

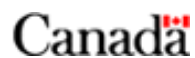


Regional Consultation

Northwest Territories

Summary of Key Findings

November 3, 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 Yellowknife on November 3, 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 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 Terry Cooke, 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 territorial skilled trade promotion campaigns and activities was provided by Guy Barnable, Executive

Director of Skills Canada Northwest Territories/Nunavut and Mark Plouffe, Dept of Education, Culture, and Employment (ECE), Government of Northwest Territories. 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 the Northwest Territories (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 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
Youth	<ul style="list-style-type: none"> • Language barriers exist • Lack of tradespeople in communities to act as role models • Need more hands-on activities i.e. Skills Clubs • In general, youth need more exposure to various trades and technology careers • Need to go to students rather than expecting them to come to us i.e.) instead of career fairs have in-school presentations 	97
Employers	<ul style="list-style-type: none"> • Language barriers exist • Lack business associations' support and reach to employers • SMEs have trouble competing with large organizations • Gap in knowing what employers' needs are and what their current perceptions are • Gap in communicating benefits of hiring apprentices • Process for hiring apprentices needs to be simplified 	48
Educators	<ul style="list-style-type: none"> • Language barriers exist • Currently, educators have a negative perception of trades • Focus of education is mainly on university careers rather than skilled trade careers • Need more information about skilled trade careers and opportunities that they bring 	42

Target Audience	Need or Gap that exists	Points assigned by Participants
Women	<ul style="list-style-type: none"> • Need more women tradespeople as role models • Need gender-specific promotion material • Need to develop an overall strategy to target women into the trades • Need a more creative approach in marketing material to attract women • Need to reignite WITT within NWT/NU 	40
Communities/ General Public	<ul style="list-style-type: none"> • Not enough courses are focused on the trades • An issue exists in the level of training required to getting into the trades i.e.) literacy levels • Communication material needs to be made with reading levels in mind to ensure that everyone understands i.e. Grade 6 or 8 level 	25
Parents	<ul style="list-style-type: none"> • Language barriers exist • Parents tend to direct their children into academics rather than skilled trades • Misconceptions exist about university careers vs. trades 	16
Labour	<ul style="list-style-type: none"> • Gap of alliances with industry to promote skilled trades 	14

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 Northwest Territories as determined by participants were as follows:

1. **Youth:** need pro-active role models/examples to follow
2. **Employers:** lack support/information on apprenticeship
3. **Educators:** ignorant to the opportunities of skilled trades careers and tend to focus on academic-based careers.

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

Following is a summary of their suggestions.

1. Employers

- Each construction/industry site promote their involvement with the trades by:
 - Signs on construction cranes
 - Key chains
 - Flags
 - Billboards
 - Bumper stickers
- Sponsor “tradesperson of the week/day” on local radio stations
- Target places where employers gather as a venue to reach employers, such as:
 - Rotary clubs
 - Chamber of Commerce
 - Print ads in business sections of newspapers
- Develop a Speakers’ Bureau made up of influential businesspeople who have embraced apprenticeship and see it as a key aspect of a successful business strategy
- Develop partnerships and a closer link to industry partners to provide assistance to schools for equipment and placements i.e.) Pine Point model; Mine Training Society
- Buy pub advertising i.e. beer coasters
- Develop collateral material such as baseball caps, stickers for helmets
- Develop a “Share employers” program – large companies support small companies by providing varied experience – share journeymen
- Simplify administration process throughout the whole apprenticeship process:
 - Accommodation of apprentices who need to leave the community
 - Registration
 - Travel
 - Wage subsidies
- Have employers with successful apprenticeship programs act as “Champions” to other employers
- Have a “pro-apprenticeship” message on every golf cart
- Advertise on revolving signs or have displays in high traffic areas employer venues i.e.) airports, hotels
- Communicate key advantages on communication material, such as:
 - Reduction in turnover

- Increased profit
- Without an apprentice, there will be no tradespeople
- Small employers work from contract to contract, therefore they need wage subsidies to keep employees over long period
- Give \$1000 bill with messages on the back that spell out the advantages of apprenticeship
- Presentations and displays at Chamber of Commerce events, such as “Business After Hours”
- Develop a business case and business examples that focus on the bottom line
- Contract between employers and employees to provide job, room and board, etc. to cover the entire cost of the apprenticeship.

