

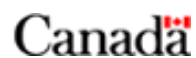


Regional Consultations

Prince Edward Island

Summary of Key Findings

December 9, 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.


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

Table of Contents

Background	4
Approach & Methodology	4
Key Findings.....	5
Moving Forward.....	12
Appendix A – Consultation Agenda	15
Appendix B – Participant List	16
Appendix C – Regional Programs and Promotional Activities.....	17

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 Charlottetown on December 9, 2004. A matrix of potential participants was developed with a goal of engaging a broad base of stakeholders in the process. Potential participants were sent an invitation, and once confirmed, sent a package, which consisted of the consultation’s agenda (see Appendix A), a map to the location, and a template to identify existing promotional programs.

The room was set-up to with round tables to provide the opportunity for participants to have in-depth discussions about key issues raised by the facilitator. There were 23 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 the Canadian Apprenticeship Forum; and Doug Homer, a member of the National Skills Canada Board of Directors. 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 Art Gennis, Executive Director of Skills Canada-PEI and Eric Riordon, of Baker Consulting. Other regional programs were collected from participants and outlined in 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. Are there any unmet needs or gaps in promoting skilled trades and apprenticeship?

Several break-out groups consisting of approximately ten participants were formed to identify various **target audiences** in which a gap or need in promoting skilled trades and apprenticeship was evident. They were also tasked with providing details on **what the gap was** within each of these audiences.

Once the discussion session was completed, each group presented their discussions. Each gap that was identified was written down by the facilitator and posted around the room. Subsequently, every participant was asked to identify three needs or gaps out of all the gaps that were identified, that they felt were the **most important** to address in the short-term. Through an exercise that allowed participants to confidentially assign 10 points for their first priority, 5 points for their second priority and 2 points for their third priority, the top three priorities or most important needs were identified for the whole group.

The result of this exercise is outlined below.

Target Audience	Need or Gap that exists	Points assigned by Participants
Parents	<ul style="list-style-type: none"> • Need more information about skilled trade careers • Need to be more engaged to explore options within skilled trade careers for their children • Need to discover a mechanism to “connect” with parents in order to expose them effectively to skilled trade careers • Need to change the negative attitudes towards skilled trades • Need to promote the opportunities to advance through entrepreneurship • Need to provide a realistic picture of skilled trade careers and wages • Need to educate them on the importance of youth obtaining their Gr. 12 diploma and staying in school if they want to become a tradesperson 	<p>103</p>
Educators	<ul style="list-style-type: none"> • Need to provide more information to educators about the basic skills that are needed to become a tradesperson • Need to change educators attitudes and awareness of skilled trades • Need to integrate applied approach to learning within all subjects using skilled trade examples • Need to educate them on the opportunities as an entrepreneur when you have a skilled trade • Need to gain more access into the school system and find the right person within it to promote skilled trades • Need to reinstitute the VTI (Vocational Training Institute) model • Need to connect with educators who provide co-op programs in Gr. 9 • Need more Red Seal Instructors teaching the trades within the school system 	<p>94</p>

Target Audience	Need or Gap that exists	Points assigned by Participants
Employers	<ul style="list-style-type: none"> • Need to make Certification compulsory • Need to promote their own people and showcase successful tradespeople • Need to invest more in training • Need to overcome the perception that apprentices will be “stolen” once they are certified • Need to become stronger financial partners • Need to recognize the credentials of employers, and reflect this in their wages 	64
Youth (Gr.9)	<ul style="list-style-type: none"> • More information is needed on courses to take in high school to become a tradesperson to ensure they have basic math skills needed for skilled trade occupations • Need to promote the opportunities to become an entrepreneur as a skilled tradesperson 	41
Provincial Government	<ul style="list-style-type: none"> • Need more funding in general towards apprenticeship, skilled trades, etc • Need to become better partners with industry • Need to provide better labour market information 	24
Journeypersons	<ul style="list-style-type: none"> • Need to improve their sense of pride in their trade and reflect this pride to others • Need to be more positive and see the value of their career to society • Encourage journeypersons to be more involved in training apprentices 	24
Training Institutes	<ul style="list-style-type: none"> • Need to ensure that space is available in training institutes for those who want to pursue a career in skilled trades • Need a balanced approach between training institutes and industry in regards to providing effective training 	9

