

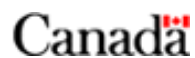


Regional Consultation

Nova Scotia

Summary of Key Findings

November 10, 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

The full-day consultation was held in Halifax on November 10, 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, 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 36 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, Keith Lancaster, Executive Director of Canadian Apprenticeship Forum – Forum canadien sur l'apprentissage, and Doug Homer, 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 Michelle Bussey, Executive Director of Skills Canada-Nova Scotia and Deborah Canivet, Administrator with the Apprenticeship Board, Department of Education. 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 Nova Scotia (see Appendix C).

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 E.

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
Politicians	<ul style="list-style-type: none"> • Generally, the recognition of trades is very low with politicians • Politicians and political leaders do not value Trade Certification • Lack of political will to promote skilled trades <ul style="list-style-type: none"> ○ For example, there is a process to license Real Estate Agents but not to license builders 	90
Parents	<ul style="list-style-type: none"> • Lack of awareness of skilled trade careers • Their generation doesn't have a lot of experience with skilled tradespeople • Little to no role models exist within the family unit to expose youth to skilled trade careers • Have a negative perception of skilled trades and therefore do not encourage their youth to explore skilled trades careers • Need to influence their perceptions and decisions around careers in the skilled trades for their children 	76
Education System	<ul style="list-style-type: none"> • Need exists for true career counsellors to focus only on providing career advise • Each teacher should be a career counsellor and be aware of all career options in the trades • Need to increase the awareness of how to fit skilled trade examples into the curriculum to apply theory to practical situations that skilled tradespeople may face • Need to become aware of the common language surrounding skilled trade careers • Need to focus on skilled trade careers, not only university careers 	70

Target Audience	Need or Gap that Exists	Points assigned by participants
	<ul style="list-style-type: none"> • Need for more promotional material and resource material for teachers to share with students • Need to change the perception within the school bureaucracy that it is important to share information about skilled trades, rather than the current perception that it is a “waste of time” • Need support from top-down (from school boards and principals) • Need to obtain a commitment from school boards and principals that they need to expose youth to skilled trade careers. 	
General Public	<ul style="list-style-type: none"> • Everyone in society needs to be more aware of what Trade Certification means and the value of this Certification • Need to change the Canadian culture to see the value of Certification • Need more information that shows how skilled trades makes a difference to our economy • Currently, there is no respect for the contribution of tradespeople within our society 	60
Employers	<ul style="list-style-type: none"> • Need incentives to motivate employers to become involved in the apprenticeship program • Need more communications material directed at employers to inform them of the benefits of apprentices • Need first-hand experience with apprentices to be exposed to the benefits of training apprentices • Need Champions to share good news stories • Need to be rewarded for providing apprenticeship opportunities • Need to change perceptions that trained apprentices will leave once they are certified 	44
Apprentices	<ul style="list-style-type: none"> • Need to increase mobility of apprentices • Need to have consistent training delivery across the country • Need to communicate the reality of being an apprentices and not raise expectations too high 	37

Target Audience	Need or Gap that Exists	Points assigned by participants
Insurance Industry	<ul style="list-style-type: none"> • Need to recognize the value of Certification i.e.) insurance rates should reflect the level of Certification of those who build the home. 	27
Youth (15-18) who don't see themselves entering into university	<ul style="list-style-type: none"> • Not currently receiving enough information about skilled trade careers. This is a lost opportunity. • Need to be exposed to the trades and people within the trades through positive role models. 	27
Equity Seeking Groups (i.e.) Women , Aboriginals	<ul style="list-style-type: none"> • Low awareness of skilled trade careers • Negative perceptions of skilled tradespeople • Need to be exposed to the message more effectively • Advertising is not targeted at them directly • Need more women and aboriginals featured within promotional material 	19
Small & Medium Sized Businesses	<ul style="list-style-type: none"> • Perception exists that apprentices are a burden • Need more buy-in for apprentices • Need to see benefits of hiring apprentices • Need to be rewarded for being involved in training apprentices • Need to change the perception that trained apprentices will leave 	16
Employees/ Journeypeople	<ul style="list-style-type: none"> • Need to encourage journeypeople to become mentors to youth • Need to change the perception that new apprentices are a threat (cultural change) 	16
Junior High School	<ul style="list-style-type: none"> • Need more career exploration in school • Need to expose youth to what skilled trade careers entail i.e.) Reality TV • Need to be exposed to skilled trades in their curriculum i.e.) have a Skilled Trades Road Show 	12
Inner-City (At-Risk) Youth	<ul style="list-style-type: none"> • Lack of positive perception of skilled trades • Low awareness of skilled trade careers • No programs exist to prevent them from "falling through the cracks"; therefore, they are a lost opportunity 	10
New Immigrants	<ul style="list-style-type: none"> • Not enough mechanisms currently in place to lead new immigrants into skilled trades • More new immigrants need to be encouraged to go into the trades 	5

