 66% change careers
  - o Adapt delivery methods
  - o More micro-credentials

### Table 5 & 6

- o Continue the collaboration to respond to the workforce demand.
- o Address the inter-generational communication gaps.

**Table 7**

- Address the population issue, out-migration, attract from other provinces and Southern Ontario.
- There is a disconnect with guidance counsellors.
- School boards could create employer committees to maintain communication of needs.

**Table 8**

- Promoting the lifestyle / advantages of staying in the region.
- When recruiting to meet needs make sure that we also promote opportunities for spouses and families to ensure retention.

**Table 9**

- For COOP: collaboration between school boards, chambers of commerce and economic development corporation to reach employers.
- Create an information coop package that contains information from high school, college, and university coops for parents, so they better understand the steps and importance.
- Promote coop placements to employers as a return on investment.

**Table 10**

- Focus on parents:
  - Have a parent day to showcase all educational and employment pathways that are available for their children. This could help eliminate stress on students who don't see the same pathways as their parents.

**Table 11**

- Diversity in accessibility
- Create one hub to see what all organizations do instead of searching for them individually online. A one stop shop that has an interactive chat so members can help each other out with, for example, a placement.

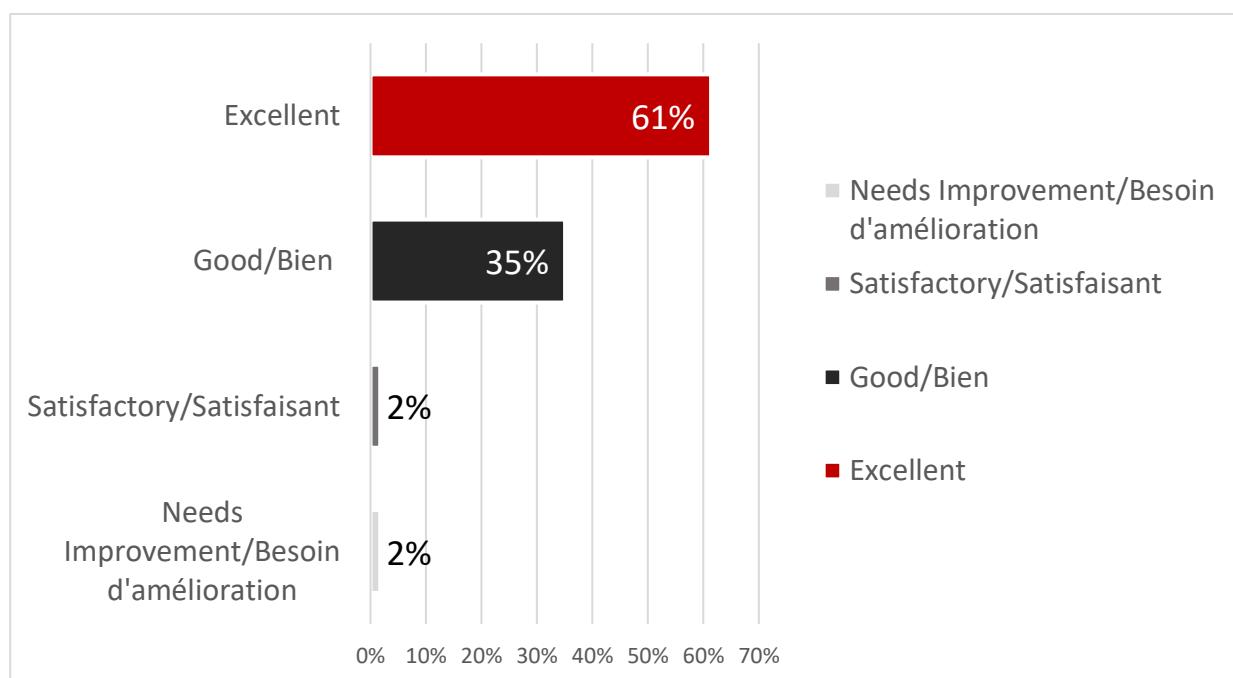
## PARTICIPANTS' EVALUATION

(Responses to online survey/Réponses au sondage en ligne : 57 = 28 FR + 29 ENG)

*(Text in regular font is original comment. Text in italic is the translated version.*

*Le texte en format régulier est le commentaire original. Le texte en italique, la traduction).*

### Question 1 – Opening presentation- Local Labour Market Conditions /Présentation d'ouverture – Conditions du marché du travail (57 responses/réponses)

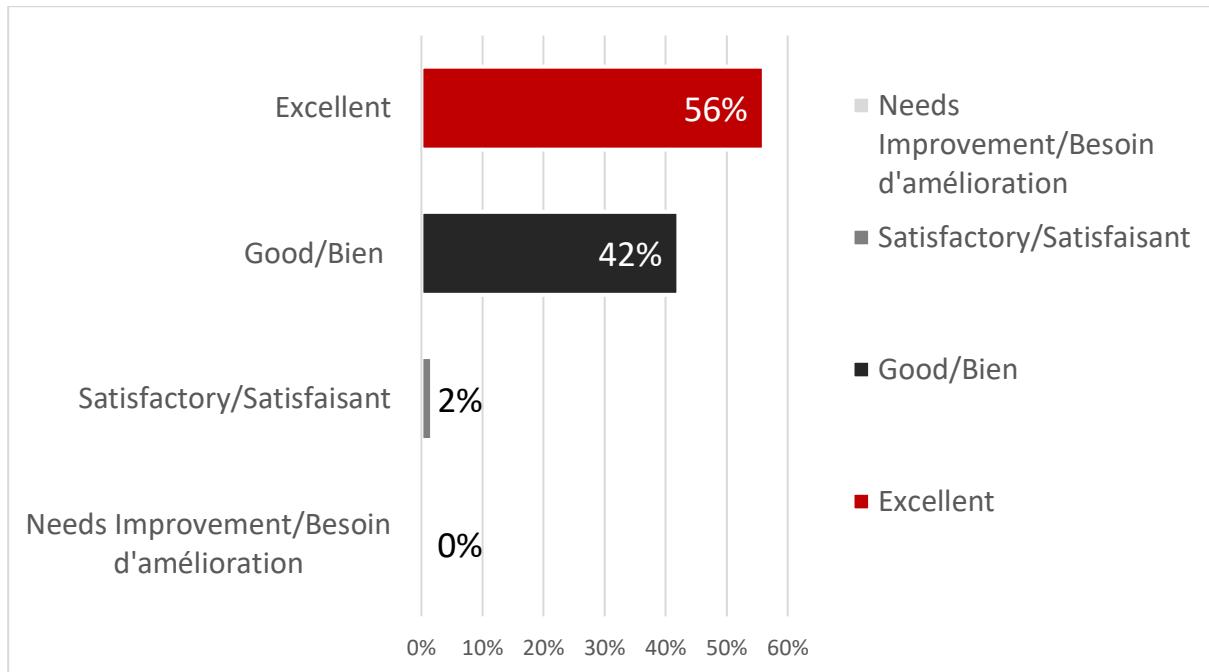


### COMMENTS/COMMENTAIRES:

- Great infographic on workforce representation for every person over the age of 65. Very impactful. (*L'infographie représentant la main-d'œuvre pour chaque personne âgée de 65 ans ou plus. Très percutant*).
- Just time constraints made it a little rushed, but very informative. (*La limite de temps a fait en sorte que c'était plutôt rapide, mais très instructif*).
- Would be great if all participants were able to have this information emailed to them. (*Ce serait bien si tous les participants pouvaient recevoir cette information par courriel*).
- Lors de la présentation à l'AGA, il y avait plus de données. Je crois que ceux-ci ont vraiment alimenter la discussion, surtout que certains nombres étaient révélateurs de

l'avenir et que nous devions agir. (*During the presentation at the AGM, there was more data. I think that this data really fed the discussion, especially since some of the numbers were revealing regarding our future and that we need to act*).

## Question 2 – Industry panel / Panel d'industries (57 responses/réponses)



## COMMENTS/COMMENTAIRES:

- There was similar representation at the last meeting. (*Il y avait une représentation semblable lors de la dernière réunion*).
- Informative. Great to hear from others in the industry. (*Instructif. C'est bien d'entendre d'autres représentants d'industrie*).
- I loved the varied perspectives they brought forward. (*J'ai aimé les différentes perspectives qu'ils ont apportées*).
- Possibly include solutions (benefits, staff attraction) as well, for everyone to work together. The panel was great to state what they experience, however more recommendations would be helpful. (*Peut-être inclure aussi des solutions (avantages, recrutement de personnel), pour que tout le monde travaille ensemble. Le panel était excellent à exprimer leurs expériences, toutefois davantage de recommandations aurait été utile*).

- I would have loved to hear from the colleges about the stats of students. How many students are in the programs. (*J'aurais aimé que les collèges présentent des statistiques sur les étudiants. Combien d'étudiants il y a dans les programmes*).
- The employer representatives did a great job. Would have liked to hear more about their opinions on what's missing or what's needed in addition to what they are doing. (*Les employeurs ont fait un excellent travail. J'aurais aimé connaître leurs opinions sur ce qui manque ou ce qui faudrait au-delà de ce qu'ils font déjà*).
- We heard a lot about the barriers coming from the employers' perspective but as a job consultant, we see barriers that our clients face from the point of even applying for jobs. (*Nous avons entendu la perspective des employeurs par rapport aux défis mais en tant que consultante à l'emploi, nous voyons les barrières auxquelles font face nos clients quand vient le temps de postuler un emploi*).
- Les gens avaient vraiment de bons points et ont super bien expliqué la situation actuelle de leur perspective. Excellente qualité / excellent choix de représentants. J'ai été impressionnée par leur vocabulaire et la façon dont ils ont élaboré leurs idées. (*People raised really good points and did a super job of explaining the current situation from their perspective. Excellent quality / excellent choice of representatives. I was impressed at how well spoken they were and the way in which they shared their thoughts*).
- Belle représentation de tout le marché du travail et opportunités. (*Nice representation of the labour market and opportunities*).
- Une idée: pourrait être intéressant d'avoir un panel de jeunes travailleurs afin de voir ce qui a fonctionné pour eux dans le cadre du recrutement. Ou encore avoir des retraités qui reviennent sur le marché du travail, des gens qui font un changement complet de carrière. Un panel de représentants la main-d'œuvre du Nord. (*An idea: it would be interesting to have a panel of young workers to hear what worked for them during recruitment. Or have retirees who came back to the labour market, people who changed career completely. A panel that would represent the Northern workforce*).
- Encore, le panel de l'AGA partageait les préoccupations, mais était beaucoup plus axé sur le travail de groupe pour trouver des solutions. En comparaison, j'ai trouvé que le panel cette fois cherchait plus à se faire offrir des solutions. (*Again, the panel at the AGM shared their challenges but was focused more on working together to find solutions. In comparison, I found that this time the panel was looking for solutions to be offered*).

