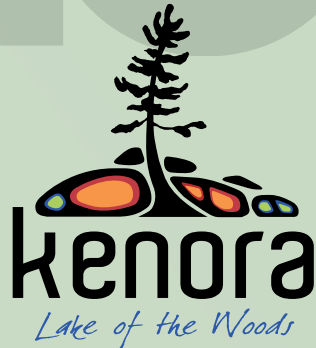


2010



LAKE OF THE WOODS
DEVELOPMENT COMMISSION

EDUCATION & TRAINING STRATEGY

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MESSAGE FROM THE CHAIR

Education and Training was identified as one of the major potential growth sectors for our region in Kenora's Economic Development Plan (2009). In 2009, the Lake of the Woods Development Commission responded with the creation of the Education and Training Committee. For the past six months, the committee has been meeting to develop a strategic plan on how to realize growth in this dynamic sector.

The importance of a healthy education and training sector cannot be understated. At first glance, there are obvious advantages including excellent job opportunities and increased population. Additionally, the sector plays a huge role in allowing our other primary and secondary industries to realize their potential. Take for example the forestry industry; if we were to have a diverse offering of training options for forestry industry workers our ability to attract new players to the local economy is substantially enhanced.

Throughout the process of the development of the Education and Training Strategy I have had the opportunity to work with several individuals and institutions that make up our current local education and training sector. I have been greatly impressed with their commitment to the community and to collectively building a stronger future for Kenora. If this is the type of person that the sector attracts we could certainly benefit from there being more of them!

The reality is that our community has the potential to create its own luck when it comes to an expanded education and training. Several communities across the country have made strategic investments of time and resources into developing their local economies. In Kenora, we have several key advantages including the existence of some strong education and training players already operating in the community. Our approach is to see what opportunities exist to allow these partners to realize the greatest possible growth as well as investigating the possibilities of attracting new providers to our community.

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The importance of a healthy education and training sector cannot be understated.

—GEORDIE MCEWEN

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I hope you get as excited about the potential for our community as I do when I read the Strategy. I have to recognize the outstanding efforts of Dana McKie, our Research Analyst Intern, and of the committee members. Each meeting they have brought their passion and experience to ensure the effective development of this strategy. We all look forward to executing the activities enclosed.

If you would like more information on this Strategy or have questions regarding the Education and Training Committee, please feel free to contact Dana McKie, Research Analyst Intern, by phone (807) 467-4638 or email dmckie@kenora.ca.

Sincerely,

Geordie McEwen, Chair
Training and Education Committee
Lake of the Woods Development Commission

EDUCATION AND TRAINING COMMITTEE MEMBERS

Geordie McEwen Lake of the Woods Development Commission Board of Directors
Rory McMillan City Council
Rick Moore Confederation College
Wayne Zimmer Seven Generations Education Institute
Cyndi Cossais Keewatin Patricia District School Board
Murray Delorme Kenora District Catholic School Board
Erika Olson Community Representative
Teika Newton Community Representative
Patti MacDonell Community Representative
Glen Morrison Community Representative
Jennifer Findlay City of Kenora Resource Staff
Dana McKie City of Kenora Resource Staff

PART 1

INTRODUCTION

The City of Kenora's Economic Development Plan (2009) has identified education and training as a key area for strategic investment. The Plan is being implemented by the Lake of the Woods Development Commission. The Commission has established three standing committees: Business Development, Tourism and most recently Education & Training. The Education & Training Committee has been created to support the establishment of Kenora as a regional centre of excellence for post-secondary education and training programs and services.

In July 2009, the Education and Training Committee met for the first time and began discussing the future of education and training in Kenora. In January 2010, the Education & Training Committee adopted a Background Report. The Background Report (2010) outlined the current education and training opportunities in Kenora and laid the groundwork for this Education and Training Strategy.



The strengthening of the local education and training sector will result in economic, social and cultural benefits equating to a healthy and vibrant community. There is opportunity and potential to grow this exciting and multi-faceted sector.