Target Audience	Need or Gap that Exists	Points assigned by participants
Teenage Peers	<ul style="list-style-type: none"> • Negative attitudes exists about skilled trades • Do not have enough information about skilled trades careers • Not exposed to the “positive stories” about those in skilled trade careers • No experiential learning within schools to expose them to the trades 	4
University Graduates	<ul style="list-style-type: none"> • Need more information about skilled trade occupations • Need to identify a career path that may include skilled trades • Need to be exposed to the benefits of having a skill and how it will make them more marketable • Need to incorporate university learning with skilled trades training i.e.) becoming an entrepreneur 	2
Media	<ul style="list-style-type: none"> • Need to be “brought on-side” with good news stories about skilled trades • Need to be committed to providing coverage about skilled trades-related stories • Need advocates within the media for skilled trades 	2
Mothers	<ul style="list-style-type: none"> • Lack an awareness of skilled trade careers 	2
Community Groups/Social Networks (i.e.) Big Sisters/Brothers, Girl Guides/Scouts	<ul style="list-style-type: none"> • Lack of awareness about skilled trade careers • Minimal information about skilled trade careers is distributed to them • Leaders of these groups need to be more exposed to the opportunities within skilled trades 	0
Non-traditional Families	<ul style="list-style-type: none"> • Lack awareness of skilled trade careers • Lack of marketing material that depicts non-traditional families • Need to recognize and be sensitive to non-traditional families 	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 Nova Scotia as determined by participants were as follows:

1. **Politicians** - Need to recognize the value of Certified Tradespeople and the trades in general; need political leadership and commitment to promoting value of the trades.
2. **Parents** - Need more awareness of opportunities in skilled trade careers.
3. **Education System** - (School Boards, Principals, Teachers, Career Counselors) - Need to focus on skilled trade careers, not just academic 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. Politicians

- Begin a public awareness campaign that encourages public to ask for certification from home renovators, maintenance workers, etc.
- Politicians need to enforce the “clean up of the underground economy” and begin to commit to certification of tradespeople
- “Fire up” constituents and encourage them to put pressure on their MPs; identify the real stories to engage public’s emotions and ownership of the issue; engage at a grass-roots level, community by community
- Engage leaders who are influential, involved, and respected who are capable of representing industry, and skilled trades/certification issues to advocate on behalf of skilled trades
- Organize a political forum and invite politicians to the table to discuss the issue
- Hold a “Skills Fair” to increase politicians awareness
- Develop a clear mandate and programs of government departments to work on trades/certification and industry issues
- Need verbal and a financial commitment from politicians
- Identify government and industry champions (set best practices and example)

- Need a 5-year strategy and approach which provides a picture of the current situation with skilled trades and paint a picture of what will happen if there is no commitment to expose youth to skilled trades
- Develop a “Get it in Writing” Campaign which promotes professionalism issues: WCB & Liability
- Secure industry push and buy-in
- Invite politicians to be part of associations, networking events, committees. They need to see industry promoting the trades.
- Identify opportunities to promote skilled trades with the current minority government and focus on rural issues
- Promotion of civilian DND workers. Promote Red Seal – and present opportunities to retired DND workers to civilian trades positions
- Ministers should attend apprenticeship graduations
- Create an incentive for employers to hire youth apprentices for summer and year round.
- Develop an incentive program for workplace training, especially SMEs. i.e) tax incentives
- Use the Construction Safety model success
- Develop communication material that:
 - makes apprentices and Certification a safety issue
 - liability and cost issue
 - supply & demand issue
 - demonstrates the economic impact and makes the case for apprenticeship
 - demonstrates the cost/benefit of apprenticeship to provinces compared to other professions
 - shows the value of CQ and need to decrease underground economy which will increase tax income for the government
 - focus on economic growth opportunities with higher skill levels
- approach politicians with one voice with a common message but presence of all key stakeholders around the table; go with problem and proposed solution; anticipate all the push back and opposition
- CAF work at national (pan-Cdn) level, while aligning with provincial education/training priorities
- Propose compulsory Certification of Qualification for all trades to attract industry
- Need to mobilize grassroots support for certified trades to raise political will
- Use media to bring the issue into the public eye and facilitate politicians’ attention to the issue
- Learn from some example of positive programs to involve politicians, such as:
 - ICI = initiatives to increase usage of certification of journeymen on provincial contracts. The issue is enforcement and compliance of resolution

- RGDA = resolution to province for provincial fleet vehicles only purchase gas from Safety Certified stations
- Increase use of apprentices hired by provincial companies. Include goals and objectives of women, African Canadian and ethnic groups.