Question 3 – Overview of pathways and options for students / Aperçu des cheminements pour les élèves (56 responses/réponses)

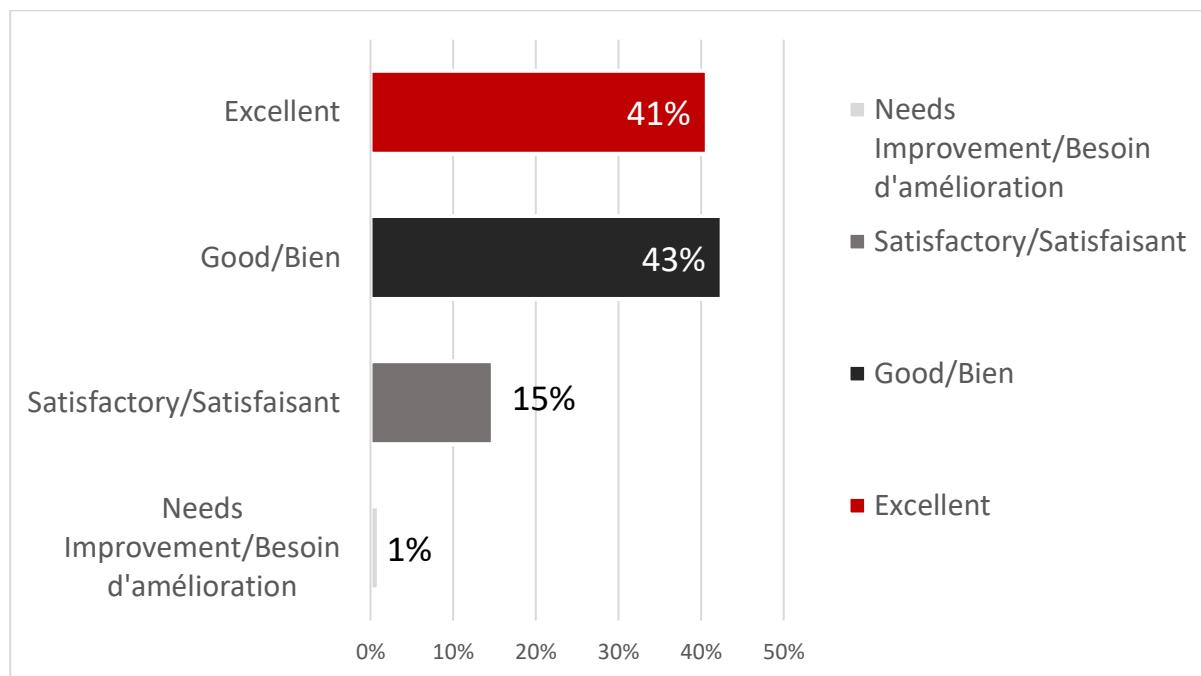


COMMENTS/COMMENTAIRES:

- Voice from secondary schools missing from panel, perceptions in place by many in groups not lined up with current context of secondary schools. (*La voix des écoles secondaires manquait sur le panel. Les perceptions de plusieurs dans le groupe ne rejoignent pas le contexte actuel dans les écoles secondaires.*)
- I'm a Coop teacher and guidance counsellor, I feel like some of the presentations were a bit too 'edu-speak' for those that are not familiar with educational terminology, etc. It might also be helpful to have handouts accessible for members of industry so that they could bring the information back to others in their organization or other businesses who may be interested in having a Coop student. (*Je suis enseignant Coop et conseiller en orientation, j'ai trouvé que certaines des présentations étaient trop axées sur le côté 'technique' de l'éducation pour ceux et celles qui ne sont pas familier avec la terminologie du milieu éducationnel. Il serait peut-être aussi utile d'avoir un dépliant disponible pour les représentants d'industries afin qu'ils puissent ramener cette information à d'autres membres de leur équipe ou d'autres entreprises qui seraient peut-être intéressés à accueillir un élève Coop.*)
- It was quick, a follow-up resource of the available options would be helpful. (*C'était rapide, un document de suivi des options disponibles serait utile.*)

- Good info, I could have spent more time on this topic to expand information. (*Bonne information, on aurait pu passer plus de temps sur ce sujet pour élaborer davantage*).
- The information shared about recruitment of students in secondary and post secondary was surprising in some ways to learn that companies were using innovative ways in engaging youth and the methods being used, particularly in the case of the Miller Group. (*L'information partagée sur le recrutement d'étudiants au niveau secondaire et post secondaire était surprenante dans un sens et d'apprendre que des compagnies utilisent des façons novatrices pour impliquer les jeunes, particulièrement dans le cas de Miller Group*).
- Include other services here as well such as March of Dimes. (*Inclure d'autres services aussi tel que March of Dimes*).
- I heard more about high school students and not enough about college or university students. (*On a beaucoup parlé des élèves du secondaire mais pas assez des étudiants des niveaux collégial et universitaire*).
- It was a little rushed. (*C'était un peu pressé par le temps*).
- There seems to be a disconnect often times as job consultants and developers, we are brought in to assist with finding employers to take on students or apprentices and we struggle to find the employers. (*On semble souvent déconnecté, en tant que prospecteur d'emploi et conseiller à l'emploi, on nous demande d'aider à trouver des employeurs pour des placements d'élèves et des apprentissages mais nous avons de la difficulté à trouver des employeurs*).
- Disappointed that Contact North was not invited to set up a booth along with other training partners. (*Nous sommes déçus que Contact Nord n'ait pas été invité à installer une table avec les autres partenaires*).
- Nothing for international students or immigrants. (*Rien pour les étudiants internationaux et les immigrants*).
- Trop axé sur ce que le collège offre (et les écoles aussi un peu) au lieu d'être pointé spécifiquement sur le partenariat entre école et industrie et comment ce partenariat peut faire en sorte de garder notre main-d'œuvre à la maison. (*Too much focus on what the college offers (and the schools too) instead of being more specific to partnerships between schools and industry and on how that partnership could help keep our workforce here*).

## Question 4 – Group discussions / Discussions en groupes (54 responses/réponses)



### COMMENTS/COMMENTAIRES:

- I liked the discussions, and the opportunity to talk with all the different people, hear their perspectives, etc. It would be nice to try a 'round-table' aspect (similar to a speed-dating situation) which would give everyone a formal opportunity to meet; there were members from the businesses that I wanted to network with, but didn't get the chance during lunch (and didn't want to bother them while they were eating), and they weren't the ones that I was sitting with in my group. (*J'ai aimé les discussions, et l'opportunité de parler à différentes personnes, entendre leurs perspectives, etc. Ce serait bien d'essayer un genre table ronde ('speed dating') qui donnerait à tous une occasion formelle de se présenter; il y a des représentants d'industrie à qui je voulais parler mais je n'ai pas eu la chance pendant le dîner (et je ne voulais pas les déranger pendant qu'ils mangeaient), et ce n'était pas ceux là qui étaient à ma table.*)
- Great collaboration and opportunity to discuss. (*Belle collaboration et opportunité de discuter*).
- Really interesting to listen to everyone's different perspectives. (*Vraiment intéressant d'entendre les différentes perspectives*).
- I suggest having a designated leader to guide the conversation. Our table seemed to be comprised of mostly introverts. (*Je suggère d'avoir une personne désignée pour*

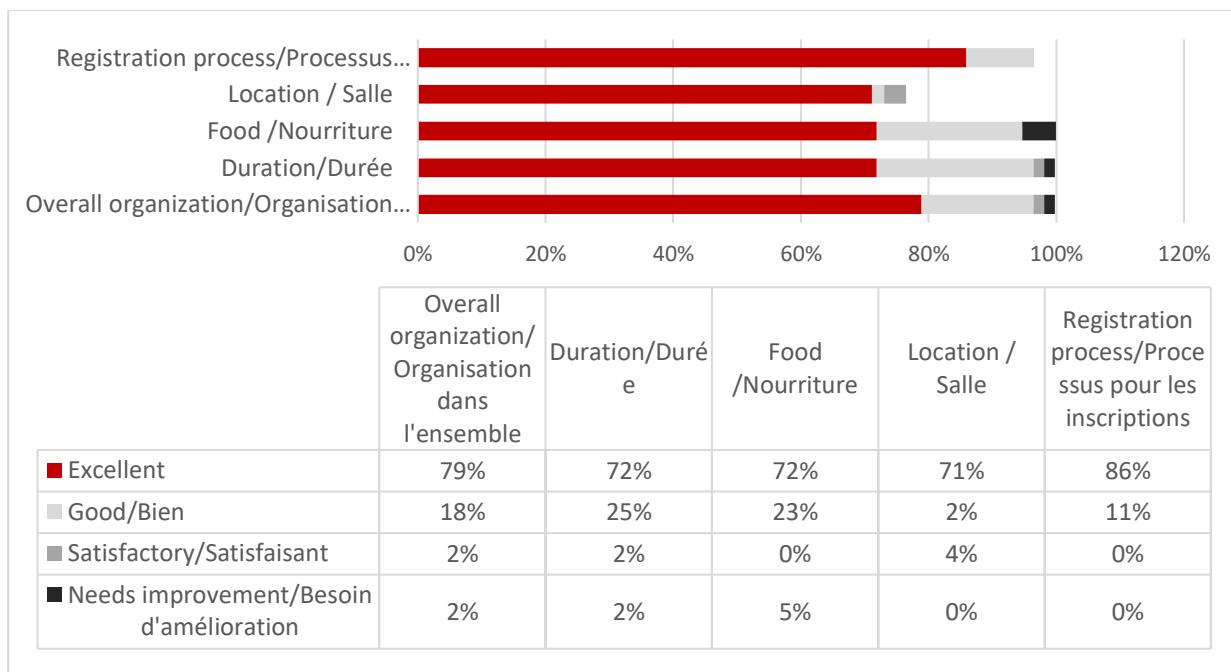
*guider la conversation. Notre table semblait comprendre principalement des personnes introverties).*

- Very engaging. Everybody has the same end goal. It's just a matter of us all working together to accomplish it. Great dynamic of people in the room for this. (*Très engageant. Tout le monde a le même but. Il suffit de tous travailler ensemble pour l'accomplir. Une belle dynamique dans la salle pour ceci*).
- There was confusion at first in our group as to what we were to be discussing. Perhaps a more disciplined outline? (*Il y avait de la confusion au début dans notre groupe sur ce dont on devait discuter. Peut-être des grandes lignes davantage claires*).
- Enjoyed the conversations, would have liked the time to move tables more, discuss opinions with more people. (*J'ai apprécié les conversations, j'aurais aimé avoir le temps de circuler à d'autres tables pour discuter avec plus de gens*).
- I would have loved to hear about recruitment efforts or incentives given to keep local graduates in the region. (*J'aurais aimé entendre parler des efforts de recrutement et des incitatifs pour garder les diplômés dans la région*).
- We came up with some practical suggestions to improve communications between industry and education regarding workforce needs and pathways. (*Nous sommes parvenus à des suggestions pratiques pour améliorer la communication entre les industries et l'éducation par rapport aux besoins de main-d'œuvre et aux cheminements*).
- Would have liked more pointed questions to discuss to keep the group on track. By not having a unifying goal, I think the group spent time discussing items related to the event but not pointed on the topic. (*J'aurais aimé avoir des questions plus ciblées pour la discussion. N'ayant pas de but unificateur, je crois que le groupe a passé le temps à discuter de choses liées à l'évènement plutôt que du sujet proposé*).
- Large focus on high school students only. (*Grande emphase sur les élèves du secondaire seulement*).
- J'aurais aimé des questions pour diriger la discussion au début. (*I would have liked questions at the beginning to direct the discussion*).
- Beaucoup de pédagogue à notre table, 4 profs, coordonnateur d'un conseil, représentante du ministère, ainsi qu'un membre du collège. Peut-être avoir une plus grande variété – mélanger français et anglais possiblement. (*A lot of educators at our table, 4 teachers, one school board coordinator, one ministry representative, and one college representative. Maybe have more variety – mix the French and English*).
- Nous n'étions que deux employeurs avec une dizaine d'éducateurs. Il aurait pu être intéressant de changer de table une fois afin de créer d'autres liens avec par exemple les chambres de commerce ou autres employeurs. (*There were only two employers with about ten educators. It could have been interesting to change tables once in*

*order to create more connections for example with the chambers of commerce or other employers).*

- Je comprends le vouloir de diviser des groupes francophones et anglophones, mais il y avait beaucoup trop de représentation des conseils scolaires aux tables francophones. J'aurais préféré me retrouver à une table anglophone afin d'obtenir un meilleur échange. (*I understand wanting to divide into Francophone and Anglophone groups but there was too much school board representation at the Francophone tables. I would have preferred to be at an Anglophone table in order to have a better exchange*).

