

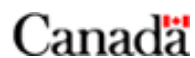


## **Regional Consultation**

### **Nunavut**

#### ***Summary of Key Findings***

***November 23, 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 (S/CC) 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.

 This project is funded by the Government of Canada’s Sector Council Program.

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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/Compétences Canada (S/CC) 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 Iqaluit on November 23, 2005 (see agenda in Appendix A). A matrix of potential participants was developed in partnership with the Department of Education within the Government of Nunavut as well as Skills Canada, Nunavut, with a goal of engaging a broad base of stakeholders in the session.

The room was set-up with several tables to provide the opportunity for participants to have in-depth discussions about key issues raised by the facilitator. There were 20 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. The day began with a general presentation about the National Skilled Trade Promotion campaign and a viewing of three campaign commercials. Subsequently, Glenn Zelinski of Diavik Mines made a presentation about their diamond mining operations and some of the unique approaches that have been implemented to provide community-based training. An overview of the territorial skilled trade promotion

campaigns and activities was provided by Michelle Jacquard, Executive Director of Skills Canada, Nunavut, followed by a brief presentation by Cam McGregor, Department of Education, Government of Nunavut, who provided an overview of recent employer stakeholder consultations that identified several key issues related to apprenticeship training.

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

Two key 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. Are there any unmet needs or gaps in promoting skilled trades and apprenticeship?***

Several break-out groups consisting of approximately five 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
School System	<ul style="list-style-type: none"> <li>• Need to change the whole educational system's negative attitude to skilled trades</li> <li>• Need more exposure to skilled trades</li> <li>• Need to overcome the language barriers that exist in order to promote skilled trades</li> <li>• Need to reinstate shop programs that are well equipped and well staffed</li> <li>• Need to implement aptitude testing of youth to identify those who have an aptitude for skilled trades</li> <li>• Need to have more hands-on opportunities for youth to explore trades</li> <li>• Need to have work-site visits planned within the curriculum</li> <li>• No programs are directed to youth who are academically strong – all programs are directed to those youth who have academic challenges</li> </ul>	<b>60 points</b>
Politicians	<ul style="list-style-type: none"> <li>• Need for strong political will and leadership to focus resources to address issues around skilled trade shortages</li> <li>• Need policy/legislation that supports initiatives that support trades training and programs that provide incentive for youth to become skilled tradespeople and employers to hire local apprentices</li> </ul>	<b>35 points</b>
Journeypersons	<ul style="list-style-type: none"> <li>• Need to have a desire to train apprentices</li> <li>• Need to identify the journeypersons who are not only good in their trade, but also are good at teaching their trade</li> <li>• Need to see the value and benefits of taking the time to train apprentices in the short and long term</li> <li>• Need an incentive to be involved in</li> </ul>	<b>12 points</b>

Target Audience	Need or Gap that exists	Points assigned by Participants
	<p>apprenticeship training since they are often too busy to take the time to train apprentices</p>	
General Public	<ul style="list-style-type: none"> <li>• Need an increased awareness of the opportunities and the needs for tradespeople</li> </ul>	<b>4 points</b>
Parents	<ul style="list-style-type: none"> <li>• Need to take a larger role in promoting trades as a first choice career option</li> <li>• Need more access to information about skilled trades and apprenticeship</li> <li>• Need to support their children by ensuring they attend school up until Grade 12.</li> </ul>	<b>4 points</b>
Educators	<ul style="list-style-type: none"> <li>• Language involved in skilled trades and apprenticeship is often used incorrectly, leaving much confusion</li> <li>• Need to improve educators awareness of skilled trades and apprenticeship</li> <li>• Need to train-the-trainers involved in skilled trades training since these qualified/experienced trainers are limited throughout the region</li> <li>• Need to have the educators buy-in to the idea of NEAT in order to implement it properly. They are often too busy to consider new programs</li> </ul>	<b>4 points</b>
Apprenticeship Authority	<ul style="list-style-type: none"> <li>• Need to recognize trades and vocations that are unique to Nunavut i.e. traditional trades such as carving, parka making, etc. This traditional link may get more buy-in from youth and their community.</li> </ul>	<b>2 points</b>
Career Counselors & Career Development Officers	<ul style="list-style-type: none"> <li>• Need to do more “career counseling”</li> <li>• Need to be trained on helping youth to identify a career path</li> <li>• Need to be more proactive to learn about career paths in different trades and sectors</li> <li>• Need more tools and resources to</li> </ul>	-

