



Regional Consultations

British Columbia

Summary of Key Findings

October 7, 2004

Disclaimer

This report reflects the discussions and opinions of participants “as was said” and recorded during the consultation process. These opinions are not endorsed by the Canadian Apprenticeship Forum – Forum canadien sur l’apprentissage, Skills/Compétences Canada, nor the Government of Canada. Rather, they represent the personal comments of participants and the outcomes of group discussions.

Acknowledgements

Canadian Apprenticeship Forum - Forum canadien sur l’apprentissage (CAF-FCA) and Skills/Compétences Canada (SCC) would like to recognize the cooperation of provincial and territorial Skills Canada and Apprenticeship offices and thank them for their support and participation during these consultations. We would also like to sincerely thank the participants for their time, contribution and suggestions to reach our common goal of positioning skilled trades as a first choice career option within Canada.


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Background

A comprehensive regional consultation was undertaken by the Canadian Apprenticeship Forum – Forum canadien sur l'apprentissage (CAF-FCA) and Skills/Compétence Canada (SCC) as part of the joint Skilled Trades Promotion Project, “Skilled Trades – A Career You Can Build On”. The objectives of these consultations were as follows:

- To present the national campaign “Skilled Trades: A Career You Can Build On”;
- To find out more about existing and planned programs within each region;
- To determine if there are any unmet needs and /or gaps within a region to promote skilled trades and apprenticeship;
- To identify ways that the national initiative could work in partnership with local stakeholders to fill these needs/gaps and complement regional initiatives; and
- To identify some “best practices” that may exist in one region that may be of interest or need in another region.

Approach & Methodology

A full-day consultation was held in Vancouver on October 7, 2004. A matrix of potential participants was developed with a goal of engaging a broad base of stakeholders in the process. Potential participants were sent an invitation, and once confirmed, sent a package which consisted of the consultation’s agenda (see Appendix A), map to the location, and a template to identify existing promotional programs

The room was set-up to with round tables to provide the opportunity for participants to have in-depth discussions about key issues raised by the facilitator. There were approximately 35 participants who attended the consultation from a variety of organizations and backgrounds. The list of participants is attached to this report as Appendix B.

The consultation was facilitated by APCO Worldwide, with active participation of the Skilled Trade Promotion Project Manager, Bev Cook, as well as Keith Lancaster, Executive Director of CAF-FCA, Allan Bruce of CAF-FCA’s Board of Directors and Clyde Scollan of Skills Canada’s Board of Directors. The day began with a general presentation about the National Skilled Trade Promotion campaign and a viewing of three campaign commercials. An overview of the

provincial skilled trade promotion campaigns and activities was provided by Rob Chioccarello, Executive Director of Skills Canada-British Columbia. Following this brief presentation, an opportunity was given to participants to identify other campaigns, initiatives or activities that focus on promoting skilled trades and apprenticeship within British Columbia.

The remainder of the consultation was focused on engaging participants in group discussions. Once ideas were identified, a rating process was then undertaken to identify the key priority areas that participants identified as being the most important to address moving forward (see Appendix C).

The key findings from these exercises are outlined below.

Key Findings

Several questions were presented to participants to begin the discussion process. Following is a list of questions and a summary of the results of these exercises.

1. What skilled trades and apprenticeship promotion programs exist in your region?

Participants identified various promotions, activities, or campaigns that they were aware of within the province that were aimed at positioning skilled trades as a first-choice career option and engaging employers to hire and retain more apprentices. A complete list of the programs that were identified by participants is included in Appendix C.

2. Are there any unmet needs or gaps in promoting skilled trades and apprenticeship?

Several break-out groups consisting of approximately ten participants were formed to identify a **target audience** in which a gap or need in promoting skilled trades and apprenticeship was evident. They were also tasked with providing details on **what the gap was** within each of these audiences.

Once the discussion session was completed, each group presented their ideas to the whole group. Subsequently, every participant was asked to identify three needs or gaps that they felt were the **most important** to address in the short-term. Through an exercise that allowed participants to confidentially assign 10 points for their first priority, 5 points for their second priority and 2 points for their third priority, the top three priorities or most important needs were identified for the whole group.

The result of this exercise is outlined below.

