

**Toronto Training Board  
Survey of Trends and Programs  
that Affect Training in Toronto**

**Andrea Demchuk**

**March 2001**



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## 1. Introduction

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This report is the result of work done by the Toronto Training Board's BPAIR (Best Practices and Access Initiatives Recognition) Working Group, to research existing training standards; to consult with training providers, businesses, labour, equity groups and learners and identify training needs and issues; and to provide guidelines for employers and workers to evaluate the effectiveness of training. The Working Group participants represent labour, business, educators and trainers, women, persons with disabilities, visible/racial minorities and Francophones.

The report highlights the current demographic and economic trends that affect training internationally and in the city of Toronto (Parts 2 and 3); and surveys municipal, provincial and federal legislation and programs that constitute the framework for training in Toronto (Part 4). This overview of relevant trends and programs outlines the context or conditions of training in the city, and provides a starting point for enhancing best practices and for making training programs more accessible to historically marginalized groups.

The primary and secondary research conducted suggests that effective training programs must not only train people to acquire specific skills but also, and perhaps more importantly, train workers in such a way that they have the capacity and flexibility to update their skills and adapt to the changing needs of the labour market.

As businesses become more competitive and economic growth relies increasingly on knowledge and innovation, there is a growing need for skilled workers. To meet this need, employment training must teach new skills as well as recognize and build on people's existing skills. This means recognizing the credentials of newcomers and of people who were trained in one province or territory but wish to live and work in another; it means recognizing skills that have been acquired on-the job or outside the formal economy; and it means making training programs inclusive and accessible to marginalized groups.



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## 2. Background

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Innovation-led economic growth has made job requirements more complicated, putting demands on workers for more skills.

Most jobs now require sophisticated literacy skills.

Mechanics, physicians and teachers need a licence to practise. For people who have been trained outside Canada, obtaining a licence can be difficult, often involving many steps over several years.

In today's information economy, Toronto's economic growth is very much driven by innovations in knowledge-intensive industries.<sup>1</sup> Employers view high-skilled workers as essential to innovation.<sup>2</sup> As skill-sets evolve to parallel the increasing multiplicity of work functions,<sup>3</sup> workers at all levels of Toronto's workforce need to maintain their skills to become or remain employable.<sup>4</sup> For all but the most marginal, tenuously held jobs, literacy and the capacity for lifelong learning have become core competencies.

Employers need to know that the workers they hire come with the skill-sets required to perform critical functions in their organizations. Not only do workers need to acquire skills then, but employers must also be able to recognize these skills. And today, this is no easy task given an increase in the variety of training options, qualifications and workplace experience.

As the workforce diversifies, the process of recognizing workers' skills becomes particularly complex and the jobs of professionals who assess workers' skills, such as recruiters, have become more demanding. In Toronto, which is the most popular entry point for immigrants into Canada,<sup>5</sup> the workforce is increasingly diverse, and many newcomers find that the skill-sets they arrive with are not readily recognized by licensing bodies or by prospective employers. At the same time, there has been a trend in Canada toward integrating members of historically disadvantaged groups who have up until now been making economic contributions outside the formal economy into the formal economy. The impetus for integrating these groups has been internal, as members have viewed participation in the formal labour market as essential to full citizenship in Canadian society; and external, as work outside the formal cash economy has become less sustaining than in the past, and governments develop policies to integrate members of these groups into the workforce.

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<sup>1</sup> Meric Gertler, "The Changing Structure of Toronto's Regional Economy" (Address to the Intergovernmental Committee for Economic and Labour Development [ICE]: Toronto, January 18, 2000).

<sup>2</sup> John Baldwin, *Innovation, Training and Success*, Analytical Studies Branch Research Paper Series No. 11F0019MPE No. 137 (Ottawa: Statistics Canada, October 1999).