#### Question 5 – Event in general / L'ensemble de l'activité (57 responses/réponses)



#### COMMENTS/COMMENTAIRES:

- I realize there is a coat rack in the lobby, but we should be encouraging participants to use it rather than having coats behind seats that could cause tripping hazards. (*Je sais qu'il y a un endroit pour les manteaux dans le lobby mais on devrait encourager les participants à l'utiliser au lieu d'avoir les manteaux sur les sièges pour éviter que les gens trébuchent*).
- Thank you so much for having me. Last time I attended this, there were labour market printouts available, as well as job descriptions with salaries, Northern prospects, etc... I REALLY liked that as I used them to advertise these opportunities to students. If we could have something like that again, that would be great!!! (For the

Guidance counsellors/Coop Teachers). (*Merci beaucoup de m'avoir invité. La dernière fois que j'ai participé, il y avait des copies imprimées avec de l'information sur marché du travail, incluant les descriptions d'emploi, les salaires, et les opportunités dans le Nord, etc...J'ai beaucoup aimé cette information parce que je l'utilise pour promouvoir les opportunités auprès de mes élèves. Si nous pouvons avoir quelque chose de ce genre à nouveau, ce serait bien (pour les conseillers en orientations et les enseignants Coop)).*

- I am allergic to bacon and food was not marked with what it contains. And as being vegetarian I had very limited option in which I accidentally ate potato salad that had bacon :( (*Je suis allergique au bacon et ce que contenait la nourriture n'était pas affiché. En tant que végétarien mes options étaient très limitées et j'ai accidentellement mangé de la salade de pommes de terre qui contenait du bacon*).
- Great event and I look forward to attending more in the future. (*Excellente activité et j'ai hâte de participer à nouveau à l'avenir*).
- The washroom facilities at the location need improvement. Most of the stalls don't lock and most of the toilets weren't flushing. Everything else was great besides that! (*Les salles de toilettes à cet endroit ont besoin d'amélioration. La plupart des portes ne verrouillent pas et la plupart des cabinets ne fonctionnent pas. Tout le reste était excellent!*).
- Great job to the planning team! :) (*Excellent travail de la part de l'équipe de planification!*).
- Everything was very well done by the FNETB, as usual. Cedar Meadows seems to have gone downhill over the past few years (COVID was probably hard for the business). The food could be better, but it wasn't too bad. (*Tout était très bien fait par la CFNE, comme à l'habitude. Cedar Meadows semble perdre du terrain depuis les dernières années (la COVID a probablement été difficile pour l'entreprise). La nourriture aurait pu être meilleure, mais elle n'était pas si pire*).
- The event was good. The individual introduction took a bit of time, but it was nice to get an understanding of where everyone came from/who they were representing. (*L'activité était bien. Les introductions personnelles ont pris un peu de temps mais c'était bien de comprendre qui étaient les gens et d'où ils venaient*).
- Schedule was off all day, breaks were skipped. too much time listening to panel speakers, not enough time to network. (*L'horaire était décalé toute la journée, les pauses ont été manquées. Trop de temps à écouter les membres du panel, pas assez de temps pour réseauter*).
- *Bonne organisation et participation d'employeurs et organismes pertinents.* (*Well organized and good participation by employers and relevant agencies*).
- *Super bien organisé!* (*Super well organized!*).

**Question 6 – What did you like the most about the event? Qu'avez-vous le plus aimé de cette activité? (50 responses/réponses)**

- The interaction. (*L'interaction*).
- Having the different groups (schools, industries, ministry, etc.) in one room talking and collaborating. (*D'avoir les différents groupes (écoles, industries, ministères, etc.) dans une salle pour parler et collaborer*).
- I enjoyed learning what employability skills employers were looking for in students. I also enjoyed hearing about the various options available to students through Coop, apprenticeships, for entering the workforce, assistance with post secondary costs through employer programs, etc. (*J'ai aimé apprendre quelles sont les compétences d'employabilité que les employeurs recherchent chez les élèves. J'ai aussi aimé entendre parler des différentes options qui sont disponibles pour les élèves par l'entremise des programmes Coop, de l'apprentissage, pour l'entrée sur le marché du travail, les programmes d'appui des employeurs pour les études postsecondaires, etc.*).
- Personable and friendly vibe, very comfortable setting for sharing of information. Introductions of whole group played a big part. (*Ambiance amiable, environnement très confortable pour le partage d'information. L'introduction de tous y a contribué.*)
- Hearing from industry partners – valued hearing about the heightened need for soft skills. (*Entendre les partenaires sur le panel – j'ai apprécié entendre parler du besoin et de l'importance des compétences essentielles*).
- Representation. (*La représentation*).
- It was nice to be with people from a variety of industries. (*C'était bien d'être avec des personnes de différentes industries*).
- The ability to discuss with the various individuals and backgrounds – learning about current issues industries in the North are facing. (*De pouvoir discuter avec des personnes de différents milieux – en apprendre sur les défis auxquels font face les industries du Nord*).
- That it was a regional event, opportunity to network and gain perspectives from participants outside of Timmins. (*J'ai aimé que c'était une activité régionale, une opportunité de réseauter et d'avoir les perspectives de participants de l'extérieur de Timmins*).
- I loved that we had to mingle after lunch with people from different organizations and we got a chance to know more employers and what they do. (*J'ai aimé que nous avons dû réseauter après le dîner avec des personnes de différents organismes et que nous ayons eu la chance de connaître d'autres employeurs et ce qu'ils font*).

- Hearing others in the employment industry with same issues. (*Entendre des personnes d'autres industries qui embauchent et qui font face aux mêmes défis*).
- Industry panel question period. (*La période de questions avec le panel*).
- Appreciated that it was in person. (*J'ai apprécié que ce soit en personne*).
- The panel discussion with the floor open to questions. Great information sharing opportunity. (*Le panel suivi de questions. Une excellente opportunité de partager*).
- Networking, meeting other employers. Having the school boards there was great, especially the Coop discussions. (*Le réseautage, la rencontre avec d'autres employeurs. C'était bien que les conseils scolaires soient présents, surtout pour les discussions Coop*).
- That it was interactive, and we could all discuss together. (*Que ce soit interactif et que nous puissions tous discuter ensemble*).
- Talking with educators. (*Parler avec les éducateurs*).
- The conversation. (*La conversation*).
- Enjoyed the honesty. (*J'ai apprécié l'honnêteté*).
- Q & A (*La période de questions*).
- Engaging with folks I haven't seen in years and meeting new people. We all had the focus on how to deal with workforce issues that we are all experiencing. It is important to network, make connections, brainstorm and problem-solve with leaders in education, communities, and business. (*Interagir avec des personnes que je n'avais pas vu depuis des années et en rencontrer de nouvelles. Nous avons tous le même but – comment venir à bout des défis liés à la main-d'œuvre auxquels nous faisons tous face. Il est important de réseauter, de faire de nouveaux contacts, de faire du remue-ménage, et de trouver des solutions avec des leaders des milieux de l'éducation, des communautés et des affaires*).
- Getting the educators' point of view. (*Avoir le point de vue des éducateurs*).
- The feedback from the employers and how so many individuals want to collaborate to help our youth and students. (*Les commentaires des employeurs et comment tellement de personnes veulent collaborer pour aider nos jeunes et nos élèves*).
- Ability to network with organizations throughout the North. (*Pouvoir réseauter avec les organismes à travers le Nord*).
- We have more career options in the North. (*Nous avons plus d'options de carrières dans le Nord*).
- La diversité des expertises des gens. (*The range of expertise of the participants*).
- Partage avec le panel. (*Sharing with the panel*).
- Employeurs. (Employers).
- Confirmer que notre façon de recruter fonctionne. (*Confirming that how we recruit is working*).

- Parfaite occasion pour l'échange d'information et rencontrer de nouveau partenaires/employeurs. Le sujet était très pertinent et vraiment une belle initiative. (*A perfect opportunity to exchange information and meet new partners/employers. The subject was very relevant, and it was a real nice initiative*).
- Le panel de discussion qui a été guidé. (*The moderated panel discussion*).
- Le panel du matin avec les employeurs (The morning panel with employers).
- Les liens créés entre les partenaires communautaires. (*The links created between the community partners*).
- La richesse / variété de gens invités. Bon mélange. (*The richness and variety of people invited. A good mix*).
- Avoir le point de vue de différents groupes quant aux besoins futurs en termes d'emploi. (*To get the point of view of different groups about the future employment needs*).
- La chance de voir les futurs emplois disponibles. Apprendre des emplois et pénuries possibles. Ce que chaque secteur a comme défis. (*The chance to see future job opportunities, to learn about possible shortages, the issues that each sector is facing*).
- Voir les gens en personne. (*To see everyone in person*).
- Panel de représentants d'industrie. (*Industry panel*).
- Les gens du panel qui ont su bien démontrer qu'il serait possible de travailler ensemble pour bâtir une communauté grandissante en donnant l'envie à nos jeunes de rester dans le Nord. (*The people on the panel who demonstrated that it is possible to work together to grow our community by encouraging our youth to stay in the North*).
- Réseautage. (*Networking*).
- Que ce soit en personne. (*That is was in person*).
- Networking. (*Réseautage*).
- Avoir la chance de connaître les gens au début (introduction et dire leur premier emploi). (*To have a chance to know the participants at the beginning (introduction and first job)*).
- Le panel d'employeurs – une des panelistes a expliqué sa réalité et j'ai trouvé intéressant puisqu'elle faisait partie de la nouvelle génération sur le marché du travail. (*The employer panel – one of the panelists explained her reality and I found it interesting since she is part of the new generation in the labour market*).
- Réseautage. (*Networking*).
- Le réseautage. (*The networking*).
- La possibilité d'échanger et de créer de nouveaux liens dans nos communautés était bien. (*The possibility to exchange and to create new links in our communities was nice*).

- J'ai beaucoup aimé entendre les gens du panel nous parler des différents besoins des diverses industries. (*I really liked hearing the people on the panel talk about the different needs of diverse industries*).
- Le réseautage, explication de la réalité d'aujourd'hui. (*The networking, the explanation of today's reality*).
- Le rassemblement des divers groupes à qui s'appliquent le sujet de la main-d'œuvre. (*The regrouping of diverse groups who are involved/are interested in the workforce*).