PART 2 BACKGROUND

The Education and Training Strategy will be the guiding framework for the committee's work. It will detail the committee's strategic direction, goals and the actions that the committee will take to reach those goals. The Strategy addresses partnership development, infrastructure development, education and training program retention and expansion and niche program development. This Strategy adheres to the operating values of the Lake of the Woods Development Commission. Specifically, the Strategy places great emphasis on relationship building and sustainable economic growth in the Kenora area.

The focus of the Education and Training Committee's work is in post-secondary education and training. This includes diploma, degree and certificate programs delivered by universities and colleges, skilled trades training, job-specific training and adult and continuing education programs. Post secondary education and training is essential to the economy as a whole both as an industry in itself and as a generator of educated and skilled citizens to support the rest of the economy. Higher education levels result in a stronger economy.

The strengthening of the local education and training sector will result in economic, social and cultural benefits equating to a healthy and vibrant community. There is opportunity and potential to grow this exciting and multi-faceted sector.



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PART 3

3 VISION, PURPOSE, STAKEHOLDERS, & GUIDING PRINCIPLES

3.1 Vision

Dynamic partnerships, including relationships with Aboriginal groups, will be formed to work collaboratively in developing innovative and expanded education and training opportunities for a diverse set of learners and consumers, utilizing and building on the natural attributes of the community and region.

