



Regional Consultation

Newfoundland & Labrador

Summary of Key Findings

November 16, 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 St. John’s on November 16, 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), 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 37 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, Beverlie Cook, Doug Homer, a national board member of Skills Canada, as well as representatives from the Canadian Apprenticeship Board, Wayne Oakley and Barry Roberts. 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 Tom Donavon, Executive Director of Skills Canada-Newfoundland and Labrador and Arthur Leung of the Division of Institutional and Industrial Education, Department of Education, Government of Newfoundland. Following these brief presentations, an opportunity was given to participants to identify other campaigns, initiatives or activities that focus on promoting skilled trades and apprenticeship within Newfoundland and Labrador.

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.

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. **It is important to note that the following information is taken directly from the discussions of the break-out groups during the consultation and are transcribed "as was said". The points in this section have not been reviewed nor are they endorsed by the Canadian Apprenticeship Forum - Forum canadien sur l'apprentissage or Skills/Compétences Canada.**

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 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 various **target audiences** 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 discussions. Each gap that was identified was written down by the facilitator and posted around the room. Subsequently, every participant was asked to identify three needs or gaps out of all the gaps that were identified, 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"> • Lack information about skilled trade careers • Lack information about training required to becoming a tradesperson • Perception exists among parents that university training is best • Need re-education about the value of skilled trade careers • May have the attitude that they don't want their kids to be tradespeople "too" • Need to hear "safety message" to curb any fear of their children being hurt on a job site • Most influential therefore very important to target parents/siblings/extended family 	202 points
Employers	<ul style="list-style-type: none"> • Don't "value" apprentices • May use apprentices as a source of cheap labour • Need one journeyman to train one apprentice; therefore many are "not following the rules" • Need to be educated on apprentices and the long-term value of training apprentices • Need to be reminded of "continuum of learning" and the importance of training apprentices • Releasing apprentices for advanced level training is not being abided • Need some proof of the Return on Investment that hiring apprentices can bring 	121 points

Target Audience	Need or Gap that Exists	Points assigned by Participants
	<ul style="list-style-type: none"> • Need more job shadows • Need to see skilled trades at work • Need more employers to commit to participate in apprenticeship • Need financial incentives to “hire” and train apprentices i.e. tax credit 	
Educators/ Counsellors	<ul style="list-style-type: none"> • Lack sufficient information about skilled trades to provide to students • Educators who provide career counselling often have no time to provide career information to youth • Not aware of what training colleges offer • Stream students into academic vs non-academic paths which prevents the best and brightest from being exposed to skilled trades and the possibility of youth entering into skilled trades • Not informed about career opportunities in skilled trades • Don't have skilled trade background or training; therefore don't know enough about skilled trade careers • Lack of Industrial Arts facilities/programs in schools prevents educators from being exposed to skilled trades • See skilled trades as a second choice career option 	111 points
Government (Prov.)	<ul style="list-style-type: none"> • Compulsory certification needed • Enforcement of rules and regulations needed • Need to review journey person: apprentice ratio and be more realistic • Need to 'lead by example' – need to hire apprentices within the government • Need to develop a tax incentive programs for employers 	102 points

Target Audience	Need or Gap that Exists	Points assigned by Participants
Secondary School Youth	<ul style="list-style-type: none"> • Not receiving message: Have the information but don't access it regularly • Need to change attitudes towards trades • Need mentors/champions who are tradespeople • Need relevant aptitude testing to help to identify those youth who have aptitude for skilled trade careers • Need to be conscious of the "mind-set" of youth and determine when they are ready to hear the message and when it will resonate 	22 points
Consumer	<ul style="list-style-type: none"> • Need to be educated about what a qualified tradespeople means • Need to show value and benefits of hiring qualified tradespeople in relation to the underground economy • Need to show risk of not hiring qualified tradespeople 	22 points
Grade 9 Students	<ul style="list-style-type: none"> • Need to receive information on programs and co-op opportunities, etc. 	17 points
Certified Tradespeople	<ul style="list-style-type: none"> • Don't promote their trade enough within their network of family and friends • Not connected with local schools to provide in-school presentations of skilled trade careers 	12 points
Peers	<ul style="list-style-type: none"> • Need to realize how influential peers are in career decisions • Need to hear stories of tradespeople who have been successful in a skilled trade career 	10 points
Primary School Youth	<ul style="list-style-type: none"> • Need to provide skilled trade information to youth at a younger age 	9 points
General Public	<ul style="list-style-type: none"> • Need to expose the general public to the reality that skilled trades are a first-choice career option 	9 points

