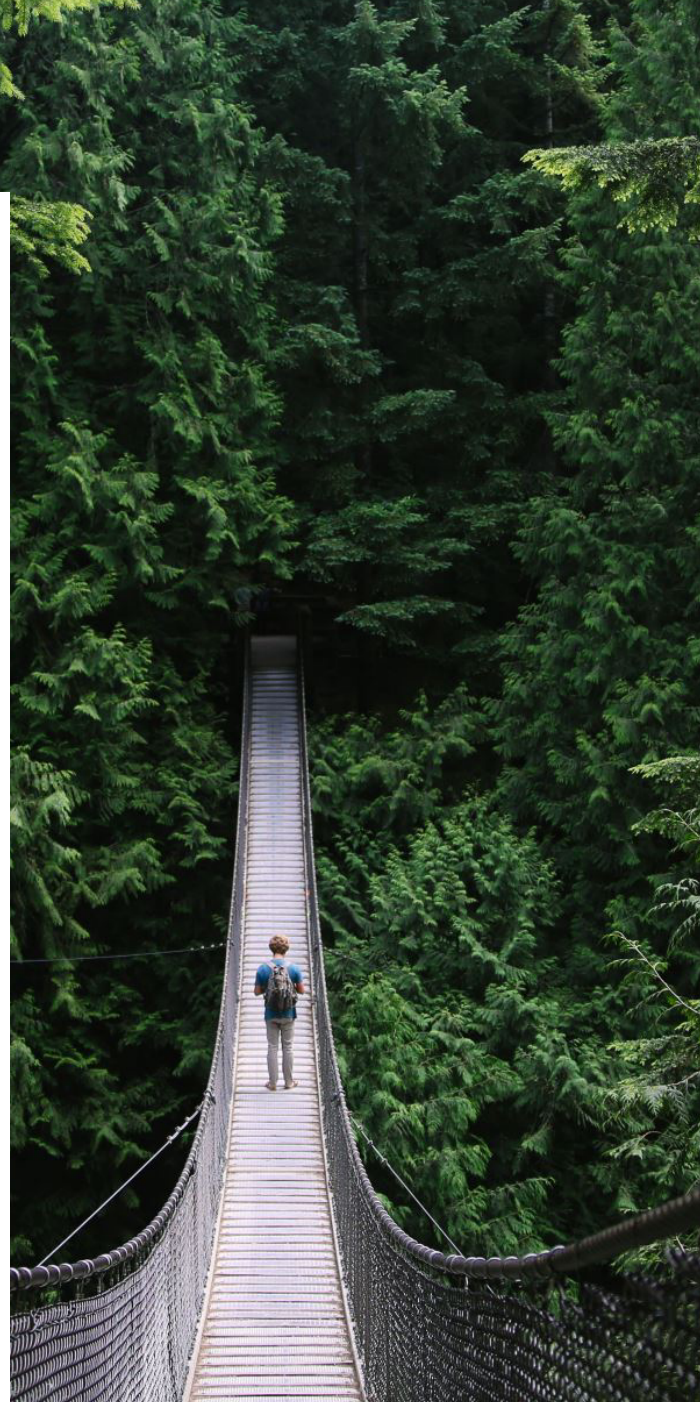


Tourism and Hospitality Industry Career Awareness Initiative

Final Research Report prepared for:



November 24, 2022

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1. Executive Summary

With funding from PacifiCan's Tourism Relief Fund (TRF) and in alignment with the BC Tourism and Hospitality Labour Recovery Framework, go2HR is developing and initiating a career awareness program and implementation strategy focused on educators at the secondary and post-secondary levels, youth, and parents.

This research report provides the foundation on which the career awareness program and implementation strategy will be built. The key findings outlined in this report provide critical insights from the perspectives of government, industry, secondary and post-secondary educators, and other jurisdictions about best practices, barriers and opportunities for sparking excitement and interest among young people about tourism and hospitality jobs and careers.

An extensive environmental scan of existing programs and resources aimed at youth career awareness reveals that substantial efforts are being made to support students and their parents in selecting secondary school and post-secondary school courses. Indeed, career education is one of the B.C. Ministry of Education's core priorities. While there are examples of tourism and hospitality-specific electives (i.e., Tourism 11 and 12), most courses are geared towards general career exploration and trades training. However, the scan also demonstrates that there is a substantial base of existing initiatives and programs that could be adapted, piloted, and expanded to support the goals of the Tourism and Hospitality Labour Recovery Framework.

