

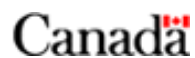


Regional Consultation

Saskatchewan

Summary of Key Findings

October 19, 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 Regina on October 19, 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 that consisted of the consultation’s agenda (see Appendix 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 approximately 29 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, Bev Cook, as well as Keith Lancaster, Executive Director of CAF-FCA, and François Bélisle, National Executive Director of Skills/Compétence 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 Conrad Pura, Executive Director of Skills Canada-Saskatchewan, and Doug Muir, Director of Apprenticeship and Trade Certification Commission. Following these regional presentations, an opportunity was given to participants to identify other campaigns, initiatives or activities that focus on promoting skilled trades and apprenticeship within Saskatchewan (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.

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
Employers	<ul style="list-style-type: none"> • Need to understand benefits of apprenticeship • Need to know how apprenticeship works • Need to understand that it is an investment not a cost • Need to focus on recruitment & retention • Need to identify secession planning • Need to create more youth employment opportunities • Need to understand the need for diversity in the workforce • Fear the cost of hiring new staff/training • Fear that apprentices will go to someone else once they are trained • Lack an understanding of the future workforce needs/planning • Lack of incentives • Lack of resources for training 	101
Government	<ul style="list-style-type: none"> • Need to make government aware that Compulsory Trade Certification is needed to level the playing field amongst various regions and sectors in regards to skilled trade careers 	80
Career Counsellors	<ul style="list-style-type: none"> • Systemic bias against trades • Gap in educational system in relation to trades training • Need more career counsellors • Need to promote all trades, not just construction • Career stereotyping of gender-specific trades • Bias towards aboriginal workers to steer them to construction trades vs. other skilled trade opportunities 	79

Target Audience	Need or Gap that exists	Points assigned by participants
Youth	<ul style="list-style-type: none"> • Need positive role models/mentors within trades • Need to be exposed to a variety of trades, not just ones that require an apprenticeship • Require a realistic understanding of the workplace culture • Take on parental ideas/values re: careers in academics • Believe trades are dead end or 'starting' jobs only 	50
Youth (Secondary School)	<ul style="list-style-type: none"> • Need promotional kits in which all trades are highlighted. • Need to raise the profile of secondary school apprenticeship system 	31
Educators in General	<ul style="list-style-type: none"> • Need to be exposed to on-the-job training of the trades • Need to expose more youth to skilled trade occupations • Lack education to teach industrial arts and industrial safety • Tunnel vision toward academics • Need to recognize value of trade education/careers 	20
Parents/Family	<ul style="list-style-type: none"> • Need to accept trades as good occupations • Need to change their attitudes and perceptions about trades • Past decades there was a push on university careers, which is weighing the scale to university careers • Require a realistic picture of careers in skilled trades • Parents "want more for their kids" • Don't understand the trades/wages/paths • Perception of skilled trades is negative 	18
Journeypeople	<ul style="list-style-type: none"> • Need recognition of those who are providing training to apprentices • Need good news stories to raise their profile and keep them motivated to be involved 	16

Target Audience	Need or Gap that exists	Points assigned by participants
Tradespeople in general	<ul style="list-style-type: none"> • Need to develop retention strategies to keep qualified labour in the province during various business cycles 	15
Consumers	<ul style="list-style-type: none"> • Need to educate/realize value of tradespeople; not just a focus on cost of labour 	11
Apprenticeship Commission	<ul style="list-style-type: none"> • Need regulations in regards to high school to trade transition 	9
High School Administrations	<ul style="list-style-type: none"> • Need to identify an efficient and effective way to distribute information into the school 	2
Labour organizations	<ul style="list-style-type: none"> • More emphasis on sharing best practices 	0
Aboriginal people	<ul style="list-style-type: none"> • Require a better understanding of: <ul style="list-style-type: none"> ○ needs of employers ○ how to access the opportunities in trades ○ the workplace culture ○ the relevance of education in the skilled trades • Influencers focus aboriginal youth into academic careers 	0
Women	<ul style="list-style-type: none"> • Lack of interest • Dislike getting dirty • Male dominated industry/chauvinistic culture • Stereotypical attitudes towards tradespeople • Belief that “strength” is needed and don’t think women can physically do it • Unaware of trades that are not traditional/dirty/heavy etc. • Belief of discrimination on job sites 	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 Saskatchewan as determined by participants were as follows:

