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Skills and Learning in Canada:
A Review of Key Issues That Could Affect Canada's Future Economic Prosperity and Social Development

Report

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CGA Certified General Accountants Association of Canada

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SKILLS AND LEARNING IN CANADA:

A REVIEW OF KEY ISSUES THAT COULD AFFECT CANADA'S FUTURE ECONOMIC PROSPERITY AND SOCIAL DEVELOPMENT

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The views expressed in this report are those of the author alone.

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Introduction

Canada has enjoyed exceptional and sustained economic growth for the past 15 years – strong commodity prices have created a currency advantage in export markets, the R&D collaboration between universities and the private sector is strong, post-secondary education attainment is one of the highest amongst OECD countries, the overall unemployment rate has fallen, and the number of small and medium enterprises have risen in the last decade. However, as international competition for talent and capital continue to intensify, now may be the time to review one of the critical elements for any economy – skills and learning.

However, assessing the state of skills and learning in Canada is not easy. The latest OECD education reports support this claim as it ranked Canada the lowest of 40 OECD countries when it comes to gathering and analyzing information on training and learning. Because of that dearth of national information, it is difficult to gain a coherent sense of where Canada stands, what our priorities should be, and whether we are funding training and development in the areas where Canada needs to focus for the future. In addition, private and public sector concerns on skills shortages in Atlantic Canada, struggles with immigrant labour market integration, and education inaccessibility among Aboriginal youth have captured the airwaves recently. Much of this airtime is timely, particularly as Canada's global competitive advantage strengthens and its economy grows.

Therefore, in order to better understand the overall state of and future focus areas for skills and learning in Canada, an effective course of action is, to gain a sense at the ground level, how existing programs, policies, and initiatives are working, which skills and learning elements need further attention, which regions and initiatives need more resources, what are the focus areas for the future, and how present skills and learning issues can be mitigated to keep Canada competitive. Specifically, such discussions at the ground-level could help to identify gaps in program and policy implementation, remove barriers to immigrant integration and inter-provincial mobility, ease skills crunches, better engage Aboriginal peoples, and encourage lifelong learning in an effort to help shape the workforce of the future.

As such, in an attempt to better understand the surrounding issues, establish priorities, and develop recommendations, the Public Policy Forum (PPF), in collaboration with the Certified General Accountants Association of Canada (CGA-Canada) is organizing and facilitating a series of regional roundtables in Vancouver, Calgary, Winnipeg, Toronto, Montréal, Halifax, Sudbury, and St. John's. The series will culminate in a national summit to be held in Ottawa on May 28.

The purpose of this background paper is two-fold: its first objective is to examine areas affecting skills and learning in Canada. Second, it will serve as a springboard for discussion at the *CGA-Canada Skills and Learning Regional Roundtables Organized by the PPF* to help gain a sense of the regional manifestations of these issues.

In so doing, the background paper will discuss following key areas:

- Skills shortage and labour mobility;
- Workplace/lifelong learning;
- Aboriginal engagement;
- Essential skills;
- Immigrant labour market integration; and
- Career extension and succession planning.

The intent is to highlight some causes, implications, and mitigation approaches in these areas thus far, and offer questions for further consideration. In closing, the paper will attempt to build next steps.

Skills Shortage and Labour Mobility

As the shortage of skilled workers in Canada starts to affect different sectors and regions, concern about this issue is gaining momentum and it has become a pressing public policy challenge. According to Linda Franklin, President of Colleges Ontario, "Ontario faces a skills shortage of more than 360,000 people by 2025, due to the wave of retiring baby boomers and slowing population growth." Similarly, Manitoba will need to recruit 6,500 construction workers over the next eight years to cope with retiring workers and increasing demand. The scenario appears to be gloom in most other regions. The Automotive Repair and Service Council (CARS) projects shortages of between 12,240 and 20,170 skilled employees in its industry alone. In Western Canada, the shortage of skilled construction workers is reaching a crisis in British Columbia where preparation for the 2010 winter Olympics will require about 20,000 additional skilled workers over the next three years. The Globe and Mail put the severity of this issue into perspective as they termed the nation-wide labour shortage, Canada's "largest public policy challenge."