2. Parents

- Host “hands-on career days for parents (Saturdays may be best option)
- Develop “ties” or partnerships to non-profit and/or community building improvement projects
- Provide understanding of “choices” and personal suitability of occupations to individuals/learning styles
- Bring parents on work-sites to experience trades (may be better on weekends)
- Provide information that answers simple questions, like: Are there jobs available? How much do you earn? Is there room for advancement?
- Provide a presentation just to mothers
- Have a Test Drive Program similar to the local college (NSCC) that exposes kids and parents to the reality of trades training to ensure they are informed and know what to expect; incorporate apprenticeship into this program
- Encourage flex hours to help improve family quality of life as a tradesperson
- Host community Town Halls
- Have community spokespeople promoting skilled trade careers
- Have coverage of skilled trade careers on “Live at 5” news programs
- Send national campaign brochures home with each student
- Host career exploration workshops to empower parents with more knowledge about skilled trade careers
- Develop a province-wide initiative to encourage parents to come in and give a skilled trade presentation to other parents
- Provide job shadowing opportunities to parents/students with other tradespeople
- Send the message to parents that a skilled trade career will “get your kids out of the house sooner”
- Provide the message of the importance of skilled tradespeople by asking simple questions, such as: “How did you get to work today? Where do you live? Who created your workplace?”
- Appeal to parents by relaying the message that “they want the best for their children”; highlighting the career opportunities and paths; providing realistic images of the trades
- Get media on side to relay skilled trade message
- Increase consumer awareness by getting message out to retail and service outlets such as hairdressers, building supplies, autoshops, etc.

- (anywhere where there is a relationship to skilled trades i.e. develop posters, pamphlets, closed-circuit promotional loops)
- Have strategic marketing focus on urban areas since survey results indicate that those in the rural areas have a good knowledge of skilled trade careers in comparison to those in urban areas.
 - Need to communicate professionalism of skilled trade sites such as autoshops, worksites, etc; need to use language that is positive rather than saying “just a tradesperson”
 - Showcase professional shops, the technology they use; highlight them as skilled trade champions
 - Need more exposure through schools
 - Develop a “take your neighbor to work day” program

3. Educators

- Educational degree programs should include information/awareness of trades as well as skills awareness and career exploration within their training
- Apply skilled trades examples to curriculum requirements to make theory relate to real, and hands-on situations; provide the resources, tools, time, and resources
- Develop a plan to change the perception of educators “without this, nothing else will work”
- Provide career fairs for all teachers during an in-service day
- Introduce the “step-program” that provides an introduction to trades within the secondary school grades
- Ensure educators think about learning styles and aptitude of youth, realizing that they are not all exposed to skilled trainings during the regular curriculum
- Provide more hands-on opportunities for students and educators through after school programs, coop, camps, clubs
- Target the principals as they are the key gatekeepers; boards have influence to exposing youth to trades
- Presentations and meetings to:
 - Principal annual conferences
 - School Board Program Director Groups
 - Career counselors annual conference
 - Ministers/Deputy Ministers
 - Department of Education consultants
 - School Councils
- Send sector council and trade association communication material to politicians (i.e. newsletters)
- Department of Education should facilitate a Memorandum of Understanding between school boards, principals, career practitioners, NSGEU and apprenticeship branch

- Encourage more industry to participate in career fairs
- Introduce HRSDC and Skills Ontario license plate commercial into Nova Scotia
- Sector councils should facilitate industry to go and speak to students
- Industry should offer free training to high school educators, and interested students
- Present information into the Teachers Conferences/AGMs
- Need a plan to change the perception of educators, without this, nothing else will work
- Bridge the gap for those who don't get to Gr. 12 or are leaving for many reasons
- Promote Application Work and Learning (AWAL) program
- "Take the teachers to work day"
- More industrial art classes in Junior and Senior high school to provide hands-on training
- Develop web sites that are interactive for use by teachers and students
- Focus on the educational system influences