1. **Employers:** lack of understanding of how apprenticeship works, therefore do not create opportunities for apprenticeship
2. **Government:** unaware that Compulsory Trade Certification is needed to level the playing field amongst various regions and sectors
3. **Career counsellors:** bias against trades, stereotypical view of gender roles in trades, ignorant to trades opportunities (other than construction)

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. Employer

- Develop an employer toolkit with consists of:
 - Modules (note: Homebuilders have 8 modules for builders already on Business, HR Mgt, supervision, etc.)
 - Training placement procedures
 - Rationale for value of “well-rounded” apprentices and why apprenticeship training is important
 - Outline the benefits of apprenticeship

Deliver this toolkit through:

- Specific sectors/associations; deliver to their Annual General Meeting/Conferences
- Communicate the message through suppliers, consumers, inspectors, regulators, trade/contract organizations
- Note: important to communicate to these groups in winter months

Require the following information to make the toolkit resonate with employers:

- Research on the issue, impending skills shortage, etc.
- Business case for hiring/retaining apprentices
- Return on investment
- Success stories
- Other “best practices” of lessons learned

- Champions to deliver the message (SATCC, labour, SLFDB, SCA, Sask. Homebuilders Assoc., SMPIA)
 - Require all stakeholders to be involved in the development and delivery
- Provide HR apprenticeship training. This training would include principles of apprenticeship training, system information, business training, supervision training, employer/ee relationship and responsibilities in apprenticeship
- Discuss tax credits with provincial government; need to motivate employers through monetary incentives
- Develop a Speakers' Bureau that includes a registry of speakers (SFL, Construction Association, Trades Councils, Trades Association, etc.) that provides speakers for schools, provides input into publications for teachers that allow them to assess employers to speak on skilled trade careers and issues
- Develop communication material that explains the apprenticeship process in a simple way, using CDs and Web sites
- Develop sustainable economic development programs for the local economy to ensure tradespeople stay in the province
- Employers need to work closer with apprenticeship commission through a one-on-one communication method (i.e. meetings)
- Continue to host Skills Competitions and encourage more public forum of exposing the general public to skilled trades
- Promote school programs to employers that already exist within the school system to demonstrate the opportunities that exist to provide information to youth and parents i.e.) Take your kids to Work Day. Can promote these programs through school board mail-outs to new/existing employers, Chamber of Commerce communication material
- Provide incentives to employers to hire youth for trades and technology positions for the summer (i.e. promote the opportunities and benefits)

2. Government

- A one-on-one meeting of government with an alliance of all stakeholders with one common voice; need to develop a strategic plan based on common goals
- Require a process which collects consumer complaints and collects statistics to prove the need for trained and certified tradespeople to government
- Display the human side of the need/benefits to compulsory trades
- Prove the value of certification by giving examples of increased safety, increased quality, increased consumer protection
- Emphasize the need for government to continue to invest in a trained labour force to increase economic growth and quality of life
- Provide information that is consistent with pan-Canadian trends; provide cross Canadian mobility
- Promote success stories
- Increase awareness of need for increased compulsory apprenticeship

- “Fit” education stream to sustainable/local employment demands through SIAST, taxes, projects, promote local trades first.

3. Career Counsellors

- Require a toolkit full of information about skilled trades as well as opportunities available to skilled tradespeople; provide learning tools and resources
- Require a clearer definition and a realistic picture of skilled trade careers
- Require skilled trades training during their own teachers’ training that expose various career options within the trades; there should be one module in their training that deals with trades streaming, has guest lecturers, etc.
- Provide existing educators and counsellors with short refresher courses about skilled trade occupations
- Employers should host on-site visits with counsellors/teachers
- Require a local traveling tradesperson to fill in the gap of lack of careers counsellors
- Provide in-school presentation of local tradespeople including business people and apprentices (could be part of the Educator Toolkit)
- Encourage parents who are tradespeople to present their occupations within the schools
- Encourage educators to participate in a externship or work-term within the trades
- Provide presentations and information at Teachers’ Conferences
- Require more financial resources to hire more career counsellors