Target Audience	Need or Gap that Exists	Points assigned by Participants
Women	<ul style="list-style-type: none"> • Need to overcome stereotypes of a skilled trade being dirty and requiring physical strength • Need more women in traditional trades • Need to address cultural perceptions that exist • Need to realize that women are not as mobile; some realities are causing them not to enter trades • Need government programs to target women more specifically to encourage them to consider a skilled trade career • Need earlier intervention and exposure to the trades (Grade 9 or earlier) • Need to see good role models who are tradespeople (male or female) 	2 points
Political Advocates	<ul style="list-style-type: none"> • Need commitment from political leaders to support skilled trade initiatives i.e. internships, co-op program, etc. 	0 points

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 Newfoundland and Labrador as determined by participants were as follows:

1. **Parents** –need more information about skilled trade careers to change their negative attitudes and perceptions
2. **Employers** – Need to value apprentices more and need to be educated on the benefits of hiring apprentices
3. **Educators/Guidance Counsellors** – Need more information about skilled trades to change their negative attitudes and perceptions

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

- Co-promote with “Made Right Here” initiative to not only demonstrate the products made in Newfoundland/Labrador but also demonstrate the skilled trades required to develop that product
- Develop quick fact sheets to inform and change parents’ perception of skilled trades vs. degree programs. This information would highlight:
 - Salary
 - Education costs
 - Complexity of work involved
 - Demonstrate that trades require a sound academic background
 - Expose the myths that trades and the nature of the work may be dangerous and “bull work”
 - Expose the myth that trades are not necessarily seasonal work i.e. construction is carried out year round.
 - Provide a direct comparison of trades vs. professional jobs
- Host Parent/Student Trade awareness nights with free munchies (i.e. Treats and Trades)
- Provide information sessions in partnership with post secondary institutions on Skills Career Days
- Bring celebrities into trade show/career fairs to demonstrate trade skills i.e. “On the Go with Sharon Snow”
- Highlight champions via TV such as Rogers Cable Local Channel 9)
- Invite industry representatives to do presentations to Parent Associations
- Develop a provincial pamphlet for parents to outline career opportunities in skilled trades
- Invite parents to participate in career days
- Promotion in shopping malls and other areas where large numbers of people attend; have a kiosk in high traffic areas that may have contests for parents & kids
- Have demonstrations, presentations, displays at Trade Shows and Home Fairs/Shows
- Present information or conduct presentations with school councils
- Host Trade Fairs for parents that promotes:
 - Promote earn while you learn
 - Safety in trades
 - Technology involved in trades
- Use Home Show Forums with free passes for parents to attend to demonstrate practical application of skilled trades
- Employ trade experts to “spread the word”

- Attempt to get municipality/province to declare “Trades Week “or “Trades Day” i.e.) Take Your Tools to Work Day
- Develop a trade mascot similar to Bob the Builder or Sponge Bob that looks like a Brick
- Offer free tradespeople work in the home
- Initiate a “hug a tradesperson” campaign
- Use “Trade Up” video/concept that Alberta has implemented
- Utilize media during Habitat for Humanity campaigns to showcase the trades involved in this community effort
- Partners with CDLI to webcast trade related projects
- Develop in-class parents/students assignments to make both groups research skilled trade careers
- Develop a section specific to Parents on the Apprenticeship Web site
- Develop generic marketing material specific to parents
- Develop a trade contest similar to “Remembrance Day Contests” at a junior level in each school
- Develop a home visit where career counsellors or skilled trade representatives can go into a home and meet with parents and youth about career options
- Host community visits where a whole community is invited to an information session on careers in trades
- Have different skilled trade booths dispersed throughout a Trade Fair/Home show to demonstrate the skilled trade and provide an opportunity for parents to ask questions i.e.) Big Land Fair

