



Regional Consultations

Northern Ontario

Summary of Key Findings

March 15, 2005

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 Thunder Bay on March 15, 2005. 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, map to the location, and a template to identify existing promotional programs (see Appendix A).

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 19 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, and Gail Smyth, a national board member of Skills Canada. 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 Karen Throupe, Liaison Officer, Skills Canada Ontario and Gary Christian, Training Consultant for the Apprenticeship Client Services Unit within the Ministry of Training, Colleges and Universities. 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 the North West region of Ontario.

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
Employers	<ul style="list-style-type: none"> • Need to work with employers to identify the local labour market needs • Need to encourage and assist employers in succession planning and forecasting their future labour needs • Need to educate employers on the contribution of equity seeking groups within the workforce and work towards removing the barriers that currently exist 	61
Aboriginal	<ul style="list-style-type: none"> • Need to be more culturally sensitive to the needs of the aboriginal communities in the development of promotional and informational material that reaches all aboriginal audiences • Lack of access to provincial program funding since they are federally funded. • Limited programming within schools, especially rural schools with no infrastructure for special programs 	47
Parents	<ul style="list-style-type: none"> • Need to become more aware of all the options within skilled trades and how apprenticeship is a post-secondary option • Need to be exposed to careers other than university careers 	44
Youth with Barriers to Employment (high-risk youth 16-29)	<ul style="list-style-type: none"> • Need to obtain upgrading • Need to find employers willing to train high-risk youth • Need alternatives to current education program (i.e. vocational school has a negative connotation) • Need to obtain skills that are needed to enter into an apprenticeship • Need to offer more options to high-risk youth 	42
Educators	<ul style="list-style-type: none"> • Need to promote skilled trades as a first-choice career option similar to university careers • Need to be educated about skilled trade careers • Need to see the necessity to give options of skilled trade careers to all students, not just the academically challenged. 	40

Target Audience	Need or Gap that Exists	Points
Unions	<ul style="list-style-type: none"> • Need to work with unions to overcome the barriers that exist in hiring apprentices due to contracts, collective agreements, current members who may be unemployed, etc. • Need a reason to look at alternatives to bringing young workers into the membership to compensate for the older members who are retiring 	29
Government	<ul style="list-style-type: none"> • Need to promote the benefits of workplace training programs to government to encourage funding of such programs • Need to encourage government to look at multi-skilled opportunities for employers to encourage more employers to become involved in apprentice training 	27
Generation X & Y	<ul style="list-style-type: none"> • Need to promote different aspects of skilled trade careers to make it more attractive to this generation i.e.) travel, adventure, outdoor, etc. 	14
Elementary Students	<ul style="list-style-type: none"> • Need to be exposed to more technical training in primary grades to introduce skilled trade options • Need to be taught by teachers who are qualified to teach skilled trade concepts 	2
High School Students	<ul style="list-style-type: none"> • Need more training within the workplace rather than just in the classroom • Need more youth apprenticeship programs within secondary school (i.e. OYAP) 	

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 The northern Ontario region as determined by participants were as follows:

1. **Employers** – need to work closely with employers to identify local labour market needs and succession planning
2. **Aboriginals** – need to integrate culture in the information provided to the aboriginal community
3. **Parents** – need to educate parents about the opportunities within skilled trade careers as well as apprenticeship as a viable post-secondary option.

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 participants' suggestions.

1. Employers

- Create more incentives to hire apprentices and promote these incentives
- Reward employers that train apprentices
- Penalize employers who do not train apprentices
- Sell the idea that the workplace is a classroom and that they play a large role in training
- Develop a multi-disciplinary group of partners with a common purpose and common voice to convince employers of their important role in training
- Hire a dedicated business development officer to meet with employers
- Communicate to employers through their associations i.e. Chamber of Commerce
- Engage employers in programs with youth i.e.) OYAP, CO-OP, In class presentation
- Conduct more one-on-one visits with employers
- Obtain some commitment from indentured apprentices to stay longer term or for a set time period once they obtain their Certification
- Presentation to businesses by; students, employers, government staff, Skills Canada
- Take part in Chamber of Commerce activities, after-hour events, Breakfast meetings, etc.