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
Government	<ul style="list-style-type: none"> • An one-on-one meeting of government with an alliance of all stakeholders with one common voice 	18
Employers	Develop an employer toolkit with consists of: <ul style="list-style-type: none"> • Modules • Training placement procedures • Rationale as to why apprenticeship training is important • Outline the benefits Deliver this toolkit through: <ul style="list-style-type: none"> • to specific sectors/associations ; deliver to their Annual General Meeting/Conferences • Communicate the message through suppliers and consumers Require the following information to make the toolkit resonate with employers: <ul style="list-style-type: none"> • Research • Business case • Success stories • Other “best practices” of lessons learned • Champions to deliver the message • Require all stakeholders to be involved in the development and delivery 	18
Counsellors	<ul style="list-style-type: none"> • Require a toolkit full of information about skilled trades as well as opportunities of skilled tradespeople; provide learning tools and resources 	10
Counsellors	<ul style="list-style-type: none"> • Develop a Speakers’ Bureau that includes a registry of speakers, provides speakers for schools, provides input into publications for teachers that allow them to access employers to speak on skilled trade careers and issues 	8

Target Audience	Idea	# of Votes
Counsellors	<ul style="list-style-type: none"> Require skilled trades training during their own teachers' training that expose various career options within the trades 	4
Counsellors	<ul style="list-style-type: none"> Provide in-school presentation of local tradespeople including business people and apprentices (could be part of the Educator Toolkit) 	4
Counsellors	<ul style="list-style-type: none"> Employers should host on-site visits with counsellors/teachers 	3
Employers	<ul style="list-style-type: none"> Develop communication material that explains the apprenticeship process in a simple way, using CDs and Web sites. 	2
Employers	<ul style="list-style-type: none"> Continue to host Skills Competitions and encourage more public forums of exposing the general public to skilled trades 	2
Counsellors	<ul style="list-style-type: none"> Provide existing educators and counsellors with short refresher courses about skilled trade occupations 	1
Counsellors	<ul style="list-style-type: none"> Provide presentations and information at Teachers' Conferences 	1

With various priority ideas identified, participants were 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.

Those that volunteered to be part of this local team are:

1. Conrad Pura Skills Canada – Saskatchewan
Saskatchewan Labour Force Development
2. Gord Heidel Skills Canada – Saskatchewan
3. Valerie Overend/
Denis Caron SIAST
4. Doug Muir Apprenticeship Commission
5. Garth Ivey Saskatchewan Building Trades
6. Michael Fougère Saskatchewan Construction Association
7. Ken McKinlay Saskatchewan Homebuilders Association
8. Jim Marcia SGEU

Appendix A – Consultation Agenda



Skilled Trades: A Career You Can Build On Consultation Agenda

Date: Thursday, October 19th 2004

Location: Hotel Saskatchewan

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	Ken	Ahl		CLR
2	Judy	Behrns		Regina Public Shools
3	Bert	Boyer	Business Manager	International Association of Bridge, Structural, Ornamental & Reinforcing, Ironworkers Local 771
4	Ken	Busch	Training Coordinator	Saskatchewan Piping Industry Joint Training Board
5	Dennis	Carrigan	Skills Canada Sask. Board Member	
6	Gladys	Downing	Business Manager	International Union of Operating Engineers, Local 870
7	Michael	Fougere	Executive Director	Saskatchewan Construction Association
8	Christel	Gee	Work Education Consultant	Regina Catholic School Board
9	Sandra	Greenough		SLFDB
10	Gord	Heidel		
11	Garth	Ivey	Business Manager	Saskatchewan Provincial Building & Construction Trades Council
12	Jim	Marcia		SGEU
13	Sid	Matthews	Executive Director	Construction Labour Relations Association of Sask.
14	Ken	McKinlay	Executive Director	Saskatchewan Home Builders Association
15	Paul	McLellan	President	Alliance Energy Ltd.
16	Michael	McPherson	General Manager	Human Resource Services, Sask. Housing Authorities
17	Alan	Mills		SLFDB
18	Doug	Muir	Director	Apprenticeship and Trade Certification Commission
19	Valerie	Overend	WITT Facilitator	Industrial Division, SIAST Wascana Campus
20	Al	Page	Project Manager	Construction Careers Services, Regina
21	Terry	Parker	Business Representative	International Brotherhood of Painters and Allied Trades, Local 739