2. Employers

- Provide grants to employers to hire tradespeople
- Arrange employer visits and presentations to schools
- Highlight apprenticeship at employer councils/conferences and present the facts surrounding apprenticeship
- Develop a partnership with employers and schools
- Develop an alliance with sectors councils to assist in promotion of apprenticeships
- Show that trade splintering is not beneficial by using examples of multi-skilled work
- Bring champions to employer functions; “need to go to them rather than have them come to us”
- Entice employers by taking them to lunch and give them promotional goodies such as shirts/caps
- Demonstrate the money savings and impact to the bottom line that hiring apprentices provides
- Reach employers during down time (winter)
- Host a golf tournament for employers i.e.(The Apprentice) Use occasion such as the apprenticeship golf tournament to declare “top apprentice

- award” or other options such as a cruise, curling bonspiel, pool tournament, BBQs, etc
- Emphasize shortage of skilled workers and how it will affect them
 - Emphasize the advantage of “no recall work” and that skilled trades workers do it right the first time; show example of bad workmanship of an unskilled worker and the impact that it has on a business’s bottom line
 - Develop closer alliances with professional associations
 - Develop tax incentives for employers through government or wage subsidies to attract employers
 - Increase support of employers on competitive bids to ensure that work is granted to provincial/local businesses that hire apprentices
 - Develop business partnership opportunities to enhance competitiveness
 - Initiate marketing efforts to promote the provincial apprenticeship web site
 - Extend apprenticeship program consultants visits to worksites that **do** as well as **do not** train apprentices
 - Need an initiative/program that emphasizes that:
 - Employers must hire apprentices to prepare for the long term viability of the industry
 - Employers must have a long term vision and promote/support apprenticeship
 - All employers should be obligated by law to hire registered apprentices
 - Need to stop hiring workers without any training
 - Need to respect fair wages/benefits
 - Need to focus on the supply of apprentices within the jurisdiction
 - Develop an Awards Program for Employers who hire the most apprentices
 - Create a “Hire an Apprentice Week”
 - Have Skilled Trade Champions available to speak at:
 - Breakfast meetings
 - St. John’s Board of Trade Luncheon
 - Employers’ Council
 - CLRA
 - Develop an apprenticeship promotion package for youth interested in initiating an apprenticeship to take to employers to explain what is involved in an apprenticeship program

3. Educators

- Introduce interactive media and communication material targeted at educators
- Develop program/promotional material that explains skilled trades careers in detail in the classroom
- Organize field trips for teachers to visit industry sites
- Develop partnerships with Skills Canada with educational institutions

- Educate the educator, have professional development days for teachers about skilled trades
- Provide awareness to educators that the industry has peaks and valleys and high/low levels of employment for various reasons
- Must inform educators about the mobility issues; we must be realistic due to varying levels of employment at different times
- Expand skills competitions throughout the province
- Identify various Web links to educators that are relevant to skilled trades such as Skills Canada Links; Department of Education; IBEW, UA; Building Trades Organizations (comprised of 16 trade unions)
- Reinstate industrial arts programs
- Develop projects/assignments for students that educators implement in which students have to find facts about specific skilled trade questions
- Reach out to Trade Advisory Committees to make presentations to parents
- Have a one-day in-service such as they do in New Brunswick where the morning is dedicated to information about skilled trades and the afternoon consists of an industry-site visit
- Have mentors (may be retired tradespeople) available as a resource in schools to act as mentors and provide trade-specific information
- Develop linkages between secondary and skilled trades training institutions to offer trades training (if school proximity allows)
- Bring female role models to schools to enhance female participation in non-traditional trades
- Encourage schools to promote apprenticeship as a post-secondary education
- Implement training plans for in-school and on-the-job training utilizing all stakeholders as educators
- Bring back industrial art classes
- Offer trade camps through schools
- Apply trade-related problems to curriculum more effectively
- Provide “activity boxes” to schools which are trade specific
- Develop a strong youth apprenticeship program in the province
- Provide trade demonstrations to counsellors and have counsellors “try” the trade
- Present to post-secondary education classes with opportunities to visit industrial sites on field trips
- Provide internships (5-7 days) to teachers to expose them to the trade and develop curriculum related to that trade
- Provide opportunities for educators to job shadow journeypeople
- Reach educators through organizations such as SCAN, NLTA, CDNL, School Boards
- Expand career planning courses within the school

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.