**Question 7 – What did you like the least about the event? Qu'avez-vous le moins aimé de cette activité? (20 responses/réponses)**

- The event as a whole was great. (*L'activité dans l'ensemble était excellente*).
- A bit rushed. A shorter lunch would have been fine. (*Un peu pressé par le temps. Moins de temps pour le dîner aurait été correct*).
- Disconnect between perceptions on what takes place in secondary schools. Heard a lot of 'when I was in high school' statements, things are BIG time different now. (*Des perceptions qui sont déconnectées de ce qui se passe dans les écoles secondaires. On a souvent entendu des commentaires du genre, « Quand moi j'étais au secondaire', les choses sont très différentes maintenant*).
- Nothing. (*Rien*).
- That I didn't get some of the posters, like the last time to put up at my school and share with my students. (*Que je n'ai pas eu d'affiches comme la dernière fois pour les afficher à l'école et les partager avec mes élèves*).
- Everything was good. (*Tout était bien*).
- The event did not run according to the agenda, did not leave a lot of time for networking or more informal discussion. (*L'activité ne s'est pas déroulée selon l'ordre du jour et n'a pas laissé beaucoup de temps pour le réseautage et les discussions plus informelles*).
- Sometimes felt a bit rushed with certain topics. (*Parfois un peu pressé par le temps pour certains sujets*).
- Introduction – ice breaker but it wasn't that bad, and it was nice to go through the first job to highlight that we all didn't end up where we started from and that there are many pathways in our journey. (*L'introduction – brise-glace, mais ce n'était pas si pire et c'était bien de souligner le premier emploi et de voir que nous n'avons pas tous rester au même poste et qu'il y a plusieurs cheminements à notre parcours*).
- The group discussion needed to be more focused. (*La discussion en groupe avait besoin d'être plus ciblée*).

- The timeframe, I think it could have been longer. (*La durée, je crois que ça aurait pu être plus long*).
- Tables may need a facilitator. (*Les tables auraient besoin d'un animateur*).
- It wasn't long enough. (*Ce n'était pas assez long*).
- It was a little rushed at times. (*C'était un peu précipité à certains moments*).
- I would have liked the discussion hour to have been more organized. I know she had questions but did not really direct us. We then spent a lot of time trying to help a Coop teacher with her issues. I am not complaining because I love to help but it was less constructive for the rest of us. (*J'aurais aimé que l'heure de discussion soit plus organisée. Je sais qu'elle avait des questions mais elle ne nous a pas vraiment dirigé. Nous avons alors passé beaucoup de temps à aider une enseignante Coop avec ses défis. Je ne me plains pas parce que j'aime aider mais c'était moins constructif pour le reste du groupe*).
- The food. (*La nourriture*).
- Felt a little rushed. (*Un peu précipité*).
- Lots of focus on youth/teens entering the workforce as opposed to training/supporting adults. (*Beaucoup d'emphase sur les jeunes/adolescents qui entrent sur le marché plutôt que sur la formation et l'appui pour les adultes*).
- Most industry sectors are hiring immigrants and there was no discussion on special ways to keep immigrants in the North. (*La plupart des secteurs industriels embauchent des immigrants et il n'y avait pas de discussions sur comment garder les immigrants dans le Nord*).
- Peut-être avoir quelqu'un du panel de chaque communauté. (*Maybe have someone from each community on the panel*).
- Le manque de résultat de la discussion. (*The lack of results from the discussion*).
- La matinée était un peu longue étant donné que nous avons passé la pause, à part cela tout était excellent avec de très bonnes discussions. (*The morning was a little long since we missed the break, other than that everything was excellent with very good discussions*).
- Certains commentaires irréalistes de certains employeurs face au programme Coop indiquant qu'ils souhaitaient avoir le professeur sur place à chaque jour dans l'entreprise pour superviser les étudiants Coop. (*Certain unrealistic comments from employers who would like to have the teacher on site each day in their business to supervise the Coop students*).
- Pas assez de temps pour réseauter. (*Not enough time to network*).
- Me presenter au groupe...Anxiété. (*Introducing myself to the group...anxiety*).

- J'ai super aimé cette activité. Je souhaite que vous allez la refaire dans le futur et que vous allez avoir les mêmes partenaires. (*I really liked this event. I hope that you will have it again in the future and that you will have the same partners*).
- La durée, la nourriture. Un peu long avant le dîner. (*The duration, the food. A little long before lunch*).
- Activité brise-glace (très gênant) et un peu long. (*The ice-breaker activity (very embarrassing) and a little long*).
- J'aurais aimé que la présentation soit bilingue à part égale. La présentation a été faite en anglais à l'exception du Collège Boréal. (*I would have liked that the presentation be equally bilingual. The presentation was in English except for Collège Boréal*).
- De voir que plusieurs activités se font seulement au niveau d'un conseil scolaire alors qu'il y en a plusieurs qui desservent une communauté. (*To see that many activities are offered by only one school board when there's more than one servicing a community*).
- Ça prend du temps pour se lever debout. (*It takes time to all stand up*).
- *Manquer la pause.* (*That we skipped the break*).
- Limiter le nombre de membres du panel qui répondent aux questions. Ceci peut faire avancer la discussion un peu plus vite. Aussi éviter d'avoir deux personnes d'un même organisme en avant. (*Limit the number of members on the panel who answer questions. That would make the discussion move more quickly. Also avoid having two people from the same organization at the front*).
- Lorsque nous nous sommes retrouvés en petits groupes, je crois que des sujets de discussion auraient aidé à faire avancer la conversation car seulement deux personnes (en majorité) parlaient à la table. (*When we were in small groups, I think that topics of discussion would have helped move the conversation because only two people (on average) talked at the table*).

**Question 8 – What would you suggest as next steps/follow-up to the ‘Shaping Tomorrow’s Workforce’ event? *Que suggérez-vous comme prochaines étapes/suivis à ‘Façonner la main-d’œuvre de demain’?* (15 responses/réponses)**

- Creating a task force with a member from each group and identify action items. (*Créer un groupe de travail avec un membre de chaque groupe et identifier des actions*).
- Sending out a contact list of all in attendance so we can reach out to one another more regularly. (*Envoyer une liste des personnes présentes afin que nous puissions communiquer entre nous plus régulièrement*).

- Greater understanding shared about the realities faced in secondary school system and significant mental health/engagement issues with 12 to 30 age range. (*Une meilleure compréhension des réalités des écoles secondaires et des enjeux importants liés à la santé mentale et à l'engagement chez les 12 à 30 ans*).
- Meet again. (*Se réunir à nouveau*).
- A resource sheet listing the different student pathways that are available (ex: Coop, internships, summer students, etc.) that can be circulated to employers. Encourage a commitment from employers to engage / play a role in shaping tomorrow's workforce through active participation in programs and mentorship. (*Une info fiche sur les différents cheminements pour les élèves (ex : Coop, stages, emplois d'été, etc.) qui peut être distribué aux employeurs. Encourager l'engagement des employeurs à s'impliquer et à jouer un rôle pour façonner la main-d'œuvre de demain en participant activement aux programmes et au mentorat*).
- Give a bit more time to expand on topics. (*Donner plus de temps pour élaborer sur les sujets*).
- I would like to hear from workers hired through these recruitment practices or workers who have been retained in their job due to workplace benefits or other innovations. Why did they stay? (*J'aimerais entendre le témoignage d'employés qui ont été embauchés à l'aide de ces pratiques ou des employés que l'on a pu garder grâce à des bénéfices ou autres pratiques novatrices. Pourquoi sont-ils restés?*).
- As suggested at the event, create a committee of people from the room from various sectors to work together to develop a plan to solve some of the industry challenges that were discussed. (*Tel que suggéré lors de l'activité, former un comité de personnes de la rencontre de différents secteurs pour travailler ensemble pour résoudre certains des défis des industries qui ont été discutés*).
- I think employers should meet again without the school boards to discuss upcoming issues. There was a whole segment on keeping current employees employed (retention) that would help us shape tomorrow's workforce as well, as the upcoming younger generations. A lot of avenues that could be taken into great discussions. (*Je pense que les employeurs devraient se rencontrer à nouveau sans les conseils scolaires pour discuter des enjeux à venir. Il y avait tout un segment sur comment garder les employés (rétenzione) qui nous aiderait à façonner la main-d'œuvre de demain, de même que les générations futures de jeunes. Plusieurs pistes à poursuivre pour de bonnes discussions*).
- Continue discussion on the pathways to different education possibilities with a goal of getting the right career. (*Poursuivre la discussion sur les différents cheminements possibles pour l'éducation dans le but d'assurer de bons choix de carrière*).

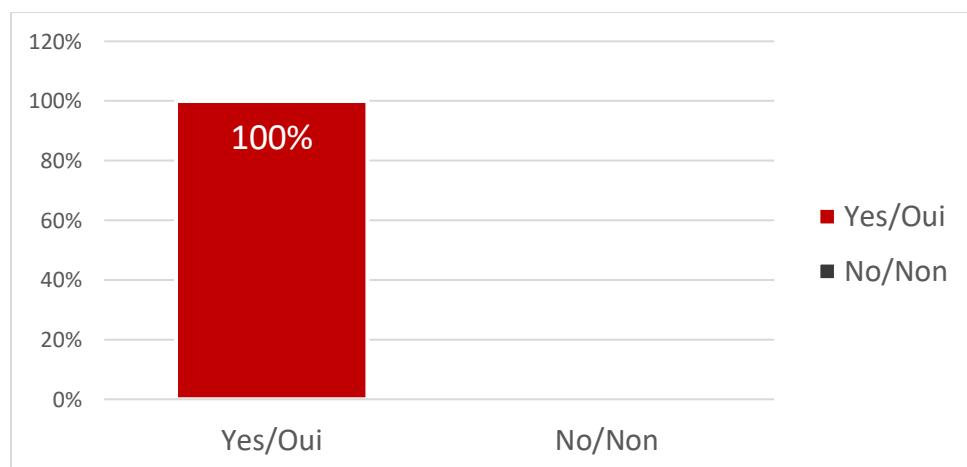
- Another meeting/forum for specific groups to continue the conversation: guidance counsellors, employers/industry, and educators. (*Une autre activité/forum pour des groupes spécifiques pour continuer la conversation : conseillers en orientation, employeurs/industrie et éducateurs*).
- More events. (*Plus d'activités*).
- I would like things set in place for solutions. Example: We would love to present to the high schools and so do other companies and nothing was really spoken about how to make that happen. It's great to speak about it but it would be great to be able to know who to speak to about this. Same as setting up a job fair at the schools, who to contact, and how that can be set up on their career day. I would love to have a point of contact for everyone that has attended. (*J'aimerais que des choses soient en place comme solution. Par exemple : Nous aimerais présenter aux écoles secondaires et à d'autres compagnies mais nous n'avons pas parlé de comment on peut organiser ça. C'est bien d'en parler mais ce serait bien aussi de savoir à qui parler à ce sujet. Tout comme l'organisation de foire de carrières dans les écoles, qui doit-on contacter, et comment les organiser pendant la journée des carrières. J'aimerais avoir un point de contact pour tout le monde qui était présent*).
- An email or brief summary of gaps and suggestions from the gaps. Then a lunch and learn in six months to identify any progress made. (*Un courriel avec un résumé de ce qui manque et des suggestions pour les combler. Ensuite un dîner causerie dans six mois pour identifier s'il y a eu du progrès*).
- Send out a directory of attendees. Send out a directory of the staff contacts within the schools that deal with local employers. Regional sessions with educators and employers together to identify barriers and how to move past them. Workshop for employers on high school curriculum to help them understand what skills/background young people are entering the workforce with. (*Envoyer une liste des participants. Envoyer une liste des contacts dans les écoles qui travaillent avec les employeurs. Des sessions régionales avec les éducateurs et employeurs ensemble pour identifier les barrières et comment les surmonter. Des ateliers pour les employeurs sur le curriculum du secondaire pour les aider à comprendre ce que les jeunes possèdent comme compétences/bagages lorsqu'ils entrent sur le marché du travail*).
- I would suggest having the perspective of job developers and consultants. We have a lot of feedback and suggestions that could help with the disconnect and working more collaboratively. (*Je suggère d'avoir la perspective des prospecteurs et consultants à l'emploi. Nous avons beaucoup de suggestions qui pourraient aider à travailler en collaboration*).
- Distribute contact list from event, as requested on the day of. (*Distribuer la liste des contacts qui étaient présents tel que suggéré la journée même*).