Target Audience	Need or Gap that exists	Points assigned by Participants
Immigrants	<ul style="list-style-type: none"> • Need to be made aware of employment opportunities in skilled trade careers 	5
Men/Women in Non-Traditional Occupations	<ul style="list-style-type: none"> • Need to provide more mentoring to encourage youth to explore non-traditional occupations 	5
Coaches/Community Mentors	<ul style="list-style-type: none"> • Need more information about skilled trade occupations • Need to expose coaches to career options within their Coaching Certification Courses 	2
Women	<ul style="list-style-type: none"> • Lack of role models of women succeeding in the trades • Need to remove the attitude that physical strength is needed to succeed as a tradesperson • Need to combat stereotypes that exist • Need to promote entrepreneurship opportunities 	0
University Students or Grads	<ul style="list-style-type: none"> • Need to make them aware of advancement options within skilled trades • Need more information about skilled trades and how trades training may complement their current training 	0

2. 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 Prince Edward Island as determined by participants were as follows:

1. **Parents** - Need more information about skilled trades career options and need to reach them more effectively

2. **Educators** - Need to provide more information about skilled trades to help them educate youth about all careers options, not just academic careers
3. **Employers** - need to encourage more employers to provide resources to effort to attract youth to skilled trades

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

Following is a summary of their suggestions.

1. Parents

- Develop a Web site focused on Parents within PEI
- Communicate the message of “free” training and less debt to parents if their children choose apprenticeship
- Distribute information about skilled trades through monthly bills, such as hydro, electricity, phone, etc
- Feature “proud” parents as champions discussing their child’s skilled trade career during career days and homeshows
- Host an open-house where parents “show & tell” their own trade skills
- Develop a partnership with parents and teachers through parent council meetings, etc
- Send the “skilled trade message” home with children to stimulate interest in parents
- Encourage conversation of skilled trade careers between grandparents, parents, and children
- Communicate an understanding of local wages that are earned in the trades and the opportunities that exist within those careers
- Send information/mail-outs within report cards or other school information
- Send kids to work days with other parents in other occupations than your own parents to expose them to different occupations
- Promote the cost comparison of training a youth in an academic field vs. training within an apprenticeship
- Advertise on milk cartons
- Advertise on CBC radio, Maritime noon and other news programming
- Develop a direct mail campaign to parents
- Invite various trades to demonstrate their skills at trade shows
- Influence the content of mainstream entertainment to feature skilled trades at work (i.e. Reality shows)
- Attend “meet the teacher” and other similar events within the school to expose parents to skilled trade careers

- Develop a traveling road show for fairs/trade shows, etc. to attract parents to the booths through hands-on activities with the intent of exposing them to other skilled trade career information

2. Educators

- Present skilled trade careers to educators at the PEI Teachers' Federation convention or during their regular PE days; hold a panel discussion to allow for questions and answer periods
- Introduce career path training into Bachelor of Education Programs so that all teachers are aware of skilled trade occupations
- Present to teachers in an environment where they will listen i.e. in their own classroom presentations to youth
- Offer teachers ideas on how to apply their curriculum to real world work situations within the skilled trade industry
- Ensure that a Red Seal designation is obtained by teachers within high school trade programs
- Develop a designation for career counsellors specifically to focus on career information
- Communicate messages to educators that helps them to be more open minded to the reality that they don't have to push students into the same academic career as themselves (i.e. university)
- Have "hands-on" career day demonstrations for educators to try different tools and trades
- Offer tours to teachers of both education facilities and places of employment that have skilled tradespeople at work
- Ensure educators get the message that skilled trades are for everyone; are just for those who are not as strong academically
- Demonstrate to teachers what a skilled trade can lead to; how it can be a lifelong learning career that lead to other opportunities
- Develop a database of all available programs at an education institutions across the country
- Reach educators through other venues/activities such as coaching, 4H, scouts/guides
- Provide information to educators on how to be good mentors and where to go for up-to-date information so it is readily available when youth may need some advice on career choises
- Develop a web site with specific information for educators
- Develop career exploration opportunities for educators to explore careers in skilled trades
- Encourage teachers to develop team projects for all students that introduce skilled trades and apply math skills, problem solving, etc to these projects