Target Audience	Idea	# of votes
Employers	Need an initiative that emphasizes that: <ul style="list-style-type: none"> • Employers must hire apprentices to prepare for the long term viability of the industry • Employers must have a long term vision and promote/support apprenticeship • All employers should be obligated by law to hire registered apprentices • Need to stop hiring workers who have no formal training • Need to respect fair wages/benefits • Need to focus on the supply of apprentices within the jurisdiction 	14
Employers	<ul style="list-style-type: none"> • Develop tax incentives for employers through government or wage subsidies to attract employers 	13
Employers	<ul style="list-style-type: none"> • Develop an Awards Program for Employers who hire the most apprentices 	10
Parents	<ul style="list-style-type: none"> • Co-promote with “Made Right Here” initiative to not only demonstrate the products made in Newfoundland/Labrador but also demonstrate the skilled trades required to develop that product 	9
Educators	<ul style="list-style-type: none"> • Expand career planning courses within the school 	8

Target Audience	Idea	# of votes
Educators	<ul style="list-style-type: none"> Have a one-day in-service such as they do in New Brunswick where the morning is dedicated to information about skilled trades and the afternoon consists of an industry-site visit 	5
Educators	<ul style="list-style-type: none"> Have mentors (may be retired tradespeople) available as a resource in schools to act as mentors and provide trade specific information 	5
Parents	<p>Develop quick fact sheets to inform and change parents' perception of skilled trades vs. degree programs. This information would highlight:</p> <ul style="list-style-type: none"> Salary Education costs Complexity of work involved Demonstrate that trades require a sound academic background Expose the myths that trades and the nature of the work may be dangerous and "bull work" Expose the myth that trades are not necessarily season work i.e. construction is carried out year round. Provide a direct comparison of trades vs. professional jobs 	5
Educators	<ul style="list-style-type: none"> Offer trade camps through schools 	4
Employers	<ul style="list-style-type: none"> Host a golf tournament for employers i.e.(The Apprentice) Use occasion such as the apprenticeship golf tournament to declare "top apprentice award" or other options such as a cruise, curling bonspiel, pool tournament, BBQs, etc 	4
Educators	<ul style="list-style-type: none"> Provide internships (5-7 days) to teachers to expose them to the trade and develop curriculum related to that trade 	2
Employers	<ul style="list-style-type: none"> Develop business partnership opportunities to enhance competitiveness 	2

Target Audience	Idea	# of votes
Employers	<ul style="list-style-type: none"> Develop an apprenticeship promotion package for youth interested in initiating an apprenticeship to take to employers to explain what is involved in an apprenticeship program 	2
Parents	<ul style="list-style-type: none"> Host Parent/Student Trade awareness nights with free munchies (Treats and Trades) 	2
Educators	<ul style="list-style-type: none"> Develop linkages with secondary/post-secondary to offer courses if school proximity allows 	1
Educators	<ul style="list-style-type: none"> Bring role models to schools to enhance female participation in non-traditional trades 	1
Educators	<ul style="list-style-type: none"> Encourage schools to promote apprenticeship as a post-secondary education 	1
Educators	<ul style="list-style-type: none"> Implement training plans for in-school and on-the-job training utilizing all stakeholders as educators 	1
Educators	<ul style="list-style-type: none"> Apply trade-related problems to curriculum more effectively 	1
Educators	<ul style="list-style-type: none"> Provide opportunities for educators to job shadow journeypeople 	1
Employers	<ul style="list-style-type: none"> Highlight apprenticeship opportunities at employer councils/conferences and present the facts surrounding apprenticeship 	1
Employers	<ul style="list-style-type: none"> Show that trade splintering is not beneficial by using examples of multi-skilled work 	1
Employers	<ul style="list-style-type: none"> Emphasize the advantage of no recall work and that skilled trades workers "do it right the first time"; show example of bad workmanship of an unskilled worker 	1
Employers	<ul style="list-style-type: none"> Increase support of employers on competitive bids to ensure that work is granted to provincial/local businesses who hire apprentices 	1
Parents	<ul style="list-style-type: none"> Provide information sessions in partnership with post secondary institutions on Skills Career Days 	1

Target Audience	Idea	# of votes
Parents	<ul style="list-style-type: none"> Bring celebrities into trade show/career fairs to demonstrate trade skills i.e. "On the Go with Sharon Snow" 	1
Parents	<ul style="list-style-type: none"> Highlight champions via TV such as Rogers Cable Local Channel 9) 	1

With various priority ideas identified, participants were then asked who would like to be involved in a provincial committee 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.