- I would like to suggest having a company there that supports international students and immigrants. (*J'aimerais suggérer d'avoir une compagnie qui appuie les étudiants internationaux et les immigrants*).
- Invite students to event to provide their input/perspectives. (*Inviter les élèves à l'activité pour fournir leurs commentaires / perspectives*).
- La possibilité d'interagir avec plus de personnes. J'aurais aimé jaser avec certaines personnes mais nous n'avons pas eu la chance. (*The possibility to interact with more people. I would have liked to talk to certain people but didn't get a chance*).
- Le faire chaque année. (*Host it every year*).
- Un suivi et d'autres discussions. (*A follow-up and other discussions*).
- Un groupe de travail avec un membre de chaque conseil scolaire pour collaborer avec les employeurs et répondre plus profondément aux besoins des employeurs. (*A working group with representation from each school board to collaborate with employers and answer more fully to employers' needs*).
- Compte-rendu des discussions de groupe après l'activité. (*Recap of the group discussion after the event*).
- Le faire de façon plus ciblée par district tel Temiskaming, Timmins, etc. (*Have these more focused by district such as Temiskaming, Timmins, etc.*).
- Inviter des profs au panel pour expliquer notre réalité. Les gens du domaine des métiers pensent qu'on ne fait pas la promotion des métiers dans les écoles mais c'est faux. (*Invite teachers on the panel to explain our reality. People think that we don't promote trades in the schools but that is not true*).
- Peut-être faire une présentation aux parents car ce sont eux qui très souvent influencent les décisions de leurs enfants. (*Maybe make a presentation to parents because they are often the ones who influence their children's decisions*).
- Les courriels de tous ceux qui ont participés. Une prochaine rencontre avec les partenaires. (*Email addresses for all participants. A next meeting with the partners*).
- Activité de 9 h à midi. Panel doit avoir plus d'encadrement par rapport au temps alloué pour répondre. (*An event from 9 :00 am until noon. Panel must be better framed within the time allocated to respond*).
- Continuer à regrouper les employeurs et pourvoyeurs de services. (*Continue to bring together employers and service providers*).
- Travailler tous ensemble pour un meilleur résultat. (*Work together for a better result*).
- Il serait bien de partager les stratégies gagnantes, les activités qui ont été un HIT entre conseil. Lorsqu'un employeur cogne à la porte, on peut lui indiquer qu'il y a d'autres écoles dans la région qui seraient sûrement intéressées à faire la même chose. Dans le fond, façonner la main-d'œuvre de demain n'a pas de lien avec les conseils scolaires, mais bien avec tous les élèves des communautés. (*It would be nice*

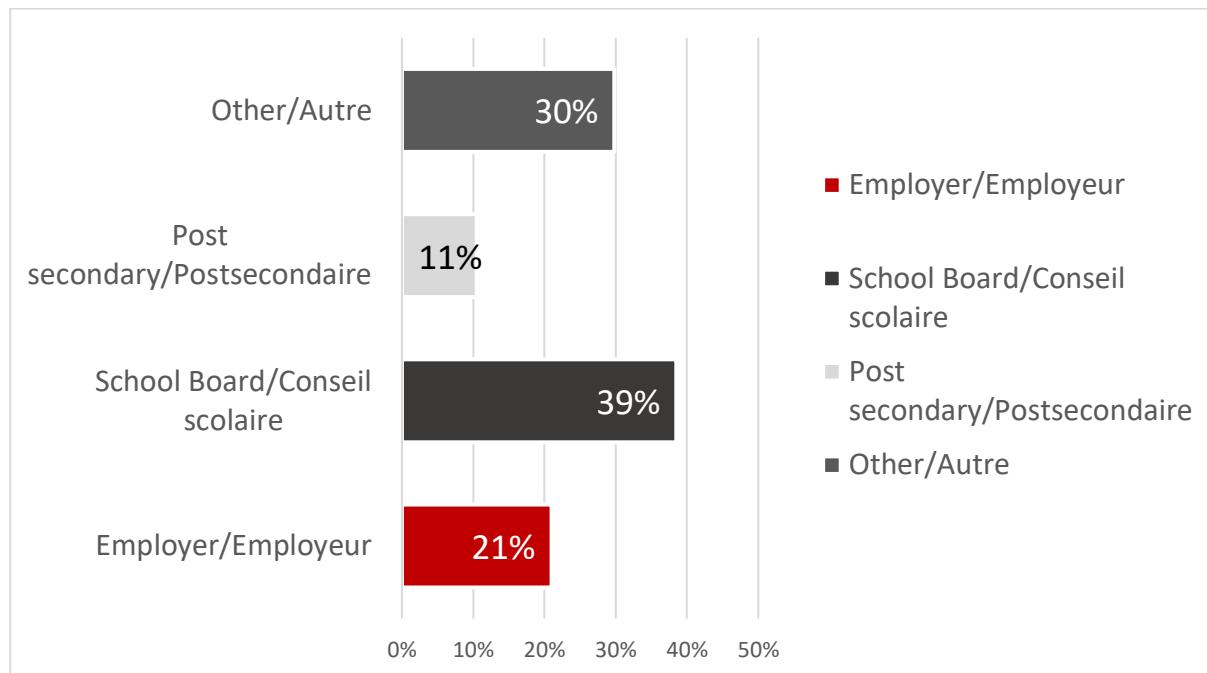
*to share winning strategies, activities that were successful among school boards. When an employer knocks on the door, we could let them know that there are other schools in the region that would surely be interested in offering the same thing. Bottom line is, shaping tomorrow's workforce is not linked to school boards, but to all students in the community).*

- D'autres réunions du même genre. (*More meetings of this nature*).
- A refaire annuellement. (*Host this annually*).
- Clarifier un peu plus les prochaines étapes. (*More clarity about the next steps*).
- Je crois que nous avons manqué un peu de temps afin de permettre aux employeurs de poser des questions aux responsables des conseils scolaires. J'aime bien l'idée de renverser les rôles lors d'un prochain panel et de passer moins de temps en panel et plus de temps période de questions. (*I think we ran out of time for questions from employers to the school board representatives. I like the idea of reversing the roles for the next panel and to spend less time for panel presentations and more time for Q & A*).
- Pourrions-nous recevoir les coordonnées des personnes qui siégeaient sur le panel svp? J'aimerais faire un suivi avec eux. (*Could we receive the contact information for the people who were on the panel please? I would like to follow-up with them*).
- Offrir le forum de façon régulière, disons une fois par année. (*Offer the forum regularly, say once a year*).

Question 9 – Would you participate in an event of this again? *Est-ce que vous participeriez à nouveau à une activité de genre?* (57 responses/réponses)



Question 10 – Please indicate which group you represent. *Veuillez indiquer le groupe que vous représentez.* (57 responses/réponses)



Question 11 – Additional comments / Commentaires additionnels  
(37 responses/réponses)

- Overall, I thought this was an informative event. It is nice to hear the various options available to our youth if they work hard and are willing to learn. I will definitely relay this information to my students. (*Dans l'ensemble, j'ai trouvé que c'était une activité instructive. C'est bien d'entendre parler des différentes options qui sont disponibles pour nos jeunes s'ils travaillent fort et sont prêts à apprendre. Je vais définitivement transmettre cette information à mes élèves.*)
- Thank you for the efforts in organizing, well done event. Meegwetch! (*Merci pour les efforts d'organisation, très bien fait. Meegwetch!*!).
- Thank you so much for providing the opportunity to attend this informative event. (*Merci beaucoup d'avoir offert l'opportunité de participer à cette activité instructive*).
- Thank you very much for organizing this!!!! (*Merci beaucoup d'avoir organisé ceci!!!!*).
- Thank you for the opportunity to participate. Very insightful. (*Merci d'avoir offert l'opportunité de participer. Très éclairant*).

- This was a great event and well timed – thank you for organizing. (*C'était une excellente activité – merci de l'avoir organisée*).
- Great job Julie and Josée! (*Beau travail Julie et Josée!*).
- Thank you so much for hosting and organizing this great event. I'm hopeful that the group will move forward in solving some of the challenges discussed. (*Merci beaucoup d'avoir organisé cette belle activité. J'ai confiance que le groupe va aller de l'avant et résoudre certains des défis qui ont été discutés*).
- I thought the moderator was amazing. (*J'ai trouvé que la modératrice était extraordinaire*).
- We'd love to look at hosting something here at Northern if the opportunity presents itself. (*Nous aimerais bien accueillir ce genre d'activité à Northern si l'occasion se présente*).
- It was great to hear from everyone. It was extremely interesting, and we were able to bring back some great ideas to help the students in tomorrow's workforce. We are excited to attend the next one. Thank you again! (*C'était bien d'écouter tout le monde. C'était extrêmement intéressant et nous pouvons rapporter de bonnes idées pour aider nos élèves qui seront sur le marché de du travail de demain. Nous sommes excités à l'idée de participer à la prochaine activité*).
- Thank you for all that you do! (*Merci pour tout ce que vous faites!*).
- Thank you for the opportunity and for putting this together. (*Merci pour l'opportunité et d'avoir organisé ceci*).
- Merci Julie et Josée pour le beau travail. (*Thank you, Julie and Josée for the good work*).
- Merci aux organisateurs, une journée réussie. (*Thanks to the organizers, a successful day*).
- Bravo, très bien organisé! (*Bravo, very well organized*).
- Merci, et bien fait. (*Thank you, and well done*).
- Super, merci! (*Super, thanks*).
- Thank you. Very well organized and relevant. (*Merci. Très bien organisé et pertinent*).

## RECOMMENDATIONS – NEXT STEPS / FOLLOW-UP (education related activities)

Based on the results of the evaluation of the April 26th event, and the comments collected by the FNETB as part of its community outreach, the activities listed in the following table are suggested. We further suggest the working group that organized ‘Shaping Tomorrow’s Workforce’ be maintained to guide and support the FNETB for the upcoming activities related to education, with the addition of other representatives based on the activities.