<sup>3</sup> Alice de Wolff and Associates, "The Impact of E-Business on Office Work," (Toronto: Office Workers Career Centre, April 2000) reveals the extent to which traditional clerical jobs have been transformed with increased responsibilities and discretionary requirements for workers in 18 identified functional areas: accounts payable/receivable, communications, customer service, data processing and analysis, purchasing, maintenance and troubleshooting, event organizing, human resource support, inventory maintenance, mail preparation and delivery, office management/coordination, reception, research, reservations, scheduling/travel, shipping/receiving, supply requisition/purchasing, text production and training.

<sup>4</sup> Marie Lavoie, *The Role of Trade and Technological Change on the Canadian Employment Profile in a Globalized Context*, Employment and Training Papers #25 (Geneva: ILO-Employment and Training Department, 1998).

<sup>5</sup> Statistics Canada, *1996 Census* (Ottawa: 1998).

The most significant barriers to equitable labour force participation faced by newcomers and members of other historically disadvantaged groups (e.g. women, persons with disabilities, racial/visible minorities, Francophones, First Nations people and learners of English as a second language) is the difficulty they have accessing training and having their skills recognized. Members of historically disadvantaged groups face easily identifiable and more subtle barriers. Training programs and services that promote accessibility and best practices for members of marginalized groups have the potential to break down the barriers to their full participation in the economy and society.<sup>6</sup>

Workers need to be able to show that they can do the work. If they have not done the exact job before, they must be able to transfer their skills.

Barriers prevent people from working. They can also prevent people from working to their capacity.

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<sup>6</sup> “The Role of Training in Overcoming Economic Vulnerability and Social Exclusion” (Geneva: ILO, Feb. 2, 2000).

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### 3. Worldwide Trends in Training

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Worldwide trends:

1. More trade in goods and services
2. More people migrating
3. Increased efforts to employ marginalized people who work outside the formal economy

The trends of knowledge-driven economic growth and an increasingly diverse labour market are not unique to Toronto. In the contemporary global economy, effective skills development is seen as essential to innovation. Practical skills that are learned and demonstrated in productive processes outside the formal education system are becoming codified and are superseding qualifications derived purely from classroom learning. And increased migration, which significantly affects the composition of the workforce in most countries, has led to pressures for skills portability. The social inclusion of members of economically and socially marginalized groups has become essential to the global economy.

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#### Need for Innovation and Up-to-Date Skills

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As the economies of wealthy countries undergo continuous structural changes, businesses have become more competitive. They have been forced to become highly innovative and responsive to market pressures, or risk their viability.<sup>7</sup> As a result, it has become increasingly important for workers to continuously update their skills and for firms to have the capacity to train employees.

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#### Competency-Based Assessments

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Competencies are skills that can best be learned and tested on the job.

There has always been a sense that skills are not fully developed if they have not been honed in the workplace. As the knowledge economy has accelerated the pace at which workplace practices change, the notion that on-the-job skills have become a more appropriate indication of qualifications than formal educational credentials has gained currency. Because informally acquired skills can be more difficult to prove than those attained in formal settings, workers often have difficulty marketing these skills, and recruiters may find it difficult to compare the qualifications of job applicants. In an effort to respond to these challenges, there has been a transnational movement, led by international non-governmental organizations, to codify competencies.<sup>8</sup>

There is every indication that people who work in production or service sectors below management level have less access to training than their counterparts higher up on the work echelon. This lack of training compounds the lack of recognition of their competencies.<sup>9</sup>

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<sup>7</sup> "High Performance Working: Research Project Overview" (Geneva: ILO, March 30, 2000).

<sup>8</sup> Leonard Mertens, *Labour Competence: Emergence, Analytical Frameworks and Institutional Models* (Montevideo: Cinterfor/ILO, 1999).

<sup>9</sup> Cathleen Stasz, "Do Employers Need the Skills They Want? Evidence from Technical Work" *Journal of Education and Work* Vol. 10, No. 3 (1997): pp. 205–224.