Six participants volunteered to lead the Regional Implementation Team and liaise with the national office to implement some of the tactics that were identified above.

1. Tom Donavon Skills/Competence Canada Newfoundland/Labrador
2. Arthur Leung Division of Institutional and Industrial Education,
Department of Education, Government of Newfoundland
3. Elaine Woolridge Newfoundland Construction Association
4. Larry Slaney United Association Local 740
5. Janice Best Academy Canada
6. Wayne Oakley Department of Education, Government of Newfoundland

Appendix A – Consultation Agenda



Skilled Trades: A Career You Can Build On Consultation Agenda

Date: Wednesday, November 16th, 2004
Location: Delta St. John's

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	Anne Marie	Anonsen	Community Development Coordinator	Women in Resource Development Committee
2	Janice	Best		Academy Canada Trades College
3	Calvin	Burton	Director	Newfoundland and Labrador Association of Career Colleges
4	Gregory T.	Chaytor P.Eng.	Dean	School of Engineering Technology and Industrial Trades, College of the North Atlantic
5	Ed	Christopher	Curriculum and Program Accreditation Coordinator	Academy Canada Trades College
6	Kevin	Collins	ISEC Representative, Industrial Training Section	Division of Institutional and Industrial Education, Dept. of Education, Government of Newfoundland and Labrador
7	Larry	Connolly	Administrator	Operating Engineers College
8	Agnes	Crane	Labour Market Information Analyst	HRSDC
9	Rosalind	Curran		Capital Coast
10	Rick	Dalton		IBEW
11	Tom	Donovan	Executive Director	Skills Canada Newfoundland and Labrador
12	Gord	Downton	Electrical Section Chair	Newfoundland and Labrador Construction Association
13	Jeremy	Earle	Program Consultant	Division of Institutional and Industrial Education, Dept. of Education, Government of Newfoundland and Labrador
14	Suzanne	Eason		Academy Canada Trades College
15	Don	Emberley	Principal	Academy Canada Trades College
16	Jan	Foley	Education Coordinator	Women in Resource Development Committee
17	Bruce	Gillingham	Instructor	UA Training Centre
18	Jamie	Grant		
19	Tom	Hawco	Senior Implementation Officer	Regional Office, HRSDC

	First Name	Last Name	Position	Organization
20	John	Hennebury		Community Career Center
21	Ford	Hibbs		Academy Canada Trades College
22	Dan	Hiscock		UA Local 740
23	Doug	House	Business Lines Consultant	Regional Office, HRSDC
24	Karen	Lee		Ironworkers Education & Training Co. Inc.
25	Arthur	Leung P.Eng	Manager, Industrial Division	Division of Institutional and Industrial Education, Dept. of Education, Government of Newfoundland and Labrador
26	Jane	Morgan	President	Eastern Homebuilders Association
27	Wayne	Oakley	Director, Institutional and Industrial Education	Department of Education
28	John	Oates	Associate District Administrator	Ridge Road Campus, College of the North Atlantic
29	Judy	O'Dell	Program Officer, Employment and Social Support Unit	Regional Office, HRSDC
30	John	Pitcher	Director	Carpenter's Training Institute
31	Michelle	Power	Web Support and Research Officer, Getting the message out program	Department of innovation, trade and rural development
32	Des	Reardon		Academy Canada Trades College
33	Barry	Roberts	Chair	Provincial Apprenticeship Board
34	Gerard	Ronayne	Program Consultant	Division of Institutional and Industrial Education, Dept. of Education, Government of Newfoundland and Labrador
35	Larry	Slaney	Training Coordinator	United Association Local 740
36	Christy	Squires		Skills Canada
37	Robin	Walters		CAN
38	Elaine	Woodridge	Project Coordinator	Newfoundland and Labrador Construction Association