To increase interest in tourism and hospitality careers, considerable efforts are needed to improve awareness and understanding of the diversity of careers available across the tourism and hospitality industry and the multitude of benefits working in this field offers, including flexibility, mobility, opportunity for advancement, work-life balance, and more.

This report outlines six key themes related to current barriers, accompanied by opportunities that could be further explored. The themes identified in the report are interrelated and interdependent; a successful outcome will require equal attention to be paid to each area. They are:

1. Parents and educators lack understanding of the tourism and hospitality industry and the opportunities that exist for youth considering careers.
2. Establishing and maintaining strong relationships among K-12 educators, post-secondary institutions, and industry is essential.
3. Educator materials to support tourism and hospitality career awareness are insufficient. New tourism and hospitality educator materials must be simple, engaging, and accessible.
4. There are substantial existing career awareness initiatives (general and specific to other industries) that could be adapted, piloted, and expanded for the tourism and hospitality sector.
5. Tourism 11 and Tourism 12 are under-subscribed province wide.
6. Many students in grades 11 and 12 have already started to make decisions about their careers. Efforts should also be made to spark interest in tourism and hospitality as early as grade 5.

2. Introduction

B.C.'s tourism and hospitality industry currently faces a significant challenge recruiting and retaining an adequate labour supply. Labour shortages are not unique to tourism and hospitality; in fact, many industries are competing for the same labour supply as B.C. currently has one of the lowest unemployment rates in Canada.¹ However, easing the labour strain is especially critical for tourism and hospitality given that the industry is still recovering from the effects of the COVID-19 pandemic.

Even before the pandemic, the BC Labour Market Outlook identified 108,026 job openings in tourism and hospitality between 2019 and 2029. These openings are anticipated to span the diversity of jobs in the sector, including management and supervisory roles, skills occupations, and front-line, entry-level roles.

The B.C. Tourism and Hospitality Labour Recovery Framework identifies the need to change perceptions of tourism and hospitality careers for youth and their parents and highlight both the diversity of occupations that can be pursued within the industry, and the benefits that make the industry attractive to work in. Youth cite wages and benefits, opportunities to develop skills, and flexibility as key criteria when considering their career choices,² all of which can be found within the tourism and hospitality industry.

An example of the impact of misperceptions common among parents, educators, and students is that Tourism 11 and Tourism 12, approved electives within B.C.'s public education system, are severely undersubscribed. In fact, only a handful of school districts have offered these courses in recent years, and those that do report they are likely to discontinue them due to low enrollment. Efforts to capture the attention of youth can start early in students' journeys through the K-12 system, be maintained during their first work experiences and after-school or summer jobs and be reinforced as they select and pursue post-secondary education and training.

The purpose of this report is to inform development of a B.C. Career Awareness Strategy for the tourism and hospitality sector and identification of initiatives for implementation at secondary and post-secondary levels (targeting students, educators, counsellors, and influencers), in addition to the creation of a stakeholder framework for implementation, amplification, and sustainability.

¹ Statistics Canada's October 2022 Labour Force Survey cited B.C.'s unemployment rate as 4.2%.

² Qatalyst Research Group's Research to Support the Development of the B.C. Tourism & Hospitality Worker Attraction Program (Draft Report)

3. Approach

The research was completed in two phases over a seven-week period between September 26, 2022, and November 12, 2022.

Phase 1: Environmental Scan

Phase one is an environmental scan with the objectives of:

- Identifying whether there are existing initiatives designed to increase youth tourism career awareness and recruitment at the K-12 and post-secondary levels
- Building an inventory of initiatives, programs and courses aimed at general career awareness that could be leveraged in the context of tourism and hospitality
- Distilling best practices from other industries or jurisdictions that could be relevant for the B.C. context
- Gaining a deeper understanding of how key courses and programs operate, such as timing, target audiences, integration with B.C. curriculum and credit system, and funding sources

The scope of this work includes a detailed review of 60 B.C. school districts' career awareness programs, post-secondary institutions offering tourism-based programs, and initiatives and resources related to career awareness available outside of the K-12 and post-secondary system. In addition to school districts, post-secondary schools, and the Ministry of Education, the review also encompasses organizations targeted at specific audiences, such as the Industry Training Authority, the Career Education Society, Junior Achievement BC, the RCMP, the First Nations Education Steering Committee (FNESC) and the First School Association of B.C.