2. Youth

- Ensure school equipment is state of the art and not “hand-me-downs”; use facilities of seasonal businesses
- Closer link with industry to ensure training is tied to actual need and occupations
- Use youth champions from each community to communicate trade opportunities
- Career awareness resources that describe each trade, have tours to job sites, have a virtual job site tour on CD or Web site
- Run Skills Clubs and Skills Camps in each community with local role models that provide an opportunity for hands-on activities. Use existing facilities such as high schools and trade centres.
- Web conferencing (via satellite) i.e.) A.B.E., Shops (Person from the community)
- Raise awareness in school and community re: work experience/co-op programs that exist
- Continue to take trade training into the community and include school system and community leaders’ commitment. It is very important to reach the elders in a community with the key messages of the opportunities in skilled trades communities
- Use “pop culture” to reach the kids with visual and interactive ways, such as through video games, “Bob the Builder/Wendy the Welder” characters, junk food packaging, toys and books with pro-skilled trade messages
- Elders need to stress the opportunities of skilled trades education to youth
- Address the educational issues of youth, as youth are not well versed in technical language; language and literacy issues are impeding progress towards apprenticeship training. For example:
 - Apprenticeship training materials are sophisticated and “not for the weak of intellect”; they are very complex
 - Terminology is technical and scientific
 - Need tutorial support to use materials

- Difficult for some people with lower academic capabilities
- Have employment counsellors and training programs on site to help employees use materials as they do in many mines
- Require more tutorials for trades entrance exams rather than courses (ages 13-30)
- Need to address some of the systemic/curriculum issues within our school in order to reach youth effectively, such as:
 - Ability of grads and Gr. 9 & 10 to pass trades entrance exams is limited
 - Change in curriculum is needed (although some math & science curriculum is now being developed in NWT)
 - Math and science skills are the biggest barrier to women entering technology & trades
 - Lack of academic career counselling aimed at jobs that are driving the economy (right now they are aimed at public service and advanced careers)
- Need seminars/conferences for students to learn about the trades

3. Educators

- Application Work and Learning (AWAL) – teachers need to spend more time at work sites and develop lesson plans based on real experience
- In-service presentation to teachers
- Educators need to be trained to use language which is geared to youth's level of comprehension
- Communicate skilled trades' messages through changes in curriculum to:
 - Make students aware of future
 - Use industry to assist with curriculum development
 - Make curriculum relevant to student's life
 - Make more "hands-on" and less lecture
 - Showcase the success of certain projects and class of the week
 - Emphasize the people skills and communications aspect of skilled trades that are needed
- Require counsellors who are tradespeople with industry experience,
- Mobile career days in local languages
- Expanded role of aboriginal career counsellors
- Have pro-skilled trade message on educators pay/check stubs
- Trade shows in classroom with role model to present their trades success and experiences (in science classes as well as shop classes)
- Video games and other resources for career counsellors that are user-friendly and provide quick access to information
- Trades immersion programs. Begin with teachers first and then for youth.
- Specialized curriculum wrapped around trades and mining
- Classroom immersion experience such as decorating the room as a mining site, bring in equipment, tools and tradespeople

- Need more educational tools for teachers and counsellors and resources that actually engage students

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	Each construction/industry site promote their trades <ul style="list-style-type: none"> • Signs on construction cranes • Key chains • Flags • Billboards • Bumper stickers 	8
Youth	<ul style="list-style-type: none"> • Continue to take trade training into the community and include school system and community leaders' commitment. It is very important to reach the elders in a community with the key messages of the opportunities in skilled trades communities 	5
Youth	<ul style="list-style-type: none"> • Run Skills Clubs and skills camps in each community with local role models that provide an opportunity for hands-on activities. Use existing facilities such as high schools and trade centres. 	5
Educators	<ul style="list-style-type: none"> • Require counselors who are tradespeople with industry experience, not just academic background 	3
Youth	<ul style="list-style-type: none"> • Require more tutorials for trades entrance exams rather than courses (ages 13-30) 	2

Youth	<p>Communicate skilled trades' messages through changes in curriculum to:</p> <ul style="list-style-type: none"> • Make students aware of future • Use industry to assist with curriculum development • Make curriculum relevant to student's life • Make more "hands-on" and less lecture • Showcase the success of certain projects and class of the week <p>Emphasize the people skills and communications aspect of skilled trades that are needed</p>	2
Educators	<ul style="list-style-type: none"> • Trades immersion programs. Begin with teachers first and then for youth. 	2
Youth	<ul style="list-style-type: none"> • Application Work and Learning (AWAL) – teachers need to spend more time at work sites and develop lesson plans based on real experience 	1
Educators	<ul style="list-style-type: none"> • Mobile career days in local languages 	1

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

Three 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. Guy Barnable Skills/Compétences Canada NWT/NU
2. Krista Rivet AMEC
3. Darren Fraser Ryfan Electric Ltd.