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
National/Provincial Skills Competitions	<ul style="list-style-type: none"> • UBC Canadian Locals (NATAC) 	<ul style="list-style-type: none"> • Young Adults (18 +) • Parents • Employers • Women • Educators 	<ul style="list-style-type: none"> • Promote apprenticeship and trades among general public • High quality workmanship 	<ul style="list-style-type: none"> • Radio ads • print ads (newspapers and magazines) • brochures • information pamphlets/booklets • posters • displays
Apprenticeship Employment Gateway	<ul style="list-style-type: none"> • Department of Education, Government of NL 	<ul style="list-style-type: none"> • Young Adults (18 +, College students) • Employers • Prospective apprentices • apprentices 	<ul style="list-style-type: none"> • Increase employer participation • Improve apprentice completion rate • Expand apprenticeship enrolment 	<ul style="list-style-type: none"> • Brochures • information pamphlets/booklets • posters • website • in-school presentations
Apprenticeship Enhancement: Expanding Industry Linkages	<ul style="list-style-type: none"> • Government of Newfoundland & Labrador 	<ul style="list-style-type: none"> • high school students • post secondary students • industries, employers 	<ul style="list-style-type: none"> • General awareness 	<ul style="list-style-type: none"> • career fairs and trade exhibitions • school visits • networking • apprenticeship orientation seminars

Name of the Program	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
Apprenticeship Enhancement: Industry Training Experience	<ul style="list-style-type: none"> Government of Newfoundland & Labrador 	<ul style="list-style-type: none"> employers training institutions apprentices 	<ul style="list-style-type: none"> Increase employer participation in apprenticeship Improve apprenticeship completion rate Expand apprenticeship enrolment 	<ul style="list-style-type: none"> posters brochures wallet cards seminars
Apprenticeship Program Accreditation	<ul style="list-style-type: none"> Government of Newfoundland & Labrador 	<ul style="list-style-type: none"> private and public programs 	<ul style="list-style-type: none"> Accreditation of apprenticeship training programs 	<ul style="list-style-type: none"> industry driven review process
Step Co-op at College of the North Atlantic	<ul style="list-style-type: none"> Gonzaga High School 	<p><u>Primary:</u></p> <ul style="list-style-type: none"> Youth 13-17 <p><u>Secondary:</u></p> <ul style="list-style-type: none"> Young adults (18 +) Educators Parents Employers Women 	<ul style="list-style-type: none"> Provide a more effective transition to the College of the North Atlantic 	<ul style="list-style-type: none"> brochures website - in-school presentation
Promotion of Construction Careers	<ul style="list-style-type: none"> Canadian Construction Association and Newfoundland/Labrador Construction Association 	<ul style="list-style-type: none"> Youth 13-17 Young adults (18 +) 	<ul style="list-style-type: none"> The Future: We Build It 	<ul style="list-style-type: none"> brochures website videos - paper material

Name of the Program	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
Getting the Message Out	<ul style="list-style-type: none"> Department of Innovation, Trade and Rural Development 	<ul style="list-style-type: none"> Youth 13-17 Young adults (18 +) Educators Parents Employers Employment preparation and skills development groups community organizations 	<ul style="list-style-type: none"> Create awareness of economic and career opportunities in NL Strengthen the enterprise culture in the province 	<ul style="list-style-type: none"> CD Rom brochures information pamphlets/booklets posters website in-school presentations general presentations showcasing good news stories
\$1000 Scholarship	<ul style="list-style-type: none"> United Association 	<ul style="list-style-type: none"> 3rd/4th year apprentices SF/PF 	<ul style="list-style-type: none"> Stick with it (completion) 	<ul style="list-style-type: none"> contact employers, schools, apprentices
\$1000 Scholarship	<ul style="list-style-type: none"> International IBEW 	<ul style="list-style-type: none"> high school students 	<ul style="list-style-type: none"> Promote the trade Promote unionism 	<ul style="list-style-type: none"> website
Scholarship/Bursaries	<ul style="list-style-type: none"> Construction Association 	<ul style="list-style-type: none"> member firms employees and families 	<ul style="list-style-type: none"> Post secondary enrolled individuals 	<ul style="list-style-type: none"> bulletins to membership
\$1000 Scholarship	<ul style="list-style-type: none"> Women in Resource Development Committee (WIRD) 	<ul style="list-style-type: none"> women in construction 	<ul style="list-style-type: none"> Encourage women to enter non-traditional trades 	<ul style="list-style-type: none"> website employers