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	# of Votes
Parents	<ul style="list-style-type: none"> Showcase professional shops, the technology they use, highlight them as skilled trade champions 	7
Educators	<ul style="list-style-type: none"> Develop a plan to change the perception of educators “without this, nothing else will work” 	7
Politicians	<ul style="list-style-type: none"> Begin a public awareness campaign that encourages public to ask for certification from home renovators, maintenance i.e.) oil companies 	6
Parents	<ul style="list-style-type: none"> Have coverage of skilled trade careers on “Live at 5”, news programs 	5
Politicians	<ul style="list-style-type: none"> Create an incentive for employers to hire youth apprentices for summer and year round 	5
Educators	<ul style="list-style-type: none"> Expand the “step-program” that provides an introduction to trades within secondary school 	5
Politicians	Develop communication material that: <ul style="list-style-type: none"> makes apprentices and Certification a safety issue liability and cost issue supply & demand issue demonstrates the economic impact and makes the case for apprenticeship demonstrates the cost/benefit of apprenticeship to provinces compared to other professions 	4
Politicians	<ul style="list-style-type: none"> Propose compulsory Certification of Qualification for all trades 	4

Target Audience	Idea	# of Votes
Politicians	<ul style="list-style-type: none"> Need a 5-year strategy and approach which provides a picture of the current situation with skilled trades and paint a picture of what will happen if there is no commitment to expose youth to skilled trades 	4
Educators	<ul style="list-style-type: none"> Apply skilled trades examples to curriculum requirements to make theory relate to real, and hands-on situations; provide the resources, tools, time, and resources 	4
Educators	<ul style="list-style-type: none"> Provide more hands-on opportunities for students through after school programs, coop, camps, clubs and involve the educators as well 	4
Educators	<ul style="list-style-type: none"> Bridge the gap for those who don't get to Gr. 12 or are leaving for many reasons 	4
Parents	<ul style="list-style-type: none"> Host "hands-on" career days for parents 	3
Politicians	<ul style="list-style-type: none"> Develop a "Get it in Writing" Campaign which promotes the professionalism issues: WCB & Liability 	2
Educators	<ul style="list-style-type: none"> Department of Education should facilitate a Memorandum of Understanding between school boards, principals, career practitioners, NSGEU and apprenticeship branch. 	2
Parents	<ul style="list-style-type: none"> Get the "new" labour market reality out to parents 	1
Parents	<ul style="list-style-type: none"> Bring parents on work-sites to experience trades (may be better on weekends) 	1
Parents	<ul style="list-style-type: none"> Have community spokespeople promoting skilled trade careers 	1
Politicians	<ul style="list-style-type: none"> Approach politicians with one voice with a common message and all key stakeholders around the table; go with problem and proposed solution; anticipate all the push back and opposition 	1
Politician	<ul style="list-style-type: none"> Engage leaders who are influential, involved, and respected to advocate on behalf of skilled trades who are capable of representing industry, and skilled trades/certification issues 	1
Politicians	<ul style="list-style-type: none"> Hold a "Skills Fair" to increase politicians awareness 	1

Target Audience	Idea	# of Votes
Educators	<ul style="list-style-type: none"> Hold a Career Fair for all teachers during an in-service day 	1
Educators	<ul style="list-style-type: none"> Ensure educators think about learning styles and aptitude of youth, realizing that they are not all exposed to skilled trainings during the regular curriculum; 	1
Educators	<ul style="list-style-type: none"> Provide more industrial art classes in Junior and Senior high school to provide hands-on training 	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.

Two 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. Michelle Bussey | Skills/Competence Canada - Nova Scotia |
| 2. Marjorie Davison | Skills and Learning Branch - Nova Scotia Department of Education |