This phase also includes review of youth career awareness strategies nationally, in other Canadian jurisdictions and in international jurisdictions that have well-developed plans in place, such as Hawaii and New Zealand. The environmental scan is attached as Appendix 1.

Phase 2: Key Stakeholder Interviews

The second phase is a series of 25 in-depth interviews with key stakeholders representing K-12 educators, post-secondary educators, B.C. government officials, as well as tourism human resources organizations in other jurisdictions, including those with a national focus. Interview participants were selected based on findings of the environmental scan, focusing on organizations that follow best practices or have innovative approaches to youth career awareness engagement.

A list of interview participants is attached as Appendix 2.

4. Findings

The environmental scan and subsequent stakeholder interviews revealed that there are substantial career awareness initiatives offered by different organizations across British Columbia and Canada. However, initiatives specifically aimed at educating youth about opportunities and benefits of working in tourism and hospitality are extremely limited. Inadequate resources mean that teachers and parents do not have the tools and information they need to help youth meaningfully explore the variety of occupations that can be pursued within the industry, and the many quality-of-life benefits that come with working in the sector. Nevertheless, existing efforts to raise awareness of career choices among youth and young adults could provide an opportunity to leverage current programs, explore new partnerships, or build on other organizations' efforts to expand interest in tourism and hospitality careers in B.C. This key finding underpins all the major themes that the research revealed and is further described in section 4.4 below.

4.1 Overview of British Columbia's Education System

There are more than 2,000 schools in B.C.'s secondary school system, including 1,571 public schools, 365 independent schools, and 131 First Nation schools. B.C. has approximately 570,000 public school students, 89,000 independent school students, and more than 4,500 home-schooled children enrolled annually. The number of Indigenous students enrolled in First Nation schools was not readily available through public sources.

B.C.'s secondary education system is highly decentralized. B.C. public schools are provincially funded and operate through 60 individual school districts. Each independent school operates through an established authority and is primarily funded through tuition payments. B.C. First Nation schools are funded by the federal government, through the department of [Indigenous Services Canada](#) (ISC), and operated by local First Nations. In B.C. public schools, program priorities, including any courses focused on tourism and hospitality, are determined locally by each school board in the spring preceeding the following school year. These programming decisions are based on criteria such as available funding, student demand, teacher skill sets, and previous enrollment numbers. Priorities for independent and First Nation schools are determined locally; timing for these programming decisions is not known.

The B.C. post-secondary system is also highly decentralized. There are 25 public post-secondary institutions including universities, colleges and institutes located across B.C., with over 430,000 students. In addition, there are more than 1,100 registered private post-secondary institutions, and 45 Indigenous adult and post-secondary educational institutions. These community-based institutes have diverse offerings including college and university programs leading to certificates, diplomas, and degrees; Adult Basic Education leading to the Adult Dogwood Diplomas for secondary school completion; language instruction; occupation-specific training and upgrading; and a broad spectrum of lifespan learning programs that support Indigenous people, communities, languages, and cultures.

Currently there are 51 tourism programs offered within 14 of the 25 public post-secondary institutions. Of those, 41 are management certificate and diploma programs, eight focus on adventure tourism and two provide training for tourism event management. Only two of the private institutions currently offer tourism

management training. The funding allocations for tourism programs reside with each institution. Several stakeholders at public post-secondary institutions reported during interviews that enrollment in tourism management programs is primarily international students, whereas adventure tourism program enrollment is mainly domestic students. Interview participants also noted a sharp decline in domestic student enrollment in recent years, particularly during the COVID-19 pandemic. Outcomes for these programs were not available. However, anecdotally, some stakeholders believe that it is common for students to leave these programs early. Furthermore, some stakeholders reported they believe some students are graduating without the job readiness skills needed to find employment.