- Develop in-house succession planning aimed at regular employees, not just executives
- Help employers identify and forecast their impending needs in their labour market
- Employers should partner with various agencies i.e.) aboriginal employment agencies

2. Aboriginals

- Adapt apprenticeship program to fit with their culture
- Bring the trade and the training to the community (possibly through live web site connections)
- Commit more funding and training dollars for aboriginals
- Promote partnership with aboriginal groups
- Increase the pre-apprenticeship programs to aboriginals
- Develop an opportunity for career mentoring
- Identify a way for the smaller to access the training facilities within larger schools
- Develop more opportunities for role models to interact with aboriginals through video and internet
- Identify job opportunities for aboriginals that are within or near their own communities
- Encourage the use of existing skills and the exploration and development of new skills
- Explore the opportunities for self-governance within the school system
- Encourage more cultural awareness among potential partners
- Have more aboriginal teachers
- Ensure more educational options are available to aboriginals

3. Parents

- Focus promotional efforts on ways to educate parents to think outside the box rather than focusing on university programs
- Develop mentoring programs for parents with other “parent champions”
- Focus promotional efforts on mothers through: advertising on buses; billboards; radio; channel 10; utility payments; posters; intermission announcement during sports activities
- Gr. 7 & 8 parent information nights
- Web sites specific to parents
- Teach parents that by learning a trade, their children will always have a life skill that they can rely on
- Send children home with skilled trade information beginning in the elementary school years
- Expose parents to different career paths that skilled trades can take their children
- Increase advertising specific to parents
- Identify job opportunities within the community
- Attend trade shows and career fairs that parents would visit

- Invite parents to exploration opportunities i.e. Women's Network Dinner, High School Orientation
- Identify the breadth and depth of skilled trade careers so they can see the ability to progress within a chosen field.

Moving Forward

Out the multitude of ideas that were identified to address the need or gap within each of the priority areas, participants were asked to identify three ideas that they saw as being the best and most effective ones to focus on moving forward. A "dot exercise" was used to identify the ideas that resonated with most participants and allowed for certain trends to be identified amongst all the ideas presented.

Target Audience	Idea	Points
Employers	<ul style="list-style-type: none"> • Reward employers that train apprentices 	5
Parents	<ul style="list-style-type: none"> • Focus promotional efforts on ways to educate parents to think outside the box rather than focusing on university programs 	5
Aboriginals	<ul style="list-style-type: none"> • Develop career mentoring programs 	4
Employers	<ul style="list-style-type: none"> • Conduct more one-on-one visits with employers 	3
Employers	<ul style="list-style-type: none"> • Obtain some commitment from indentured apprentices to stay longer term or for a set time period once they obtain their Certification 	3
Aboriginals	<ul style="list-style-type: none"> • Commit more funding and training dollars for aboriginals 	3
Employers	<ul style="list-style-type: none"> • Penalize employers who do not train apprentices 	2
Employers	<ul style="list-style-type: none"> • Develop a multi-disciplinary group of partners with a common purpose and common voice to convince employers of their important role in training 	2
Employers	<ul style="list-style-type: none"> • Communicate to employers through their associations i.e. Chamber of Commerce 	2
Aboriginals	<ul style="list-style-type: none"> • Encourage the use of existing skills and the exploration and development of new skills 	2

Target Audience	Idea	Points
Employers	<ul style="list-style-type: none">• Help employers identify and forecast their impending needs in their labour market	1
Aboriginals	<ul style="list-style-type: none">• Develop more opportunities for role models to interact with aboriginals through video and internet	1
Parents	<ul style="list-style-type: none">• Expose parents to different career paths that skilled trades can take their children	1
Parents	<ul style="list-style-type: none">• Develop mentoring programs for parents with other “parent champions”	1

With various ideas identified to address the gaps and needs that exist, representatives from the Skills Canada Ontario and the Ministry of Training, Colleges and Universities will work closely with Beverlie Cook, Project Manager, to discuss the strategy and the resources that are required to collaboratively promote skilled trades and apprenticeship within the region.