Appendix A – Consultation Agenda



Skilled Trades: A Career You Can Build On Consultation Agenda

Date: Wednesday, November 3rd, 2004

Location: Yellowknife Inn

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	Guy	Barnable	Executive Director	Skills Canada NWT/NU
2	Anne-Mieke	Cameron		Sir John Franklin High School
3	Richard	Edjericon		ASEP
4	Darren	Fraser	General Manager	Ryfan Electric Ltd.
5	David	Gilday	Director of Apprenticeship NWT	Dept of Education, Culture, and Employment (ECE), GNWT
6	Pam	Jones	Career Development Officer	
7	Ann	Kall	Development Officer	HRSDC
8	Peter	Kalyn		Diavik Diamond Mines
9	Herb	Lannaghan		BHP Billiton
10	Cindy	Lindley	Project Coordinator	Status of Women Council of the NWT
11	Dan	O'Neill	Secretary	Mine Training Society
12	Glenda	Padillo	Program Administrator	Skills Canada NWT/NU
13	Mark	Plouffe	Program Developer	Dept of Education, Culture, and Employment (ECE), College & Career Development, GNWT
14	Krista	Rivet		AMEC
15	Cheryl	Robinson	Public Affairs Officer	Dept of Education, Culture, and Employment (ECE)
16	Greg	Skauge	Teacher/Guidance Counsellor	Sir John Franklin High School
17	Kate	Tompkins		Dept of Labour
18	Mike	Vaydik	General Manager	NWT & Nunavut Chamber of Mines
19	Don	Worrall	Executive Director	NWT 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
Skills Canada	<ul style="list-style-type: none"> • Government of Northwest Territories (Apprenticeship Board) • HRSDC • Corporate sponsors 	<ul style="list-style-type: none"> • Youth Gr. 9-12 	<ul style="list-style-type: none"> • Careers in Trades and Technologies • Demonstrating hands on, what its like to be learning a trade 	<ul style="list-style-type: none"> • Promotional packages • News paper • Brochures • Year in review • Radio-news • Networking • School presentation • Key events such as: Cardboard board races, Chariot of Champions; Cardboard Toboggan race; Skills Competition • Web site
Power-up young men & women	<ul style="list-style-type: none"> • S/CC • Industry partners 	<ul style="list-style-type: none"> • Gr 8 	<ul style="list-style-type: none"> • On site visits • See what is involved in trade 	
Apprenticeship awards (usually during apprenticeships week)	<ul style="list-style-type: none"> • Government of Northwest Territories (GNWT)(regionally organized) 	<ul style="list-style-type: none"> • Apprentices 	<ul style="list-style-type: none"> • Supporting and recognizing current apprentices • *noted that there is excellent focus on youth but lack thereof to employers and parents 	<ul style="list-style-type: none"> • Awards

Name of the Program	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
SNAP (Students North Apprenticeship Program)	<ul style="list-style-type: none"> Government of Northwest Territories (GNWT) 	<ul style="list-style-type: none"> Students 	<ul style="list-style-type: none"> Promoting opportunity for students to learn a trade while still in high school 	<ul style="list-style-type: none"> Free lunch Advertising through school community counsellors
Career Week Apprenticeship Week	<ul style="list-style-type: none"> Government of Northwest Territories (GNWT) 	<ul style="list-style-type: none"> School kids Industry, employers, youth, parents, apprentices 	<ul style="list-style-type: none"> Promote skilled trades as a career choice Promote and support apprenticeship 	<ul style="list-style-type: none"> Ads in paper Radio ads Booths (public) Posters School programs
Tools for Success, apprenticeship in the Northwest Territories	<ul style="list-style-type: none"> Dept of Education, Culture, and Employment (ECE) Apprenticeship and Occupational Certification 	<ul style="list-style-type: none"> Youth 16+ years 	<ul style="list-style-type: none"> Start on a great career Learn skills Good money 	<ul style="list-style-type: none"> Pamphlet Information #s (vary by region)
Bursaries -university -trades -technical school	<ul style="list-style-type: none"> NWT/NU Chamber of Mines plus member companies 	<ul style="list-style-type: none"> youth 		<ul style="list-style-type: none"> \$ for training & tools
"Women Can" work in mining, oil & gas	<ul style="list-style-type: none"> Status of Women Council 	<ul style="list-style-type: none"> Women 	<ul style="list-style-type: none"> Women can work in growing northern industries 	<ul style="list-style-type: none"> Pamphlet-role models Ads TV spots
Secondary School	<ul style="list-style-type: none"> School based Board of Education 	<ul style="list-style-type: none"> youth 		<ul style="list-style-type: none"> TV commercial production
Mine Training Society (MTS) membership	<ul style="list-style-type: none"> Mine Training Society 	<ul style="list-style-type: none"> Aboriginals Other employers, concerned parties 	<ul style="list-style-type: none"> Skills based pre apprenticeship and apprenticeship programs 	<ul style="list-style-type: none"> Information # 867-765-0445 Email mts@yk.com Pamphlets, Booklets