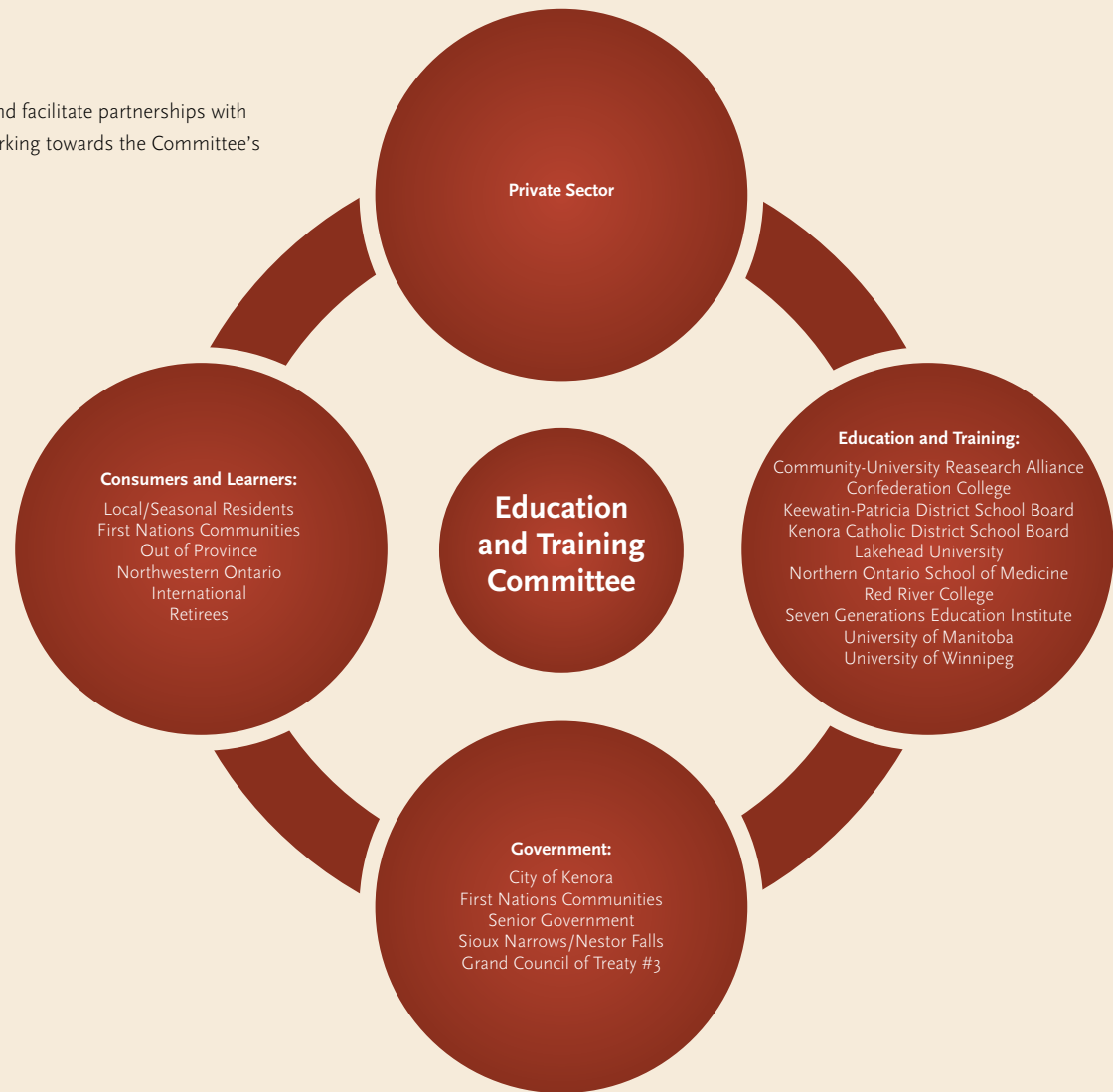
3.2 Purpose

To facilitate partnerships with educational institutions, senior levels of government and community stakeholders in establishing Kenora as a regional centre of excellence for post-secondary education and training programs and services.



3.3 Stakeholders

The Education and Training Committee will develop and facilitate partnerships with and between a number of different stakeholders in working towards the Committee's goals including the following:



3.4 Guiding Principles

The following guiding principles encapsulate the core values of the Education & Training Committee and the Lake of the Woods Development Commission:

TRANSPARENCY

We will maintain ongoing communication with other committees of the Lake of the Woods Development Commission, our stakeholders, and the community to ensure open communication of opportunities. The Committee will act in an advisory manner when required.

SUPPORTING COMMISSION GOALS

We will not lose sight of the three prime goals of the Lake of the Woods Development Commission: job creation, increased assessment, and population growth. We will ensure that we are working in coordination with the Commission and the implementation of The Economic Development Plan (2009).

INNOVATIVE AND DYNAMIC GROWTH

We will be flexible and adaptable to change to ensure sustainable and continued economic growth. We will respect the activity already occurring in the local education and training sector and aim to assist in this natural growth.

COMMUNITY BEST INTEREST

We will regard the work of the Committee as being for the greater good of the entire community and as benefiting the entire education sector. We will work with the community's needs and values in mind.

INCLUSIVITY

We will promote and develop partnerships based on shared values and goals. We will work in a collaborative manner with all groups and recognize the need to share both resources and knowledge.

COMMUNITY-BASED SOLUTIONS

We will ensure that there be community engagement in making decisions. We will seek solutions that are locally developed and which are a good fit for the community as a whole.

ENVIRONMENTALLY RESPONSIBLE DEVELOPMENT

We will ensure that any development in which the committee may become involved is sustainable and is in the best interest of the local environment.



PART 4

EDUCATION AND TRAINING ENVIRONMENT

The Local Environment

Kenora, with its unique natural attributes, prime location and pre-existing education and training infrastructure has the potential to become a centre for education and training excellence. The Background Report (2010) provided a detailed inventory of the current education and training providers in Kenora which included 7 post secondary education providers, 5 education and training referral agencies, and 4 adult education providers. The consumers and learners identified for education and training initiatives include local residents, First Nations Communities, Manitoba, Northwestern Ontario, and the specialty market representing a diverse market for education and training programs.

There has been growth in education and training opportunities in Kenora over the last decade. Confederation College is now offering a Bachelor of Science in Nursing program locally. Seven Generations Education Institute has expanded into Kenora, opening a local office and providing secondary and post secondary programming to Kenora residents and First Nations Communities. There is also university presence in Kenora with the Northern Ontario School of Medicine stationing six students in Kenora for the 2009-2010 school year. The Community-University Research Alliance funds research by The Common Ground Research Forum in partnership with the University of Manitoba, the University of Winnipeg, Grand Council Treaty 3, the City of Kenora, and First Nations partners, and will see up to seventeen students funded over the next five years.