4.2 Key Program Descriptions³

Tourism 11 and 12

- Tourism 11 and Tourism 12 are delivered in B.C. as a pre-approved elective course under the Applied Design, Skills, and Technologies (ADST) program. ADST electives fall within one of four categories: Business Education, Home Economics and Culinary Arts, Information and Communications Technologies, and Technology Education. Tourism falls under the business category, in addition to accounting, marketing, entrepreneurship, and economics.
- Tourism 11 course content includes an introduction to tourism, positive attitudes of the tourism professional, transferrable skills, and preparing to succeed.
- Tourism 12 course content includes travel planning, tourism operations, business of tourism, and tourism industry work experience.
- Currently, only a limited number of school districts have Tourism 11 and 12 as electives:
 - Tourism 11: SD 19 (Vernon), SD 23 (Central Okanagan), SD 37 (Delta), SD 41 (Burnaby), and SD 73 (Kamloops).
 - Tourism 12: SD 19 (Vernon), SD 23 (Central Okanagan), SD 34 (Abbotsford), SD 41 (Burnaby), SD 73 (Kamloops), and SD 83 (North Okanagan).
- Several stakeholders from districts that have Tourism 11 and 12 as electives reported that they have modified the ministry curriculum to include career awareness and pathway discussions, essential skills training, and work experience. Follow-up interviews further identified that many of these school districts are not currently delivering these electives or are at risk of cancelling them due to low enrollment numbers, particularly since the COVID-19 pandemic.
- See Theme 5 in section 4.4 for more details.

Entrepreneurship 12

- Entrepreneurship 12 is also delivered under the ADST program.
- Students in this course learn about entrepreneurial opportunities, types of business ventures, global markets, and economic trends, launching a small business, intellectual property, and interpersonal and presentation skills.
- Students also learn applied skills such as evaluating safety issues for themselves and co-workers, and applied technologies, such as exploring existing, new, and emerging tools, technologies, and systems.

³ See Appendix 1: Environmental Scan for more details about programs.

Canadian Academy of Travel and Tourism

- The Canadian Academy of Travel and Tourism (CATT) program is offered by Tourism HR Canada and is intended to be integrated into the current high school tourism curriculum.
- The program was accompanied by financial support for implementation when it was originally launched in the mid 1990s, but this support is no longer available.
- The purpose is to support students in specializing in tourism through a work and study approach.
- Tourism HR Canada directly administers the program, with participating schools receiving access to online teaching resources and suggested learning activities using a current fee for use model.
- The program saw strong participation in the past, with more than 3,000 students at more than 100 schools across Canada having completed certificates. Exact participation numbers for B.C. are not known.
- However today, uptake is limited with Nova Scotia being the only active jurisdiction using the program.
- Tourism HR Canada is in the process of reimagining and updating the CATT program, targeting spring 2023 for launch. The new program is expected to be more flexible and less paper heavy.

B.C. Work Experience and Career Exploration

- The B.C. Work Experience and Career Exploration (WEX) program is an approved credit within the K-12 curriculum.
- The Ministry of Education's policy states that WEX includes in-school time spent on specific workplace orientation, safety instruction, and ministry curricula. However, students must spend most of the course time in authentic work experience placements.
- The WEX program appears to vary by school district, with some delivering a comprehensive program with dedicated career educators and resources, and others with little to no information about the program available online.
- As part of the Tourism 12 curriculum, students must participate in a tourism work experience.

Career-Life Education and Career-Life Connections

- Career development and awareness is one of the B.C. education system's three goals and part of the core curriculum delivered in all grades, including two mandatory courses delivered in grades 11 and 12 required for graduation: Career Life Education and Career-Life Connections.
- While these courses follow Ministry of Education curriculum guidelines, specific content and career pathways explored are at the discretion of career educators.
- A review of each school district website revealed that the majority have specific career awareness webpages to support students. Approximately half are well developed and list a variety of programs including trades, work experience and other initiatives tailored to each school district. These school districts also have designated career development staff. The remaining school districts either had limited or no information available online.

Workforce Training Certificates 12

- Workforce Training Certificates 12 is an elective course that provides students with the opportunity to participate in workforce training opportunities while in high school.

- The course allows students to complete one or more training certificates that support their personalized learning plan and increase their ability to successfully transition to the paid workforce.
- The Ministry of Education sets standards and identifies the curricular competencies of this program.
- Student learning in a certificate course takes place outside of the classroom, either in a post-secondary classroom or other training facility, or in the workplace.
- Students can earn up to four credits, based on the number of instruction hours. One credit is typically earned by students in approximately 30 hours of instruction.
- There is flexibility in the types of certificates students can earn under this program.