Target Audience	Need or Gap that Exists	Points assigned by Participants
Parents	<ul style="list-style-type: none"> • more communication is needed in general about the trades to inform parents of the variety of opportunities in skilled trades career • parents don't understand trades, wages, and the need to identify career paths for their children • parents have a negative perception about skilled trades • cultural influences affect parents attitude towards the trades • currently, parents send the message "You can do better than a skilled trade career" to their children • more research needed to understand the reason behind their attitude • positive message about the trades are not reaching parents in most effective way • need access to parent groups i.e. Parent-Teacher interviews • need to reach parents with children in primary school 	94
Employers	<ul style="list-style-type: none"> • fear the cost of apprenticeship training • don't understand future workforce needs • lack of financial resources • lack of incentives to hire and train apprentices • lack of understanding of benefits of hiring apprentices • not engaged in need and importance of training apprentices • don't understand need for diversity in the workplace • need to promote positive aspects of skilled trades professions • tax system does not allow tools to be seen as a taxable expense 	93

Target Audience	Need or Gap that Exists	Points assigned by Participants
Educators	<ul style="list-style-type: none"> • tunnel vision about what trades includes (i.e. stereotypical attitude that trades include carpenters, plumber, electricians, etc) • focus on academics only • counsellors are ignorant or unknowledgeable about skilled trade careers • do not provide the same visibility to skilled trade careers as they do to academic careers • subject-matter teachers (i.e. English/Math) are ignorant or unknowledgeable about trades and are therefore unable to work it into curriculum • overall negative attitude about careers in skilled trades • do not have any formal training on skilled trade careers and no recognition of Education Specialists 	90
Youth	<ul style="list-style-type: none"> • don't understand workplace culture <ul style="list-style-type: none"> ○ how to get involved ○ employer expectations ○ opportunities in trades • influenced by parents/values • need to see skilled trades as a career path • have a negative perception of skilled trade careers as dead end job • financial resources required to get into skilled trades is not known • transfer of training equivalencies • need to link relevance of school work/subject to skilled trades examples to reach them through the curriculum • need to use community organizations to reach youth more effectively, such as: <ul style="list-style-type: none"> • ethnic groups • Boys & Girls Clubs • Get them involved in hands-on activities early (primary school) i.e. Bob the Builder 	75

Target Audience	Need or Gap that Exists	Points assigned by Participants
School Boards	<ul style="list-style-type: none"> • need to hire qualified individuals • top-down approach needed to develop new curriculum to support the positive image of skilled trades 	36
Federal Government	<ul style="list-style-type: none"> • more flexibility with E.I. funding for those in trades training 	22
Administrative – Government-to-Government Jurisdictions – College-Agency	<ul style="list-style-type: none"> • lack of coordinated messages within trades training • lack of consistent terminology related to trades • need to develop a common upscale job/career titles and degrees to make the careers sound more prestigious 	19
Media	<ul style="list-style-type: none"> • No media support to the value of skilled trades • Pop culture provides a negative perception of skilled trades • Need more positive programming that involve skilled trade careers, especially targeted at youth i.e. Bob the Builder 	17
At-risk Youth	<ul style="list-style-type: none"> • funding support to promote skilled trades to this audience 	15
Aboriginals	<ul style="list-style-type: none"> • need to teach them: <ul style="list-style-type: none"> ○ needs of employers ○ ways ability to access opportunities ○ trade workplace culture ○ relevance of skilled trade careers • First Nations Coordinators, educators and organizations tend to direct aboriginal students into academic careers 	14
Employment Centres	<ul style="list-style-type: none"> • need to be given more information about skilled trades • need staff who understand skilled trade careers 	5

Target Audience	Need or Gap that Exists	Points assigned by Participants
Youth who are Post-26	<ul style="list-style-type: none"> • message needed to include career paths • research on where they are in their perception and knowledge of skilled trades • difficult to reach • institutions are making promises that cannot be kept • need realistic view of trade occupations • need stability in work • government and industry partnership are needed for boom and bust cycles to keep skilled trade careers attractive 	2
Women	<ul style="list-style-type: none"> • lack of interest in trades • dislike getting dirty • negative perception • male-dominated industry • discrimination at job sites 	2
Workers already in the skilled trades	<ul style="list-style-type: none"> • need to be positive mentors to apprentices 	2
Youth/Business, etc	<ul style="list-style-type: none"> • Don't hear from peers about the benefits of being a tradesperson or hiring apprentices i.e. Speakers Bureau needed 	0
University/Colleges	<ul style="list-style-type: none"> • need to provide more guidance to students needing more direction in post-secondary schools, not just high-schools 	0
Provincial Government	<ul style="list-style-type: none"> • skilled trade industries require some economic stability to even out the boom and bust cycle • inconsistency of regulation, and government support 	0
Professional Associations	<ul style="list-style-type: none"> • no knowledge of other sectors, skills, mix • work in silos • all trade associations need to be more visible 	0

Target Audience	Need or Gap that Exists	Points assigned by Participants
Bank/Financial Institutions	<ul style="list-style-type: none"> • need to recognize value of skilled tradespeople • no recognition of need for loans for skilled tradespeople • inequality of treatment between those need financial resources for university education and apprenticeship education • negative stereotypes exist of tradesperson 	0
Visible Minorities	<ul style="list-style-type: none"> • recognition of credentials is needed 	0
Small & Medium Sized Businesses	<ul style="list-style-type: none"> • SME only want skilled workers • A disconnect exists between training and having quality employees • SMEs don't see a need to train apprentices 	0

3. How can we address this unmet need or gap in promoting careers in skilled trades and encouraging employers to hire and retain apprentices (i.e. Tactics, Promotional tools, Programs, Activities)?