Workers whose social contributions have up until now been outside the formal cash economy, in occupations such as homemaking, have always needed skills to perform these critical functions; and many of these skills can be transferred to the contemporary workplace, especially soft skills, such as fostering learning in others, communication and coordination skills. A comprehensive training program encourages workers to identify, consolidate and build on such competencies.<sup>10</sup>

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## Migration and the Recognition of Qualifications

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While there is some evidence that mass migration has been intrinsic to the international political economy since the rise of the nation-state,<sup>11</sup> there is no question that transportation and communications technologies have caused the pace of migration to accelerate. As a result of this increased migration, there are more newcomers who face barriers to joining the workforce, such as language barriers, discrimination and employers who do not recognize their skills.<sup>12</sup>

With the internationalization of domestic economies and heightened labour mobility, there is pressure to broaden training opportunities and for skills to be more portable. International protocols that encourage the portability of skills are still very much at a nascent phase,<sup>13</sup> and have yet to be fully implemented in any jurisdiction.<sup>14</sup> There are assessment services that have the capacity to assess international academic credentials, but educational admission officials and licensing authorities are not compelled to honour these assessments. Meanwhile, trade in training services has expanded exponentially in a largely unregulated fashion, with some providers operating as multinational entities without the ability to assure their graduates that their qualifications will be recognized.<sup>15</sup>

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## Social Inclusion

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In recent years, governments have tended to move away from providing members of disadvantaged groups with entitlement-based social benefits to developing employment-oriented programs that provide access to barrier-

Homemakers and volunteers make important economic contributions, using skills they learn and use at home and in the community. These skills are often difficult to sell to an employer. Good training programs teach people how to sell these kinds of skills.

In the age of the Internet and airplane, people are finding out about opportunities faster and are more willing to relocate for work.

Companies compete with other companies halfway around the world, but workers find it difficult to trade their skills as readily as companies trade goods and services.

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<sup>10</sup> Jennifer Stephen, *Choosing Training?* (Toronto: ACTEW, 1998).

<sup>11</sup> Saskia Sassen, *Guests and Aliens* (New York: New Press, 1999).

<sup>12</sup> "Migrants Face 'Significant Discrimination' in Job Markets" (ILO: March, 8 2000).

<sup>13</sup> Working Group on Criteria and Procedures for the Assessment of Foreign Qualifications, *Draft Recommendations on Criteria and Procedures* (Bruxelles: UNESCO, May 22–24, 2000).

<sup>14</sup> Yu Kameoka, "The Internationalization of Education," *The OECD Observer* No. 202 (October/November 1996): pp. 34–36.

<sup>15</sup> John R. Mallea, *International Trade in Professional and Educational Services* (Paris: OECD—Centre for Educational Research and Innovation, 1998).

Most people feel that getting into the workforce enriches their lives.

Businesses find that a diverse workforce makes them more profitable.

mitigating supports.<sup>16</sup> Government policies reinforce a pre-existing movement of members of these groups to seek integration into the mainstream workforce;<sup>17</sup> reflect a perception that social inclusion and equitable participation in the workforce are critical to empowerment;<sup>18</sup> and are supported by a growing consensus among businesses that a diverse workforce contributes positively to the bottom line.<sup>19</sup>

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<sup>16</sup> Libbie Buchele and Peter Scherer, "Putting Social Policy to Work," *The OECD Observer* No. 212 (June/July 1998).

<sup>17</sup> International Labour Conference, *Training for Employment: Social Inclusion, Productivity, and Youth Employment*, Report V, Fifth item on the agenda (Geneva: ILO, 5 May 2000).

<sup>18</sup> *The World Bank and Disability: Supports for Project Design*, World Bank.

<sup>19</sup> Jeffrey Gandz, "A Business Case for Diversity," (London: University of Western Ontario—Richard Ivey School of Business, Fall 1998).



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## 4. Framework for Training in Toronto

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Today governments see training and education as consumer goods—people are responsible for making their own choices and for paying for them. Governments have moved away from controlling training directly, to allowing workers and employers to make their own choices.