The resource-based boom in Western Canada continues to attract skilled workers from the rest of the country. This surge of skilled workers to the West may potentially have strained the infrastructure and distorted housing markets and prices. It may have also seriously depleted the base of skilled workers in Ontario, Québec, and the Atlantic provinces. Regional fragmentation of the domestic economy could potentially exacerbate the problem – and create new challenges. Evidence in the previous paragraph shows that boom in various sectors (and regions) in combination with immigrants not well integrated into the labour market, and population aging, could create a significant labour strain. People with skilled trades, engineering, and other qualifications are in high demand in certain regions and sectors. However, westward migration due to the recent job rush may have caused a population shift and may also have disrupted the balance of skilled workers across the country.

There have been attempts to curb this growing imbalance. To increase the number of skilled workers, the federal government has created annual grants of $1,000 for apprentices who finish the first or second year of the Red Seal trade program to help with

training and buying tools.[1] Moreover, to retain recent college and university graduates, the Government of Manitoba has created a "Stay in Manitoba" program offering tax rebates equivalent to 60 per cent of total tuition fees (in addition to existing federal and other provincial rebates) for those who spend six years in Manitoba after finishing university.[2] However, it is not yet known how these programs are faring and if they meet expected outcomes.

Therefore, the questions at hand are: what more needs to be done – and by whom? Instead of band-aid solutions and the traditional focus on accreditation and licensing (which remain important) it may be time to broaden this discussion to think about such underlying issues as quality-of-life considerations and how to create communities that attract and retain skilled people.

Workplace/Lifelong Learning

The fast pace of technological change and the emergence of new economic powers like China and India mean that there has never been more pressure to constantly upgrade skills and knowledge in the workplace. That said, two-thirds of working Canadians have not taken part in any formal work-related learning activities in the past two years[3] and OECD comparisons confirm that most Canadian companies under-invest in adult training.[4] Moreover, studies indicate that employer-sponsored training is uneven across provinces and employment sectors. It is under this premise that the Canadian Council on Learning (CCL) called encouraging workplace learning "Canada's biggest economic challenge."[5]

Given the critical role of small and medium-sized enterprises as engines of domestic economic growth and job creation, this reality is especially challenging. Most small companies have tight budgets and, can allocate very little to skills and training plans for their employees.[6] A recent EKOS Workplace Training Survey illustrates that cost-related factors are among the most frequently cited obstacles to workplace learning.

But cost does not seem to be the only barrier to ongoing skills training. High staff turnover rates and the complexity of measuring return on investment also seem to be impediments: a recent Canadian Labour Market Productivity Centre (CLMPC) survey revealed that over 40 per cent of business and union leaders cited lack of government funding and lack of employer interest as barriers to skills training. Many firms seem to

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[1] -. (2007), *Feds invest in apprenticeship grants*, Macleans

[2] Friesen, J. (2006), *Six years in Manitoba buys free education: Tuition deal offered to university students in attempt to kept graduates in province*, The Globe and Mail

[3] -. (2007), *Report on Learning in Canada: Strategies for Success*, Canadian Council on Learning (CCL), p. 13

[4] -. (2001), *Learning and Skills Development: Issues, Best Practices and Suggestions for Action*, Public Policy Forum (PPF), p. 27

[5] CCL website, report

[6] -. (2001), *Learning and Skills Development: Issues, Best Practices and Suggestions for Action*, Public Policy Forum (PPF), p. 27

worry that employees will leave once they have received training and therefore, are reluctant to assume the costs and risks related to training. A third barrier identified by enterprises of all sizes is the inability to adequately measure return on investment. Many conventional accounting frameworks fail to accurately measure the return on investment in training initiatives or in other forms of knowledge acquisition.[7]

Some professional associations and provincial governments have sought to address this issue. For example, companies in Québec are required by law to spend one per cent of their payroll on employee training. This policy has successfully encouraged many employers to focus their attention on training. But it has also been reported that this policy imposes a heavy burden on small businesses, particularly within the construction industry. Workplace Learning PEI, an independent organization in Prince Edward Island, was developed to help companies keep pace with economic change. This organization works in partnership with businesses and unions to offer information sessions and workshops. In addition, Workplace Education Manitoba is a business-labour-government partnership that promotes essential skills and workplace training.