Target Audience	Need or Gap that exists	Points assigned by Participants
	<p>expose youth to the trades</p> <ul style="list-style-type: none"> <li>• Need to have a connection with real tradespeople in order to understand their career choices</li> <li>• Need to change their attitude towards skilled trades and vocations</li> </ul>	
Youth that have “dropped out”	<ul style="list-style-type: none"> <li>• Need to encourage more youth to either reenter the educational system or take adult education classes</li> <li>• More adult education courses are needed to give these youth the essential skills to become employable</li> <li>• Need to rebuild the self-esteem and confidence within these youth to ensure that they feel that they can succeed at adult education courses</li> </ul>	-
All Skilled Trades Stakeholders	<ul style="list-style-type: none"> <li>• Need to bring all stakeholders, such as Skills Canada, Employers, Governments, Labour and other Trade Associations to improve their communication and coordination to work more effectively to bring about change within the educational system.</li> </ul>	-
Outside Employers/ Contractors	<ul style="list-style-type: none"> <li>• Need to realize the benefits of hiring local employees</li> <li>• Need more incentives to hire local employees</li> <li>• Need the support and resources in place to hire local employees</li> <li>• Need to have the training programs in place to train local employees to fit their needs (i.e. Diavik Mines model)</li> </ul>	-
Community Organizations	<ul style="list-style-type: none"> <li>• Need additional motivation to take one more apprentice</li> <li>• Need to identify needs within each organization</li> <li>• Need training dollars</li> </ul>	-

## **2. How can we address this unmet need or gap in promoting careers in skilled trades and apprenticeship (i.e. Tactics, Promotional tools, Programs, Activities)?**

As indicated in the above exercise, the top three needs or gaps within Nunavut as determined by participants are as follows:

1. **School System**: need to identify more opportunity to expose youth and educators to skilled trades
2. **Politicians**: need to have increased political will and leadership to champion the need for skilled trades and apprenticeship training
3. **Journeypersons**: need to have the motivation to train apprentices given their busy work schedules.

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. Please note that these suggestions are presented in no particular order.

### **1. School System**

- Reformat math and science curriculum within the junior and senior high school courses to accommodate and expose youth to trades professions
- Implement progressive shop programs into the schools so youth can progress in the trades
- Apply course modules to workshop experience
- Reintroduce shop programs to students (Gr. 7 to 9)
- Make shop programs relevant to the community
- Carry out class visits to work sites on a regular basis
- Develop a shop instructor supply strategy dealing with the issues of salary grids
- Implement employer partnerships for technical training
- Develop reward programs for trades programs such as summer employment opportunities
- Develop information and presentations to share with educators at career fairs
- Develop elementary activities to stimulate and promote eye/hand coordination
- Develop work experience for youth within the school system that is meaningful and has proper follow-up after the youth has completed school
- Ensure that youth employ qualified teachers/instructors

- Develop specific curricula for specific grades that allow for assessment, aptitude testing, etc
- Place more champions and role models within the classroom
- Have culturally adaptive person/trainer that is bilingual and has all the required resources to meet the communities needs for training
- Implement train-the-trainer sessions
- Educate and inform parents about skilled trades and apprenticeship through the school system
- Communicate and share the success stories about educators and youth who have successfully achieved skilled trades training
- Use elders/mentors/former journeypersons and tradespeople to discuss their careers with educators as well as youth within the educational system
- Develop a program that is a second effort to reintegrate youth in their twenties into the workforce