As indicated in the above exercise, the top three needs or gaps within British Columbia as determined by participants were as follows:

1. **Parents:** have a negative perception of skilled trades careers as well as a general lack of knowledge of skilled trade career options that exist
2. **Employers:** lack understanding of the benefits of hiring apprentices
3. **Educators:** ignorant to the opportunities of skilled trades careers and tend to focus on academic-based careers.

Break-out groups were then led through an exercise to brainstorm various ideas to address the needs and gaps of the three priority areas outlined above. Participants were asked to focus primarily on promotional activities and tactics to address these gaps.

Following is a summary of their suggestions.

1. Parents

- Career fairs in schools for parents
 - Promoted by education authorities (Parent Advisory Committees)
- Career nights
- Make “good news” testimonials available about youth who have been successful in skilled trade careers
- Construction site walk through with parents
- Skilled trade scholarships
- Orientation package from schools to parents to contain equal amounts of information for all career options
- Partnerships
 - BCCPAC
 - Local School District DPAC
 - Local School PAC
 - Religious communities ex. United Church
 - United Way
 - Other community organizations ex. Boys & Girls Club
- Communication via associations and network groups
- Sponsorship by employers
- Industry involvement
- Developing a mechanism to test and measure parent knowledge of trades with competition and prizes donated from industry
- Involvement of youth as role models
- Bring families to demonstrations of Skills Competitions or feature skilled trades at work at Home and Garden Shows
- Bring family to venues to be inclusive of careers in Trades/Technology
 - Funding to support career fairs with donations from industry, corporations, government
- Work-site tours to be made available from industry
- Work with sector council and Skills Canada to relay our messages
- Three Prong Approach
 - CES (Career Education Society)
 - Association of Trustees and Superintendents (school) i.e. Gr 2-8
 - Wherever possible SSA councilors
- Provide information for parents during school opportunities
 - parent/teacher interviews (elementary/middle)
 - career fairs/conferences
- Communicate the academic levels required to enter into the trades (requirements, technology)
- Survey parents to identify if they are tradespeople that could help promote skilled trade careers or be role models/Champions
- Promote career path opportunities within skilled trades
- Target those with parental influence i.e. Grandparents, neighbours, etc

2. Employers

- Canadian Apprenticeship Forum should use media to promote training tax credits
- Lobbying federal government for more flexible E.I. options
- Media campaign directed at employers
- Regional recognition of employers who get involved in apprenticeships
- Need to communicate the message that:
 - A skilled worker is more efficient/effective to an employer's bottom line than an unskilled worker, even though they will pay more
 - Youth are capable of developing the hard/soft skills, employers to visit partnership programs to witness competency
- Employers open up opportunities for job shadow, work experience, co-op, SSA, apprenticeship
- Need to understand unpaid WE is covered by provincial WCB coverage
- Associations take leadership role in promoting youth entry to the trades by offering special memberships
- Promoting employer/apprenticeship success stories
- Recognition of employers, students, schools, programs, teachers
- Promote secondary school trades programs to employers to engage them to participate in their development/implementation in school system ex. SSA, CTC, ACE IT
- Employer incentives
- Strategies to support small business is needed
- Need to develop an:
 - Ambassador Program
 - Speaker's Bureaus
- Develop strategies to share apprentices
- Get involved with AWAL
- Take ownership of the lack of skilled workers – become pro-active
- Collective agreements to include mechanisms to bring in K-12 students
- Broaden knowledge of employers in the different trade sectors

3. Educators

- recognition of the Career Development Goal
 - grad requirements
 - status of CD vs. Academics
- provide opportunities to recognize skilled trades
- educate educators
 - planning 10
 - counsellors
 - teachers in related disciplines (i.e. Math, Physics, Tech Ed, Applied Delivery Science)
 - development of tools to support academic subjects
 - cross-curricular team approach (i.e. AWAL)

- focus implementation in all grades and link between grades
- implement partnership programs
- develop dual credit programs
- Encourage media coverage about skilled trade careers targeted at parents
- CAF to present speakers to attend non-instructional days
- Supplement/enhance curriculum with Skills Canada BC programs
- Appeal to educators as parents
- Link programs to other programs such as “Take our kids to work”
- Provide opportunities for all students to understand trades training/Post Secondary trades programs
- Look at Europe’s trades programs and how trades are promoted and introduced to high school students
- Provision of information on trades from early childhood to secondary school
- School projects involving contractors
- Coordination of activities between industry and schools
- Ministry of Education to provide more options/less restrictions on grad programs
- Ministry of Education to fund sabbaticals for educators to trades related occupations
- Trade instructors to hold appropriate certification of qualification
- Curriculum to reflect trades applications
- Involve educators with construction ‘site’ tours
- Develop a film of a group of educators touring a site (15 minutes)
 - Involved industry in the development of this video/film
- Reality TV show of construction site
- Programs are needed such as:
 - Career Preparation Programs
 - Secondary School Apprenticeship

Moving Forward

In order to identify some trends to indicate the ideas that were most popular among the whole group, each participant was asked to complete a “dot exercise” in which a participant was given three dots to assign to three ideas that resonated the most with them and which they considered were the most effective ideas to focus on moving forward.

