



Regional Consultation

Yukon

Summary of Key Findings

October 26, 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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Table of Contents

Background	4
Approach & Methodology	4
Key Findings.....	5
Moving Forward.....	13
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 Whitehorse on October 26, 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 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, Bev Cook 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 Suzanne Hingley,

Executive Director of Skills Canada-Yukon, and Ken Smith of the Yukon Department of Education, Advanced Education Branch. 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 the Yukon Territory (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 territory 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 recruit higher quality apprentices (may depend on HR support that is available within each employer) • Need to be educated on how apprenticeships work • Generally not supportive of the apprenticeship system • Need to increase opportunities for indentureships • Need to provide support for business who also have productivity demands 	79
Teenage Youth	<ul style="list-style-type: none"> • Need to be exposed to positive images of tradespeople • Need to be reached in more effective ways and venues that are youth oriented i.e. cinema • Need to utilize communication tactics that “speak” to youth and incorporate pop culture i.e. rap music • Need visual, dynamic presentations • Need messages that are “short and sweet” but have impact due to limited attention spans 	70
Career Counsellors/ Educators	<ul style="list-style-type: none"> • Need to be more educated about trade opportunities • Need to understand that trades are not for “drop-outs” or academically challenged youth • Entrance requirements into the trades should not be focused on academics only • Most counsellors are university educated and are unfamiliar with trades occupations 	49

Target Audience	Need or Gap that exists	Points assigned by Participants
Government Agencies	<ul style="list-style-type: none"> • Need to redirect funding to employers to motivate them to hire apprentices i.e. tax benefits, financial incentives • Should offer rebates, bursaries on non-government contracts 	39
Apprenticeship Trainers	<ul style="list-style-type: none"> • Include entrepreneur training and education as part of the course to expose youth to the opportunities to be a business owner and have business savvy to become successful 	20
Territorial Government	<ul style="list-style-type: none"> • Need to lead the way in supporting apprentices internally with their own workforce • Need to demonstrate their commitment to apprenticeship training • YSAP – need to identify why it hasn't worked and why there are no participants • YUKON HIRE – local program needs to be reviewed 	17
College/University Administration	<ul style="list-style-type: none"> • Equal credits need to be given for apprenticeship training programs • Accreditation and recognition of credits towards applied degrees i.e.) associate degrees 	7
First Nations	<ul style="list-style-type: none"> • Need to provide more information to key influencers within aboriginal communities such as elders and training officers • Need to communicate that skilled tradespeople will return to the community • Need to recognize ways to deliver apprenticeship opportunities to those who do not want to leave their community 	7
Youth under 13	<ul style="list-style-type: none"> • Need to be exposed to more positive images of tradespeople i.e.) Bob the Builder cartoons • Need to identify what attracts youth and keeps their attention 	7

Target Audience	Need or Gap that exists	Points assigned by Participants
30 +	<ul style="list-style-type: none"> • Show opportunities for travel nationally and internationally as a tradesperson • Need to educate them on the opportunities for tradespeople in smaller markets who have multiple trades training 	2
Youth without any post-secondary schooling	<ul style="list-style-type: none"> • Need to reach them more effectively 	2
Social Services Agencies, NGOs	<ul style="list-style-type: none"> • Need to be aware that skilled trade careers require quality candidates • Need to screen for appropriate candidates for skilled trades training • Tendency to steer their clients to trades and service training 	0
Non-Trade Professionals such as lawyers, doctors	<ul style="list-style-type: none"> • Not aware of opportunities within skilled trade occupations • Negative perception of skilled tradespeople 	0
Military	<ul style="list-style-type: none"> • Need to develop ways to cross-promote with military skilled trades training • Need to work together to identify ways to bridge skills training from military to non-military requirements and vice versa 	0
All organizations recruiting youth to trades	<ul style="list-style-type: none"> • Need to develop more strategic alliances with like-minded organizations • Need to have a targeted approach • Need to have a realistic picture of what the capability is given economic conditions, demographics, competing recruiting programs, etc. 	0

Target Audience	Need or Gap that exists	Points assigned by Participants
General	<ul style="list-style-type: none"> • Limited development and training opportunities within several sectors within the Territory • Need to encourage message to go outside the region for training opportunities within a specific sector, but to come back to the region to work 	0
Communities in General	<ul style="list-style-type: none"> • Need to recognize there are gaps in many secondary, on-site building trade 	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 the Yukon Territory as determined by participants were as follows:

1. **Employers:** have a negative perception of skilled trades careers as well as a general lack of knowledge apprenticeship
2. **Teenage youth:** information not reaching this age group, more effective advertising and publicity necessary
3. **Career Counsellors/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

- Identify return on investment analyses that show the business benefits of hiring apprentices
- Develop tax incentives; develop tax rebates for select trades SMEs; develop training trust funds

- Demonstrate possibilities for cross-training i.e. sheet metal and refrigeration, all mechanical, and oil burner mechanics
- Organize and lobby through trade associations, unions, peer groups, committees, etc
- Compulsory certification of some or all trades
- Creation of a service that would screen and publicize apprenticeship and employment opportunities
- Direct contact with employers with list serves and direct mailouts
- Deliver message through peer groups such as Chamber of Commerce, Canadian Federation of Independent Business, and Yukon Federation of Labour
- Require greater volume of trainers of apprentices
- Deliver the messages on a negative tone that will demonstrate what will happen if employers DON'T hire apprentices:
 - What labour will cost businesses if they **don't** develop a quality supply of employees to provide them with options/choice;
 - What will happen to your business in the long-term if they **don't** plan for shortages now by training apprentices
- Messages are needed about the value of apprentice being an investment
- Employers need to understand that loyalty to the employer can be developed to ensure that your apprentice remains with the employers after they obtain their journeymen
- Develop a training/employment contract
- Develop a Champion program that provides opportunity for employers to speak to their peers
- Reach employers in indirect way through Parent Teacher Nights, community events
- Invite employers to trade-related events
- Use apprentices to market their value to employers and explain how the apprenticeship system works

2. Teenagers

- Flashy, contemporary media i.e. videos, CD, cinema, etc
- Use role models and Champions to deliver positive messages about tradespeople
- Promote care path options when you have a skilled trade such as:
 - Mobility and travel
 - Entrepreneurships
 - Business management
 - Having fun
- Publicize local successes through
 - Presentations
 - Recognition
 - Awards

- Profiles
 - Develop trade champions
- Provision of collateral/promotional material to advertise skilled trades, such as:
 - Hats
 - Logos
 - Water bottles
 - Jackets
 - T-shirts
- Promotion of exploration and safety programs
- Commission the Music, Arts and Dance (MAD) students to create campaign to reach teenagers
- Live forums survey and discussions with youth in Gr. 8 & 9 to expose youth to the educational requirements of careers in skilled trades and the value of a skilled trade careers
- Develop hands-on activities to interest youth in skilled trades that are active, tangible, fun, and educate youth on the need for intelligence, as well as the opportunities for good salaries
- Create model programs for youth such as the Young Alaskans Building Affordable Housing
- Reach youth through youth organizations (Girl Guides, Boys and Girls Club, Scouts, etc)
- Reach youth through media targeted at youth, especially local media/venues
- Develop Young Champions, who can be apprentices or recently certified Journeypersons. Use role models such as Lynn Black and Jason (local tradespeople)
- Identify the return on investment between choosing a university career stream versus the skilled trade career streams
- Expose message of “earn while you learn”

3. Counsellors/Educators

- Education system requires key changes around career counselling, for example:
 - Require career counsellors with a single duty and dedicated time for career counseling
 - Need more counsellors with trades knowledge
 - Remove “academic” in academic counselling
 - Restructure school timetable and class schedules to accommodate educators to provide exposure to all the options in trades
 - Need to realize that there is more than academia careers
 - Need to learn about all the options in skilled trades
 - Need to see the reality of salary differences and level of satisfaction of university careers vs. journeymen careers

- Need to be exposed to the reality of what employers need and want from their employees
 - Key skill set includes communication skills
- Need to look at all students for trades, regardless of their academic performance, and simply provide all the viable options for that person
- Need to facilitate youth opportunities to experience skilled trade careers through job shadowing opportunities
- Promote trades-oriented workshops
- Use in-services to promote skilled trade careers
- Use direct-mail targeted at counsellors
- Develop and facilitate career exchange program to get educators on-the-job
- Presentations are needed by Skills Canada at Parent/Teacher Association, Parent Nights, and other in-services
- Host educator conferences
- “Get on the agenda” of educator conferences
- Develop partnership with labour organizations to reach educators