The municipal government does not have a direct role in education and training, however does have a large role in economic development and has identified education and training as a key sector in which to invest. The municipal government is able to provide funding, incentives and other types of support in expanding and nurturing the development of education and training in Kenora. As well, the municipal government is responsible for city planning, public transit, library services, child care, and parks and recreation which are important to developing and maintaining a sustainable community that can support education and training expansion and which has the ability to attract consumers.

It is evident that there are a number of education and training opportunities currently available in Kenora. These programs and services will be very important in developing and expanding education and training in Kenora. There is room for further growth and development in this sector. Shared knowledge, resources and infrastructure will benefit all stakeholders and a close working relationship with municipal government will provide valuable support.



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The Regional Environment

In Ontario there are a total of 22 public universities, 24 colleges and 17 privately funded schools with the ability to grant diplomas. Additionally there are over five hundred registered private career colleges. Lakehead University in Thunder Bay is 500 kilometres east of Kenora and is the closest Ontario University to the City of Kenora. The University of Winnipeg, The University of Manitoba and Collège Universitaire de Saint-Boniface in Winnipeg are the closest non-Ontario universities to Kenora. Colleges in close proximity include the main campus of Confederation College in Thunder Bay and Red River College, and Winnipeg Technical College in Winnipeg, among other smaller colleges.

The Ministry of Training, Colleges and Universities (MTCU) is the provincial government body that manages post-secondary education and training in Ontario. This Ministry is responsible for developing and administering policy for universities and colleges of applied arts and technology. MTCU grants authorization to universities to grant degrees, registers private career colleges and distributes funds allocated by the province to colleges and universities. The Ministry also provides financial-assistance programs for post secondary school students. Additionally, as the operator of Employment Ontario, the Ministry is responsible for delivering employment and training services and training and for ensuring standards are met for the trades under the Trades Qualification and Apprenticeship Act and for workplace training and improvement programs including apprenticeship training, career and employment preparation, adult literacy and basic skills.

It is recognized that working closely with this level of government will be vital in expanding and developing education and training programs in Kenora because the Ministry of Training, Colleges and Universities is responsible for approving any new education or training programs. Additionally, forming and expanding partnerships with educational institutions in the region will result in a stronger local presence, which includes Manitoba, due to its close proximity to Kenora. Partnerships with educational institutions in this province are currently occurring and there is opportunity for expanded involvement.



The National Environment

The education and training environment in Canada is continually evolving with the changing demographics and labour market, globalization and increased mobility, and with new research and technology. Canada has one of the highest rates of postsecondary education attainment with six out of ten adults completing some form of postsecondary education. There is growth occurring in the education and training sector in Canada. Ontario and a number of other provinces have passed legislation to allow privately funded degree granting institutions to operate, which includes universities. Quest University in British Columbia is the first entirely privately funded university in Canada that is not associated with a religious denomination. As is evident, the education sector has the ability to expand and change over time and will continue to do so.

In Canada, the Federal Government's role in post-secondary education and training is indirect and is individually managed by each province. There exists no federal body that oversees postsecondary education and training. However, the Federal Government funds programs related to education and training and contributes to the funding of many universities and colleges through grants. Programs funded by the federal government and delivered by each province include Apprenticeship grants, Skills Development Programs, and Career Transition Assistance.

For First Nations Canadians the Federal government, through Indian and Northern Affairs Canada (INAC), funds post-secondary education and training including tuition, supplies, and living costs through the Post Secondary Support Program. This funding is transferred to each band or tribal council from the federal government and is dispersed based on parameters set out by the band.

Looking at education and training from a national perspective, there is currently growth and change happening in the sector which supports the development of the education and training sector in Kenora. More Canadians than ever are attending post-secondary education today, providing a strong consumer base for future development.

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PART 5 STRATEGIC DIRECTIONS

Four key areas of focus or “Strategic Directions” have been identified. Within each Strategic Direction, we have identified goals which will guide the Committee’s work.