The result of this exercise is summarized below.

Category	Idea	# of votes
Parents	<ul style="list-style-type: none"> make “good news” testimonials available of youth who have been successful with skilled trade careers 	9
Employers	<ul style="list-style-type: none"> CAF use media to promote training tax credits 	8
Educators	<ul style="list-style-type: none"> educate educators: planning 10, counsellors, teachers in related disciplines, applied delivery, development of tools to support academic subjects, cross curricular team approach (i.e. AWAL), focus all grades and link between grades 	8
Employers	<ul style="list-style-type: none"> employers open up opportunities for job shadow, work experience, co-op, SSA, apprenticeship to youth 	6
Educators	<ul style="list-style-type: none"> CAF to present speakers to attend non-instructional days 	6
Employers	<ul style="list-style-type: none"> associations take leadership role in promoting youth entry to the trades with membership to their associations 	5
Employers	<ul style="list-style-type: none"> develop strategies to share apprentices 	5
Parents	<ul style="list-style-type: none"> communication via: associations, network groups, sponsorship by employees 	4
Parents	<ul style="list-style-type: none"> provision of testing process to measure parent knowledge of trades, competition and prizes donated from industry involvement of youth 	3
Educators	<ul style="list-style-type: none"> Provide opportunities for all students to understand trades training/post secondary trades programs 	3

Category	Idea	# of votes
Employers	<ul style="list-style-type: none"> Employers get involved and committed to development/ implementation of programs in schools system (ie. SSA, CTC, ACE IT) 	2
Parents	<ul style="list-style-type: none"> arrange construction site walk through 	1
Parents	<ul style="list-style-type: none"> orientation package from schools to parents to contain equal amounts of information. For all career options 	1
Parents	<ul style="list-style-type: none"> funding: donations from industry, corporations, government 	1
Parents	<ul style="list-style-type: none"> need to work with existing Parent Advisory Councils 	1
Parents	<ul style="list-style-type: none"> Survey parents to identify if they are tradespeople that could help promote skilled trade careers or be role models/Champions 	1
Employers	<ul style="list-style-type: none"> strategies to support small business participation in secondary trades programs (i.e. SSA), retention of trainees 	1
Educators	<ul style="list-style-type: none"> partnership programs 	1
Educators	<ul style="list-style-type: none"> Programs are needed such as: <ul style="list-style-type: none"> Career Preparation Programs Secondary School Apprenticeship 	1
Educators	<ul style="list-style-type: none"> Trade instructors to hold appropriate certification 	1
Educators	<ul style="list-style-type: none"> Curriculum to reflect trades applications 	1
Educators	<ul style="list-style-type: none"> Involve educators with construction site tours 	1

With various priority ideas identified, participants were asked who would like to be involved in a provincial implementation team to develop a strategy for the province based on the information gathered during the consultation. This committee would work with Beverlie Cook, Project Manager, to discuss the resources that might be needed and the way that the existing programs can be leveraged moving forward.

Those that volunteered during the session to be part of this local implementation team included:

1. Rob Chioccarello- Skills Canada – BC
2. Industry Training Authority
3. British Columbia Homebuilders Association
4. Irma Mohammed- BC Federation of Labour
5. Brian George- Aboriginal Education Groups
6. Lynne Henshaw- Tourism Association
7. Wayne Peppard & Arne Johansen- BC and Yukon Territories Building and Construction Trades Council

Appendix A – Consultation Agenda



Skilled Trades: A Career You Can Build On Consultation Agenda

Date: Thursday, October 7th 2004

Location: Radisson President Hotel & Suites, Vancouver Airport

8:30 – 9:00	Registration & Refreshments
9:00 – 9:30	Welcome & Introductions
9:30 – 10:30	Presentation of “Skilled Trades: A Career You Can Build On” Campaign
10:30- 10:45	Break
10:45 –11:30	Roundtable Discussion: Identifying Regional Programs/Campaigns Promoting Skilled Trades & Apprenticeship
11:30 - 12:15	Group Discussion: Identifying Regional Programs/Campaigns
12:15 – 12:45	Lunch
12:45 – 1:30	Roundtable Discussion: Identifying if there are Unmet Needs or Gaps in Promoting Skilled Trades and Apprenticeship
1:30 – 2:15	Group Discussion: Identifying the Priority Needs and Gaps
2:15 – 2:30	Break
2:30 – 3:15	Roundtable Discussion: Opportunities for Collaboration
3:15 – 3:45	Group Discussion: Identifying an Action Plan Moving Forward
3:45 – 4:00	Closing

Appendix B – Participant List

Following is the list of participants.