## **2. Politicians/ senior civil servants**

- Establish a briefing forum about trades and apprenticeship issues that educates politicians
- Capital projects should have training and apprenticeship benefits/opportunities within the contracts
- Implement an annual reporting system on training and apprenticeship initiatives
- Implement a results-oriented review
- Improve collaboration among Training Apprenticeship Commission and Department of Education, employers, HRSDC, Apprenticeship Board, CGS, Chamber of Commerce
- Implement grass-roots campaigns that persist and insist change from our politicians
- Increased collaboration among partners to have an organized effort to address the political issues around skilled trades and apprenticeship training
- Demonstrate in a tangible way the value of having tradespeople and other skilled persons available locally
- Target certain politicians and bureaucrats who already have a commitment/connection to skilled trades
- Develop a united voice of key business and community leaders to put pressure on politicians
- Engage media to “tell the story” of the critical situation that employers are currently facing in regards to skilled labour shortages



## **Appendix A – Consultation Agenda**



# **Skilled Trades: A Career You Can Build On Consultation Agenda**

**Date: Wednesday, November 23<sup>rd</sup>, 2005**  
**Location: The Navigator Inn**  
**Iqaluit, Nunavut**

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<b>8:30 – 9:00</b>	<b>Registration &amp; Refreshments</b>
<b>9:00 – 9:10</b>	<b>Welcome &amp; Introductions</b>
<b>9:10 – 9:35</b>	<b>Presentation of “Skilled Trades: A Career You Can Build On” Campaign</b>
<b>9:35 – 9:45</b>	<b>Presentation by Michelle Jacquard – Skills Canada</b>
<b>9:45– 10:25</b>	<b>Employer Presentation - Glenn Zelinski, Diavik Mines</b>
<b>10:25 – 10:35</b>	<b>Presentation – Skills Canada, Nunavut</b>
<b>10:35- 10:50</b>	<b>Break</b>
<b>10:50 –11:30</b>	<b>Roundtable Discussion: Identifying Unmet Needs or Gaps in Promoting Skilled Trades and Apprenticeship</b>
<b>11:30 - 12:15</b>	<b>Group Discussion: Identifying the Priority Needs and Gaps</b>
<b>12:15 – 1:00</b>	<b>Lunch</b>
<b>1:00 – 1:45</b>	<b>Roundtable Discussion: Identifying Ways to Address the Priority Needs or Gaps in Promoting Skilled Trades and Apprenticeship</b>
<b>1:45 – 2:30</b>	<b>Group Discussion: Ideas to Address the Priority Needs or Gaps</b>
<b>2:30 – 2:45</b>	<b>Closing</b>

## ***Appendix B – Participant List***

	<b>First Name</b>	<b>Last Name</b>	<b>Position/ Organization</b>
1	Randy	Ash	Supervisor – Apprentices
2	Sheila	Napayok	Registrar-Apprentices
3	Cam	McGregor	Advisor –Adult Learning
4	Mark	MacKay	Policy Dir
5	Michelle	Jacquard	Skills Canada
6	Lloyd	Kendall	NAC
7	Chuck	Gilhuly	MTO
8	Peter	Mackey	Qulliq Energy Corp'n
9	Susan	Spring	Iqaluit Housing
10	Rick		KRT Electrical
11	Rex	Balbuena	J&G
12	Gordon	Robson	BBS
13	Mark	Hall	Iqaluit City
14	Glenn	Zelinski	Diavik
15	Pam	Hine	Deputy Minister Education
16	Adla	Itorcheak	SNC Lavalin
17	Glen	Cousins	NEF
18	Monica	Ell	NTI
19	Nicole	Aylward	City of Iqaluit
20	Alex	Taylor	GOC DPW