Appendix A – Consultation Agenda



Skilled Trades: A Career You Can Build On Consultation Agenda

Date: Wednesday, November 10, 2004

Location: Westin Nova Scotian

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	Don	Adams	Industrial Training and Certification Officer	Apprenticeship Training & Skills Development Canada
2	Rachel	Browne	Regional Consultant	
3	Michelle	Bussy	Executive Director	Skills Canada
4	Deborah	Canivet	Administrator, Apprenticeship Board	Department of Education
5	Graham	Conrad	Executive Director	NS Automotive Industry HRSC
6	Marjorie	Davison	Director of Apprenticeship	Skills and Learning Branch - Nova Scotia Department of Education
7	Carol	Dayment		Apprenticeship
8	Lindsay	Gates	Executive Director	Collision Repair Association of Nova Scotia
9	Kevin	Gerrior	Manager of Apprenticeship Training	Nova Scotia Community College- Central Campus
10	Tom	Griffiths		International Brotherhood of Electrical Workers 625
11	Winston	Ingraham	Director , Technology Skills Development	University College of Cape Breton
12	Virginia	Jackson		NSCC
13	Michael	Kelly	Quality Manager and Director of Safety	Nova Scotia Construction Safety Association
14	Norm	Kemp		MARLANT Civilian Workforce Renewal Initiative
15	Mary	Kenny	Executive Director	Atlantic Home Building and Renovation HRSC
16	Margaret	Lynas	Executive Director	Nova Scotia Construction Sector Council- non residential
17	Linda	MacDonald	Programs Consultant	Human Resources & Skills Development Canada
18	Paul	MacDonald	Director, Human Resources & Safety	The Municipal Group of Companies
19	Mel	MacIntyre	Business Manager	UA, Local 56
20	John	Marshall		

	First Name	Last Name	Position	Organization
21	Lynn	McDonagh Hughes	Career Development Manager	Nova Scotia Tourism Resource Council
22	Gerry	Mills	Executive Director	Halifax Immigrant Learning Centre
23	Ed	Pace	Training Coordinator	NS PEI Joint Apprenticeship Training Committee for Mechanical Trades
24	Paul	Pettipas	Chief Executive Director	Nova Scotia Home Builder's Association
25	Shalini	Richards	Committee Member	Techsploration
26	Tricia	Robertson	Executive Director	Techsploration
27	Corrie	Robley	Program Coordinator	Nova Scotia Automotive Industry Human Resources Sector Council
28	Joe	Rudderham	Regional Coordinator	Council of Atlantic Premiers
29	Robert	Sampson	Curriculum Consultant	Nova Scotia Community College, Central Campus
30	Micheal	Senz	Chairperson of Training and Ed.	N.S. Home Builders Association
31	Richard	Sharpe	Supervisor, Client Services	Department of Education
32	Jan	Sheppard Kutcher	Employment Services Manager	MISA
33	Peter	Smith	Curriculum Consultant	English Program Services, Dept. of Ed.
34	Brian	Stevens		NS Building Trades Council
35	Jen	Thorne	Youth Apprenticeship Coordinator	
36	Peter	Woods	President	P.R. Woods & Associates Ltd.

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
Apprenticeship Training	<ul style="list-style-type: none"> • Apprenticeship training branch • Department of Education 	<u>Primary</u> <ul style="list-style-type: none"> • adults (18+) • educators • parents • employers • women • aboriginals • visible minorities <u>Secondary</u> <ul style="list-style-type: none"> • educators • parents 	<ul style="list-style-type: none"> • Government apprenticeship opportunities 	<ul style="list-style-type: none"> • print ads (magazines) • print ads (trade publications) • brochures (3-4 pgs) • info pamphlets (booklets) • posters • website: www.apprenticeship.ednet.ns.ca • in school presentations • general presentations • displays

Name of the Program	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
Skills Nova Scotia (SCNS)	<ul style="list-style-type: none"> • HRSDC • Dept. of Education • industry 	<ul style="list-style-type: none"> • youth (13-17) • educators • parents • employers • women • aboriginals • visible minorities 	<ul style="list-style-type: none"> • Enhance the image and status of skilled careers in the trades and tech's. • Promote skilled careers in trades and tech's to youth and those who influence them • Develop innovative strategies to reach groups which are underrepresented in skilled careers in trades and tech's. 	<ul style="list-style-type: none"> • tv ads • radio ads • cinema ads • print ads (magazines) • direct mail • in school presentations • general presentations
African NS Youth Project	<ul style="list-style-type: none"> • SCNS 	<ul style="list-style-type: none"> • Grade 7-12 African NS youth 	<ul style="list-style-type: none"> • Large source of potential workers 	<ul style="list-style-type: none"> • hands on • role models • African NS working in trades and technology t-shirts
Class presentation	<ul style="list-style-type: none"> • SCNS 	<ul style="list-style-type: none"> • Grade 7-12 	<ul style="list-style-type: none"> • Promote trades and technology in general 	<ul style="list-style-type: none"> • interactive games, prizes, events • facts, questions
First Nations Skills Clubs	<ul style="list-style-type: none"> • SCNS 	<ul style="list-style-type: none"> • First Nations youth 	<ul style="list-style-type: none"> • Promote trades and technology to First Nation youth 	<ul style="list-style-type: none"> • Go to reserves and talk about options
Parent Info Sessions	<ul style="list-style-type: none"> • SCNS 	<ul style="list-style-type: none"> • parents/influencers • educators 	<ul style="list-style-type: none"> • Get to influences and change perception 	<ul style="list-style-type: none"> • parent/teacher nights
Priority Youth Projects	<ul style="list-style-type: none"> • SCNS 	<ul style="list-style-type: none"> • Youth that are out of school system 	<ul style="list-style-type: none"> • Find a way back into the career field • Develop career path 	<ul style="list-style-type: none"> • website • contact groups like Pheonix center