4.3 Examples of Best Practices

Industry Training Authority

- The Industry Training Authority (ITA) leads and coordinates British Columbia’s skilled trades system. ITA works with employers, apprentices, industry, labour, training providers and government to issue credentials, supports apprenticeships, fund programs, set program standards and increase opportunities in the trades.
- The ITA is a provincial Crown corporation under the responsibility of the Ministry of Advanced Education and Skills training.
- Over the past ten years, the ITA has worked in close partnership with school districts, post-secondary institutions, employers, and the provincial government to successfully shift the perception of trades as a viable career pathway for youth.
- Currently, all school districts in B.C. actively promote and offer trades programs and training with funding support.
- In an interview, the ITA recommended several best practices that are consistent with the themes identified in section 4.4 of this report, and are considered critical for successful implementation and sustainability:
 - Managing regional relationships – the ITA has implemented programming with the support of nine regional trade advisors to facilitate relationships between industry, employers, school districts, post-secondary institutions, and youth.
 - Supporting career awareness beginning in grade 5 – the ITA offers discover trades events during early education.
 - Streamlined educator resources – the ITA has direct relationships with school districts and supports career educators with easy-to-use resources and materials, engagement activities for students and regular webinar updates.

RCMP Academy Program

- The RCMP Academy Program provides youth who may be considering law enforcement careers with an authentic, transparent experience that closely resembles police academy training.
- This application-based program is offered every year during spring break and runs for nine full days. Youth who participate receive four high school credits for “youth leadership” and “volunteer/work experience” meeting provincial curriculum guidelines.
- The program is delivered independently by specific detachments in four B.C. communities.
- The environmental scan also revealed that other sectors deliver similar “academy” models including fire fighting, robotics, information technology, digital arts, sustainable ranching, and entrepreneurship.

Junior Achievement BC

- Junior Achievement BC (JABC) delivers free, hands-on programs to B.C. schools supporting work readiness, financial health, and entrepreneurship, funded through donations and volunteer support.
- This program is widely taken up in B.C: 90% of school districts delivered 2,000 JABC programs last year to more than 50,000 students, involving hundreds of educators.
- The JABC also offers a "company program" delivered in partnership with industry groups where students work with businesses over a 16-week period to create their own business ideas.

New Brunswick Tourism Career Awareness for Youth

- Through a partnership between the Tourism Industry Association of New Brunswick and the province's department of education, students are exposed to career possibilities in the tourism and hospitality sector.
- The initiative includes a variety of activities such as presentations, tourism-specific job fairs, and video projects where students interview people who work in the industry.

The initiative also supports professional learning opportunities for teachers.

4.4 Key Themes and Opportunities

Theme 1: Parents and educators lack understanding of the tourism and hospitality industry and the opportunities that exist for youth considering careers.

Parents play a key role in students' decisions about career training, helping their children select courses and consider post-graduation career pathways. Additionally, educators are highly influential in shaping students' decisions about their career journeys, including both first job opportunities and broader career pathways. This observation was shared among many of the key stakeholders interviewed, including school district educators who are actively promoting tourism and hospitality career awareness, post-secondary school tourism educators, and tourism associations in other Canadian and international jurisdictions. A common view is that educators who are not currently promoting tourism careers, parents, and the broader community lack understanding of what kinds of career opportunities exist in the sector and the value of choosing a tourism and hospitality career for young people.

The myth that tourism and hospitality only offer low-paying, entry-level jobs are preventing a widespread shift in perception about the value of working in this field, including the opportunity for youth to experience work for the first time, build essential, highly sought after and transferrable skills, enjoy flexibility and mobility throughout their careers, and the ability to apply specialized occupations within the tourism and hospitality industry.

OPPORTUNITY AND INITIATIVES FOR CONSIDERATION

All aspects of the Tourism and Hospitality Industry Career Awareness Initiative must align and reinforce the forthcoming communications strategy that is under development by go2HR. The themes, messaging, images, and narratives must be mutually supported through and across future pilot programs, career awareness communications, educator resources, stakeholder engagement efforts, and across other organizations' materials, such as the WorkBC.ca website.

Adapt the BC Tourism and Hospitality Labour Recovery Framework communications and outreach campaign to target educators, parents, and students to highlight the “value of tourism,” encouraging educators to include tourism career pathways and benefits of tourism as a first-time job, within existing career education curriculum.