In recent years Canadian governments at the federal, provincial and municipal levels have moved away from directly regulating training and toward encouraging consumer choice and partnerships between the public and private sectors, establishing sector councils, and delegating authority to licensing and other less formal recognition bodies. What marks this wave of change is the amount of responsibility devolved to the individual learner, who must now research the labour market and the suitability of training programs, assemble their own financial resources to take the training, and repay loans or pay taxes on the government training benefits they receive. And responsibility is devolved to all individuals, including members of groups facing barriers to training.

This trend is due, in part, to fiscal considerations, but it also reflects a rethinking of direct government intervention in the labour market. Government is now generally viewed as having a very limited capacity to respond effectively to the rapidly changing labour market, and individual responsibility is viewed as necessary to empowerment. In terms of training, government has taken on the role of providing information and limited support, rather than direction, to workers and employers.

The following government and cross-sectoral programs provide the policy framework for best practices in training in Toronto.

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### Government-Sponsored Benefits for Job-Related Training

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There is government money available to those who are eligible for training programs. But to qualify, people must show that they have researched their options and that the training program they have chosen will get them back to work quickly.

In Toronto, government-funded training is available to workers who are eligible for HRDC's Skills Development Employment Benefit (SDEB) and Opportunities Fund, and to clients of Ontario Works (OW) and the Ontario Disability Supports Program (ODSP). For all these benefits, there are detailed policies regulating client eligibility, employment targets<sup>20</sup> and administrative and accounting procedures. Clients must research and write an employment plan, which they negotiate with assessment centres and their training brokers or caseworkers. If training is part of their plan, clients must compare training options, weighing cost and how quickly a program will get them back to work.

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### Canada Student Loans/Ontario Student Assistance Program (OSAP)

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People can get OSAP if they can show they have a history of paying their bills on time.

Ontario Student Assistance Program (OSAP) is available for students who are taking a post-secondary program that is 12 or more weeks long, on a full- or part-time basis. To stem the growth in default rates, Canada Student Loans (CSL) and OSAP officials now assess applicants for credit-worthiness, give education/training providers the responsibility of repaying loans if their

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<sup>20</sup> OMCSS, *Ontario Works: Making Welfare Work*, Dir 40.0-1 Employment Measures: Employment Placement (June 1, 1998); Dir 49.0-1 Delivery Standards (June 1, 1998); and Dir 50.0-1 Performance Measures and Reporting Requirements. OMCSS *Ontario Disability Support Program—Employment Supports*, Directive #106-3 Performance Measure and Information Reporting (January 1, 1999); Directive #106 Third Party Suppliers (January 1, 1999).

former students default, and publish information on default and employment rates by institution and program. (For more information about OSAP, see <http://osap.gov.on.ca>.)

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## **Student Equivalency Program (STEP)**

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The Student Equivalency Program (STEP) is a Web-based interactive program that allows students to see which universities recognize specific courses from other institutions. Equivalencies do not guarantee that a student's courses will be recognized. Only a "letter of permission" from the institution that will be granting the final degree or diploma ensures transferability. (For more information about STEP, see <http://step.ouac.on.ca>.)

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## **Universities**

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In Ontario, universities generally design programs and develop curriculums independently from government. Professional faculties work with licensing bodies so that their course work provides students with the prerequisites they need to enter into specific professions.

OSAP's publication of the employment rates of students who graduated from certain institutions and programs gives applicants some indication of how graduates are performing in the labour market. In response to several recent government initiatives to promote university programs that teach skills that are in high demand, universities and colleges have begun to offer occupationally focused programs.

Universities are funded by the provincial government, but operate independently from it.

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## **Ontario Colleges of Applied Arts and Technology**

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Consulting with employers, industry and professional associations, the Ontario Ministry of Training, Colleges and Universities (MTCU) oversees the development of vocational, generic skills and general education standards for each type of program delivered at Ontario's colleges. Individual colleges are responsible for ensuring that their programs meet the specified standards. (While new standards are being developed to meet the needs of the labour market, existing standards are available on the Ministry web site at [www.edu.gov.on.ca](http://www.edu.gov.on.ca).)