PROPOSED ACTIVITIES		WHY?	
June – Aug. 2023	Sept - Dec 2023	Jan – March 2024	April – June 2024
Organize ‘Shaping Tomorrow’s Workforce’ forums in the next school year, either at the community or district level rather than at the regional level.		To allow a greater participation by employers who cannot always travel outside of their community for events of this nature.  To create links between educators and employers who are able to work together to offer workplace experiences to students in their community.	
Develop an information kit containing a list of contacts within each educational institution, in each community, and update it annually.		To inform employers on who to contact in their community, and to communicate one common message about the options and programs that are available for workplace experiences and placements.	
June – Aug. 2023	Sept - Dec 2023	Jan – March 2024	April – June 2024
Organize a meeting with representatives of all of the chambers of commerce and workplace experience program leads in each of the educational institutions from across the region.		To establish a point de contact between the key contact within the chambers of commerce and the educational institutions to better communicate the partnership opportunities for reaching as many employers as possible.	
June – Aug. 2023	Sept - Dec 2023	Jan – March 2024	April – June 2024

## APPENDIX A: LIST OF ATTENDEES

Aide, Darrell – Teacher, Northeastern Catholic District School Board  
Alexander, Nicola – Community Development Consultant, Timmins DC  
Allaire, Joanne - Adjointe administrative, FormationPlus  
Armstrong, Alexandra - Community Relations Coordinator, Canada Nickel Company  
Barry-Bourdeau, Melanie - Tech & Trades Student Recruitment Associate, Northern College  
Belanger, Amanda - MHS – Métiers, École secondaire catholique Thériault  
Benson, Chantal – Gestionnaire, Options Emplois/Immigration Collège Boréal  
Bernier, Krysta - Guidance Counsellor, Timmins High & Vocational School  
Bigeau, Tonya - Associate Benefits Advisor, Eclipse Financial  
Black, Andrew - Secondary Teacher (Dual Credits), O’Gorman High School  
Bolesworth, Laurie - Human Resources, Nor Arc Steel Fabricators  
Brunelle, Chloe - Enseignante responsable des programmes COOP PAJO, École secondaire publique Écho du Nord  
Charlebois, Brianne - Teacher and Student Success Teacher, Northeastern Catholic District School Board  
Chenier, Guy – Orientation, École secondaire catholique Thériault  
Cloutier, Kim – Enseignante Coop, École secondaire catholique Thériault  
Côté, Nancy – Coordonnatrice initiative 7-12, Conseil scolaire catholique de District des Grandes Rivières  
Courchesne, Cathy – Manager, McDonalds (Kapuskasing and Hearst)  
Courchesne, Luc – Enseignant, Conseil public du Nord-Est  
Cribbs, Kelly – Head of Student Services, District School Board ONE – RMSS  
Cyr, Melanie – Employment and Training Consultant, Ministry of Labour, Immigration, Training and Skills Development  
D’Arcangelo, Lise – Orientation, École secondaire catholique Thériault  
Denault, Darcy – Education and Training Advisor, Contact North  
Denault, Shari – Guidance Counsellor, Iroquois Falls Secondary School  
Dunkley, Jennifer – Superintendent of Education, Northeastern Catholic District School Board  
Dupont, Pierre-Philippe – VP Sustainability, Canada Nickel Company  
Durivage, Charity – Director, Contact North  
Dufresne, Melanie – Directrice, Collège Boréal  
Edwards, Sara – Senior HR/Business Partner, Miller Paving Northern  
Faught, Ginnie – Pathways Coach, District School Board ONE  
Fuhringer, Candace – Training Consultant, Northern College  
Gadoury, Kathleen – Program Coordinator, Literacy Council of North Timiskaming  
Gendron, Louis – Mobile Maintenance Manager, Agnico Eagle Mine  
Genier, Vanessa – CEO and Founder, Quilts for Survivors  
Gingras, Nicole – Dev Officer Marketing, Communications and External Relations, Northern College  
Giroux, Karine – Office Manager, Plan A Timmins

Groleau Boudreau, Sara – Enseignante responsable de la MHS, École secondaire publique  
Écho du Nord

Hodgins, Sherry – Guidance Counsellor, Timmins High & Vocational School

Kasimanwuna, Everard – EDI Advisor, Northern College

Kasimanwuna, Ifeaoma – Timmins Local Immigration Partnership, Timmins Multicultural Center

Kaur, Jaspreet – Welcoming Communities Coordinator, Timmins Multicultural Center

Kaur, Manvir – Vocational Rehabilitation Specialist, March of Dimes

Lapointe, Jeannine – Coordonnatrice, Destination réussite Nord, Destination réussite Ontario

LaRouche, Marc – Guidance, Kirkland Lake District Composite School

Lauzon, Don – Enseignant, Conseil scolaire public du Nord-Est

Lefebvre, Stacey – HR Manager, Canada Nickel Company

Lessard, Dean – Academic Dean, Northern College

Léveillé, Kevin Marc – Coordonnateur initiatives 7-12, Conseil scolaire catholique de District des Grandes Rivières

Liposack, Christina – Program Development Officer, Northern College

Loreto Neal, Lauri-Ann, Vice-Principal and OYAP Recruiter, O’Gorman High School

MacDonnell, Anna, Coop Education Teacher, O’Gorman High School

Mailloux, Michelle – Post-secondary Manager, Collège Boréal

Maninderjit, Kaur – Administrative Assistant, Northern College

Marks, Kelly Ann – Guidance Counsellor, O’Gorman High School

McLean, Caissy – Job Developer, Collège Boréal Options Emploi

Menard, Lucie – Education and Training Advisor, Contact North

Meunier, Josée – Employment and Training Consultant, Ministry of Labour, Immigration, Training and Skills Development

Morin, Peggy – Coordonnatrice, Centre d’éducation des adultes

Morissette, Jessica – Student Recruitment and Services Representatives, Contact North

Murphy, Kaitlin – HR Superintendent, Agnico Eagle Mine

Noble-Chow, Jackie – Owner/Operator, Plan A Timmins

O’Donnell, Kelly – Conseillère en orientation, Conseil Scolaire Catholique de District des Grandes Rivières

Osborne, Callahan – Manager HR Business Partner, Georgia-Pacific

Plante, Ernest – Professeur/Coordonnateur, Collège Boréal

Poitras, Natalie – Coordonnatrice écoles des adultes et alternative, La Clef - CSCDGR

Pouliot, Luc – Enseignant, Nouveau Regard – CSCDGR

Puckalo, Troy – Teacher, OYAP Coordinator, Northern Lights Secondary School

Quinn, Kate – Project Lead, Northern College

Reid, Ashlea – Job Consultant, Northern College

Resetar, Mike – VP Human Resources, Timmins and District Hospital

Rivard, Serge – Enseignant, Conseils scolaire public du Nord-Est

Robert, Patricia – MHS Orientation, École secondaire publique Alliance

Robinson, Jodi – Education and Training Advisor, Contact North

Robson, Keitha – Chief Administrative Officer, Timmins Chamber of Commerce  
Rodrigue, Marie-Claude – Directrice générale, Centre de formation de Hearst  
Ryan, Jodi – Guidance, Kirkland Lake District Composite School  
Santamaria, Alicia – HR Generalist, Timmins and District Hospital  
Seguin, Paul – Coordonnateur PAJO, Conseil scolaire public du Nord-Est  
Seguin, Serina – Education and Training Advisor, Contact North

Stevens, Michelle – Directrice Générale, Centre de santé communautaire de Timmins  
Taylor-Vezeau, Amy – Conseillère en orientation, CSCDGR – Nouveau Regard  
Tozer, Angela, Director of Education, James Bay Lowlands Secondary School Board /  
Moosonee District School Board Area  
Tozer, Carmen – Indigenous Lead, James Bay Lowlands Secondary School Board  
Tremblay-Comeau, Marylène – Conseillère en RH, Caisse Alliance  
Tremblay, Marie-Josée – Agente de développement socio-économique, Réseau du Nord  
Tryon, Georgina – Professor and Coordinator, Northern College  
Vaillant, Michel – Enseignant Coop/MHS, École secondaire catholique Sainte-Marie  
Veilleux, Angèle – Conseillère en orientation, École publique Passeport Jeunesse  
Veilleux, Marie-Josée – Conseillère en ressources humaines, Caisse Alliance  
Vermette, Trista – Program Manager, SADC North Claybelt CFDC  
Vetter, Fred – Enseignant, École secondaire catholique Thériault  
Vickery, Amy – CEO, City of Temiskaming Shores  
Webb, Cristy, Executive Director, Timmins Learning Center



## THE LOCAL LABOUR MARKET

### What are we observing in the local labour market?

- More mobile workforce = high turnover.
- More diverse workforce (generational, social, cultural) = need to adapt.
- Changing world of work (remote work, gig economy)
- Technological and environmental changes.
- Changing demographics = increased shortages.
- Unexpected circumstances.



+ shortages + competition for talent.



## INCREASED COMPETITION FOR TALENT

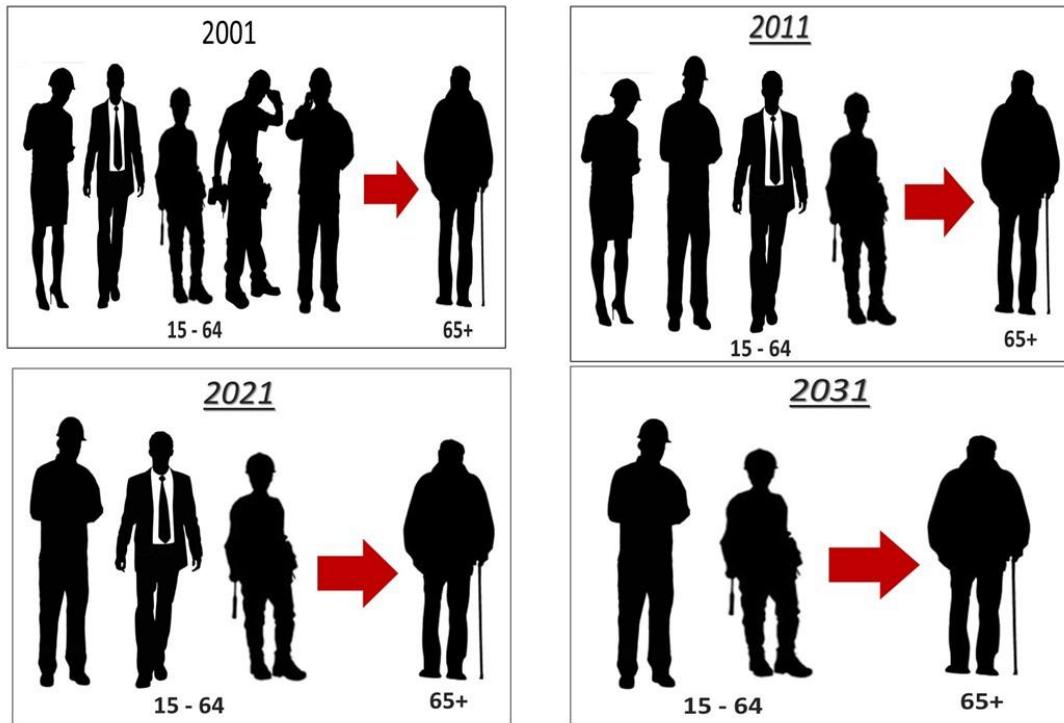
- Competition is felt across and within all industries and communities.
- More and more it is becoming a job seeker's market where skilled workers can, and do move around more than they did in the past.
- More employers offer incentives to attract and retain workers: wage increases, signing bonuses, bonuses after established employment periods, bonuses for helping with recruitment, flexible/modified work schedules and conditions, extra paid vacation, etc.