The EKOS Workplace Training Survey raises a related conundrum: that workplace training barriers differ significantly by region. While training costs are cited as the greatest obstacle in British Columbia and Atlantic Canada, it is cited as the lowest in Ontario. To get a better grip on this issue, it would be helpful to identify some enterprises – in both public and private sectors – that have successfully created a "learning workplace." It is also important to review what programs currently exist and which have the best track records. This would provide a point of departure to better understand what is required urgently in the current market, and what strategies and practices are most effective.

Thus, the cost of training and associated downtime, risk of losing employees, and uncertainty about a tangible return on investment seem to be the primary barriers for employer-sponsored training. These barriers, in turn, may have created a 'workplace-learning gap' on many levels: between small and large business sectors, regions, and employment sectors. While it is understood by managers and financial officers of all employment sectors that a learning environment is essential to innovation, productivity, and competitiveness, the following are some key questions to better understand the stakes and approaches:

- What collaborative measures could be taken by the business, labour, and government sectors to enhance workplace learning?
- What sort of provincial government or public-private partnership initiatives exist and have these been effective so far?
- What types of employer incentives could the federal government provide?
- Should a government assistance program be put in place to help small-businesses to manage workplace learning?

[7] Betcherman, G., N. Leckie, and K. McMullen. (1998), *Barriers to Employer-Sponsored Training in Canada*, Canadian Policy Research Networks (CPRN), p. 7

Aboriginal Engagement

Aboriginal peoples, including Inuit, First Nations, and Métis, represent an important tile in the socio-cultural mosaic of Canada. They are also the fastest-growing population group in Canada. By 2017, Aboriginal peoples are expected to represent more than 1.4 million or 4 per cent of the Canadian population.[8] Moreover, approximately 60 per cent of the Aboriginal population are youth, under the age of 29.[9] As Aboriginal youth enter the labour market, they will account for an increasingly high segment of the working-age population, particularly in provinces and territories that have the highest proportion of Aboriginal people such as Manitoba and Saskatchewan.[10]

However, this population segment is also among the most challenged when it comes to skills, training, and integration into the domestic workforce. The number of Aboriginal high-school graduates is only now starting to increase; high-school dropout rates have been stagnant for the last 25 years, at 60 per cent.[11] As a result, the majority performs far below the achievement and employment rates of non-Aboriginals. A recent longitudinal study by the Institute On Governance (IOG) showed that employment rates have dropped since 1996 and continue to do so in 44 per cent of First Nations communities.[12] In Manitoba and Saskatchewan, 70 per cent or more of First Nations members of working age, and 55 per cent of Métis, fall below minimal levels of literacy.[13] Experts estimate that the literacy levels on reserves are even worse. As for post-secondary education and training, approximately eight per cent of Aboriginal people aged 25-34 complete some form of higher education. This is significantly lower than that of non-Aboriginal Canadians – at 28 per cent.[14]

Provinces have tried to respond to this challenge in different ways. Last year, in British Columbia, Premier Gordon Campbell announced a $65-million program to improve educational access and participation and remove financial constraints. This past September, Ontario's Lieutenant-Governor David Onley, vowed to improve computer literacy for Aboriginal children. In 2005, the federal government contributed $400,000 to the New Brunswick Aboriginal Education Initiative. However, it is not yet known how such provincial and community level initiatives are unfolding.

The evidence gathered indicates that there exists a significant gap in skills and learning between Aboriginal and non-Aboriginal peoples. Given that the Aboriginal population is

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[8] -. (2007), *State of Learning in Canada: No time for complacency – Executive Summary*, Canadian Council on Learning (CCL), p. 10

[9] -. (2007), Redefining How Success is Measured in First Nations, Inuit, and Métis Learning, Canadian Council on Learning (CCL), p. 4

[10] -. (2007), Redefining How Success is Measured in First Nations, Inuit, and Métis Learning, Canadian Council on Learning (CCL), p. 4

[11] -. (2008), *Literacy among Aboriginal children*, The Globe and Mail

[12] Damus, S. and K. Liljefors. (2004), *Analysis of Some Indicators of Economic Development of First Nation and Northern Communities*, Institute On Governance (IOG), p. 3

[13] -. (2007), *State of Learning in Canada: No time for complacency – Executive Summary*, Canadian Council on Learning (CCL), p. 10

[14] -. (2007), *Redefining How Success is Measured in First Nations, Inuit, and Métis Learning*, Canadian Council on Learning (CCL), p. 5

growing relatively fast, it is important to review some of these issues regionally to gain a sense of possible mitigation strategies and what is required to achieve them. The CCL has recognized that conventional indicators and metrics used to measure education levels are not in line with attributes of Aboriginal learning, and are thus, for the most part, inapplicable.[15] This is a significant recognition, and keeping that in mind, the following questions are offered for consideration:

- What are the barriers to equitable education, training, and labour market integration?
- What incentives exist and are these adequate?
- Are the initiatives put in place by various provincial governments and local communities bearing fruit and are they sustainable?
- Could a pan-Canadian Aboriginal education strategy help to improve the situation?