	First Name	Last Name	Position	Organization
1	Rosemary	Araujo	Community & Regional Affairs	Duke Energy Gas Transmission
2	Joe	Barrett	Researcher	British Columbia & Yukon Territory Building and Construction Trades Council
3	Christie	Behrisch		Independent Contractors and Businesses Association of BC
4	Gerry	Beltgens	Director of Skills Training	Canadian Home Builders Association of BC
5	Helen	Boyce	Bladerunners Provincial Coordinator	ACCESS - Building Futures Today
6	Dan	Bradford		BC Federation of Labour
7	Allan	Bruce	International Representative	International Union of Operating Engineers
8	Rob	Chioccarello	Executive Director	Skills Canada
9	Robert	Clarke	Executive Director	Automotive Retailers Association
10	Todd	Cumiskey		Canadian Automotive Repair School
11	Jack	Davidson	President	BC Road Builders & Heavy Construction Association
12	Abigail	Fulton		BC Construction Association
13	Brian	George	Regional Coordinator	Aboriginal Workforce Participation Initiative Indian & Northern Affairs
14	Sue	Grewal		HRSDC
15	Lynne	Henshaw		go2
16	Philip	Hochstein	Executive Vice President	Independent Contractors and Businesses Association of BC
17	Greg	Hopps	Career Education Coordinator	Surrey School District 36
18	Randy	J. Callaghan	Field Personnel Coordinator	PCL Constructors Canada Inc.
19	Arne	Johansen	Trade Improvement Coordinator	Ironworkers Local 97
20	Carole	MacFarlane	Career Programs Coordinator	Vancouver School Board

	First Name	Last Name	Position	Organization
21	Colleen	Mackenzie		Automotive Retailers Association
22	Vicki	Munn	Career Education Coordinator	School District 36 (Surrey)
23	Gale	Pirie	Program Director	Ridge Meadows College
24	Tamara	Pongracz	Chief Instructor ACCESS Dept.	Trades Discovery
25	Brad	Randall	Administrator	Operating Engineers Training Plan
26	Clyde	Scollan	Board Member	Skills Canada
27	Sandy	Steward	Director, Client Interests	Industry Training Authority
28	Dana	Taylor		Mechanical Contractors Association of BC
29	Dario	Valdivia	Manager, Transportation Projects	WESTAC
30	Marty	Wittman	Director of Government and Corporate Relations	MTI Community College
31	Graham	Young	Director	Apprenticeship & Training Piping Industry Apprenticeship Board & UA Trade School
32	Karen	Zukas	manager - Strategic Programs	Workers Compensation board of BC
33	Irma	Mohammed	Director of Literacy, Education and Youth	British Columbia Federation of Labour
34	Gail	King	Executive Director	Youth Employment Skills Canada

Appendix C – Regional Programs and Promotional Activities

Information about regional programs and promotional activity was provided by participants during the consultation and transcribed into the following table as presented below. **This list reflects the information gathered at the meeting and does not reflect endorsement by the campaign, by S/CC or by CAF-FCA.**

Name of the Program	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
Careers in Tourism	<ul style="list-style-type: none"> • G0 2 and other funding partners to be confirmed 	Primary: <ul style="list-style-type: none"> • Youth (13-17) • Young adults (16-24) • Parents Secondary: <ul style="list-style-type: none"> • Aboriginals • Visible minorities • Active seniors • Immigrants/ career changers 	<ul style="list-style-type: none"> • Educate potential employees about careers in tourism (focus on following high demand, more career oriented positions: chefs/cooks, F&B managers, accommodation managers, recreation/ program leaders) • Dispel stereotypes that all tourism jobs are front line/low pay 	<ul style="list-style-type: none"> • To be determined • Will work with TCAP program and their public campaign
Apprentice Tool Incentive Fund	<ul style="list-style-type: none"> • Automotive Retailers Association (collision repair division) • Insurance Corporation of B.C. 	Primary: <ul style="list-style-type: none"> • Apprentices in Automotive Collision Repair Trades Secondary <ul style="list-style-type: none"> • Educators • Employers 	<ul style="list-style-type: none"> • Encourage apprenticeship training • Encourage continuous employment with sponsoring shops • Assist apprentices with the costs incurred during their apprenticeship training 	<ul style="list-style-type: none"> • Print ads (mags) • Print ads (trade publications) • Information pamphlets/ booklets • Website: www.ara.bc.ca • In-school presentations