Theme 2: Educator materials to support tourism and hospitality career awareness are insufficient. New tourism and hospitality educator materials must be simple, engaging, and accessible.

Stakeholders strongly recommended that easy to use, simple, and accessible educator resources be developed to facilitate career awareness and education among youth. One stakeholder noted, “Another binder will just be placed under the desk, instead you need to tell us about it, show us how to use it, and then give it to us to use.” Resources should be grade specific and engaging, such as videos for youth (peer-to-peer if possible), clear and simple messaging for educators, hands-on activities, contests, industry talks (or peer-to-peer), and field trip opportunities.

Currently, the limited educator resources for tourism and hospitality career awareness that do exist are housed in multiple locations, and do not adequately describe the industry’s diversity, its breadth of career opportunities, and the multitude of benefits people working in this field enjoy. For example, the WorkBC.ca website contains a variety of career development and awareness resources focused on jobseekers, which school districts and post-secondary institutions also refer to. This includes information on tourism occupations and career pathways.

Educators report that time and resources constraints also prevent them from seeking out multiple sources. Creating a repository of information and teaching resources that is frequently updated, easy to navigate, engaging, and fits within existing career education curriculum was seen as a highly valuable contribution that could support increased focus on tourism and hospitality career awareness. Educators are likely to view positively a well-organized, clearly written, and informative page for “go2HR tourism” that allows them to retrieve all the resources they need from one location.

OPPORTUNITY AND INITIATIVES FOR CONSIDERATION

go2HR could lead the development of a microsite for students, parents, and educators at both the K-12 and post-secondary school levels. WorkBC.ca, school districts, and post-secondary institutions could host a link to this microsite on their websites, streamlining information access for students, parents, and educators.

Theme 3: Tourism 11 and Tourism 12 are under-subscribed province wide.

As described in section 4.2, Tourism 11 and 12 are pre-approved elective courses under the Applied Design, Skills, and Technologies program’s business stream. Only a handful of school districts have these electives available. Of those, stakeholders reported that they are not currently being offered, are at risk of being cancelled, and suffer from low enrollment.

Reasons for low enrollment were cited as parents not seeing tourism as a valuable career pathway and discouraging students to sign-up; trades and health are promoted pathway choices and offer dual credit; students are concerned about uncertainty in the tourism and hospitality industry because of the COVID-19 pandemic; and that there are many other electives to choose from.

Consistent with themes 1, 2, and 3, this result suggests a need to better communicate about the sector and the benefits of careers in tourism and hospitality. Offering dual credit may be helpful and demonstrate to parents that the sector offers a viable career pathway. Dual credit programs provide students with the ability to earn credits during secondary school that are also counted towards post-secondary education or certifications. Dual credit is available in trades training and was noted by stakeholders as one of the keys to increasing participation.

OPPORTUNITY AND INITIATIVES FOR CONSIDERATION

Develop strategies to increase the number of School Districts offering Tourism 11 and 12 as an elective choice for students.

Following increased participation, explore dual credit tourism career pathway options for students transitioning from secondary to post-secondary institutions.

Theme 4: There are substantial existing career awareness initiatives (general and specific to other industries) that could be adapted, piloted, and expanded for the tourism and hospitality sector.

As described in section 4.2, career education is one of the B.C. education system’s three main goals and part of the core curriculum delivered in all grades. At least 30 hours of career-life exploration is required for graduation through Career-Life Connections, and students can earn credits by participating in WEX courses, Entrepreneurship courses, or in the Workforce Training Certificate program.

OPPORTUNITY AND INITIATIVES FOR CONSIDERATION

Industry could also work with champion school districts to pilot tourism work experience through the WEX program. The Workforce Training Certificate Program could be used to deliver the refreshed CATT program or another industry-specific initiative, such as spring break tourism boot camp program. The entrepreneurship course could also be used to facilitate students learning in launching new tourism products or services.

Tourism and hospitality awareness and career pathway discussions could be supported through these courses’ core curriculums and general career development discussions included in earlier grades, in alignment with the Ministry of Education’s goals. This initiative could be used to pilot an educator resource package with a champion school district and more widely launched at the next annual career education conference (fall 2023).