Appendix A – Consultation Agenda



Skilled Trades: A Career You Can Build On Consultation Agenda

Date: March 15, 2005
Location: Confederation College

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

	First Name	Last Name	Position	Organization
1	Viik	Aimo	Teacher	High School
2	Don	Bernosky	Executive Director	Skills Development, Confederation College
3	Nancy	Bouchard	Project Officer	Anishnabek Employment & Training Services
4	Gary	Christian	Training Consultant	Ministry of Training, Colleges and Universities
5	Diane	Corner		Ministry of Training, Colleges and Universities
6	Cyndi	Cossais		Crescive Corporation
7	Dave	Farrell		NSTB Board
8	Casey	Farrell		USWA
9	Holly	Gauvin		Skills Competence Canada – Thunder Bay
10	Bob	Greer		MTUC
11	Sharon	Kovacic	Marketing Coordinator	Yes Employment Services
12	Cora Lee	McGuire		Ontario Metis Aboriginal Association Employment Services
13	Brian	McKinnon		Passport to Prosperity
14	Gord	Milliard		Millwright Local 1151
15	Lorene	Noyes	Career Development Facilitator	Independent Living Resource Centre
16	Michelle	Richmond-Saravia	Education Advisor	Nishnawbe Aski Nation
17	Marg	Scott	Executive Director	NSTB Board
18	Keith	Sveinson	Executive Director	Northwest Training and Adjustment Board
19	Karen	Throupe		Skills/Competence Canada- Thunder Bay

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.

Name of Program/ Activity/Campaign	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
Elementary Technology Activity Days	<ul style="list-style-type: none"> Skills Canada – Ontario 	<ul style="list-style-type: none"> Elementary school children 	<ul style="list-style-type: none"> Introduce skilled trades to children at an early age 	<ul style="list-style-type: none"> Competition Hands-on activities Web site www.skillsontario.com
Think Skills, Think futures	<ul style="list-style-type: none"> Skills Canada – Ontario 	<ul style="list-style-type: none"> Women 	<ul style="list-style-type: none"> Promote skilled trade careers to women 	<ul style="list-style-type: none"> Young women conferences hands-on activities Interaction with women role models Web site www.skillsontario.com
Skills Work for Women – Networking Dinner	<ul style="list-style-type: none"> Skills Canada- Ontario 	<ul style="list-style-type: none"> High school aged women 	<ul style="list-style-type: none"> Promote skilled trade careers to women 	<ul style="list-style-type: none"> Mentoring activities by encouraging interaction of young women with successful women tradespeople Dinner with keynote speakers Web site www.skillsontario.com

Name of Program/ Activity/Campaign	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
Teacher Advisor Conference	<ul style="list-style-type: none"> Skills Canada - Ontario 	<ul style="list-style-type: none"> Educators 	<ul style="list-style-type: none"> Promote skilled trade careers to educators 	<ul style="list-style-type: none"> Conference Web site www.skillsontario.com
In-school Presentations	<ul style="list-style-type: none"> Skills Canada – Ontario 	<ul style="list-style-type: none"> Youth 	<ul style="list-style-type: none"> Inform youth about skilled trade career options 	<ul style="list-style-type: none"> Videos Presentation Web site www.skillsontario.com
Cardboard Boat Races	<ul style="list-style-type: none"> Skills Canada – Ontario 	<ul style="list-style-type: none"> Youth 	<ul style="list-style-type: none"> Promote skilled trades through fun competition 	<ul style="list-style-type: none"> Competition Hands-on activity Web site www.skillsontario.com
Skills Work for Youth Employability Skills Camp	<ul style="list-style-type: none"> Skills Canada – Ontario 	<ul style="list-style-type: none"> Youth – Gr. 7 & 8 	<ul style="list-style-type: none"> Promote skilled trade activities and careers 	<ul style="list-style-type: none"> Camp Hands-on activities
Building Futures, One Dream at a Time	<ul style="list-style-type: none"> Skills Canada- Ontario 	<ul style="list-style-type: none"> Employers 	<ul style="list-style-type: none"> Fundraising initiative to increase resources available to cover the travel costs of skills competitors 	<ul style="list-style-type: none"> Fundraising dinner Silent auction Web site www.skillsontario.com
Making cent\$ of apprenticeship	<ul style="list-style-type: none"> NSTB Passport to Prosperity 	<ul style="list-style-type: none"> Employers 	<ul style="list-style-type: none"> Employer benefits for employing apprenticeship 	<ul style="list-style-type: none"> Manual Web site www.nstb.on.ca