Name of the Program	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
B.C. Government Ironworkers Apprenticeship Program	<ul style="list-style-type: none"> • B.C.I.T. • Local 97 Trade Improvement 	<ul style="list-style-type: none"> • Secondary, post secondary youth, minimum 17 years of age 	<ul style="list-style-type: none"> • Facilitate entry into Ironworker training • Facilitate employment after apprenticeship training 	<ul style="list-style-type: none"> • Limited marketing initiatives
Ironworker Aboriginal Career Awareness Program	<ul style="list-style-type: none"> • Construction Sector Council • Aboriginal Human Resource Development Council 	Primary: <ul style="list-style-type: none"> • Aboriginal youth Secondary: <ul style="list-style-type: none"> • labour, business or government employers, educators, Aboriginal community groups 	<ul style="list-style-type: none"> • Fill dwindling ironworker sector with aboriginal youth who need work • Facilitate training • Identifying job opportunities by tracking construction activities 	<ul style="list-style-type: none"> • Pamphlets • Web site • Career video
Trading Up	<ul style="list-style-type: none"> • Ministries of Education, Advanced Education, • Business Council of BC • Human Resources & Skills Development Canada • Surrey School District • Kwantlen College • other BC school districts 	Primary: <ul style="list-style-type: none"> • Grade 10 students • Teachers • Parents 	<ul style="list-style-type: none"> • Many openings and opportunities due to upcoming skilled worker shortage • Trades are: rewarding, well paying, beneficial, exciting 	<ul style="list-style-type: none"> • Fair and Exhibition (exciting, concert style environment) • Print (articles, etc) • Counseling sessions • Representatives from different associations

Name of the Program	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
Skills to Transform British Columbia	<ul style="list-style-type: none"> The Industry Training Authority (ITA) with public and private training institutions 	<ul style="list-style-type: none"> Employers Trainees Industry associations 	<ul style="list-style-type: none"> Combine on the job learning with classroom instruction Awards provincial credentials to candidates when they complete training programs Training innovations include: specialized programs reflecting today's workplace requirements, programs encompassing elements of more than one trade, increased use of distance learning and other forms of alternative training delivery 	<ul style="list-style-type: none"> Pamphlet Industry training centres at more than 50 locations across BC
"Skills Work!"	<ul style="list-style-type: none"> Skills Canada 	<ul style="list-style-type: none"> Employers Educators Labour groups Government Canadian Youth 	<p>Goals:</p> <ul style="list-style-type: none"> Provide program to raise awareness Lead in developing partnerships with organizations involved in promoting skilled trades 	<ul style="list-style-type: none"> Poster/pamphlet Advertising

Name of the Program	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
Skills Canada	<ul style="list-style-type: none"> • Ministry of Education • Ministry of Advance Ed. • Secondary schools- CHB/ • HRSDC • Private industry i.e.)Grant Thornton • Community colleges 	<ul style="list-style-type: none"> • Youth • Adults • At risk population • Women 	<ul style="list-style-type: none"> • Awareness of trade occupations 	<ul style="list-style-type: none"> • Career Fairs • Hard Hats • Trades Awareness Program • Trades discovery • Women in trades Skills competitions • Conferences • In-school presentations • Contests i.e. Cardboard Boat Races
General Promoting of Colleges Training	<ul style="list-style-type: none"> • MTI College 	<ul style="list-style-type: none"> • Students: high school, post secondary 	<ul style="list-style-type: none"> • Help students achieve high standards • Build strong relationships with key industry leaders 	
WorkSafe	<ul style="list-style-type: none"> • Worker's Compensation Board of B.C. 	<ul style="list-style-type: none"> • Educators • Students Secondary: <ul style="list-style-type: none"> • Business owners • Employers • Operators and supervisors 	<ul style="list-style-type: none"> • Make clear the consequences of ignoring safety • Alert students to the risks they're likely to encounter at work • Launch the process of on the job hazard recognition • Foster receptivity to site and job specific safety training • Acquaint students with their rights and responsibilities as workers 	<ul style="list-style-type: none"> • website: http://youngworker.healthandsafetycentre.org • teacher's guide: www.publications.gov.bc.ca • CD-ROM video • Guest speakers in schools • Booklet, pamphlets, etc

Name of the Program	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
Fresh Start Trades, Discovery Trades, Discovery for Women, Math for Trades	<ul style="list-style-type: none"> • B.C.I.T. 	<ul style="list-style-type: none"> • Students who are enrolled in, or planning to enter Trades Studies at BCIT (general and women-only) 	<ul style="list-style-type: none"> • Provide training in special subjects • Provide opportunity to explore and examine various trades • Provide pre entry and currently enrolled trades students access to math instruction 	<ul style="list-style-type: none"> • Pamphlet
Aboriginal Workforce Participation Initiative (AWPI)	<ul style="list-style-type: none"> • Indian and Northern Affairs • Treasury Board of Canada 	<ul style="list-style-type: none"> • Potential employers, businesses 	<ul style="list-style-type: none"> • Raise awareness about Aboriginal employment issues and opportunities • Enhance capacity of employers to employ Aboriginals • Promote information sharing and networking 	<ul style="list-style-type: none"> • PowerPoint • Pamphlets, booklets, etc. • “tool kits” for employers • Web site • CDs • Multi-stakeholder meetings/workshops • Letter to employers • Presentations • Online tools • Other misc. publications: ie. Directory of Aboriginal Exporters