Name of the Program	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
Skilled Trade Awareness Campaign	<ul style="list-style-type: none"> • NWT/NU • Chamber of Mines 	<ul style="list-style-type: none"> • Youth 	<ul style="list-style-type: none"> • Stay in school career opportunities in trades • Get trained, get a job, get rich • Links to employers, job search sites, training sites 	<ul style="list-style-type: none"> • TV spots (CBC north, Much Music, Discovery, YTV) • *plus school poster series, t-shirts • Videos- "Mine your Business", "Rock Solid" • Website: www.miningnorth.com (Youth & careers page)
Awareness of Mining Careers	<ul style="list-style-type: none"> • Mining companies 	<ul style="list-style-type: none"> • Decision makers in communities • Youth • Educators • Unemployed 	<ul style="list-style-type: none"> • Opportunities in mining and service sector • Get started (at the bottom) • Work hard • Get trained • Get ahead 	
Bridges (school career focus program) Kimberlite Career & Technical Centre (KCTC) St. Pat's High School Trades and Technology Centre (ATTC) Sir John High School	<ul style="list-style-type: none"> • Schools • Industry partners 	<ul style="list-style-type: none"> • Students 	<ul style="list-style-type: none"> • Promoting skilled trades as a career choice 	<ul style="list-style-type: none"> • Media coverage

Name of the Program	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
Apprenticeship & Occupational Certification Program	<ul style="list-style-type: none"> Government of Northwest Territories (GNWT) 	<ul style="list-style-type: none"> Students, current skilled trades people, employers Parents 	<ul style="list-style-type: none"> Contact us in you are interested in trades Promote why you should be interested 	<ul style="list-style-type: none"> Posters Pamphlets Website Direct with industry vice regional offices
Advisory Program	<ul style="list-style-type: none"> Sir John Franklin High School 	<ul style="list-style-type: none"> Students 9-12 	<ul style="list-style-type: none"> Career planning 	
Career Day	<ul style="list-style-type: none"> Sir John Franklin High School 	<ul style="list-style-type: none"> Students 10-12 	<ul style="list-style-type: none"> Provide information on different careers 	
ISP	<ul style="list-style-type: none"> Sir John Franklin High School 	<ul style="list-style-type: none"> Students 9-12 	<ul style="list-style-type: none"> Basic skills for non academic students so they can work in the labour force 	
Trades access	<ul style="list-style-type: none"> Aurora College 	<ul style="list-style-type: none"> All ages 	<ul style="list-style-type: none"> Pre-trades program 	<ul style="list-style-type: none"> General advisory
CTS (Career in Tech Studies)	<ul style="list-style-type: none"> High schools 	<ul style="list-style-type: none"> (youth) student body 	<ul style="list-style-type: none"> Orientation to different trades & tech 	<ul style="list-style-type: none"> In school courses
Safety in the Young Worker	<ul style="list-style-type: none"> Workers' Compensation Board (WCB) 	<ul style="list-style-type: none"> Grade 8 & up 	<ul style="list-style-type: none"> Work place safety 	<ul style="list-style-type: none"> In school course
Inuvik Career Fair	<ul style="list-style-type: none"> Dept of Education, Culture, and Employment (ECE) HRSDC Inuvialuit Resource Corporation (IRC) GTC 	<ul style="list-style-type: none"> In school youth Out of school youth 	<ul style="list-style-type: none"> Career exploration 	<ul style="list-style-type: none"> Career fair
BHP Billiton	<ul style="list-style-type: none"> Ekati mine 	<ul style="list-style-type: none"> Community All ages 	<ul style="list-style-type: none"> Opportunities in mining 	<ul style="list-style-type: none"> Slides Video presentation
Youth Employment Strategy	<ul style="list-style-type: none"> HRSDC 	<ul style="list-style-type: none"> Out of school youth 	<ul style="list-style-type: none"> Employability career development 	<ul style="list-style-type: none"> Community based programming

Name of the Program	Sponsoring Organization/s	Primary Target Audience/s	Key Messages	Promotion Tactics Used
WOW Conference	<ul style="list-style-type: none">• Dept of Education, Culture, and Employment (ECE)	<ul style="list-style-type: none">• Youth• Grade 8	<ul style="list-style-type: none">• Showcase variety of career opportunities	<ul style="list-style-type: none">• Hay River Youth conference