Name of Program/ Activity/Campaign	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
Skilled Trade Expose	<ul style="list-style-type: none"> • Confederation College • Cresive Corporation • NTAB 	<ul style="list-style-type: none"> • Youth • Unemployed • Underemployed • Parents • Employers 	<ul style="list-style-type: none"> • Working in trades is a viable option to going to college and university 	<ul style="list-style-type: none"> • Career trade shows with mini-demos to promote skilled trades
Tools that Work	<ul style="list-style-type: none"> • Cresive Corp. 	<ul style="list-style-type: none"> • Youth/parents • Employers • Educators 	<ul style="list-style-type: none"> • Reculture • Direct to work as a viable career option 	<ul style="list-style-type: none"> • Radio • Print • Presentation to school councils, educators, and employers • Web site www.toolsthatwork.ca
Women in Trade and Technology (WIT)	<ul style="list-style-type: none"> • Colleges 	<ul style="list-style-type: none"> • Women 		
NSTB regional Career Fair	<ul style="list-style-type: none"> • NSTB 	<ul style="list-style-type: none"> • Grade 7 • College • Parents 	<ul style="list-style-type: none"> • Career trade information 	<ul style="list-style-type: none"> • Display booths • Workshops
Geraldton Skilled Trade Career Fair	<ul style="list-style-type: none"> • Geraldton Thunderbird Friendship Centre 	<ul style="list-style-type: none"> • High school students 	<ul style="list-style-type: none"> • Skilled trades information 	<ul style="list-style-type: none"> • Display booths • Workshops in trade
Career Fair	<ul style="list-style-type: none"> • Local aboriginal agencies committee 	<ul style="list-style-type: none"> • Gr. 7 students 	<ul style="list-style-type: none"> • Skilled trades information 	<ul style="list-style-type: none"> • Display booths • Workshops
Eagle Feathers Program	<ul style="list-style-type: none"> • Military 	<ul style="list-style-type: none"> • Aboriginal youth 	<ul style="list-style-type: none"> • General career promotion including skilled trades 	<ul style="list-style-type: none"> • Presentations

Name of Program/ Activity/Campaign	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
Apprenticeship Promotion	<ul style="list-style-type: none"> Anishinabek Employment and Training Service 	<ul style="list-style-type: none"> Participating 8 First Nations 	<ul style="list-style-type: none"> Name of trade Application Success stories Labour Market Information 	<ul style="list-style-type: none"> Binder mailed to all first nations we serve Web site www.aets.org
General	<ul style="list-style-type: none"> Ontario Metis Aboriginal Association 	<ul style="list-style-type: none"> Aboriginals Metis 	<ul style="list-style-type: none"> Career options School information 	<ul style="list-style-type: none"> Manual for resource centres
Regional Skills Competition	<ul style="list-style-type: none"> Local Committee 	<ul style="list-style-type: none"> Elementary grade 5 and up 	<ul style="list-style-type: none"> Promotion knowledge Developmental skills 	
Job Connect	<ul style="list-style-type: none"> YES (MTCU) 	<ul style="list-style-type: none"> Youth 16-24 		<ul style="list-style-type: none"> Counselors provided with information about skilled trade and other career options Web site www.yes- thunderbay.org
Apprenticeship Scholarships		<ul style="list-style-type: none"> All ages without Grade 12 	<ul style="list-style-type: none"> Go back to school Take a trade and an apprentice 	<ul style="list-style-type: none"> Scholarship Web site

Name of Program/ Activity/Campaign	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
Pre- Apprenticeship <ul style="list-style-type: none"> • Cook (Kenora) • AST (Thunder Bay) • Millwright – Industrial (Greenstone) 	<ul style="list-style-type: none"> • Confederation College • Ontarios Women's Directorate • MTCU • Industry 	<ul style="list-style-type: none"> • Aboriginal women (electrical-welding) • Cook – Aboriginals (hospitality) • AST – open • Millwright (aboriginal) 	<ul style="list-style-type: none"> • Promote new careers • Financial independence • Open doors to apprenticeship career options 	<ul style="list-style-type: none"> • Outreach • Marketing recruitment • Selection • Interviews • All forms of media • Web site www.confederationc.on.ca
Integrated Diploma/ Apprenticeship Mechanical Engineering Technician	<ul style="list-style-type: none"> • Confederation College 	<ul style="list-style-type: none"> • Open to all 	<ul style="list-style-type: none"> • Future competitive work force • Earn while you learn 	<ul style="list-style-type: none"> • All forms of media • Work site exposure • Web site www.confederationc.on.ca
Energy Connections	<ul style="list-style-type: none"> • Confederation College • Duke Energy • GHSC Federation North 	<ul style="list-style-type: none"> • High Schools (youth) 	<ul style="list-style-type: none"> • Dual credit technology program 	<ul style="list-style-type: none"> • Announced within the next month in-school calendars • Web site www.confederationc.on.ca