	First Name	Last Name	Position	Organization
22	Conrad	Pura	Project Coordinator	Saskatchewan Labour Force Development Board
23	Chuck	Rudder	Business Manager	International Association of Heat and Frost Insulators and Asbestos Workers, Local 119
24	Alice	Russell	Executive Director	Regina Homebuilders Association
25	Megan	Shingle		SFL
26	Carrie	Stettner	Human Resources Consultant	Apprenticeship and Trade Certification Commission
27	Blaine	Stoll		SGEU
28	Toni-Lynn	Welwood	Project Coordinator	Saskatchewan Labour Force Development Board
29	Denis	Caron	Dean of Industrial	SIAST

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	Primary target Audience/s	Key messages	Promotion Tactics Used
Apprenticeship Works	<ul style="list-style-type: none"> Saskatchewan Apprenticeship and Trade Certification Commission 	<ul style="list-style-type: none"> Current skilled trades workers High school students (grade 12) 	<ul style="list-style-type: none"> Promote Apprenticeship, inform as to how it works 	<ul style="list-style-type: none"> Information packets Pamphlets, other publications with course information, job descriptions, etc. E-mail Apprenticeship@sasked.gov.sk.ca www.saskapprenticeship.ca
Skills Canada	<ul style="list-style-type: none"> HRSDC Local industry 	<ul style="list-style-type: none"> Youth 	<ul style="list-style-type: none"> Encourage youth to look into careers in skilled trades 	<ul style="list-style-type: none"> Website In-school presentations Displays Brochures Camps Cardboard Races
Industry Education Council	<ul style="list-style-type: none"> 5 school boards 	<ul style="list-style-type: none"> High schools 	<ul style="list-style-type: none"> Trades 	<ul style="list-style-type: none"> hands on events

Name of the Program	Sponsoring Organization	Primary target Audience/s	Key messages	Promotion Tactics Used
Building Trades		<ul style="list-style-type: none"> • Youth • Educators 	<ul style="list-style-type: none"> • Awareness of trades and career options 	<ul style="list-style-type: none"> • brochures • face to face • interactive computer based career info
Smart Conference	<ul style="list-style-type: none"> • Saskatoon Construction Association 	<ul style="list-style-type: none"> • Youth 	<ul style="list-style-type: none"> • Promotion 	<ul style="list-style-type: none"> • hands on • brochures
Spend a Day	<ul style="list-style-type: none"> • SGEU 	<ul style="list-style-type: none"> • Youth 	<ul style="list-style-type: none"> • Workplace awareness 	<ul style="list-style-type: none"> • Hands on activities
Crew Call	<ul style="list-style-type: none"> • SMPA 	<ul style="list-style-type: none"> • Youth/other 	<ul style="list-style-type: none"> • Opportunities in film and video • Financial reward • Creative outlet 	<ul style="list-style-type: none"> • SIAST calendar • Website • Promo. brochures
Construction Careers Projects, Joint Training Centre	<ul style="list-style-type: none"> • SIIT 	<ul style="list-style-type: none"> • Aboriginal youth/other 	<ul style="list-style-type: none"> • Opportunities in construction trades • Employment leading to careers 	<ul style="list-style-type: none"> • Career fairs • Display/presentations (limited promo materials-information sheets • Visits to reserves
Work Study Program @ Cochrane High School	<ul style="list-style-type: none"> • Regina Public S.D. 	<ul style="list-style-type: none"> • Gr. 10-12 (14 weeks full time employment) 	<ul style="list-style-type: none"> • You can do well in the real world 	

Name of the Program	Sponsoring Organization	Primary target Audience/s	Key messages	Promotion Tactics Used
Community Networks	<ul style="list-style-type: none"> • Regina Public Schools • Regina Catholic Schools • Qu'Appelle Valley Schools • Community businesses and organizations 	<ul style="list-style-type: none"> • Students • Educators • Community members • Parents 	<ul style="list-style-type: none"> • Enhance existing career development curricula • Experimental learning 	<ul style="list-style-type: none"> • student workshops, activities, "games" • special events • teacher activities
SASKWITT	<ul style="list-style-type: none"> • Status of Women, Government of Saskatchewan 	<ul style="list-style-type: none"> • Women 	<ul style="list-style-type: none"> • Encourages girls and women to consider these skilled trade occupations. 	<ul style="list-style-type: none"> • Web site: http://www.swo.gov.sk.ca/org.aspx?p0=1006 • Speakers • Workshop • Videos • Educational resources
She's Making Choices (French/English)	<ul style="list-style-type: none"> • SASK WITT 	<ul style="list-style-type: none"> • Youth • Women 	<ul style="list-style-type: none"> • Provide gender-neutral resources for classroom use, • Introduce youth to occupations in trades & technology • Introduce youth to women in trades and technology 	<ul style="list-style-type: none"> • Posters • Direct-mail sent to all schools • video • lesson plans • speakers bureau