B.C. First Nations Schools are supported by the First Nations Education Steering Committee (FNESC). While there are not tourism-specific programs outlined on FNESC’s website, there are several initiatives focused on career development, including: career pathways in health and sciences occupations; employability and work experience; and summer jobs. In addition, FNESC has a dedicated career awareness page on its website focused on educators and students. The webpage includes several innovative tools and resources that could be explored for broader use, including peer-to-peer videos and posters promoting career pathways.

In addition, five school districts across the province (three on Vancouver Island and two in the Kootenays) have adapted the Outdoor Leadership Program to focus on adventure tourism leadership. There are some minor differences among these programs, but they are all delivered outside the classroom and provide student credits and industry certification. All the school districts contacted reported a high level of engagement and many offer the program to students across multiple districts.

OPPORTUNITY AND INITIATIVES FOR CONSIDERATION

Additional career awareness videos and the expansion of adventure tourism leadership programs could be developed through a partnership between Indigenous Tourism BC and FNESC.

Theme 5: Establishing and maintaining strong relationships among K-12 educators, post-secondary institutions, and industry is essential to all aspects of the Tourism and Hospitality Industry Career Awareness Initiative.

Key stakeholder interviews revealed that in the past, strong relationships among educators and the tourism and hospitality industry facilitated information-sharing, creation of learning opportunities, and accessible, up-to-date educator resources. Strong relationships among these groups also helped foster a common understanding of the career opportunities that exist in the industry and the value of working in tourism and hospitality for young people who are just beginning their career explorations. Several stakeholders noted that today, these relationships have become fragmented.

Interviews with stakeholders identified in section 4.3 as following best practices also demonstrated the value of strong working relationships among educators, industry, and employers. Deliberately working to foster connections among these groups was highlighted as critical to promoting positive perceptions and identifying education opportunities for students.

OPPORTUNITY AND INITIATIVES FOR CONSIDERATION

Reconnect key stakeholders from industry, secondary, and post-secondary education through roundtable discussions.

Relationships could be sustained by inviting educators to attend existing annual tourism and hospitality conferences (regional or provincial), providing regular opportunities for networking and information sharing.

The tourism and hospitality industry should raise its profile by establishing ongoing participation in the Career Education Society's annual fall conference. The ITA and the JABC frequently present at this conference. This initiative could also support Theme 3, by presenting new career awareness resources directly to educators and showing them how they can use them in their classrooms.

Theme 6: Many students in grades 11 and 12 have already started to make decisions about their careers. Efforts should also be made to spark interest in tourism and hospitality as early as grade 5.

Stakeholder interviews and the environmental scan both highlighted the need to begin engaging students much earlier in their education. While younger students are not necessarily at the stage to begin mapping out their career journey, they are starting to discover their personal interests and talents. Capturing their attention at this early phase can set the stage for course selection later in their education journeys.

Some stakeholders also reported that following the COVID-19 pandemic, students are gravitating to in-person, experiential learning activities, and no longer want online activities. The best way to engage youth is by getting them out of the classroom, and for younger students in particular, hands-on activities work best. However, stakeholders noted that rising bus transportation costs and teacher resourcing support (substitute teacher costs) are barriers that put pressure on local school district budgets.

As noted in Theme 3, career education is delivered in all grades as part of the Ministry of Education's core curriculum. The ITA has leveraged this requirement with its "youth discover trades" module targeted at students in grade 5. In this model, schools can apply for funding based on local ideas that engage students in trade occupations, including culinary. Many schools submit applications that also expand into other sectors such as forestry and robotics.

OPPORTUNITY AND INITIATIVES FOR CONSIDERATION

Expand tourism and hospitality career awareness resources to grades 5 to 10 as part of the career development and awareness curriculum. These could include videos, workbooks, and hands-on activities.

In partnership with the ITA and industry, schools could be offered the opportunity for a tourism trades exploration day for students. This type of cross-sector partnership already exists. The Rocky Mountaineer hosted local students in the past, providing them with the opportunity to discover a variety of trades occupations with the company.

5. Next Steps

Once feedback from go2HR has been incorporated, the next step will be further consultation with government bodies (i.e., the B.C. Ministries of Education, Advanced Education and Skills Training, and Tourism, Arts, Culture and Sport) and industry partners to discuss proposed initiatives, potential partnerships and resourcing opportunities. These discussions will inform the development of a multi-pronged, multi-year tactical strategy with piloted or permanent initiatives and an educator implementation framework aligned with key themes outlined in this report.