PART 6

STRATEGIC DIRECTIONS: OBJECTIVES & TIMELINES

The Committee has identified key objectives and actions for each of the four Strategic Directions as well as the timeframe for development or implementation of each action.

Direction #1: Partnership Development

Short Term Objectives: Year 1

Objective	1. Honour Guiding Principles	Lead
Actions:	a. Define and refine guiding principles to guide actions and decisions	Committee
	b. Provide input to Commission policy development	Chair
	c. Apply and honour principles in our planning and decision making	Committee
	d. Evaluate effectiveness of the guiding principles and their ongoing application	Committee

Objective	2. Strategically communicating	Lead
Actions:	a. Consult and meet with Commission, Council to define scope and to clarify the roles of the Education and Training Committee based on submission of strategic plan	Research Analyst
	b. Provide input to Commission communication strategy	Chair
	c. Implement a public engagement strategy with the Commission	Committee

Long Term Objectives: Year 1

Objective	1. Define the role of private sector partners
Objective	2. Implement broad community engagement strategy



Direction #2 & 3: Retention/Expansion of Existing Programs & Infrastructure Development

Short Term Objectives: Year 1

Objective	1. Demonstrate opportunities	Lead
Actions:	a. Define research scope, objectives and research plan for implementation i. Committee approves interview guide and matrix for weighing decisions	Research Analyst
	b. Research and analysis of opportunities	Research Analyst

Objective	2. Develop Local Solutions	Lead
Actions:	a. Develop public sector investment model that fits with community	Research Analyst
	b. Report to Commission/Council to demonstrate opportunities for 'community investment and partnership' and presenting Committee proposed budget for next 2 years	Chair

Long Term Objectives: Year 2

Objective	1. Facilitate implementation of local solutions
Objective	2. Encourage diversified Investment

Direction #4: Niche Program Development

Long Term Objectives: Year 2

Objective	1. Identify niche opportunities
Objective	2. Facilitate public and private investment partnerships



PART 7 EVALUATION AND MONITORING

The Committee recognizes the need to self monitor progress on the objectives of the Strategy and to monitor their work appropriately. Self evaluation will take place on an ongoing basis. Progress will be evaluated by examining the following key indicators as related to the four Strategic Directions:

Timeframe	Strategic Directions & Objectives	Key Indicators of Success
Year 1:	<p>Partnership Development</p> <ol style="list-style-type: none"> Honour Guiding Principles Strategically communicating <p>Retention/Expansion of Existing Programs</p> <p>Infrastructure Development</p> <ol style="list-style-type: none"> Demonstrate feasibility Develop Local Solutions 	<ul style="list-style-type: none"> Council's approval of Commission/ Committee continued mandate/ budget allocated; Municipal investment opportunity identification (e.g. land transfer, resource allocations etc.); Participation of Committee; Community involvement.
Year 2:	<p>Partnership Development</p> <ol style="list-style-type: none"> Define the role of private sector partners Implement broad community engagement strategy <p>Retention/Expansion of Existing Programs</p> <p>Infrastructure Development</p> <ol style="list-style-type: none"> Facilitate Implementation of Local Solutions Encourage Diversified Investment <p>Niche Program Development</p> <ol style="list-style-type: none"> Identify niche opportunities Facilitate public and private investment partnerships 	<ul style="list-style-type: none"> Private sector partnerships are formed; Municipal investment in education and training opportunity; Private sector investment opportunities are identified; Niche education and training opportunities are identified; New education and training opportunities are available in Kenora.





Timeframe	Strategic Directions & Objectives	Key Indicators of Success
By Year 5:	Job creation	<ul style="list-style-type: none">• Public and private sector investment in education and training opportunities;• Current education and training jobs are retained and new jobs are created;• City tax revenues increase as a result of physical education centre and increased population;• Current population remains in Kenora and population grows as a result of education and training opportunities;• Industry is attracted to Kenora as a result of skilled population.
	Increased assessment	
	Population growth	