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Orientation Trades and Technology	<ul style="list-style-type: none"> • Women in Resource Development Committee 	<ul style="list-style-type: none"> • women 	<ul style="list-style-type: none"> • Women can/should enter the natural resource sector 	<ul style="list-style-type: none"> • 6 month long program (Math, Science, and 2 weeks on-the-job training)
Techsploration for Girls and GETT Camp	<ul style="list-style-type: none"> • Women in Resource Development Committee 	<ul style="list-style-type: none"> • grade 6,7, 9 girls 	<ul style="list-style-type: none"> • Good jobs that girls and women can do 	
Skills Competitions – National Union Competition	<ul style="list-style-type: none"> • Unions (Carpentry and Millwright) Interior Systems 	<ul style="list-style-type: none"> • general public 	<ul style="list-style-type: none"> • Awareness of trades and encourage general public to join these trades 	<ul style="list-style-type: none"> • prizes/give-aways • ticket draws • distribute print materials • banquet • trophy
Enhancement of the Current Apprenticeship Program	<ul style="list-style-type: none"> • HRSDC • Provincial Department of Education 	<ul style="list-style-type: none"> • youth workers • employers • education institutes 	<ul style="list-style-type: none"> • Trades are viable opportunities 	<ul style="list-style-type: none"> • industry and classroom forums
Occupational Profile	<ul style="list-style-type: none"> • Regional HRSDC Office 	<ul style="list-style-type: none"> • A.B.E. students 	<ul style="list-style-type: none"> • Shown as part of Labour Market Information Presentation 	<ul style="list-style-type: none"> • presentation including website
General Awareness	<ul style="list-style-type: none"> • Private Training Institutes 	<ul style="list-style-type: none"> • general public • students 	<ul style="list-style-type: none"> • Key to Success 	<ul style="list-style-type: none"> • radio • print advertisements

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Marketing Department (Admissions Reps)	<ul style="list-style-type: none"> • Academy Canada 	<ul style="list-style-type: none"> • High school students • teachers • parents 	<ul style="list-style-type: none"> • Careers in trades as a positive career choice 	<ul style="list-style-type: none"> • career fairs • in-class presentations • in-home appointments
Career Day (annual)	<ul style="list-style-type: none"> • Academy Canada 	<ul style="list-style-type: none"> • employers • students 	<ul style="list-style-type: none"> • Promoting apprenticeship training and the apprenticeship system 	<ul style="list-style-type: none"> • information booths • industry presentations
Curriculum Industry Consultants	<ul style="list-style-type: none"> • Academy Canada 	<ul style="list-style-type: none"> • apprentices • industry 	<ul style="list-style-type: none"> • Promoting the apprenticeship system 	<ul style="list-style-type: none"> • visits to job sites to discuss the apprenticeship system with apprentices • meet with employers to promote apprenticeship
Community Involvement	<ul style="list-style-type: none"> • Academy Canada • Easter Seals 	<ul style="list-style-type: none"> • general public 	<ul style="list-style-type: none"> • Trades promotion 	<ul style="list-style-type: none"> • advertisements through Easter Seals • fundraising • (high profile ticket sales)
Apprenticeship Coordinator	<ul style="list-style-type: none"> • Academy Canada 	<ul style="list-style-type: none"> • apprentices • employers 	<ul style="list-style-type: none"> • Promote advanced training 	<ul style="list-style-type: none"> • mail outs • site visits
Ironworkers Education and Training Co. Inc.	<ul style="list-style-type: none"> • Government • Union 	<ul style="list-style-type: none"> • membership • high schools 		<ul style="list-style-type: none"> • career fairs • three scholarships for graduates
General Awareness	<ul style="list-style-type: none"> • Capital Coast Development Alliance 	<ul style="list-style-type: none"> • youth 	<ul style="list-style-type: none"> • Trades 	<ul style="list-style-type: none"> • CD "By You For You"

Name of the Program	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
Atlantic Common Standards Curriculum	<ul style="list-style-type: none"> • Directors of Apprenticeship in NL, NB, NS & PEI 	<ul style="list-style-type: none"> • training institutions • employers • apprentices • prospective apprentices 	<ul style="list-style-type: none"> • Transferability of credit and apprentice/ journeyperson mobility 	
4 perception surveys	<ul style="list-style-type: none"> • Marine Careers Secretariat 	<ul style="list-style-type: none"> • high school students • parents • teachers • guidance counselors 	<ul style="list-style-type: none"> • Changing perceptions and developing communications strategies 	
Web-site download re: careers in oil and gas		<ul style="list-style-type: none"> • teachers • high school students 		<ul style="list-style-type: none"> • speaker notes • video inserts