Name of the Program	Sponsoring Organization	Primary target Audience/s	Key messages	Promotion Tactics Used
Indian & Metis Girls Exploring Trades and Technology (IMGETT)		<u>Primary</u> <ul style="list-style-type: none"> • Youth (13, 14) • Aboriginals <u>Secondary</u> <ul style="list-style-type: none"> • Parents 	<ul style="list-style-type: none"> • To meet first nations and Metis women who work in industrial and technology occupations • Expolore careers in trades & technology • Use hand and power tools to build shop projects 	<ul style="list-style-type: none"> • Information Pamphlets • In-School presentations • Phone calls t schools, agencies, band offices • Camp
Choosing the Beat of her own Drum	<ul style="list-style-type: none"> • IMGETT 	<u>Primary</u> <ul style="list-style-type: none"> • Youth (primary & secondary) • Aboriginals <u>Secondary</u> <ul style="list-style-type: none"> • Educators 	<ul style="list-style-type: none"> • To stimulate classroom discussion about changing roles of women and men in society • Potential for women to work in predominantly male occupations • Rewards and challenges of careers in trades, technology, operations and science 	<ul style="list-style-type: none"> • Posters • Direct mail to all schools in Sask.
Putting Knowledge to Work	<ul style="list-style-type: none"> • SIAST 	<ul style="list-style-type: none"> • Various Trades • All Youth 	<ul style="list-style-type: none"> • Promoting the career options within SIAST 	<ul style="list-style-type: none"> • Posters • www.gosiast.com
Are you the Right Woman for the Job?	<ul style="list-style-type: none"> • SIAST 	<ul style="list-style-type: none"> • Women • Aboriginals 	<ul style="list-style-type: none"> • Provide women with information on trades and technology • Opportunity to self-assess suitability • Information about training and apprenticeship 	<ul style="list-style-type: none"> • Print ads (newspapers) • Posters • Info sessions

Name of the Program	Sponsoring Organization	Primary target Audience/s	Key messages	Promotion Tactics Used
Women in Technology (WITECH) Exploratory Course (Industrial Division/Technology Division)	<ul style="list-style-type: none"> • SIAST 	<ul style="list-style-type: none"> • Young adults • Women 	<ul style="list-style-type: none"> • Opportunity to explore training options in Engineering technologies • Exposure to realistic training environment(hands-on) • Opportunity to work with female engineering technicians and technologists 	<ul style="list-style-type: none"> • Print ads (newspapers) • Information booklets/pamphlets • Posters • In-school presentation
Young Womens' Conference	<ul style="list-style-type: none"> • Skills Canada • SIAST • SC Sask 	<ul style="list-style-type: none"> • Youth • Women 	<ul style="list-style-type: none"> • To introduce Gr. 11, 12, girls to a range of trades women • To conduct trades-related activities for young women in a motivational setting • To tour young women through a series of trades competitions and encourage participation 	<ul style="list-style-type: none"> • Information Pamphlets • www.skillscanadasask.com • direct mail
GETT Alumnae Workshops	<ul style="list-style-type: none"> • SIAST/SaskWitt 	<ul style="list-style-type: none"> • Youth • Women 	<ul style="list-style-type: none"> • Maintain support structure for girls who are interested in trades or technology careers • Provide career related information from strong role models • Provide information on accessing training and employment in trades and technology 	<ul style="list-style-type: none"> • Direct mail

Name of the Program	Sponsoring Organization	Primary target Audience/s	Key messages	Promotion Tactics Used
Kindergarten Project	<ul style="list-style-type: none"> • SIAST/ SaskWITT 	Primary: <ul style="list-style-type: none"> • Youth(primary) Secondary <ul style="list-style-type: none"> • Educators • Parents 	<ul style="list-style-type: none"> • To bring young women in work boots into the classroom • Provide kids with an opportunity to perform trades tasks at an introductory level 	Presentations in school with activity stations such as: <ul style="list-style-type: none"> • Threading rods into metal base • Attaching electrical wires • Repairing a chain • Hat station/dress-up like a tradesperson • others