Name of the Program	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
SCNS success stories presentations	<ul style="list-style-type: none"> • SCNS 	<ul style="list-style-type: none"> • Youth/general public 	<ul style="list-style-type: none"> • Good news stories of NS youth succeeding 	<ul style="list-style-type: none"> • website • presentation
SCNS website	<ul style="list-style-type: none"> • SCNS 	<ul style="list-style-type: none"> • General public 	<ul style="list-style-type: none"> • Raise awareness about trades and technology • Improve perception of trades 	<ul style="list-style-type: none"> • magnets • posters • magazines
Skills Energy Youth Quest	<ul style="list-style-type: none"> • SCNS 	<ul style="list-style-type: none"> • Grade 10-12 youth 	<ul style="list-style-type: none"> • Promote technology and trades in energy sector 	<ul style="list-style-type: none"> • role models • hands on • stories • t-shirts
Skills excellence awards	<ul style="list-style-type: none"> • SCNS 	<ul style="list-style-type: none"> • industry • youth • parents • educators 	<ul style="list-style-type: none"> • Bring t&t into spot light through awards night with officials present/media 	<ul style="list-style-type: none"> • invitations • media, officials
Skills in Demand Magazine	<ul style="list-style-type: none"> • SCNS 	<ul style="list-style-type: none"> • youth (15,000) • educators • parents • industry 	<ul style="list-style-type: none"> • Promote trades and technology • Articles written by youth for youth OHS 	<ul style="list-style-type: none"> • mail outs • online
Skills Quest	<ul style="list-style-type: none"> • SCNS 	<ul style="list-style-type: none"> • Grade 7-12 	<ul style="list-style-type: none"> • Promote trades and technology to male/female youth 	<ul style="list-style-type: none"> • posters • t-shirts • school letters • etc.
Teacher conferences	<ul style="list-style-type: none"> • SCNS 	<ul style="list-style-type: none"> • educators 	<ul style="list-style-type: none"> • Teach the teacher about trades and technology 	<ul style="list-style-type: none"> • in service days presentation
Young Women's Conference	<ul style="list-style-type: none"> • SCNS 	<ul style="list-style-type: none"> • Grade 9-12 girls 	<ul style="list-style-type: none"> • Women can be successful in technology and trades 	<ul style="list-style-type: none"> • role models, women in industry • hands on material • t-shirts

Name of the Program	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
SCNS career fair	<ul style="list-style-type: none"> • SCNS • NSCC 	<ul style="list-style-type: none"> • students • youth • industry 	<ul style="list-style-type: none"> • Interactive industry networking 	<ul style="list-style-type: none"> • competition
Skills Competition	<ul style="list-style-type: none"> • Skills Canada, NS (SCNS) 	<ul style="list-style-type: none"> • Youth (jr & sr) • college • university • apprentices • industry • educators 	<ul style="list-style-type: none"> • Promote excellence • Promote trades as a viable career option 	<ul style="list-style-type: none"> • posters • brochures • faxes • mail outs • web • t-shirts
Techsploration (not for profit org)	<ul style="list-style-type: none"> • Exxon Mobil • Skills Canada - Nova Scotia • Department of Education • Approx. 20 industry sponsors 	<p><u>Primary</u></p> <ul style="list-style-type: none"> • young women grades 9-12 from diverse ethnic and cultural backgrounds <p><u>Secondary</u></p> <ul style="list-style-type: none"> • youth at participating schools • educators • parents • employers • women • aboriginals • visible minorities • disables groups • students from various levels of academic achievement 	<ul style="list-style-type: none"> • To increase the number of women working in science, trades, tech, related occupations 	<ul style="list-style-type: none"> • brochures • info pamphlets/booklets • posters • in school presentation • general presentation • conferences • worksite tours/role models