Essential Skills

Essential skills are classified as the foundation on which further skills and learning can be developed. They include: reading text, numeracy, writing, computer use, and oral communication. Compared to other OECD countries, Canada has above-average literacy rates. However, according to the International Adult Literacy Survey, roughly 42 per cent of all Canadians aged 16 to 65 have poor literacy.[16] This is particularly acute in the case of Aboriginal peoples. A recent study by TD Bank Financial Group illustrates that an overall one per cent increase in literacy yields socio-economic gains that value $32-billion.[17] This report also noted that four in 10 high school students have insufficient reading skills, and two in 10 university graduates, five in 10 adults, and six in 10 immigrants have insufficient literacy skills.[18]

Governments and employers are becoming increasingly aware of the negative impact of low skill levels. Inadequate skills can affect an individual's ability to participate fully in the labour market, yield limited employment choices, and could result in low income. Lack of essential skills could also impair the private sector's ability to compete, and hinder Canada's competitiveness in global markets.[19] As such, essential skills are necessary to maintain Canada's competitive edge in today's global and knowledge economy, increase incomes, and also help Canadians participate fully in the labour market.

The private sector, non-governmental organizations, and federal and provincial governments have attempted to tackle this issue from different angles. In 2003, the

[15] Battiste, M. (2005). *State of Aboriginal Learning*, Canadian Council on Learning (CCL), p. 2
[16] -. (2005). *Profiting from Literacy: Creating a Sustainable Workplace Literacy Program*, The Conference Board of Canada, p. 1
[17] -. (2007). *Canada is losing billions because of illiteracy: TD Bank*, Macleans
[18] -. (2007). *Canada is losing billions because of illiteracy: TD Bank*, Macleans
[19] -. (2005). *Profiting from Literacy: Creating a Sustainable Workplace Literacy Program*, The Conference Board of Canada, p. 1

Essential Skills and Workplace Literacy Initiative was launched by HRSDC to enhance the skill levels of Canadians entering or already in the workforce. In 2005, the PPF was approached by HRSDC to host a National Symposium on Essential Skills. The Symposium identified challenges and opportunities, brought to light issues and potential applications of Essential Skills research, and looked ahead to next steps. Symposium participants emphasized the importance of building a common understanding of Essential Skills; they also identified areas where more research is needed and called attention to the need for building networks and an ongoing dialogue among stakeholders.

Since the creation of HRSDC's Essential Skills initiative, the federal government has increasingly turned its attention to this issue. Recently, Mr. Albrecht, Member of Parliament, on behalf of the federal government, provided funding of approximately $207,000 to Laubach Literacy Ontario to train 90 instructors who can help potentially more than 4,200 Canadians upgrade their essential skills.[20] Another initiative, entitled 'Essential Skills for Aboriginal Futures' is a joint venture between the federal government and the Métis Nation British Columbia to give 105 Aboriginals the opportunity to develop the essential skills needed for specific jobs. This project also intends to encourage more businesses to use essential skills tools in their workplace to help workers upgrade their skills and increase productivity.[21]

This evidence demonstrates that the federal and provincial governments, in collaboration with partner organizations, are establishing several initiatives aimed at improving essential skills. However, it is unclear what impact these initiatives are having so far. Thus, it is necessary to gain a sense of how the issue of essential skills is addressed across Canada. The following questions could be a starting point for this discussion:

- What barriers (financial, workplace, etc.) exist that prevent the acquisition and upgrade of essential skills?
- What regional initiatives and incentives exist, and are these adequate?
- Could the private sector take charge of measuring and developing essential skills in the workplace?
- What supports are needed for the private sector to play a role?
- Could unions play a role by including education in their bargaining agendas?