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
Counsellors	<ul style="list-style-type: none"> Role and function of school counsellors needs to be redefined with more information provided to them about skilled trade careers to help them shift their negative attitudes to be more positive and well-informed 	12 votes
Teenagers	<ul style="list-style-type: none"> Publicize local skilled trade successes through presentations, champions, awards, profiles and other recognition 	7 votes
Employers	<ul style="list-style-type: none"> Tax incentives, rebates and other financial motivations for select SMEs within select industries 	6 votes
Employers	<ul style="list-style-type: none"> Develop a Return on Investment case study to provide businesses with the facts on how apprentices affect their bottom line and business lines 	5 votes
Teenagers	<ul style="list-style-type: none"> Develop hands-on skilled trade activities for youth that are active, fun, tangible 	5 votes
Employers	<ul style="list-style-type: none"> Creation of a service that would screen and publicize apprenticeship and employment opportunities 	4 votes
Teenagers	<ul style="list-style-type: none"> Creating model programs that are similar to Young Alaskans Building Affordable Housing 	2 votes
Employers	<ul style="list-style-type: none"> Direct contact with employers through list serves and direct mailouts 	2 votes
Employers	<ul style="list-style-type: none"> Demonstrate possibilities for cross-training to employers to develop quality staff 	1 vote
Employers	<ul style="list-style-type: none"> Compulsory Certification of some or all trades 	1 vote
Counsellors	<ul style="list-style-type: none"> Develop career exchange programs for educators/counsellors to experience the trades 	1 vote
Teenagers	<ul style="list-style-type: none"> Promotion of exploration and safety programs to teenagers 	1 vote

With various priority ideas identified, participants were asked who would like to be involved in a provincial committee to develop a strategy for the territory 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 session are

1. Suzanne Hingley Skills Canada- Yukon
2. Ken Smith Yukon Department of Education, Advanced Education
Branch

Appendix A – Consultation Agenda



Skilled Trades: A Career You Can Build On Consultation Agenda

Date: Tuesday, October 26th 2004
Location: Best Western Gold Rush 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	Don	Austin	U/A Representative	United Association Local 310
2	Gene	Batten		Yukon College
3	AJ	Beacon		
4	Brian	Butler	Program Co-coordinator	Yukon College
5	Steve	Duncan	President	Duncan's Ltd.
6	John	Gryba		Dept. of Education
7	Susanne	Hingley	Executive Director	Skills Canada
8	Norm	Ingram		Dept. of Education
9	Betty	Irwin	Coordinator	Yukon Women in Trades and Technology
10	Tegart	Keith	Manager	
11	Heather	Lang		Skills Canada
12	Tanya	Lanigan	Counsellor, Grade 10/11	Porter Creek Secondary
13	Lise	McDevitt	Teacher	Vanier Catholic Secondary
14	Gordon	McDevitt		Dept. of Education
15	Duncan	Miller	IA Educator	F.H. Collins
16	Dave	Motley		
17	Mike	Nugent		
18	Kevin	Philly	Fixed Operations Manager	Whitehorse Motors Ltd.
19	Ken	Smith		Dept. of Education
20	John	Wright		

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 Program	Sponsoring Organization	Target Audience	Key Messages	Promotion Tactics
Cutting Edge; Step into the Trades	<ul style="list-style-type: none"> Yukon Department of Education, Advanced Education Branch 	<u>Primary audiences</u> <ul style="list-style-type: none"> Secondary School Youth (13-17) Young adults (18 +) Educators Parents <u>Secondary audiences:</u> <ul style="list-style-type: none"> Employers 	<ul style="list-style-type: none"> Increase general awareness To position skilled trades programs as equal to other post-secondary options To influence parents to support students' choice to enter skilled trade programs Encourage students to begin an apprenticeship program as part of secondary school program 	<ul style="list-style-type: none"> www.education.gov.yk.ca School visits/presentations at Career Days, parent/teacher nights, etc Presentation to educators during in-service days Displays in schools Banners Posters Brochures about apprenticeship Booklets targeted at Students Booklet targeted at educators/counsellors CBC Radio & Television ads Outdoor signage on buses Award of Excellence to students that are in apprenticeship training and obtain 85+ averages (banquet)