Name of the Program	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
Building futures website	<ul style="list-style-type: none"> Atlantic Home Builders And Renovation Sector Council 	<ul style="list-style-type: none"> High school & youth adults 	<ul style="list-style-type: none"> Awareness & exposure to residential trades 	<ul style="list-style-type: none"> Website career fairs brochures website
Junior Chefs Competition	<ul style="list-style-type: none"> Chefs Association 	<ul style="list-style-type: none"> Chefs 	<ul style="list-style-type: none"> Promote young people into the cook trade 	<ul style="list-style-type: none"> competition
Youth Force Program	<ul style="list-style-type: none"> Department of National Defense 	<ul style="list-style-type: none"> employment equity high school students 	<ul style="list-style-type: none"> Introduction of trades and careers for high school students 	<ul style="list-style-type: none"> pay students to participate in a one week trades tour
Day Release & 6 block release	<ul style="list-style-type: none"> EI & Ed. & apprenticeship program 	<ul style="list-style-type: none"> Apprentices only 	<ul style="list-style-type: none"> flexibility 	<ul style="list-style-type: none"> general promotion
Magazine literature	<ul style="list-style-type: none"> International Brotherhood Of Electrical Workers in cooperation with Skills Canada/NS 	<ul style="list-style-type: none"> Public 	<ul style="list-style-type: none"> define an electrical worker/ electrician 	
Test drive a program	<ul style="list-style-type: none"> Nova Scotia Community College (NSCC) 	<ul style="list-style-type: none"> Gr. 11 & 12 	<ul style="list-style-type: none"> try a program before committing 	<ul style="list-style-type: none"> high schools website poster newsletter HS career day
Nova Scotia Community College website	<ul style="list-style-type: none"> NSCC 	<ul style="list-style-type: none"> general public high school grads 	<ul style="list-style-type: none"> Education required for new jobs of the future in Nova Scotia Promote skilled trades as first choice option 	<ul style="list-style-type: none"> print materials website incorporated into all communication material

Name of the Program	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
Early admissions into trades programs, grade 12-Nov.	<ul style="list-style-type: none"> • NSCC 	<ul style="list-style-type: none"> • grade 12 	<ul style="list-style-type: none"> • Grade 12 students can secure seat in November for next September; eliminates pressure of not knowing which training institution youth will attend 	<ul style="list-style-type: none"> • teachers • guidance counselors • recruiter • website
Making trades more visible	<ul style="list-style-type: none"> • NSCC 	<ul style="list-style-type: none"> • Potential students • parents • industry • educators 	<ul style="list-style-type: none"> • Skilled trades lead to good careers • Jobs for life 	<ul style="list-style-type: none"> • website • print • media
Parents as a career coach	<ul style="list-style-type: none"> • NSCC 	<ul style="list-style-type: none"> • Parents 	<ul style="list-style-type: none"> • Give parents tools to explore their child's interest and passions 	<ul style="list-style-type: none"> • community small group workshops • print/radio • website
Test Drive NSCC	<ul style="list-style-type: none"> • NSCC 	<ul style="list-style-type: none"> • Youth (15-18) 	<ul style="list-style-type: none"> • General interest 	<ul style="list-style-type: none"> • In class/shop
Nova Scotia Home Builders Association - member mentoring	<ul style="list-style-type: none"> • Nova Scotia Home Builders Association (NSHBA) 	<ul style="list-style-type: none"> • Jr/Sr High 	<ul style="list-style-type: none"> • We want you • We need you 	
Career Fair	<ul style="list-style-type: none"> • NS Home Builders Association • NS College • Skills Canada, NS 	<ul style="list-style-type: none"> • youth • educators 	<ul style="list-style-type: none"> • Promote trades 	<ul style="list-style-type: none"> • posters • letters • ads • transportation reimbursement