### What are some of the key labour market supply challenges?



- Clients with 'social' barriers to employment.
- Clients with lack of skills required (language, soft skills, digital skills).
- Lack of resources in some cases to address those barriers.
- Lack of local amenities (transportation, childcare, housing).
- Access to training (at the community level).
- Declining/aging population = fewer candidates.



### RETIREMENT OF THE BABY-BOOMERS

43.2% of the employed labour force in this region becomes eligible to retire (27,675 of a total labour force of 64,045) between 2016-2036.

**43.2%**

Of the employed labour force



**5020**

(those who, in 2016, were between 60 and 64 years old)

**8190**

(those who, in 2016 were between 50 and 54 years old)

2016-2021

2021-2026

2026-2031

2031-2036

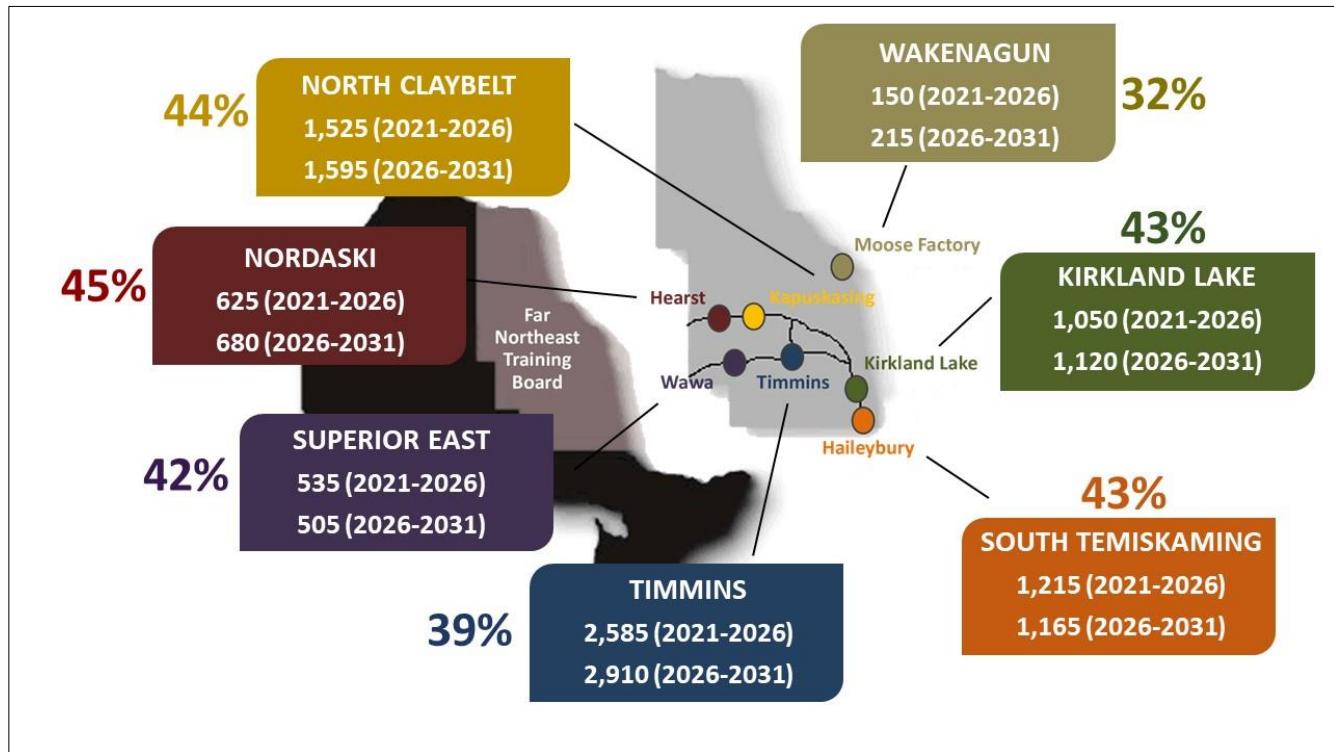
**7685**

(those who, in 2016, were between 55 and 59 years old)

**6780**

(those who, in 2016, were between 45 and 49 years old)

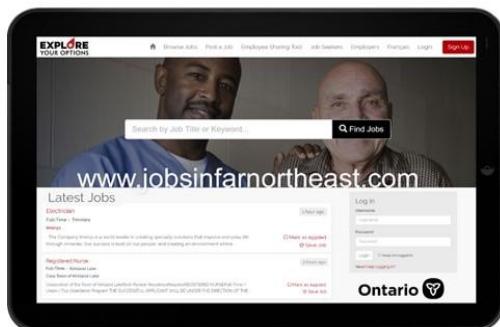
Source: FNETB Local Labour Market Forecast 2016-2036



	2021-2026							2026-2031						
	Timmins	North Claybelt	Nord-Aski	Kirkland Lake	S. Timiskaming	Wakenagan	Superior East	Timmins	North Claybelt	Nord-Aski	Kirkland Lake	S. Timiskaming	Wakenagan	Superior East
0621 Retail and wholesale trade managers	*	*	*					*	*	*				
1221 Administrative officers	*							*						
1311 Accounting technicians and bookkeepers		*	*		*		*							
3012 Registered nurses and registered psychiatric nurses	*			*		*								
3413 Nurse aides, orderlies, and patient service associates	*													
4032 Elementary school and kindergarten teachers														
6421 Retail salespersons	*	*	*	*										
6731 Light duty cleaners		*	*	*										
6733 Janitors, caretakers and building superintendents	*	*			*	*								
7311 Construction millwrights and industrial mechanics	*	*	*	*		*								
7511 Transport truck drivers	*	*	*			*								
7521 Heavy equipment operators (except crane)	*	*	*	*	*									
8231 Underground production and development miners	*			*										

Source: FNETB Local Labour Market Forecast 2016-2036

TOP 10 BY TOTAL NUMBER OF POSTS  
FNETB (4-DIGIT NOC) - 2022



4212 Social and community service workers	725	*	*	*	*	*	*	*	*	*
4413 Elementary and secondary school teachers' assistants	494	*	*	*	*	*	*	*	*	*
4032 Elementary school and kindergarten teachers	362	*	*	*	*	*	*	*	*	*
6733 Janitors, caretakers and building superintendents	265	*	*	*	*	*	*	*	*	*
3012 Registered nurses and registered psychiatric nurses	244	*	*	*	*	*	*	*	*	*
4214 Early childhood educators and assistants	240	*	*	*	*	*	*	*	*	*
1241 Administrative assistants	199	*			*	*	*			
4031 Secondary school teachers	180	*	*				*			
4412 Home support workers, housekeepers, and related occupations	174		*	*		*	*			*
6421 Retail salespersons	172			*	*					

jobinfarnortheast	Jobsintimmins	Jobsinkirklandlake	Jobsintemiskamingshores	Jobsinhearst	Jobsinkapuskasing	Jobsincochrane	Jobsinjbc	Jobsinchapleau
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Technological and environmental changes

=

the creation of new occupations.



Driverless Car Engineer



Social Media Manager



App Developer



Sustainable Manager



Cyber Security Engineer



Electrical Car Mechanic



Environmental Specialist



Virtual Reality Developer



Data Analyst



Drone Operator

Across our region there is a range of opportunities available, and even more opportunities to come:

- To replace workers who will be exiting the labour market in large numbers.
- To meet the growing demand in certain industries.
- To seize the opportunities that are yet to come as a result of new technologies and new processes.

The need to raise awareness about those current and future opportunities among the children and young adults who are currently in our communities has never been greater.

Addressing the local needs requires more than keeping our own but it is an area that warrants our attention.



## GOAL 2: EDUCATION, TRAINING, AND EMPLOYMENT PROGRAMS ALIGN WITH LOCAL LABOUR MARKET NEEDS

- 2.1 Employers are engaged in training initiatives.
- 2.2 Training opportunities that align with the needs of local industries are offered locally.
- 2.3 Experiential learning opportunities are available for secondary and postsecondary students, and for the unemployed and under-employed.
- 2.4 The various pathways to employment, including apprenticeship and entrepreneurship are promoted.



## **PRIORITY: INCREASE EMPLOYER ENGAGEMENT IN LOCAL TRAINING AND WORK-RELATED ACTIVITIES**

- Employers are seen as key to ensuring that the skills of current and future workforce align with their needs. Local employment, training and education stakeholders indicate that employers need to be more engaged in the design and delivery of training and education related activities, ranging from sharing information on their specific needs, to accepting students for job placements, taking on apprentices, participation in job fairs, and offering industry tours for students and teachers.
- Across the region, perceptions sometimes differ on this matter between employers and the stakeholders involved in education, training, and employment. On the one hand employers report that they receive few applications for jobs or placements and other workplace programs, particularly for apprenticeships. However, what we hear from the education, training and employment services side is that they have difficulty finding placements for their students and clients.
- This suggests a need for more opportunities for employers and education, training, and employment stakeholders to connect and exchange on ways to provide more workplace training opportunities so that those hands-on experiences are available to help ensure a better match between the skills of students and job seekers and the specific needs of local employers. Consultations also highlight the need to promote the range of opportunities that exist across all industries and occupations.



● ● ●

# Experiential Learning

Examples of Experiential Learning opportunities outside of the school setting:

- Job shadow/Take Our Kids To Work Day
- Guided tours of a local business
- Local businesses presents at the school
- Field studies

By creating strong community partnerships and authentic Experiential Learning opportunities where students:

- Participate
- Reflect
- Apply their learning

## TECHNOLOGY PROGRAMS AT THE HIGH SCHOOL LEVEL

\*Community partnerships can provide many advantages for high school technology programs and employers

### Advantages for students in technology programs:

- Access to industry expertise
- Exposure to emerging technologies (equipment and resources)
- Hands-on learning opportunities
- Community involvement
- Career exploration and readiness

### Advantages for employers:

- Skilled workforce
- Tailored education
- Innovation
- Early recruitment
- Diversity and inclusion



### Specialist High Skills Major Programs - SHSM

#### What is the Specialist High Skills Major Program?

The Specialist High Skills Major Program is a ministry approved specialized program for students to focus their learning on a specific economic sector while working on their Ontario Secondary School Diploma (OSSD)



### Specialist High Skills Major Programs

*Pursuing a Specialist High Skills Major enables students to:*

- **Customize their pathway** based on their interests and talents
- **Develop specialized knowledge and skills** valued by sector and postsecondary institutions
- **Earn credits** recognized by the sector and post-secondary institutions
- **Gain sector-specific** and career-relevant **certification and training**
- **Identify, explore and refine their career goals** and make informed decisions about postsecondary destination
- **Receive an Ontario Secondary School Diploma with an embossed red seal**



## SPECIALIST HIGH SKILLS MAJOR (SHSM)

The requirements of each Specialist High Skills Major program are unique and geared to a specific sector.