3. Employers

- Need to engage employers to provide resources to promote their trades and promote the importance of training
- Develop a scholarship to attract youth to trades
- Develop a web site as a hiring tool that connects employers and skilled tradespeople
- Develop an Employer Toolkit to inform employers about the steps to take to hire and retain apprentices; needs to be employer specific
- Develop an employee recognition or wall of honour to demonstrate employers value of good tradespeople employees
- Develop a tax incentive, wage subsidy, or some financial benefit for supporting apprentices
- Develop a recognition program of businesses that support apprentices
- Develop a method of recognizing employers when they are consulted and participate in consultations (i.e. tax receipts, stipends, etc)
- Need to deliver message that ensures that employers aren't afraid to take on apprentices; let them know that by training these employees, they will have staff who will be taught techniques and methods specific to the company
- Promote the trustworthiness of tradespeople
- Develop and promote employee sharing by several businesses
- Employers should develop a bursary program to help cover the costs of training
- Comparability among employers and institutions to validate the effectiveness of training courses
- Develop valuable on-the job opportunities for apprentices and youth to explore skilled trades

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	<ul style="list-style-type: none"> Need to engage employers to provide resources to promote their trades and promote the importance of training 	10
Parents	<ul style="list-style-type: none"> Develop a partnership with parents and teachers through parent council meetings, etc. 	6
Employers	<ul style="list-style-type: none"> Develop a tax incentive, wage subsidy, or some financial benefit for supporting apprentices 	6
Educators	<ul style="list-style-type: none"> Present skilled trade careers to educators at the PEI Teachers' Federation convention or during their regular PE days; hold a panel discussion to allow for questions and answer periods 	5
Educators	<ul style="list-style-type: none"> Offer teachers ideas on how to apply their curriculum to “real world” work situations within the skilled trade industry 	5
Parents	<ul style="list-style-type: none"> Encourage conversation of skilled trade careers between grandparents, parents, and children 	4
Employers	<ul style="list-style-type: none"> Employers should develop a bursary program to help cover the costs of training 	4

Target Audience	Idea	# of Votes
Educators	<ul style="list-style-type: none"> Communicate messages to educators that helps them to be more open minded to the reality that they don't have to push students into the same academic career as themselves (i.e. university) 	2
Parents	<ul style="list-style-type: none"> Develop a traveling road show for fairs/trade shows, etc. to attract parents to the booths through hands-on activities with the intent of exposing them to other skilled trade career information 	2
Employers	<ul style="list-style-type: none"> Develop an Employer Toolkit to inform employers about the steps to take to hire and retain apprentices; needs to be employer specific 	2
Employers	<ul style="list-style-type: none"> Develop a method of recognizing employers when they are consulted and participate in consultations (i.e. tax receipts, stipends, etc) 	2
Educators	<ul style="list-style-type: none"> Introduce career path training into Bachelor of Education Programs so that all teachers are aware of skilled trade occupations 	1
Educators	<ul style="list-style-type: none"> Ensure that a Red Seal designation is obtained by teachers within high school trade programs 	1
Educators	<ul style="list-style-type: none"> Develop a designation for career counsellors specifically to focus on career information 	1
Educators	<ul style="list-style-type: none"> Have "hands-on" career day demonstrations for educators to try different tools and trades 	1