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Procurement Strategy for Aboriginal Business	<ul style="list-style-type: none"> Fed. Government, Indian and Northern Affairs Canada 	<ul style="list-style-type: none"> Aboriginal businesses Federal buyers Non-Aboriginal businesses 	<ul style="list-style-type: none"> Help Aboriginal Firms do more contracting with government depts. and agencies 	<ul style="list-style-type: none"> Register firms with Contracts Canada information line 1-800-811-1148 or 819-956-3440, Aboriginal Business Directory 1-800-328-6189 or 613-954-5031 "Getting the Word Out"; "...we are telling Aboriginal businesses about federal procurement opportunities..." website: www.ainc-inac.gc.ca/saea-psab-pub-polinf/iab_e.html brochures presentations
Northern Opportunities	<ul style="list-style-type: none"> Partnership: fort nelson, peace river north, peace river south school districts, northern lights college, first nations, industry and community 	<ul style="list-style-type: none"> secondary and post secondary youth from that region (beginning grade 11 or 12) 	<ul style="list-style-type: none"> Students able to receive dual credits Students may pursue apprenticeships while in the program 	<ul style="list-style-type: none"> kit contains pamphlet, poster, course calendar 1-866-NORTHOP www.northernopportunities.bc.ca

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Auto Collision Transition	<ul style="list-style-type: none"> Burnaby/ Vancouver School district and UCC 	<ul style="list-style-type: none"> Youth- 16 to 18 yrs High school students 	<ul style="list-style-type: none"> Dual credit transition program- high school students 	<ul style="list-style-type: none"> Brochures and posters, presentations in school systems Transition into employment Credit 2 ready to go to work
ITA Youth Program ACE IT	<ul style="list-style-type: none"> ITA 	<ul style="list-style-type: none"> High school students 19 & under 	<ul style="list-style-type: none"> Start a trade (training program) while still in high school 	<ul style="list-style-type: none"> funding to school districts and partnership development, post secondary schools, and industry/ communities
General promotion of the Trades	<ul style="list-style-type: none"> ITA 	<ul style="list-style-type: none"> Students/ Employers/ Educators 	<ul style="list-style-type: none"> Trades careers are a good choice 	<ul style="list-style-type: none"> career fairs speaking engagements testimonials from youth and other apprentices
ITA- media relations	<ul style="list-style-type: none"> ITA 	<ul style="list-style-type: none"> Employers/ youth and prospective apprentices and parents 	<ul style="list-style-type: none"> Trades Training Opportunities 	<ul style="list-style-type: none"> posters ads articles
High School Transition Program	<ul style="list-style-type: none"> ITA- pilot sponsorship money 	<ul style="list-style-type: none"> Rural areas in B.C. high school students 	<ul style="list-style-type: none"> Promote careers in the trades 	<ul style="list-style-type: none"> attending evening sessions/meetings team building with parents

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Residential Construction Training Technician	<ul style="list-style-type: none"> • Canadian Homebuilders Assoc. of B.C. and Vancouver School Board 	<ul style="list-style-type: none"> • Youth- 16 to 18 yrs 	<ul style="list-style-type: none"> • Framing certification and readiness for entry level employment in construction trades- carpentry 	<ul style="list-style-type: none"> • brochures • posters • in-school presentations
Careers in Transportation		<ul style="list-style-type: none"> • Grade 8-12 	<ul style="list-style-type: none"> • Careers in transportation are respectable high paying challenges 	<ul style="list-style-type: none"> • Website for students www.careersintransportation.ca
Partnerships Program Surrey-CRC-	<ul style="list-style-type: none"> • Surrey school district with industry partners 	<ul style="list-style-type: none"> • High school students 	<ul style="list-style-type: none"> • Highlight careers in trade 	
Autobody Mechanics Painting-Automotive Trades	N/A	<ul style="list-style-type: none"> • High school students 	<ul style="list-style-type: none"> • Promote automotive trades among high schools 	<ul style="list-style-type: none"> • mass media • advertisement • school promos
Trades Rotation	<ul style="list-style-type: none"> • Surrey school district 	<ul style="list-style-type: none"> • youth- at risk • parents 	<ul style="list-style-type: none"> • Introduce youths to the trades 	<ul style="list-style-type: none"> • Working with students at learning centres
Heavy Duty Project	<ul style="list-style-type: none"> • Employers labour • WCB • School district • Fort St. John 	<ul style="list-style-type: none"> • Youth • High school 	<ul style="list-style-type: none"> • Work opportunities 	<ul style="list-style-type: none"> • Community partnership • Local ads • Grass roots
School's Out	<ul style="list-style-type: none"> • CCA 	<ul style="list-style-type: none"> • Youth 	<ul style="list-style-type: none"> • Careers in construction are not dead end careers 	<ul style="list-style-type: none"> • Brochures • Interactive videos