Name of Program	Sponsoring Organization	Target Audience	Key Messages	Promotion Tactics
College Trades	<ul style="list-style-type: none"> • Yukon College 	<ul style="list-style-type: none"> • Employers • First Nations • Unions 	<ul style="list-style-type: none"> • General information • Broad appeal to Yukon College • Request /need for apprenticeship development 	<ul style="list-style-type: none"> • Integrating female instructors • PowerPoint presentations • Capital works partnerships • www.yukoncollege.yk.ca
Private industry recruitments efforts	<ul style="list-style-type: none"> • Employers 	<ul style="list-style-type: none"> • Tradespersons 	<ul style="list-style-type: none"> • Promote opportunities and availability for employment in the region 	<ul style="list-style-type: none"> • Newspaper ads inside and outside the territory
YEU Bursaries	<ul style="list-style-type: none"> • YEU 	<ul style="list-style-type: none"> • Youth 	<ul style="list-style-type: none"> • 1 bursary offered to youth 	
Skills Canada	<ul style="list-style-type: none"> • HRSDC 	<ul style="list-style-type: none"> • Youth, grade 6 and up 	<ul style="list-style-type: none"> • Hands –on experience • Exposure of skilled trades to youth • Demonstrate opportunities in skilled trades • Show passion of those involved in skilled trades 	<ul style="list-style-type: none"> • www.skillsyukon.com • Skills Centre • Solar Challenge • Mother & Daughter Carpentry Workshops • Cardboard Boat Races • Shop Talks • Automotive Clubs • Tour of the Trades (tours to youth of various stages of building a home) • Strategic community partnerships and alliances • Brochures • Display • Presentations

Name of Program	Sponsoring Organization	Target Audience	Key Messages	Promotion Tactics
Skills Canada	<ul style="list-style-type: none"> HRSDC 	<ul style="list-style-type: none"> Youth, grade 6 and up 	<ul style="list-style-type: none"> Hands –on experience Exposure of skilled trades to youth Demonstrate opportunities in skilled trades Show passion of those involved in skilled trades 	<ul style="list-style-type: none"> www.skillsyukon.com Skills Centre Solar Challenge Mother & Daughter Carpentry Workshops Cardboard Boat Races Shop Talks Automotive Clubs Tour of the Trades (tours to youth of various stages of building a home) Strategic community partnerships and alliances Brochures Display Presentations
Proposed Cooking/Home economics Program in Youth Custody	<ul style="list-style-type: none"> Yukon Territory Justice 	<ul style="list-style-type: none"> Youth 	<ul style="list-style-type: none"> Learning life skills Provide job opportunities Improve self esteem 	<ul style="list-style-type: none"> Role modeling Mentoring to provide inspiration
Co-op Education	<ul style="list-style-type: none"> Joint Whitehorse Secondary Schools 	<ul style="list-style-type: none"> Secondary school youth 	<ul style="list-style-type: none"> Hands on career exploration 	<ul style="list-style-type: none"> Community Based Partnerships
United Association Joint Apprenticeship Training Committee	<ul style="list-style-type: none"> United Association Union affiliated contractors 	<ul style="list-style-type: none"> High school students Graduates 	<ul style="list-style-type: none"> Promote skilled trades as a viable option that provides good pay 	<ul style="list-style-type: none"> Trade show displays School promotions Financial incentives

Name of Program	Sponsoring Organization	Target Audience	Key Messages	Promotion Tactics
<p>Young Women in Trades and Technology</p>	<ul style="list-style-type: none"> • Yukon Territory Government Advanced Education • Partnership/sponsors from various government departments and private industry • Canadian Tire Whitehorse sponsor car clinics 	<p><u>Primary Audiences</u></p> <ul style="list-style-type: none"> • Women • Youth (<13) • Youth (13-17)Grade 8 females • Women +18 <p><u>Secondary audiences</u></p> <ul style="list-style-type: none"> • Educators • Parents • Employers 	<ul style="list-style-type: none"> • Raise level of awareness of skilled trade careers among girls and women 	<ul style="list-style-type: none"> • www.yukonwitt.org • Activities such as: <ul style="list-style-type: none"> ○ Women Exploring Trades Workshops ○ Home Repair Clinics ○ Car Care Clinics ○ Women Wanna Weld Weekends ○ Introduction to Silversmithing Weekends ○ Hands-on trades workshops in rural schools ○ Young Women Exploring Trades Conference • Print ads and newspaper articles in schools and local community newspapers • Website • CD Rom • Brochures • In-school presentation • Information kit that includes: <ul style="list-style-type: none"> ○ Fact sheets ○ Brochures ○ CD • Display • Profiles of successful women tradespeople