Immigrant Labour Market Integration

Canada is increasingly looking to immigration to satisfy growing labour market needs and negative population growth. In the next 10 years, immigration will account for all of Canada's net labour growth.[22] The attraction and retention of talent, including those with foreign education, work experience, and credentials is critical to Canada's long-term

[20] -. (2008). *Government of Canada funds project to help Canadians improve their essential skills and participate in the work force*, Human Resources and Social Development Canada
[21] -. (2007). *Government of Canada funds essential skills project to help Aboriginal Canadians participate more fully in the work force*, Human Resources and Social Development Canada
[22] Doiron, M. (2006). *Foreign Credential Recognition and Immigrant Labour Market Integration*, Human Resources and Social Development Canada, p. 2

economic success. Ensuring that immigrants are gainfully employed is an essential component of the process of integration because employment provides immigrants with a sense of pride and dignity, allows them to support their families, and facilitates the building of relationships with their local communities.[23]

A recent Statistics Canada study shows that the national unemployment rate for new immigrants is more than double the rate for the Canadian-born population. This study also indicates that the unemployment rates of recent immigrants and Canadian-born citizens only begin to converge after 10 years of residence.[24] This is supported by a recent CMEC study that notes that only 56 per cent of recent immigrants had their foreign credentials fully accepted.[25] As a result, six in 10 immigrants eventually take jobs outside their area of training.[26] New immigrants may therefore find it difficult to integrate and consequently the Canadian labour market misses out on valuable talent.

In the Longitudinal Survey of Immigrants to Canada, compiled by Statistics Canada in 2007, respondents cited lack of Canadian work experience, lack of recognition of foreign credentials, language barriers, and discrimination as the most severe impediments to labour market integration.[27] These concur with participants' views at a recent PPF seminar on Approaches to Recognizing the Skills and Credentials of Foreign-trained Workers and a study by Citizenship and Immigration Canada. Since operations, assessment, and licensing of professions differ in every province, foreign credential recognition mechanisms also differ and this could make it challenging for new immigrants.

Federal government initiatives such as the Enhanced Language Training (ELT) seek to help increase language proficiency and connect new immigrants with jobs and internships. Community level initiatives such as the Ottawa Community Immigrant Services Organization and Career Bridge (in collaboration with the Toronto Region Immigrant Employment Council) also help newcomers integrate into the labour market. Such programs and initiatives need to be further explored in local settings to better understand their impacts.

Therefore, it would be useful for discussion around immigrant labour market integration to focus on which employment sectors are proving most difficult to penetrate and why, and whether there are regional patterns. Recent immigrants, business leaders, and professional organizations could share thoughts on what could be done to improve the situation, as well as who is addressing this question effectively and how.

Through the following questions, the nature and state of immigrant labour market integration can be better understood:

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[23] Thai, E., and Y. Poisson, *Comparing Approaches to Recognizing the Skills and Credentials of Foreign-Trained Workers: Outcomes Report*, Public Policy Forum, p. 2
[24] -. (2007). *Study: Canada's Immigrant labour market*, Statistics Canada
[25] -. (2007). *Recognition of non-formal and informal learning: Report on Provincial/Territorial Activities and Pan-Canadian Overview*, Council of Ministers of Education Canada (CMEC), p. 10
[26] Jiménez, M. (2005). *A star immigrant gives up on Canada*, The Globe and Mail
[27] -. (2007). *Study: Canada's Immigrant labour market*, Statistics Canada

- What could be the role of employers and professional associations in the integration process?
- What provincial government and community level strategies exist and do they meet the expected outcomes?
- What incentives and programs could be developed to attract immigrants to rural areas and regions that are experiencing skills crunches?

Career Extension and Succession Planning

According to Statistics Canada, nearly one out of every three Canadians is a "boomer" and retirement-minded people are the largest growing demographic.[28] With this in mind, the promise of Freedom 55 may be helpful in selling retirement savings plans, but studies show that interest in early retirement may be slowly fading. Working past what used to be the traditional retirement age of 65 now seems to be a trend. This could help ease the pressure on Canada's labour shortage and transfer knowledge from the soon-to-retire experts to younger workers.