Target Audience	Idea	# of Votes
Educators	<ul style="list-style-type: none"> Encourage teachers to develop team projects for all students that introduce skilled trades and apply math skills, problem solving, etc to these projects 	1
Parents	<ul style="list-style-type: none"> Web site focused on Parents within PEI 	1
Parents	<ul style="list-style-type: none"> Communicate the message of “free” training and less debt to parents if their children choose apprenticeship 	1
Parents	<ul style="list-style-type: none"> Distribute information about skilled trades through monthly bills, such as hydro, electricity, phone, etc. 	1
Parents	<ul style="list-style-type: none"> Attend “meet the teacher” and other similar events within the school to expose parents to skilled trade careers 	1
Employers	<ul style="list-style-type: none"> Need to deliver message that ensures that employers aren’t afraid to take on apprentices; let them know that by training these employees, they will have staff who will be taught techniques and methods specific to the company 	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.

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. Art Gennis Skills/Competence Canada PEI
2. Craig Norton PEI Apprenticeship

Appendix A – Consultation Agenda



Skilled Trades: A Career You Can Build On Consultation Agenda

Date: Thursday, December 9th, 2004

Location: Delta

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	Organization
1	Hans	Anderegg	Culinary Arts Institute
2	Don	Baker	Baker Consulting
3	Sharon	Beck	HRSDC
4	Matthew	Brown	Trout Industries
5	George	Charchuk	Western School Board
6	Jim	Colodey	Bluefield High School
7	Stephanie	Connell	Culinary Institute (Pastry)
8	Wondafrash	Eshate	
9	Art	Gennis	Skills Canada
10	Deanna	Keen	
11	Susan	Lefort	Skills Canada
12	Tracey	MacDonald	Apprenticeship
13	Grant	MacLeod	Williams Murphy and MacLeod
14	Ray	McBride	I.B. E.W
15	Elmer	McDougall	Holland College
16	Gerry	Melanson	BAC Local #1
17	Charlotte	Murray	Career Know How (Baker Consulting)
18	Craig	Norton	Apprenticeship-PEI
19	Jonathan	O'Keefe	Career Know How (Baker Consulting)
20	Karen	Redmond	Apprenticeship PEI
21	Eric	Riordon	Baker Consulting
22	Katherine	Sweet	
23	Charles	Williams	Skills Canada/ CA PEI

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	Objectives/Key Messages	Promotion Tactics Used
Career Know How	<ul style="list-style-type: none"> Canada/PEI Labour Market Development Agreement, co-managed by HRSDC and the Provincial Department of Development & Technology 	<u>Primary Audiences</u> <ul style="list-style-type: none"> Youth (13-17) Youth (18+) Educators Employers 	<ul style="list-style-type: none"> Promote careers in trades Promote careers in health Promote the importance of career planning <p>Tag line: Your career as a “machinist”, it’s not what you think...it’s what you know</p>	<ul style="list-style-type: none"> TV Radio Print ad (newspaper classified) CD ROM Information Pamphlets/booklets Posters Web site: www.careerknowhow.pe.ca In-school presentations Displays
Skills Canada	<ul style="list-style-type: none"> HRSDC Industry Partners 	<ul style="list-style-type: none"> Youth 		
“Employment Journey”	<ul style="list-style-type: none"> Skills Canada PEI 	<ul style="list-style-type: none"> Youth (primary school) Youth (secondary school) Youth (18+) Educators Employers Aboriginals Educators Visible Minorities Disabled Groups 	<ul style="list-style-type: none"> To reach a broad cross section of the general public on topics related to skills shortages 	<ul style="list-style-type: none"> Magazine articles (15,000 copies/month)