College students can review a detailed survey of the employment experiences of college students who graduated in 1997 and 1998,<sup>21</sup> as well as OSAP default and employment rates by program, institution and student characteristics.

Government has more control over colleges than it does over universities. Standards for college programs are developed in partnership with employers, industry and professional associations.

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## **Private Vocational Schools**

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New instructional programs at private vocational schools must be registered with MTCU and part of the registration process includes a detailed assess-

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<sup>21</sup> Ontario Ministry of Training Colleges and Universities, *Employment Profile* (February 2000).

Private vocational schools offer a variety of programs. A student needs to research and compare programs to find the right one for their career goals.

Apprenticeship allows workers to get credit for the skills they learn on the job. While apprentices are in training, they are supervised by a journeyman (someone who is fully qualified in their trade). When apprentices complete their program and its requirements, they are licensed to work in their trade.

ment by a qualified third-party curriculum specialist.<sup>22</sup> Learners do not have access to these assessments but are encouraged to research their training options and are able to view OSAP default rates and employment rates for graduates of existing programs.<sup>23</sup> To enrol in these programs, learners sign a contract with the school. Most private vocational schools are members of the Ontario Association of Career Colleges and, as such, subscribe to the Association's Code of Ethics.<sup>24</sup> Ultimately, the student is viewed as a rational agent who has purchased training, as they would any other consumer item.

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## Apprenticeship

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Apprenticeship is the archetypical form of occupational training in which workers combine some classroom learning with a long period of mentored work experience until they are fully qualified to practise their trade. Best practices, such as ensuring the learner's competence at the completion of each stage of the program, are inherent to this form of training.

In Ontario two Acts govern skilled trades: the Trades Qualification and Apprenticeship Act covers the construction industry, and the Apprenticeship and Certification Act covers other occupations. To work legally in some trades—for example, as a hairdresser or automotive service technician—requires certification, while working in other trades—as a motive power parts person, say—does not.

Under the Ontario Youth Apprenticeship Program (OYAP), secondary school students can train as registered apprentices, receiving credit toward high school graduation, a wage, hours credited toward their journeyman certification, and possible exemption from regular apprenticeship training courses.<sup>25</sup>

The Ontario Women's Directorate (OWD)'s Women in Skilled Trades (WIST) program is a three-year initiative to recruit, train and retain women in skilled trades and occupations.

Although the apprenticeship system demonstrates best practices, it also faces a number of challenges:<sup>26</sup> completion rates across Canada are lower than 10%;

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<sup>22</sup> Ontario Ministry of Training Colleges and Universities, *Guidelines for Completion of New Program Registration Form* (Toronto: August 2000).

<sup>23</sup> Ontario Ministry of Training Colleges and Universities, *Registered Private Vocational Schools* (June 29, 2000); OSAP, *Graduate Employment Rates and Graduation Rates for Students Who Attended Private Vocational Schools in Ontario August 1, 1998 to July 31, 1999* (MTCU: 2000); OSAP, *Ontario Student Loan Recipients and Defaults for Private Vocational Schools in Ontario, 1999 and 1998* (MTCU: 2000).

<sup>24</sup> OACC, *Code of Ethics* (as of Aug. 11, 2000).

<sup>25</sup> Ontario Ministry of Training Colleges and Universities, *Ontario Youth Apprenticeship Program* (Toronto: June 25, 1998).

<sup>26</sup> Andrew Sharpe, *Apprenticeship in Canada: A Training System Under Siege?* (Ottawa: CFLDB National Apprenticeship Committee/Centre for the Study of Living Standards, 1999).

the registration of new apprenticeship programs has stagnated since the 1990s; with few exceptions,<sup>27</sup> the list of apprenticed occupations has not expanded beyond traditional trades; women participate at an extremely low rate; and programs vary considerably from province to province.

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### **Assessment of Newcomers' Academic Credentials**

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As of the fall of 2000, newcomers can have their academic credentials assessed by an independent authority contracted by MTCU.<sup>28</sup> This allows newcomers to utilize their skills; however, it does not deal with professional, trade or occupational credentials and does not ensure that licensing bodies will accept the assessments.