*Each program consists of 5 required components.*

**Defined Bundled in Grade 11 and 12 credits, including:**  
4 major sector courses  
Additional 2-4 other required credits from the Ontario curriculum  
Minimum of 2 Cooperative Education credits

**Certification and Training:**  
Completion of 6-7 industry recognized certifications

**Experiential Learning and Career Exploration Activities**

**Reach Ahead Experiences**

**Sector Partnered Community Experiences**  
**Innovation, Creativity and Entrepreneurship (I.C.E.) Challenge**



# Cooperative Education

## Who

Grades 11 and 12 students interested in test-driving a career or job, in the physical workplace, under the supervision of field professionals.

## How

Two-part program delivery:

- \* In-school, teacher lead curriculum-based lessons and workplace preparation training modules
- \* Teacher monitored, on site work placements supported by community partners.

## Benefits

- \* Students experience learning and skill development geared towards their strengths, interests and aspirations in authentic environments led by trained specialists.
- \* Students gain workplace skills and network with community partners who help them prepare for life beyond high school.



## Who

Grades 11 and 12 students who are 15 years of age and have accumulated 14 credits who are coop students in one of the 144 skilled trades in Ontario.

## Advantages

Students' start to accumulate competency and hours toward their apprenticeship while completing their high school coop credits.

Employers can recruit and train a skilled work-force before the student is done his/her high school diploma.

Employers can choose to continue training the apprentice with the employee that has spent time being trained in their own environment.

## What

Program financed by the Ministry of Labour, Immigration, Training and Skills development (MLITSD)

OYAP is a specialised program offered in high schools that allows students to explore and start careers in the Skilled Trades.



# SCWI

School-College-  
Work Initiative

1

High school credit and a college credit at  
the same time

2

Career Exploration classes

- Always seeking partners for visits
- Skill Trades, Health, Environmental Studies

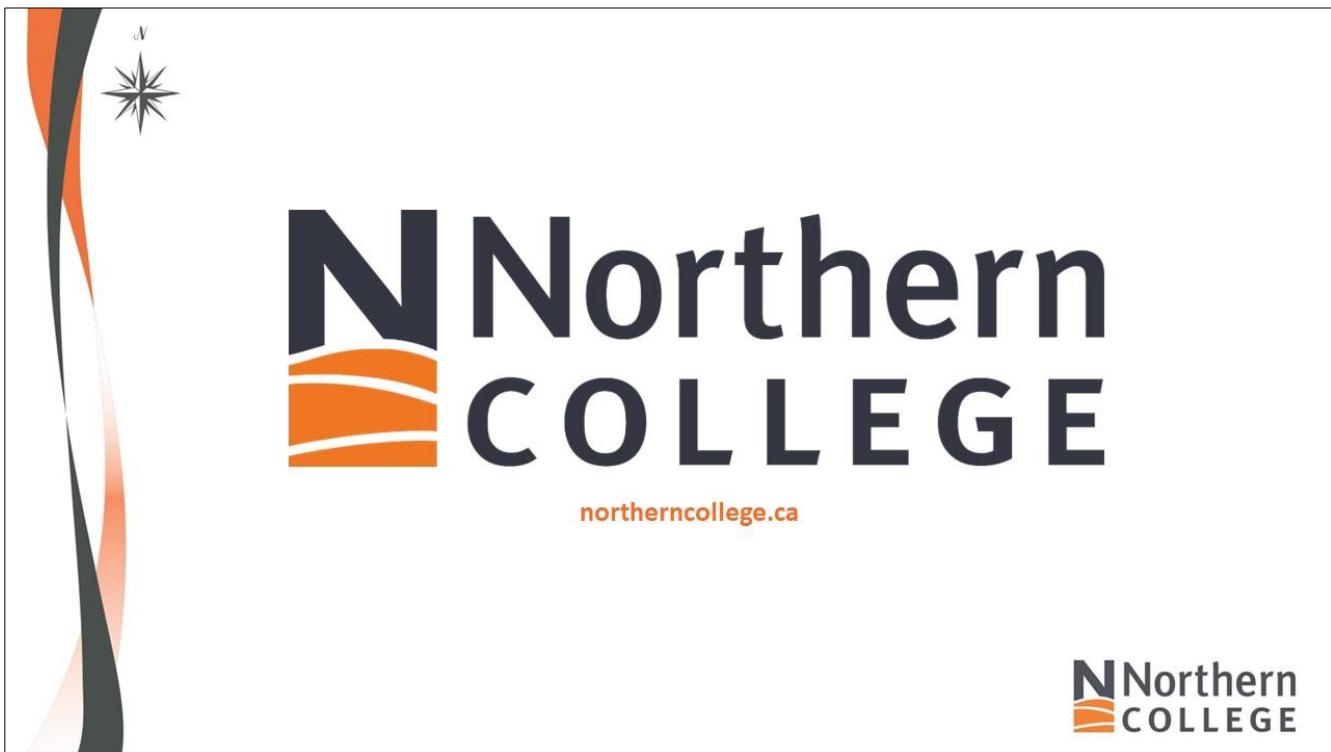
3

Level 1

These classes allow a high school student  
to complete the first level of an  
apprenticeship.



**Schools are open and appreciative of all partnership opportunities within the community. Thank you for the continued support of our students!**

The image contains two versions of the Northern College logo on the left. In the center is a map of northern Ontario with green dots indicating the four campus locations: Timmins, Kirkland Lake, Haileybury, and Moosonee. The word "CAMPUS LOCATIONS" is written in capital letters above the map. Below the map is another Northern College logo.

**What We Offer**

Diploma and certificate programs, apprenticeship programs, industry training, applied research, and employer services

4 Campuses – Timmins, Kirkland Lake, Haileybury, and Moosonee





## Including

- Business and Office Administration
- Community Services
- Engineering Technology and Trades
- Health Sciences and Emergency Services
- Veterinary Sciences
- Welding Engineering Technology
- Community Employment Services
- Industry training



**N** Northern  
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## Pathway Opportunities

We offer over 200 pathways to various universities such as:

- Brock
- Ryerson
- UOIT
- University of Ottawa
- Carleton
- University of Windsor
- Wilfrid Laurier
- York University
- Guelph University
- Trent
- Queens University
- McMaster
- Algoma University – Social service worker program leading to Bachelors in Social Work
- Laurentian University – Bachelors of Nursing Program

**N** Northern  
COLLEGE



## Applied Research Facilities

- Innovation Hub – Timmins Campus
- School of Welding Engineering Technology (SWET)/Materials Joining Innovation Centre (MaJIC) - Kirkland Lake Campus
- Advanced Disaster Management Simulator – Integrated Emergency Services Complex, Timmins



## Northern Bursaries

Almost \$1M in bursaries available each year  
Northern entrance bursaries (\$1,000 and \$1,500)  
Nomination based bursaries (faculty selected)





## Employer Training Funding

Canada Ontario Job Grant (up to \$15,000)

Apprenticeship Placements (up to \$8,000)

Other funding through Community Employment Services

Federal and Provincial Funding partnerships



## Why Northern College?

- Canada's Kindest College
- 4 campus locations
- Smaller college
- Intimate experience
- Innovative technology
- Caring student support





## Next Steps

For information, please contact [training@northern.on.ca](mailto:training@northern.on.ca)

Or speak to anyone from Northern College here today.

We look forward to hearing from you and helping to meet  
your workforce needs!



# Shaping Tomorrow's Workforce

*A forum for Educators  
and Employers*



## About us

- Collège Boréal offers a one-stop service on 9 campuses and in 38 access centers in 26 communities throughout the province





## Postsecondary

- Over 80 post-secondary in 6 fields of study
  - Business
  - Community Services
  - Computer Sciences
  - Environment
  - Health Sciences
  - Trades & Technology

3

## Adult learning centre

Centre de perfectionnement des adultes

Adult Learning Centre

FORMATIONS GRATUITES! AFB@collegeboreal.ca

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# Apprenticeship



BLOC RELEASE				
SAW FILER/ FITTER	611B	Hearst	Level 1	To be determined – Winter 2024
GENERAL CARPENTER	403A	Sudbury	Level 3 Level 2 Level 1	October 16 to December 15, 2023 January 8 to March 1, 2024 March 4 to April 26, 2024
ELECTRICIAN: CONSTRUCTION AND MAINTENANCE	309A	Sudbury	Level 3 Level 2 Level 1 Level 3	October 10 to December 22, 2023 January 8 to March 15, 2024 March 18 to May 10, 2024 October 10 to December 22, 2023
INDUSTRIAL ELECTRICIAN	442A	Sudbury	Level 2 Level 3 Level 1	October 23 to December 15, 2023 January 2 to March 1, 2024 March 4 to April 26, 2024
PLUMBER	306A	Sudbury	Level 3 Level 2 Level 1	October 16 to December 15, 2023 January 8 to March 1, 2024 March 4 to April 26, 2024
HEAVY DUTY EQUIPMENT TECHNICIAN	421A	Sudbury	Level 3 Level 2 Level 1	October 16 to December 15, 2023 January 8 to March 1, 2024 March 4 to April 26, 2024
HEAVY DUTY EQUIPMENT TECHNICIAN	421A	Timmins	Level 3 Level 2 Level 1	August 21 to October 20, 2023 March 4 to April 26, 2024 April 29 to June 21, 2024
TRUCK AND COACH TECHNICIAN	310T	Timmins Sudbury	Level 3 Level 2 Level 1	October 16 to December 15, 2023 January 8 to March 1, 2024 April 29 to June 21, 2024 March 4 to April 26, 2024
AUTOMOTIVE SERVICE TECHNICIAN	310S	Sudbury	Level 3 Level 2 Level 1	August 21 to October 20, 2023 January 8 to March 1, 2024 March 4 to April 26, 2024
WELDER	456A	Timmins	Level 2 Level 1	January 8 to February 16, 2024 February 19 to April 27, 2024



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## Pre-apprenticeship (free training)



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# Continuing studies and corporate training

- Training solutions to meet your needs – online, on campus, or on site
  - Health & Safety
  - Mining technologies
  - Professional development
  - Equipment Operator
  - Other

Forklift Training  
Continuing Education COLLÈGE BORÉAL  
COLLÈGE BORÉAL

First Aid & CPR Level C  
Continuing Education COLLÈGE BORÉAL  
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Let's learn le français  
The leader in French-language training.

COLLEGE BOREAL CA  
1.800.361.6677

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# Employment services

- Client services
  - Resume, cover letter and interview preparation
  - Job search strategies
  - Career exploration
- Employer services
  - Free job posting
  - Candidate screening
  - Workshops
- Programs
  - Youth Job Connection
  - Youth Job Connection Summer
  - Better Jobs Ontario
  - Canada-Ontario Job Grant

EMPLOYMENT OPTIONS EMPLOI  
1job.ca  
COLLÈGE BORÉAL  
Make Employment Options your first option  
Fais d'Options Emploi ta première option

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# Immigration and settlement services



- Settlement, integration and employment-related services
- Language assessments
- Language courses
- Bridging programs

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## Mission

- Collège Boréal offers quality training and services to a diversified clientele. At the heart of the communities it serves, the College provides leadership to fulfill the potential and ensure the sustainable development of Ontario's Francophone communities

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## Current issues

- Ontario's aging population
- Increase in cost of living
- Student recruitment
- Skills gap
- Employee retention

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## How to work together

- Communications
- Forging long term relationships
- Participating in program advisory committees
- Offering bursaries and scholarships
- Investing in employees

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