Name of the Program	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
CTC's	<ul style="list-style-type: none"> • Government of B.C. 	<ul style="list-style-type: none"> • Youth 	<ul style="list-style-type: none"> • Good jobs • Good pay • 80% don't go to university • third option 	<ul style="list-style-type: none"> • Brochures • Radio ads • Presentations/speaking engagements
SSA program	<ul style="list-style-type: none"> • Government of B.C. 		<ul style="list-style-type: none"> • Stay in school- career path into trades 	
PSAB	<ul style="list-style-type: none"> • Government of Canada 	<ul style="list-style-type: none"> • Aboriginal employers 	<ul style="list-style-type: none"> • stimulate business development • increase aboriginal firms competing for federal contracts 	<ul style="list-style-type: none"> • presentations • brochures • pamphlets • CD Roms
Open House; Builders Blocks; Aboriginal Employment. model	<ul style="list-style-type: none"> • BCYT Building Trades • BC Construction Assoc. 	<ul style="list-style-type: none"> • Youth • Aboriginals 	<ul style="list-style-type: none"> • Career opportunities • Promoting bldg. trades • Construction industry is a viable career 	<ul style="list-style-type: none"> • Radio/print • Projects/demos • Career fairs • Job fairs • School fairs • Interaction and relationship building
Landed Immigrants Employment Model Construction site tour	<ul style="list-style-type: none"> • BC Const. Association • BCCA/VRCA • BCYT 	<ul style="list-style-type: none"> • Immigrants • Youth/students 	<ul style="list-style-type: none"> • Expose target audience to careers in construction as a viable career 	<ul style="list-style-type: none"> • Above tactics • Directed to school district
General Awareness	<ul style="list-style-type: none"> • BCYT • BCIT 	<ul style="list-style-type: none"> • Non specific • Employers 	<ul style="list-style-type: none"> • Career opportunities • Trades are a good career choice • Well paid • Respect your skills • Mobility options 	<ul style="list-style-type: none"> • Website • Promotional web links • Employer awareness • Portable displays • Leaflets • Videos • Trade fairs

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Level "g" welding with technical ESL	<ul style="list-style-type: none"> • United Assoc. 	<ul style="list-style-type: none"> • Landed immigrants 		<ul style="list-style-type: none"> • Pamphlet • Personal contact with employment agencies
Labour Awareness Outreach	<ul style="list-style-type: none"> • B.C. Federation of Labour 	<ul style="list-style-type: none"> • High school students 	<ul style="list-style-type: none"> • Know your rights • Career choices for youth • Basic rights of workers 	<ul style="list-style-type: none"> • Letter to career prep. Teachers • Train youth facilitators • Use youth to deliver program
General Career Awareness Initiatives	<ul style="list-style-type: none"> • Mechanical Contractors Association 	<ul style="list-style-type: none"> • Youth • Anyone looking for a career 	<ul style="list-style-type: none"> • 20 minute job promotion • Talking about success in trades career • Trades people are international 	<ul style="list-style-type: none"> • Web-based • Links to other web sites to promote when training can be obtained • Trade fair • Jobs TV commercial • News for the planning careers... • Commercial enterprise
Student Chapter	<ul style="list-style-type: none"> • Mechanical construction 	<ul style="list-style-type: none"> • Youth-students enrolled in building tech. or trades 	<ul style="list-style-type: none"> • Creating awareness about the trades and how a skilled trades person has mobility and opportunity 	<ul style="list-style-type: none"> • Through community college and a private school that teaches the trade

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Blade Runners	<ul style="list-style-type: none"> • Access-provincial Managers • John Howard society • Nanaimo Youth Services 	<ul style="list-style-type: none"> • Youth and families and service providers and at risk youth 	<ul style="list-style-type: none"> • Changing your life through employment in trades and construction 	<ul style="list-style-type: none"> • Leaflets • Presentation • Word of mouth
Third Option	<ul style="list-style-type: none"> • BCBC 	<ul style="list-style-type: none"> • 13-18 • Parents • Educators • <u>Not</u> employers 	<ul style="list-style-type: none"> • A business plan- why take a trade 	<ul style="list-style-type: none"> • Interactive DVD
Trades Discovery Sponsorship Program	<ul style="list-style-type: none"> • Multiple employers 	<ul style="list-style-type: none"> • Trade dept. (program) at a training facility (BCIT) 		<ul style="list-style-type: none"> • Financial grants and awards to students entering trade • Local and trade papers
General Information	<ul style="list-style-type: none"> • Trade unions 	<ul style="list-style-type: none"> • Students 		<ul style="list-style-type: none"> • Bursary catalogues • Career fairs
"Discovery of Apprenticeship"	<ul style="list-style-type: none"> • United Food and Commercial Worker 			