Newcomers<sup>29</sup> with occupational backgrounds in specific sectors can now learn more about their occupation in Canada by taking a program called Sector-specific orientation, Terminology, Information and Counselling (STIC). They can learn about labour market conditions and licensing/certification requirements. The program gives them an opportunity to learn Canadian terminology relevant to their field, as it is used in job postings, in testing and in the workplace; has them develop realistic profiles of positions they could obtain with their existing skills and/or further training; and counsels them in designing a career action plan. One component of the program is a computer software application that details job profiles and identifies the competencies and skills required to practise regulated and unregulated occupations in Ontario.

Newcomers can take courses to learn how to make use of the skills they have learned outside Canada, and they can have their academic credentials assessed by an independent service.

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### **Training and the Ontario Government**

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The Ontario Jobs and Investment Board (OJIB)<sup>30</sup> issued a report in 1999 that made several recommendations to make post-secondary institutions more responsive to the requirements of the labour market. In particular, it recommended giving post-secondary institutions the resources to teach skills that are in high demand to more students, and it promoted the development of a "Skills Passport" which would record the qualifications of every Ontarian and validate learning that occurs in both formal and informal settings, in Canada and abroad.

The training policies of the Ontario government are based on the view that training should reflect the needs of the workplace.

As a result of OJIB's recommendations for market-responsive education, several issues were discussed at a subsequent consultation with MTCU,<sup>31</sup> includ-

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<sup>27</sup> Within the past year, two new occupations (motive power parts person and electronic accessory technician) have become apprenticed occupations in Ontario.

<sup>28</sup> "Academic Credential Service," *Breakthroughs Newsletter*, Issue No. 6, (June 2000).

<sup>29</sup> *Skills for Change*, Ontario Ministry of Training Colleges and Universities, Human Resources Development Canada, "Sector-Specific Orientation, Terminology Training, Information and Counseling" (c. 2000).

<sup>30</sup> OJIB, *A Road Map to Prosperity: An Economic Plan for Jobs in the 21<sup>st</sup> Century* (Toronto: March 1999).

<sup>31</sup> Ontario Ministry of Training Colleges and Universities, *Increasing Degree Opportunities for Ontarians*, (April 2000).

ing allowing private institutions and colleges to grant degrees, establishing a Quality Assessment Board to assess new degree-granting programs offered by institutions that do not yet have degree-granting status, and developing taxpayer/student protection programs for new post-secondary institutions.

Many of OJIB's key recommendations have been incorporated into Ontario government programs and services. A recent document, *Learning for Life*,<sup>32</sup> highlights several provincial initiatives originally described in the OJIB report, including using the SuperBuild fund to create 73 000 new student places at colleges and universities; establishing Access to Opportunities, which created 23 000 new places for students in high-tech programs; updating the classroom components of apprenticeship training; focussing the Literacy and Basic Skills program on workforce re-entry; and working with TVO to make skills upgrading more accessible through distance learning.

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### **Labour Mobility Within Canada**

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Canadian governments have been working to allow Canadians who were trained in one province to be able to work more easily in another province.

Workers who were trained in one province or territory and wish to work in another face barriers analogous to those faced by newcomers from other countries. Because provincial governments oversee the regulation of professions in Canada, and this work is often delegated to arm's length bodies, qualifications can vary strikingly across jurisdictions, making skills recognition very difficult. The Forum of Labour Market Ministers established guidelines in 1996 to enhance labour mobility; however, given the complexity of occupational regulations, it is difficult to assess how effective the guidelines have been.

At this time, workers in 44 apprenticeable occupations<sup>33</sup> who have reached the journeyman level can write an Interprovincial Standards Examination and qualify for a Red Seal. The Red Seal allows tradespeople to practise their trades in any province or territory where their trade is recognized by the provincial or territorial government.

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### **Sector Councils**

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Sector councils bring together business, workers, trainers and government, to respond to changing market conditions within an industry.