Name of the Program	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
Career fair	<ul style="list-style-type: none"> NSHBA 	<ul style="list-style-type: none"> Youth (15-18) 	<ul style="list-style-type: none"> Attracting youth 	<ul style="list-style-type: none"> Interactive booths
Class presentations NSHBA	<ul style="list-style-type: none"> NSHBA 	<ul style="list-style-type: none"> Jr/Sr high 		
Home show	<ul style="list-style-type: none"> NSHBA 	<ul style="list-style-type: none"> General public parents industry 	<ul style="list-style-type: none"> Buying, building or renovating? Hire a professional. 	<ul style="list-style-type: none"> 100,000 in all media builder/renovators at forefront
Job fair-NSCC	<ul style="list-style-type: none"> NSHBA 	<ul style="list-style-type: none"> College students 	<ul style="list-style-type: none"> Linking opportunities with experience Networking event 	<ul style="list-style-type: none"> bringing builders and workers onsite to network
NSHBA Career Fair	<ul style="list-style-type: none"> NSHBA 	<u>Primary</u> <ul style="list-style-type: none"> youth (13-17) youth adults <u>Secondary</u> <ul style="list-style-type: none"> educators parents 	<ul style="list-style-type: none"> Introduce and promote the residential construction industry to junior and senior high school students in NS To show students the value of pursuing a career in the residential construction industry To educate parents on the benefits of their children pursuing a career in the residential construction industry 	<ul style="list-style-type: none"> radio ads print ads brochures (3-4 pgs) info pamphlets/booklets posters website: www.nshba.ns.ca direct mail general presentations other: advertised at annual home show and in NSHBA's New Homes Month tabloid
NSHBA website	<ul style="list-style-type: none"> NSHBA 	<ul style="list-style-type: none"> public 	<ul style="list-style-type: none"> Educating public on industry 	<ul style="list-style-type: none"> Updates constant
Provide Apprenticeship Opportunities	<ul style="list-style-type: none"> NSHBA 	<ul style="list-style-type: none"> industry apprentices youth 		

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R2000-teach for free at NSCC	<ul style="list-style-type: none"> NSHBA 	<ul style="list-style-type: none"> College students 	<ul style="list-style-type: none"> Promote better way of building and advancing technology 	<ul style="list-style-type: none"> teach in school bring in pop up display relate to visuals
Student Prices to Industry Event/Conference	<ul style="list-style-type: none"> NSHBA 	<ul style="list-style-type: none"> students 	<ul style="list-style-type: none"> Try to encourage youth to be part of association at early stage 	<ul style="list-style-type: none"> Registration forms
Training and Education Committee	<ul style="list-style-type: none"> NSHBA 	<ul style="list-style-type: none"> industry Markets 	<ul style="list-style-type: none"> Educate members on sources of information on training 	<ul style="list-style-type: none"> regular meeting strategic partnership working with others
Construction safety youth passport	<ul style="list-style-type: none"> Nova Scotia Construction Safety Association (NSCSA) 	<ul style="list-style-type: none"> Youth-high schools Skilled trades 	<ul style="list-style-type: none"> Safety 	<ul style="list-style-type: none"> mail out web
WHMIS & safety orientation On line free for high school students	<ul style="list-style-type: none"> NSCSA 	<ul style="list-style-type: none"> As above 	<ul style="list-style-type: none"> Safety 	<ul style="list-style-type: none"> mail out web
Dexter Institute of Heavy Construction	<ul style="list-style-type: none"> Partnership with NSCC and Dexter Construction Co. Ltd. 	<ul style="list-style-type: none"> youth (13-17) young adults (18+) educators parents women aboriginals visible minorities 	<ul style="list-style-type: none"> Address skills shortage of skilled construction workers Offer formalized training for the construction industry Offer a practical approach to learning 	<ul style="list-style-type: none"> print ads (newspapers) brochures (3-4 pgs) posters web site: www.dexterinstitute.ca direct mail in school presentation general presentation

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R-2000 Training	<ul style="list-style-type: none"> • R-2000 NS • NSHBA 	<u>Primary audience</u> <ul style="list-style-type: none"> • young adults <u>Secondary audience</u> <ul style="list-style-type: none"> • educators 	<ul style="list-style-type: none"> • Train NSCC in R-2000 building and tech • To further enhance the benefits of the residential construction industry as a viable industry to pursue a career 	<ul style="list-style-type: none"> • in school presentation • general presentations
Apprenticeship program	<ul style="list-style-type: none"> • STAIRS (social savings project) 	<ul style="list-style-type: none"> • Youth & adults • Jr/Sr high school 	<ul style="list-style-type: none"> • Promote trades and skills: retention 	<ul style="list-style-type: none"> • career day • newsletter (sponsorship)
In class presentations	<ul style="list-style-type: none"> • United Association Of Plumbers And Pipefitters & International Brotherhood Of Electrical Workers 	<ul style="list-style-type: none"> • Pre employment programs 	<ul style="list-style-type: none"> • good career • future planning • real expectations 	<ul style="list-style-type: none"> • First hand info from industry
Trades for a day	<ul style="list-style-type: none"> • University College Of Cape Breton 	<ul style="list-style-type: none"> • high school youth expressed interest in trades 	<ul style="list-style-type: none"> • Getting youth in trades 	<ul style="list-style-type: none"> • interest level identified; partner in mentor • skills/apprenticeship info