In the mining sector, the impact of retirement is felt strongly as the largest age group in the sector is between 40 and 54 years old, making it far above the Canadian average. According to Paul Hébert, Executive Director of the Mining Industry Human Resources Council, this is a cause for concern in succession planning, as he states, "there's a huge amount of expertise leaving the sector."[29] The mining sector is one of many that may be experiencing knowledge transfer conundrums between the soon-to-retire workers and younger workers. Inco, a leading company in this area, is already seeing signs of skills shortages and is considering career extension options. Among these options is a 'phased-in retirement program.'[30]

Experiences of different sectors concur with studies in this area. On this account, the Minister of Human Resources and Social Development, Monte Solberg recently mentioned that, "baby boomers could ease a projected labour shortage if they delay their retirement plans." According to HRSDC, adding one year to the time spent in the work force could have a material, positive effect. A study by the Conference Board of Canada also argues that an increase in seniors at work is needed in order to meet Canada's skills shortages and seamlessly transfer knowledge from the retirement-age to younger workers. Glen Hodgson, Conference Board Vice-President, expressed that, "with seniors making up such a large proportion of the population, only a slight upward move in the average retirement age would produce a noticeable increase in the labour force."[31]

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[28] -. (2007). *Greying boomers steamroll into golden years; 1 in 7 Canadians now over 65 years: census*, Macleans

[29] Deveau, D. (2007). *Mining for talent: Canada's mines face shortage of skilled workers*, CBC News Online

[30] Hadzipetros, P., and L. Carlin. (2005). *Retirement may not mean retirement*, CBC News Online

[31] Preville, P. (2006). *How to fix Canada - on the Brink*, Macleans

Repealing the mandatory retirement legislation is one of the first steps to help extend the careers of retirement-age workers, which most provinces have accomplished. The other side to this coin is that the labour market may have to change to attract and accommodate older workers. Canada's Association for the Fifty-Plus recently commissioned a study on older workers from which, many recommendations for career extensions emerged, such as: offering more training, more part-time work arrangements, and offering phased-in retirement.[32] Employers may have to start thinking of – and implementing – such pro-active strategies to make that prospect more attractive. Among these might be: financial incentives, more flexible hours, training programs, re-calibrated pension arrangements, and other incentives. Some companies in Europe have also invested in ergonomically designed production plants and offices to make seniors more comfortable in the workplace – all part of a plan to extend workers' careers.[33]

In an effort to retain older workers, some companies, like Telus, are structuring arrangement with key staff members to retain them on a part-time basis and work around their personal agendas. Although some employers have addressed this first-hand, it is not well understood how different sectors are dealing with this issue:

- Which employment sectors are still affected by mandatory retirement?
- What retention approaches exist in other sectors and are they viable?
- Are existing approaches sustainable or best-suited to special projects and consultancy roles only?
- Is it principally a strategy that works for senior management or could it be adapted to every level within an organization?
- How would it work in a unionized environment?

Building Next Steps

The purpose of this background paper is to address key themes related to skills and learning in Canada: skills shortage and labour mobility, workplace/lifelong learning, Aboriginal engagement, essential skills, integration of skilled immigrants, and career extension and succession planning. As evidenced throughout, these issues could have significant implications to Canada's economy, global competitiveness, and social development. Moreover, due to the dearth of national information on skills and learning, it is important to gain a coherent sense, at the ground level, of where Canada stands, what our priorities should be, and whether we are funding training in the areas of focus for the future. In this regard, the background paper and questions herein have set the stage for discussions which explore regional manifestations of and better understand how different sectors are grappling with skills and learning issues.

Having presented background on some key issues affecting skills and learning, the next step is to engage a variety of stakeholders from the private sector, provincial governments, professional associations, labour unions, academia, student organizations,

[32] Cutler, J. (2007). *Employability of older Canadians*, Canadian Association for the Fifty-Plus, p. 2
[33] Preville, P. (2006). *How to fix Canada - on the Brink*, Macleans

and Aboriginal and ethnic communities at the CGA-Canada and PPF Regional Roundtables (held in Vancouver, Calgary, Winnipeg, Toronto, Montréal, Halifax, Sudbury, and St. John's) to discuss the themes presented and to better understand how these are playing out regionally. These roundtables will also help to gain a sense of how each sector views these issues and what they think can be appropriate mitigation strategies. They will also aid in identifying any common regional patterns. Following the Roundtables, common regional threads will be compiled into a working agenda for the *CGA-Canada Summit on Skills and Learning Organized by the PPF* in Ottawa on May 28 where a National Framework on Skills and Learning will be developed.