During the past 15 years, some 20 sector councils and related organizations have been established in Canada. These councils bring together managers, owners of small firms, employees, union representatives, trainers and government representatives,<sup>34</sup> to develop human resource plans and national sectoral standards. Sector councils are based on the idea that industrial planning is best carried out through partnerships among the chief players within the industrial sector, with government playing a supportive role as information provider.

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<sup>32</sup> Ontario Ministry of Education and Ontario Ministry of Training Colleges and Universities, *Learning for Life* (Fall 2000).

<sup>33</sup> "Apprenticeship and the Interprovincial Standards 'Red Seal' Program" (HRDC: as of July 1, 2000).

<sup>34</sup> The Alliance of Sector Councils (TASC), "Different Times, Different Needs" (as of September 27, 2000).

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## **National Occupational Classifications (NOC)**

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Developed and updated by HRDC, the National Occupational Classification (NOC) is the system used to classify information on different jobs in the Canadian labour market. It enables employment professionals, workers and human resource planners to assess career and recruitment prospects. NOC codes are attached to each job posting in the National Job Bank.

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## **Certified Training and Development Specialist (CTDP)**

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The designation Certified Training and Development Specialist (CTDP) is awarded by the Ontario Society for Training and Development (OSTD)<sup>35</sup> to training and development professionals who have five years of experience in the field; who pass a three-hour exam on theory and practice; and who complete a practicum, which is evaluated by peers. Ongoing professional development and re-demonstration of skill competency every five years are required to maintain the designation.

Certified Training and Development Specialists have demonstrated their competence in this field through work experience and a written exam.

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<sup>35</sup> OSTD, *Certified Training and Development Professional CTDP Setting the Standard for Training Excellence* (Toronto: 1999).

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## **5. Conclusion**

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The new economy, based on a global demand for skilled workers, can be seen as opening up opportunities for those traditionally disadvantaged groups who have, for many complex reasons, been unable to access jobs. Skills training plays an important role in integrating such groups into the workforce. This report details some of the trends that affect training in the City of Toronto, and provides a starting place for identifying best practices that increase access for marginalized groups. It is through renewed partnerships between business, labour and governments that training practices can become more inclusive, resulting in a competitive and skilled workforce.



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## Appendix A: BPAIR Working Group

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The Toronto Training Board's Best Practices and Access Initiatives Recognition (BPAIR) Working Group was made up of volunteers from the Board and the public. It met four times between July 20 and October 10, 2000, and provided direction for the project's researcher and report writer. The following is a list of the BPAIR Working Group members:

Pat Hatt, Chair	Persons with Disabilities Director Toronto Training Board
Miguel Aguayo	Ontario March of Dimes, Member of the Persons with Disabilities Reference Group
Jim Alley	Ministry of Community and Social Services
Tony Azevedo	Business Director, Toronto Training Board
Bernadette Beaupre	Ontario Network of Employment Skills Training Projects (ONESTEP)
Susan Brown	Executive Director, Toronto Training Board
Andrea Demchuk	Researcher/Report Writer
Liz Fong	Labour Director, Toronto Training Board
Rifky Gold	Career Consultant
Marie Heron	HJ & Associates Inc.
Mazher Jaffery	Business Director, Toronto Training Board
Brad Layes	Toronto School of Business
Karen Lior	Advocates for Community-Based Training and Education for Women (ACTEW)
Elnora Magboo	Community Worker
Judy Mitchell	Labour Director, Toronto Training Board
Art Noordeh	Academy of Learning, Chair of the Educators/Trainers Reference Group
Greg Pendlebury	Maverick Solutions Inc.
Ruth Pike	Ruth Pike & Associates
John Saunders	IT Journalist
Jacqueline L. Scott	Praxis Research & Training
Elaine Spicer	Canadian National Institute for the Blind, Member of the Persons with Disabilities Reference Group
Audrey Taylor	Jamaican Canadian Association
Debbie Waters	Work On Track