Name of the Program	Sponsoring Organization/s	Primary Target Audience/s	Objectives/Key Messages	Promotion Tactics Used
Exhibit at Career Fairs, Trade Shows, College /University Tours	<ul style="list-style-type: none"> • Skills Canada PEI 	<ul style="list-style-type: none"> • Youth (primary school) • Youth (secondary school) • Youth (18+) • Educators • Employers • Aborigines • Educators • Visible Minorities • Disabled Groups 	<ul style="list-style-type: none"> • To encourage youth to consider skilled careers as first choice career options • Distribute information the public 	<ul style="list-style-type: none"> • Brochures • Pamphlets/booklets • Posters • General Presentations • Displays
Corporate Information to Business Community, Educators, Gov't	<ul style="list-style-type: none"> • Skills Canada PEI 	<p><u>Primary</u></p> <ul style="list-style-type: none"> • Educators • Employers • Business Community • Government <p><u>Secondary</u></p> <ul style="list-style-type: none"> • Young adults (18+) • Parents • Women 	<ul style="list-style-type: none"> • Create awareness in corporate community of Skills Canada PEI's mission and activities 	<ul style="list-style-type: none"> • Brochures • Information pamphlets • Direct mail
In-class Presentations	<ul style="list-style-type: none"> • Skills Canada PEI 	<p><u>Primary</u></p> <ul style="list-style-type: none"> • Youth (13-17) • Youth (18+) • Educators <p><u>Secondary</u></p> <ul style="list-style-type: none"> • Parents • Women • Aborigines • Disabled groups 	<ul style="list-style-type: none"> • To encourage youth to consider skilled careers as a 1st choice career option • To promote PEI provincial skills competition 	<ul style="list-style-type: none"> • Brochures • Information pamphlets • Posters • In-school presentation • Displays • video

Name of the Program	Sponsoring Organization/s	Primary Target Audience/s	Objectives/Key Messages	Promotion Tactics Used
PEI Provincial Skills Competitions	<ul style="list-style-type: none"> Skills Canada PEI 	<u>Primary</u> <ul style="list-style-type: none"> Youth (13-17) Youth (18+) <u>Secondary</u> <ul style="list-style-type: none"> Youth (<13) Educators Parents Women Employers Aboriginals Disabled groups 	<ul style="list-style-type: none"> To promote trade careers Change public perceptions about trade careers Expose youth to trade careers in a positive manner 	<ul style="list-style-type: none"> TV Radio Print ads (newspapers) On-line ads Brochures Pamphlets Posters Web site: www.skills-canada.pe.ca In-school presentation General presentations Displays
PEI involvement in National Skills Competitions	<ul style="list-style-type: none"> Skills Canada PEI 	<u>Primary</u> <ul style="list-style-type: none"> Youth (13-17) Youth (18+) <u>Secondary</u> <ul style="list-style-type: none"> Educators Parents Women Employers Aboriginals Disabled groups 	<ul style="list-style-type: none"> Expose youth to trade careers in a positive manner 	<ul style="list-style-type: none"> Print ads (newspapers) Web site: www.skills-canada.pe.ca
Bluefield High School Co-op Program	<ul style="list-style-type: none"> Eastern School Board 	<ul style="list-style-type: none"> Youth (13-17) 	<ul style="list-style-type: none"> Become familiar with various occupations Keep various learning options open Keep students interested in school 	<ul style="list-style-type: none"> Brochures Posters In-school presentations

Name of the Program	Sponsoring Organization/s	Primary Target Audience/s	Objectives/Key Messages	Promotion Tactics Used
Pastry Arts	<ul style="list-style-type: none"> Holland College 	<ul style="list-style-type: none"> Youth Educators Parents Women Aboriginals 	<ul style="list-style-type: none"> Educate youth about the opportunities within tourism and culinary careers 	<ul style="list-style-type: none"> TV Print ads (newspapers, magazines, trade publications) CD Rom Brochures Information Pamphlets Posters Web site www.hollandcollege.com Direct mail In-school presentations General presentations Displays Recruitment tours
Student Recruitment	<ul style="list-style-type: none"> Holland College 	<p><u>Primary</u></p> <ul style="list-style-type: none"> Youth (13-18) Young adults (18+) <p><u>Secondary</u></p> <ul style="list-style-type: none"> Educators 	<ul style="list-style-type: none"> Recruit new students Promote career exploration Demonstrate employability skills required 	<ul style="list-style-type: none"> TV Radio Print ads (newspapers, magazines, trade publications) Brochures Posters Web site: www.hollandcollege.com In-school presentations General presentations Displays